

UNVEILING ENTREPRENEURIAL POTENTIAL: EXPLORING THE ATTRIBUTES AMONG UNDERGRADUATE STUDENTS IN CHHATTISGARH

Abstract

This study aims to investigate the entrepreneurial attributes among undergraduate students in Surguja division, Chhattisgarh, India. It focuses on promoting entrepreneurship as a key driver of socio-economic development. The significance of entrepreneurship in fostering economic growth, job creation, innovation, and overall societal prosperity cannot be overstated. In the context of Chhattisgarh, being one of the tribal and resource-rich states in India, there exists a high potential for nurturing entrepreneurial talent among students. The study is based on primary data collected using a structured questionnaire from undergraduate university and college students in Surguja division of Chhattisgarh. By examining basic entrepreneurial attributes, the study found that most undergraduate students displayed favorable entrepreneurial attributes. Students from nuclear families exhibited higher mean scores across all entrepreneurial attributes than those from joint families, indicating the impact of family type on these attributes. Female students demonstrated higher mean scores in creativity, risk-taking, and self-confidence attributes than males, while both genders showed similar mean scores for problem management skills. Family occupation exhibited uniform mean scores across all entrepreneurial attributes, signifying no discernible influence. Educational institutions must integrate entrepreneurial education into their curricula, fostering an environment that nurtures innovation and business decisions. Moreover, the research suggests targeted support for female entrepreneurs and students from specific socio-economic backgrounds to enhance their entrepreneurial skills. Based on the findings, the study recommends that policymakers formulate supportive policies,

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including funding schemes and incentives, to encourage student entrepreneurship and industry-academic collaborations. Looking ahead, the scope for future research includes a deeper exploration of additional socio-economic factors, such as cultural influences and technological access, that may impact entrepreneurial attributes.

Keywords: Entrepreneurial Attributes, Creativity, Problem management, Chhattisgarh

I. INTRODUCTION

Entrepreneurs' innovativeness empowers companies to consistently bring forth fresh products and services, enabling them to adjust to changing market demands, thus enabling swift market entry (Covin & Wales, 2019). Entrepreneurship is crafting and developing something valuable from minimal initial resources. This definition underscores the idea that entrepreneurship revolves around recognizing and actively pursuing an opportunity, regardless of the available resources. Entrepreneurship involves converting innovative concepts into tangible value (Timmons & Spinelli, 2009). Gbadeyan *et al.*, (2021) define “entrepreneurial activity as an enterprising human action in pursuit of the generation of value, through the creation or expansion of economic activity, by identifying and exploiting new products, processes, or markets. In other words, entrepreneurship activities are human actions employed to generate value by creating new products, ideas, and services”. Entrepreneurship can be viewed as a dynamic process aimed at generating incremental wealth. These definitions highlight entrepreneurship as a journey where individuals create wealth and take on associated risks. Both definitions portray entrepreneurship as a wealth-generation venture or activity (Trott, 2008). According to Kreiser *et al.* (2013), in *entrepreneurial enterprises*, innovation and creativity are frequently acknowledged as crucial in promoting expansion, providing novel high-profit products, and improving the overall market value.

Entrepreneurs' self-confidence is a firm belief in one's abilities. It is closely associated with self-esteem, which assesses our capability to think and tackle everyday challenges. It has been proposed that self-confidence is strongly linked to having a strong internal locus of control. Rotter introduced the concept of locus of control, which characterizes a behavioral outlook centered on the belief in having control over one's fate (Chell, 2013).

This study is focused on exploring the entrepreneurial attributes among undergraduate students in the Surguja division of Chhattisgarh using the select socio-economic variable. Surguja Division is an administrative division in the Indian state in the northern part of Chhattisgarh and shares borders with Jharkhand, Bihar, and Uttar Pradesh. It comprises seven districts: Surguja, Jashpur, Surajpur, Koriya, Balrampur and Manendragarh-Chirmiri-Bharatpu. The division is known for its rich cultural heritage, diverse demographics, and natural beauty. It is home to various ethnic communities, including indigenous tribes such as the Korwas, Gonds, and Satnamis, among others, contributing to the region's cultural vibrancy.

II. REVIEW OF LITERATURE

Ali *et al.* (2010) attempted to study entrepreneurial attributes in students studying in a public university. The study used multistage sampling among postgraduate students. The result revealed that the majority of students possessed positive entrepreneurial attributes. The study found no significant impact of gender, family income and occupation on entrepreneurial attributes. Gurol & Atsan (2006) investigated the entrepreneurial orientation of students involved in entrepreneurship education at a Turkish university and compared them with students who did not show a proclivity for entrepreneurship. A survey questionnaire utilizing the Likert scale was employed for data collection. The t-test was utilized, and the findings indicated that the levels of various entrepreneurial traits were notably higher among students inclined towards entrepreneurship than those who did not exhibit a similar inclination. In

their study, Zain *et al.* (2010) focused on gauging the entrepreneurial intentions of undergraduate business students in Malaysia. Researchers utilized the Pearson correlation test to assess the impact of personality traits and environmental factors on students' decisions to pursue entrepreneurship. The results indicated that most students intended to embark on entrepreneurial endeavors, with their decisions notably influenced by their personality traits—a study conducted on South African university students to find an association between entrepreneurial attributes and intentions. Factor analysis was performed to test the validity of measuring instruments. Application of Inferential Statistics was made to find out the association. The study found that entrepreneurial attributes were significantly found in students showing entrepreneurial intentions Farrington *et al.* (2012). Suresh & Krishnamurthy (2014) attempted to analyze the relationship between socioeconomic factors and the intensity of the entrepreneurial traits in commerce students in a college in the Theni district in Tamilnadu. The study concluded that entrepreneurial traits played an important role in developing potential entrepreneurs and creating new establishments. The study also suggested that governments and academics should come forward to help and motivate such students on these issues. Ahmad *et al.* (2014) examined the efficacy of the entrepreneurship curriculum of students in Malaysia. The investigation revealed that the curriculum was ineffective and students were not getting proper and sufficient knowledge. It further revealed that instructors also lack the required entrepreneurial knowledge and training. Beranek (2015) studied the attitude of students towards entrepreneurial skills. Results revealed that all entrepreneurial skills except risk-bearing traits have been developed. The study suggested including risk-bearing capacity in educational content for students so that they can learn it in a competitive environment. Anwer *et al.* (2019) researched to explore the relationship between personality traits and entrepreneurial traits among business and commerce students in universities. The researchers used a partial least square method to analyze the primary data. The finding revealed that the goals and aspirations of the students highly determined the entrepreneurial intentions among the students. Anwar & Saleem (2019) attempted to explore entrepreneurial traits among university students in India. The study used questionnaires based on a 7-point Likert scale and collected data using convenient sampling. Findings revealed that there is a high level of entrepreneurial traits among those students who are inclined towards entrepreneurship. Students inclined towards entrepreneurship had higher risk-bearing capacity, creativeness, and other entrepreneurial skills.

III. RESEARCH GAP

Entrepreneurship research has gained considerable attention over the past few decades, with scholars extensively examining the factors influencing entrepreneurial intentions and the traits necessary for success in entrepreneurial ventures. The literature has identified a range of variables that affect entrepreneurial attributes, including personality traits, socio-economic backgrounds, educational experiences, and the effectiveness of entrepreneurship education. Despite the broad scope of existing research, several critical gaps warrant further investigation. Most of the research has focused on specific populations within particular regions, such as Ali *et al.* (2010), who studied postgraduate students in a public university, and Gurol & Atsan (2006), who examined students in a Turkish university involved in entrepreneurship education. Similarly, other studies have concentrated on students in Malaysia, as in the work of Zain *et al.* (2010) and Ahmad *et al.* (2014), or on commerce students in Tamil Nadu, India, as studied by Suresh & Krishnamurthy (2014). While these studies provide valuable insights into students' entrepreneurial traits and intentions within

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these specific contexts, their findings are often difficult to apply to different cultural, economic, or educational settings. There is a clear need for comprehensive, cross-cultural research that systematically compares entrepreneurial traits and intentions across diverse student populations. Such research would enhance our understanding of how entrepreneurial traits manifest in various cultural and socio-economic contexts and could inform the development of more globally effective entrepreneurship education practices. Furthermore, there is a notable lack of research focusing on regions like Chhattisgarh, a state in India with a rich socio-economic and cultural history. Chhattisgarh has undergone significant economic transformation over the past decade, emerging as one of the fastest-growing regions in the country. With its large population, evolving markets, and various government initiatives promoting entrepreneurship, the state presents extensive opportunities across multiple sectors. The state government has implemented attractive incentives to encourage investment, fostering a favorable environment for entrepreneurial activities. Despite these favorable conditions, research on the entrepreneurial attributes of students in Chhattisgarh, particularly at the undergraduate level, remains scarce. Investigating the entrepreneurial attributes among students in this region is essential to understand the role of the current education system in promoting entrepreneurial activities. Such a study would provide significant insights into the entrepreneurial landscape of Chhattisgarh, shedding light on the entrepreneurial potential among the state's undergraduate students and offering a clearer picture of how regional factors influence entrepreneurial development.

IV. RESEARCH OBJECTIVE

To study the entrepreneurial attributes among undergraduate students in Sarguja division of Chhattisgarh using select socio-economic factors.

V. RESEARCH HYPOTHESIS

H₀₁: Entrepreneurial attributes among the undergraduate students are the same considering family type.

H₀₂: Entrepreneurial attributes among the undergraduate students are the same considering family occupation.

H₀₃: There is no significant difference in entrepreneurial attributes among the undergraduate students considering gender.

VI. RESEARCH METHODOLOGY

This study employs a quantitative approach to explore the influence of socio-economic factors on entrepreneurial attributes among undergraduate students in the Sarguja Division of Chhattisgarh. The primary goal is to measure entrepreneurial attributes, which include creativity, self-confidence, risk-taking, and problem-management skills, and to understand how various socio-economic variables shape these attributes. Data collection was conducted using a structured questionnaire distributed online via Google Forms. The target population comprised undergraduate students from University Teaching Departments (UTDs) and affiliated colleges of Sant Gahira Guru University, Ambikapur. A simple random sampling technique was employed to select participants. A total of 193 valid responses were obtained and included in the analysis. The study employed descriptive statistics to summarize the data

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and inferential statistics, such as t-tests and ANOVA, to identify significant differences between the variables.

To assess the entrepreneurial attributes of the students, the study utilized a 20-item scale developed by Villasana et al. (2016), which is recognized for its reliability in evaluating entrepreneurial traits. The scale is divided into four key attributes: creativity, self-confidence, risk-taking, and problem management skills. Creativity was measured using five items with a Cronbach's alpha of 0.909, indicating high internal consistency. Self-confidence, a crucial trait for entrepreneurial decision-making and initiative, was assessed through seven items with an alpha value of 0.947. Risk-taking, measured by four items with an alpha of 0.858, is essential for entrepreneurial ventures, requiring the ability to navigate uncertainty and take calculated risks. Problem management skills, measured by four items with an alpha of 0.853, reflect the capacity to handle challenges effectively. Each attribute was rated on a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree), and the overall reliability of the scale was confirmed with a high Cronbach's alpha of 0.972. In addition to measuring entrepreneurial attributes, the study also examined the influence of specific socio-economic variables, including family type, occupation, and gender. Family type, categorized as joint or nuclear, can impact entrepreneurial traits through social support and financial security differences. Family occupation, classified into sectors such as farming, business (self-employed), and Job (salaried), may shape students' exposure to entrepreneurship and their propensity to engage in entrepreneurial activities. Gender was analyzed to explore potential differences in entrepreneurial attributes between male and female students, acknowledging the role of societal norms and expectations.

Dependent and Independent Variable of the Study

This study uses all four dimensions/ attributes as dependent variables, and all three socio-economic variables are considered independent variables.

VII. LIMITATION

The study is limited to the Sarguja division of the Indian state of Chhattisgarh. Only undergraduate students who are pursuing their undergraduate program in Commerce, Arts and Science stream in UTDs and colleges affiliated with Sant Gahira Guru University, Ambikapur were included in the study. The study is limited to only three socio-economic variables: Family type, occupation, and gender.

VIII. RESULT AND DATA ANALYSIS

Table 1: Descriptive details of Socio-economic variables

	Category	Frequency	Percentage
Gender	Male	110	57
	Female	83	43

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	Total	193	100
Family Occupation	Business (Self-Employed)	75	38.90
	Farming	68	35.20
	Job (Salaried)	50	25.90
	Total	193	100
Family Type	Joint Family	106	54.90
	Nuclear Family	87	45.10
	Total	193	100

Source: Primary Data

Table 1 displays descriptive statistics concerning the socio-economic variables of the student participants. 57% of the survey respondents are male, while only 43% are female. Regarding family occupation, 38.90% of students come from families engaged in business (self-employed), 35.20% have families involved in farming, and 25.90 % have families with salaried employees. Furthermore, 54.90% of respondents hail from joint families, with the remaining participants belonging to nuclear families.

Table 2: Descriptive statistics of entrepreneurial attributes for socio-economic variables

Independent Variable	Statistics	Dependent Variable			
Family Type		Creativity	Self-Confidence	Risk-Taking	Problem Management Skills
Joint Family	N	106	106	106	106
	Mean	3.7887	3.9326	3.8656	3.5802
	Std. Deviation	1.23221	1.25104	1.22094	1.19948
	Std. Error Mean	0.11968	0.12151	0.11859	0.1165
Nuclear	N	87	87	87	87

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Family	Mean	4.2414	4.5074	4.4195	4.0948
	Std. Deviation	0.68209	0.56296	0.68358	0.70633
	Std. Error Mean	0.07313	0.06036	0.07329	0.07573
Gender					
Female	N	83	83	83	83
	Mean	4.1976	4.4492	4.3464	3.8283
	Std. Deviation	0.64278	0.59537	0.63538	0.8355
	Std. Error Mean	0.07055	0.06535	0.06974	0.09171
Male	N	110	110	110	110
	Mean	3.8382	3.9974	3.9409	3.8
	Std. Deviation	1.24606	1.24389	1.25065	1.17055
	Std. Error Mean	0.11881	0.1186	0.11925	0.11161
Family Occupation					
Business (Self-Employed)	N	75	75	75	75
	Mean	4.04	4.1905	4.1367	3.6967
	Std. Deviation	0.87116	0.88199	0.93928	0.98921
	Std. Error	0.10059	0.10184	0.10846	0.11422
Farming	N	68	68	68	68
	Mean	3.9176	4.0315	4.011	3.886
	Std. Deviation	1.29718	1.28958	1.25293	1.16096
	Std. Error	0.15731	0.15638	0.15194	0.14079
Job	N	50	50	50	50

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(Salaried)	Mean	4.024	4.4114	4.225	3.885
	Std. Deviation	0.90047	0.83581	0.8982	0.92886
	Std. Error	0.12735	0.1182	0.12702	0.13136

Source: Primary data

Table 2 displays the mean values of the entrepreneurial attributes concerning different independent variables such as family type, gender, and family occupation, with dependent variables including creativity, self-confidence, risk-taking, and problem management skills. When examining the influence of family type, the results suggest that students from nuclear families generally exhibit higher levels of creativity, self-confidence, risk-taking, and problem management skills than those from joint families. Specifically, the mean creativity score for students from nuclear families is 4.2414, compared to 3.7887 for those from joint families. Similarly, self-confidence, risk-taking, and problem-management skills also show higher mean values in nuclear families, with scores of 4.5074, 4.4195, and 4.0948, respectively, compared to joint family counterparts with mean scores of 3.9326, 3.8656, and 3.5802.

The gender-based analysis reveals that female students score higher across all four dependent variables than male students. For instance, female students have a mean creativity score of 4.1976, whereas male students have a lower mean of 3.8382. This trend is consistent across self-confidence, risk-taking, and problem-management skills, where female students exhibit mean scores of 4.4492, 4.3464, and 3.8283, respectively, compared to male students with mean scores of 3.9974, 3.9409, and 3.8.

Regarding family occupation, the data shows varying impacts on the dependent variables. Students from families engaged in business (self-employed) have creativity, self-confidence, and risk-taking means of 4.04, 4.1905, and 4.1367, respectively. These scores are slightly lower than students from salaried job backgrounds, corresponding to 4.024, 4.4114, and 4.225. However, students from farming families exhibit slightly lower scores across all traits, with 3.9176 for creativity, 4.0315 for self-confidence, 4.011 for risk-taking, and 3.886 for problem-management skills.

Overall, the data suggests that family background, including family type, gender, and occupation, plays a significant role in shaping students' entrepreneurial attributes. Nuclear families, female students, and those from business or salaried job backgrounds generally exhibit higher levels of creativity, self-confidence, risk-taking, and problem management skills, all crucial for entrepreneurial success.

Hypothesis Testing

H₀₁: Entrepreneurial attributes among the undergraduate students are the same considering family type.

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Table 5: Result of Hypothesis testing using t-test (Entrepreneurial attributes and family type)

		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
Creativity	Equal variances assumed	15.264	.000	-3.062	191	0.003	-0.4527	0.14783	-0.74428	-0.16112
	Equal variances not assumed			-3.228	169.236	0.001	-0.4527	0.14026	-0.72958	-0.17582
Self-Confidence	Equal variances assumed	29.282	.000	-3.967	191	.000	-0.57477	0.14489	-0.86056	-0.28899
	Equal variances not assumed			-4.236	151.912	.000	-0.57477	0.13568	-0.84283	-0.30672
Risk Taking	Equal variances assumed	14.116	.000	-3.773	191	.000	-0.55397	0.14681	-0.84355	-0.26439
	Equal variances not assumed			-3.974	170.208	.000	-0.55397	0.13941	-0.82916	-0.27879
Problem Management Skills	Equal variances assumed	18.648	.000	-3.53	191	0.001	-0.51464	0.14579	-0.8022	-0.22708
	Equal variances not assumed			-3.704	174.447	.000	-0.51464	0.13895	-0.78888	-0.2404

Source: Primary data

The proposed hypothesis suggests a significant difference in entrepreneurial attributes between nuclear and joint families at a 5% significance level. The statistical analysis supports this claim, revealing significant distinctions in creativity ($t(191) = -3.062$, $p = 0.003$), self-confidence ($t(191) = -3.967$, $p = 0.000$), risk-taking ($t(191) = -3.773$, $p = 0.000$), and problem management skills ($t(191) = -3.53$, $p = 0.001$).

Ho2: Entrepreneurial attributes among the undergraduate students are the same considering family occupation.

Table 4: Result of Hypothesis using One-way ANOVA (Entrepreneurial Attributes and Family Occupation)

		Sum of Squares	df	Mean Square	F	Sig.
Creativity	Between Groups	0.6	2	0.3	0.273	0.761
	Within Groups	208.63	190	1.098		
	Total	209.23	192			
Self Confidence	Between Groups	4.159	2	2.08	1.944	0.146
	Within Groups	203.217	190	1.07		
	Total	207.376	192			
Risk Taking	Between Groups	1.375	2	0.688	0.622	0.538
	Within Groups	209.997	190	1.105		
	Total	211.372	192			
Problem Management Skills	Between Groups	1.637	2	0.818	0.759	0.470
	Within Groups	204.992	190	1.079		
	Total	206.629	192			

Source: Primary data

The presented hypothesis suggests no significant difference in entrepreneurial attributes based on family occupations at a 5% significance level. The statistical analysis supports this conclusion, indicating insignificance in creativity ($F(2, 190) = 0.273, p = 0.761$), self-confidence ($F(2, 190) = 1.944, p = 0.146$), risk-taking ($F(2, 190) = 0.622, p = 0.538$), and problem management skills ($F(2, 190) = 0.759, p = 0.470$).

Ho3: There is no significant difference in entrepreneurial attributes among the undergraduate students considering gender.

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Table 5: Result of Hypothesis testing using T-Test (Entrepreneurial attributes and Gender)

	Levene's Test for Equality of Variances		Sig.	t-test for Equality of Means						
		F		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Creativity	Equal variances assumed	23.842	0.000	2.397	191	0.017	0.35941	0.14993	0.06367	0.65515
	Equal variances not assumed			2.601	171.143	0.01	0.35941	0.13818	0.08666	0.63216
Self Confidence	Equal variances assumed	28.858	0.000	3.054	191	0.003	0.45182	0.14793	0.16004	0.74361
	Equal variances not assumed			3.337	165.016	0.001	0.45182	0.13541	0.18446	0.71919
Risk Taking	Equal variances assumed	23.692	0.000	2.701	191	0.008	0.40548	0.15011	0.10939	0.70156
	Equal variances not assumed			2.935	169.898	0.004	0.40548	0.13814	0.13278	0.67817
Problem Management Skills	Equal variances assumed	6.281	0.013	0.187	191	0.852	0.02831	0.15121	-0.26994	0.32657
	Equal variances not assumed			0.196	190.464	0.845	0.02831	0.14445	-0.25662	0.31325

Source: Primary data

The outcomes of the proposed hypothesis suggest that concerning gender, there is a significant difference in entrepreneurial attributes. Specifically, there is a significant difference in creativity ($t(191) = 2.397$, $p = 0.017$), self-confidence ($t(191) = 3.054$, $p = 0.003$), and risk-taking ($t(191) = 2.701$, $p = 0.008$). However, there is no significant difference in problem management skills ($t(191) = 0.187$, $p = 0.845$) at the 5% significance level.

IX. FINDINGS

The majority of undergraduate students displayed favorable entrepreneurial attributes. Notably, students from nuclear families exhibited higher mean scores across all entrepreneurial attributes than those from joint families, indicating the impact of family type on these attributes. Additionally, females demonstrated higher mean scores in creativity, risk-taking, and self-confidence attributes than males, while both genders showed similar mean scores for problem management skills. Family occupation exhibited uniform mean scores across all four entrepreneurial attributes, signifying no discernible influence. The study also revealed a significant difference between male and female students in entrepreneurial attributes like creativity, self-confidence, and risk-taking. In contrast, no difference was found in problem management skills. Importantly, the entrepreneurial attributes related to family occupations were deemed insignificant, with no variation noted in creativity, self-confidence, risk-taking, and problem management skills. Conversely, the attributes associated with nuclear and joint family backgrounds were significant, showcasing differences in creativity, self-confidence, risk-taking, and problem management skills.

X. CONCLUSION

Entrepreneurship plays a vital role in advancing the socio-economic development of a state. The positive entrepreneurial attributes among undergraduate students in the division signal promising potential for socioeconomic growth in the region. By examining the basic entrepreneurial attributes, the study aims to reveal students' prevalent entrepreneurial potential and mindset, recognizing the importance of understanding and fostering these capabilities in educational institutions. These students showcase diverse skills and qualities crucial for success in the entrepreneurial domain. Particularly noteworthy is the observation that female students exhibit better entrepreneurial attributes than their male counterparts, underscoring the empowering role of women in pursuing business ownership rather than salaried employment. Intriguingly, family occupation does not influence their entrepreneurial attributes, whereas family type does have some impact, with students from nuclear families achieving higher scores than those from joint families.

XI. SUGGESTIONS AND RECOMMENDATIONS

The study on entrepreneurial attributes among undergraduate students in the Sarguja Division of Chhattisgarh highlights several important implications for educational institutions, policymakers, and the broader community. The research suggests that socio-economic factors such as family background, occupation, and gender significantly influence students' entrepreneurial attributes. This finding underscores the need for educational institutions to integrate entrepreneurial education into their curricula, emphasizing the development of key skills such as creativity, self-confidence, risk-taking, and problem-solving. By doing so, universities and colleges can better prepare students for entrepreneurial ventures, potentially leading to greater regional economic development. Additionally, the observed higher entrepreneurial attributes among female students call for targeted support to foster female entrepreneurship, which could help bridge gender disparities in business leadership and innovation.

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Based on the findings, several suggestions can be made to enhance the entrepreneurial ecosystem for undergraduate students. Educational institutions should consider offering specialized courses and extracurricular activities focusing on entrepreneurship, including workshops, seminars, and mentorship programs led by successful entrepreneurs. These initiatives can provide students with practical knowledge and inspiration, helping them to build and refine their entrepreneurial skills. Furthermore, collaboration between universities and local industries should be encouraged, offering students hands-on experience through internships, projects, and startup incubators. Such partnerships can bridge the gap between academic knowledge and real-world application, making entrepreneurial education more effective and relevant.

A series of recommendations are proposed to translate the study's findings into actionable outcomes. Policymakers should prioritize formulating supportive policies that promote entrepreneurial education and provide resources for institutions to implement comprehensive programs. This includes establishing funding schemes and grants specifically for student entrepreneurs and incentives to encourage female participation in entrepreneurship. Additionally, local governments and community organizations should focus on creating a conducive environment for entrepreneurship by supporting industry-academic collaborations and fostering networks that connect students with mentors and business leaders. By implementing these recommendations, stakeholders can help cultivate a new generation of entrepreneurs who drive innovation and economic growth in Chhattisgarh and beyond.

XII. SCOPE OF FUTURE RESEARCH

The study highlights the importance of continued research into socio-economic factors influencing entrepreneurship, ensuring that future policies and educational programs are informed by the latest data and tailored to address the specific needs of different student demographics. Further research can explore the impact of additional variables such as cultural influences, access to technology and peer networks.

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