

# Impact of Demographic Factors on Entrepreneurial Intention of Skill Education Students

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Submitted: 11.02.2021; Accepted: 20.04.2021

## Abstract-

Research was carried out to know the impact of demographic factors on Entrepreneurial Intention of Skill Education students studying skill courses. Though both the skill universities are located in Rajasthan state, students representing 16 states distributed across 87 districts have preferred skill education. From the results it is evident that male students are almost double than female students, 80.6% of the students are less than 20 years of age and are from city region. Majority of the students (87.3%) opted skill education soon after completion of 12 class and 58.3% of the general category (social status) also prefer skill education. It is quite interesting to note that 75.7% of the students are having awareness about entrepreneurship but 67.6% are not studying entrepreneurship module as part of their skill course. This paper tries to understand the impact of Demographic Factors on Entrepreneurial Intention of Skill Education Students. The concluding remarks would help to encourage skill education among students for self-employment.

**Keywords** - Skill, Education, University, Demography, Factor, Entrepreneurship, Intention, Students

## I. INTRODUCTION

India is regarded as one of the youngest nations because it has world's largest youth population. Over 54% of the total population is less than 25 years of age. India is having second largest workforce in the world and China being first. It is predicted that India will continue to enjoy the same trend till 2040, while China's demographic dividend is expected to start lessened by the year 2015. However, India's formally skilled workforce is approximately 2% which is dismally low compared to China (47%), 52% in the US, 68% in the UK, Japan (80%) and South Korea (96%), Ruchira (2017). It is estimated that there will be 104.62 million fresh entrants in the labour market by 2022. NITI Aayog Report (2015).

The unemployment rate in rural sector of the country is estimated to be as high as 5.1 per cent whereas in urban sector, the rate was 4.9 per cent under Usual Principal Status (UPS) Approach, 2016. More importantly, the unemployment rate for the age group 18 to 29 years is estimated to be 12.9%. In order to absorb the unemployed and new entrants into the job market, India needs to create 115 million non-farm jobs by 2022. Currently, the country only has 75 million such jobs. This "Jobless" growth is a concern as it is restricting the country's ability to harness its demographic dividend.

The Prime Minister of India has approved first integrated National Policy for Skill Development and Entrepreneurship during 2015. He emphasised that, skill development in India should envisage the "Creation of an ecosystem of empowerment by skilling the youth on a large scale in given time period

with high standards to promote a society of innovation based entrepreneurship to create employment, generate wealth and ensuring sustainable livelihoods for under privileged". Skill development is an imperative intervention to attain the inclusive growth through sustainable enterprise development while addressing the issues like poverty reduction by improving employability and productivity. The World Economic Forum (WEF), 2019 reported that critical issues of India would lie in three prime fields. The first and foremost is skill development which makes an individual ready for employment/industry; second one is socio-economic inclusion of rural India; and the third important area is a healthy and sustainable future. This research paper is an attempt to study the impact of Demographic Factors on the students after completion of their 10+2 studies to choose skill education as their choice.

## **II. RESEARCH PROBLEM**

Impact of Demographic Factors on Students towards Skill Education in India

## **III. OBJECTIVE**

To study the impact of Demographic Factors on Entrepreneurial Intention of Skill Education Students in Rajasthan, India

## **IV. RESREARCH METHODOLOGY**

The study is exploratory and analytical methodology leading to conclusion. This research is based on the primary data collected from students with the help of questionnaire and Focus Group Discussion (FGD) on Demographic Factors which was analysed and interpreted according to the objective of the study. The population of study consist of students studying Bachelor of Vocation (B.Voc.) from Bhartiya Skill Development University (BSDU) and Rajasthan ILD Skills University (RISU), Jaipur, Rajasthan, India out of which a sample of 346 was drawn using Simple Random Sampling technique.

## **V. RESULTS & DISCUSSION**

Demographic Factor i.e., geographic location, district, state and personal information like age, gender, social category, education qualification, additional qualification, information on parents were collected and tabulated. Data was subjected to statistical analysis using relevant software and appropriate tests to draw the conclusion.

### **A. Demographic and Personal Information on Students**

**1.1 Age:** The table below provides the distribution of respondents in three age group categories.

Table 1.1 Distribution of age of sample respondents (n=346)

Class	Frequency (n)	Percentage (%)
Upto 20 years	279	80.6
21-25 years	64	18.5
Above 25 years	3	0.9
Total	346	100.0

It is evident from the table that large majority (80.6%) of the skill education students are in the age group of less than 20 years, 18.5% of students are fall in the range between 21 to 25 years of age and only 0.9% of the students possess more than 25 years.

**1.2 Gender:** Distribution pattern of respondents as female and male is depicted in the table below.

Table 1.2 Distribution of female and male students (n=346)

Class	Frequency (n)	Percentage (%)
Female	122	35.3
Male	224	64.7
Total	346	100.0

The sample contains 35.2 % of female students and 64.7% male students. The study suggests that gender differences in the development of preferences towards skill education deserve attention. For female students, the Entrepreneurial Intention (EI) is determined by social norms whereas, self-efficacy was found to be predicting the EI of the male students (Swarupa & Goyal 2020).

**1.3 District:** The sample respondents belong to 87 districts all together. Most of the students (42.8%) belong to Jaipur district followed by Ajmer district (10.7%). It is interesting to note that more than 50% of the students hail from Rajasthan.

**1.4 State:** The distribution of respondents among their native states is illustrated in the following graph. From the data analysis it is apparent that the respondent students belong to 16 states of India. Rajasthan stands first with 75.7% of the sample students followed by Uttar Pradesh (7.5%). There is even one student from neighbouring country, Nepal.

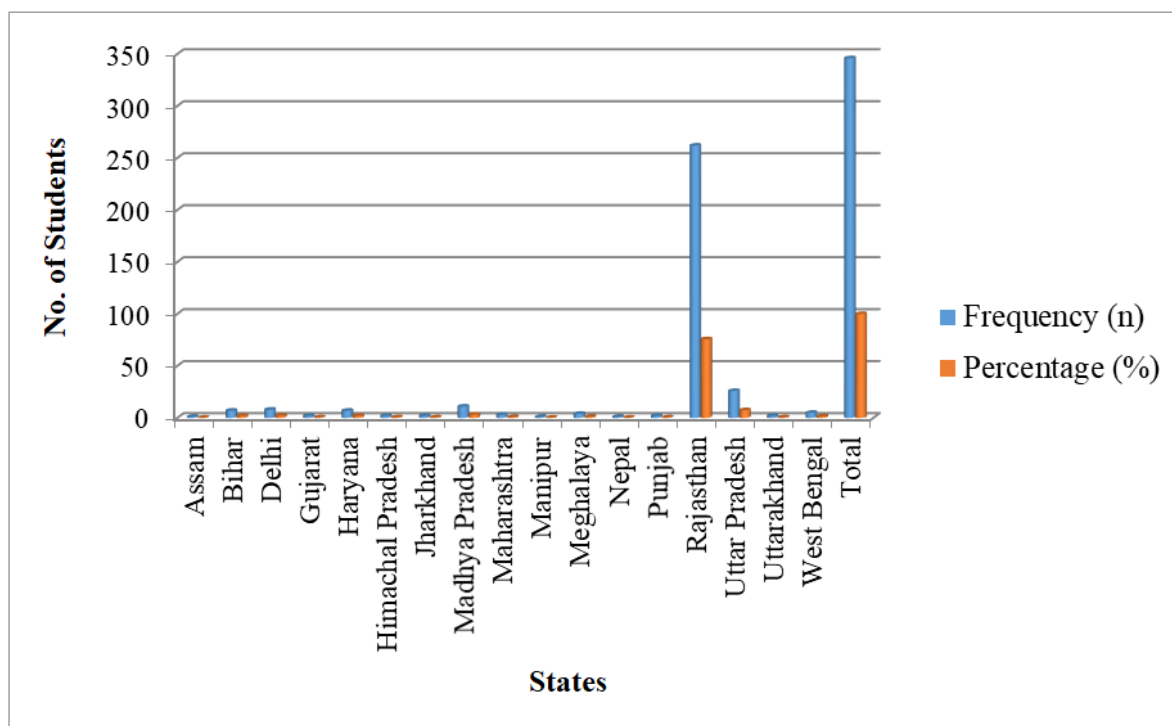
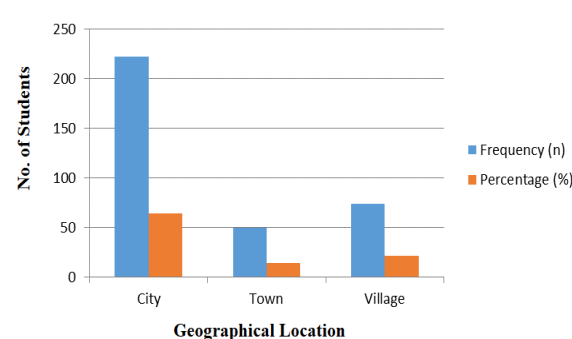


Fig. 1.4 Distribution of respondents across the states of India and Nepal

**1.5 Geographic Location:** The geographic location of the respondents is classified into City, Town and Village and their distributed is indicated in the table below

Table 1.5 Distribution of geographical location of respondents (n=346)

Geographic Location	Frequency (n)	Percentage (%)
City	222	64.2
Town	50	14.5
Village	74	21.4
Total	346	100.0

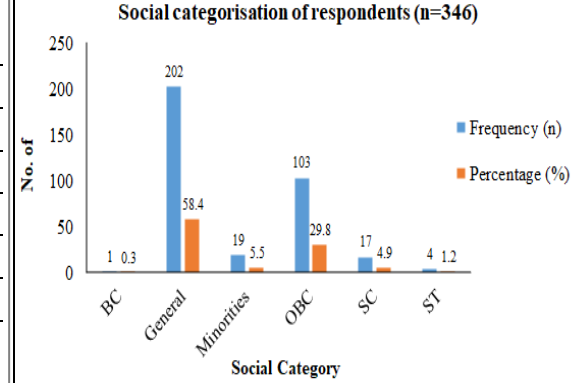


The table above reveals that majority (64.2%) of the students hailing from city region are opting skill education followed by villages (rural area-21.4%) of the sample respondents.

**1.6 Category:** The respondents were classified as per the social category list mentioned in the constitution of Govt. of India. The details are provided in the table.

Table 1.6 Social categorisation of respondents (n=346)

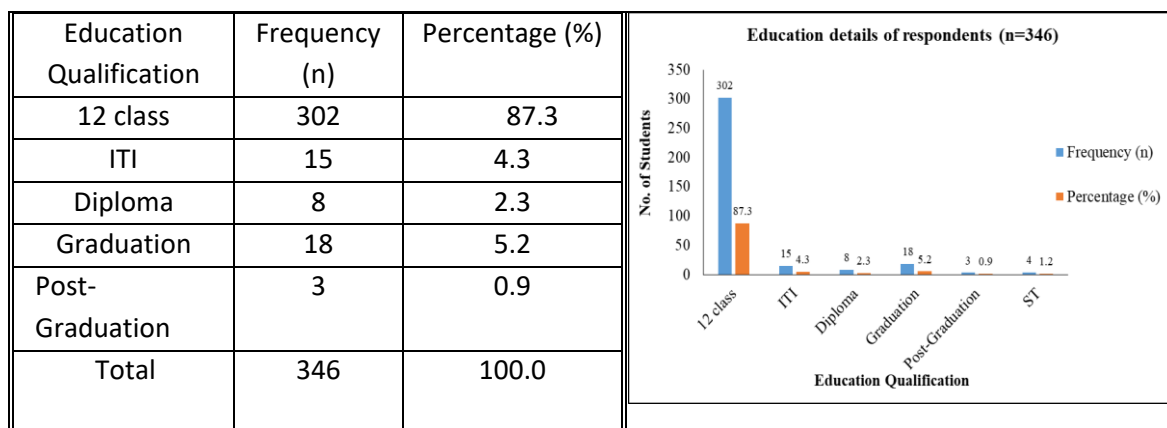
Social Category	Frequency (n)	Percentage (%)
BC	1	0.3
General	202	58.4
Minorities	19	5.5
OBC	103	29.8
SC	17	4.9
ST	4	1.2
Total	346	100.0



As per the data in the table, majority (58.45%) of the students belong to general category prefer skill courses. Second large majority (29.8%) belong to OBC category. 5.5% of the students belong Minority communities which include Jains, Muslims and Christians. SC category is 4.9% followed by 1.2% of ST category students and BC is the least, only 0.3%.

**1.7 Education Details:** The respondents are classified according to their education qualification and the details are presented in the following table.

Table 1.7 Education details of respondents (n=346)



A large majority of the students, 87.3% have joined for skill education immediately after completing their 12 class. Besides, 4.3% ITI students and 2.3% Diploma holders also joined for skill course. It is very interesting to note that 0.9% of post-graduate students and 5.2% graduates have taken up skill education after completing their degrees.

**1.8 Additional Qualification:** The details on additional qualification possessed by the respondents are presented in the table below.

Table 1.8 Additional qualification of respondents (n=346)

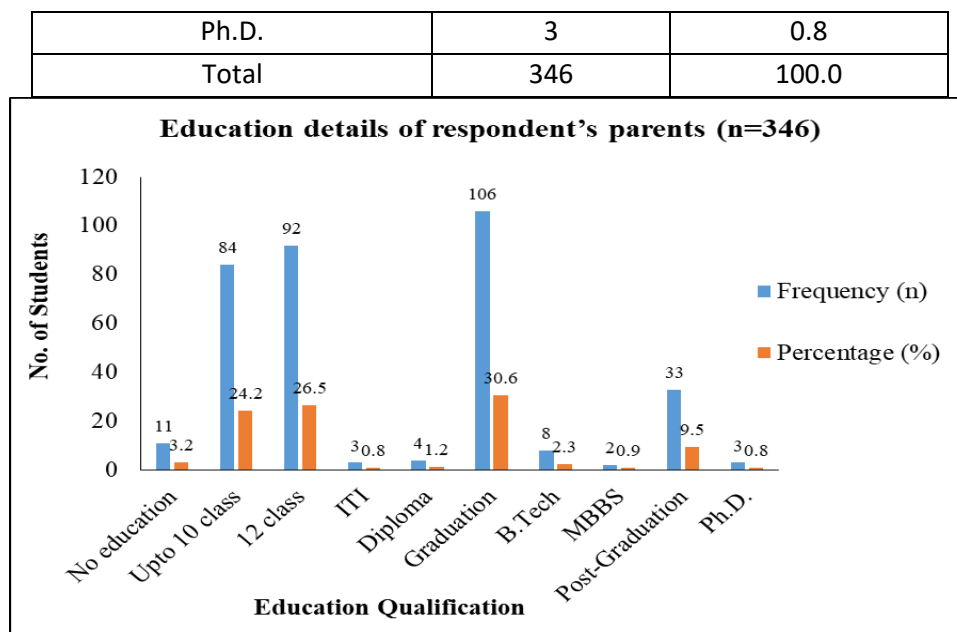
Additional qualification	Frequency (n)	Percentage (%)
NO	265	76.6
YES	81	23.4
Total	346	100.0

It is evident from the table that 76.6% of the students do not have any additional qualification apart from their regular academics. Remaining 23.4% of the students possess additional qualifications. Out of this, 15% of the students have Rajasthan State Certificate of Information Technology (RSCIT).

**1.9 Parents Education:** Educational qualification possessed by the parents of the respondents is provided in the table here under.

Table 1.9 Education details of respondent's parents (n=346)

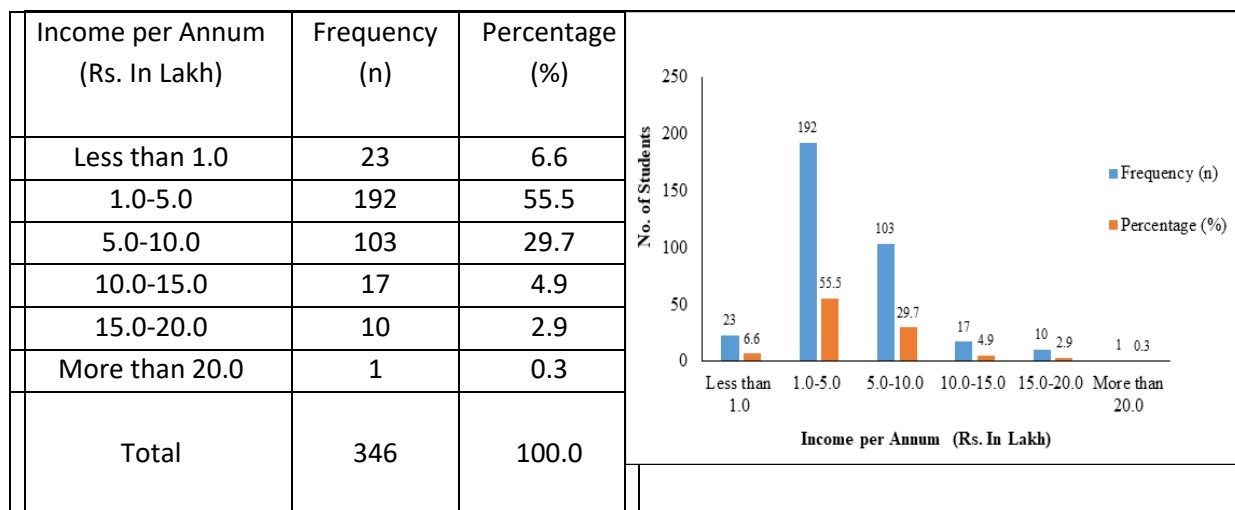
Education Qualification	Frequency (n)	Percentage (%)
No education	11	3.2
Upto 10 class	84	24.2
12 class	92	26.5
ITI	3	0.8
Diploma	4	1.2
Graduation	106	30.6
B.Tech	8	2.3
MBBS	2	0.9
Post-Graduation	33	9.5



It is interesting to note that one third of the respondent's parents are graduates (30.6%) and 3.2% of the parents do not have any education.

**1.10 Parents Income:** Income details of the parents of the respondents are depicted in the following table.

Table 1.10 Income details of respondent's parents (n=346)

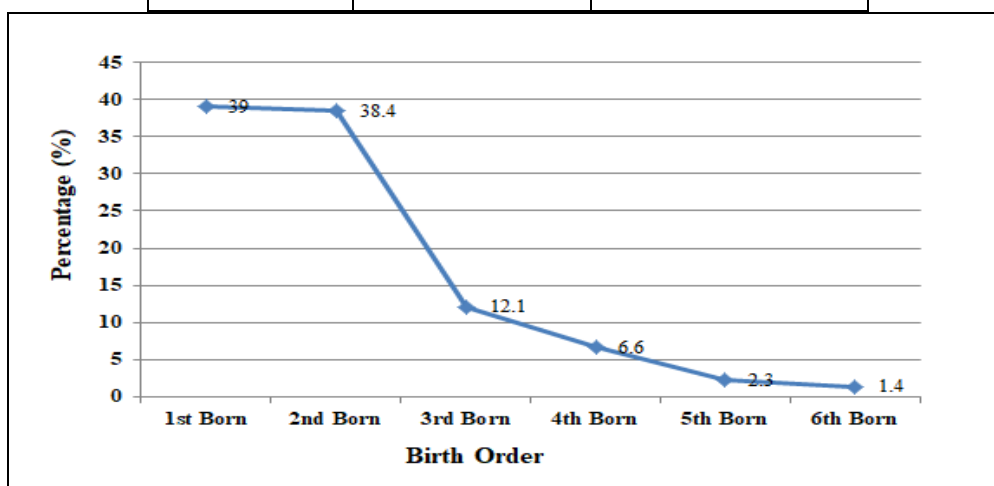


From the table it is seen that more than half of the parents (55.5%) income ranges between INR 1.0 to 5.0 lakh.

**1.11 Birth Order:** The birth order of the respondents was classified and indicated in the following table.

Table 1.11 Birth Order of respondents (n=346)

Birth Order	Frequency (n)	Percentage (%)
1 <sup>st</sup> Born	135	39.0
2 <sup>nd</sup> Born	133	38.4
3 <sup>rd</sup> Born	42	12.1
4 <sup>th</sup> Born	23	6.6
5 <sup>th</sup> Born	8	2.3
6 <sup>th</sup> Born	5	1.4
Total	346	100.0



The table illustrates that 39.0% of the students are first born, 38.4% of them are second born, and 1.4% of the students are sixth born when order of birth is studied.

**1.12 Awareness on Entrepreneurship:** The details of students' awareness on entrepreneurship are presented in the table below.

Table 1.12 Awareness on Entrepreneurship (n=346)

Awareness on Entrepreneurship	Frequency (n)	Percentage (%)
NO	84	24.3
YES	262	75.7
Total	346	100.0

From the table it could be seen that 75.7% of the students are having awareness about entrepreneurship and 24.3% do not have awareness on entrepreneurship.

**1.13 Entrepreneurship Studies:** The details on students studying entrepreneurship are given in the table here under.

Table 1.13 Entrepreneurship Studies (n=346)

Studies on Entrepreneurship	Frequency (n)	Percentage (%)
NO	234	67.6

YES	112	32.4
Total	346	100.0

On the contrary to the table 1.13, only 32.4% of the students are studying entrepreneurship module in skill education course and 67.6% are not studying entrepreneurship module.

## VI. CONCLUSION

Gender differences are not a determinant of the student's perceived image of skill courses and entrepreneurship. The research findings provide evidence for the positive relationship between age and skill education (Lee et al., 2011). This study therefore concludes that the entrepreneurial students' perception is gender free (Ezekiel et al., 2014). Though both the skill universities are located in Jaipur, students belonging to Central India, North India including North East India are interested in skill education. External variables are important in business creation, in addition to personal characteristics; education has a crucial role (Linan et al., 2011). Family support was found to be positively related to perceived desirability as well as feasibility in starting a new enterprise (Swarupa & Goyal 2020). Global Entrepreneurship Survey, 2016 reveals a positive relation between being male and higher business starts. This result is in line with previous studies, but reveals that in a large sample of countries, (male) gender is still a relevant factor in business creation (Krueger et al., 2013; Malach-Pines & Schwartz, 2008). This is mostly as a result of the fact that our social system has stereotyped some behaviours, roles and careers as masculine, while others are stereotyped as feminine (Nwankwo et al, 2012). Awareness to be created on importance of skill education, industry requirement for skilled workforce, opportunities for skilled manpower, jobless growth and rate of unemployment. Hence it is concluded that girls and students from urban areas may be encouraged to select skill education over conventional graduation courses to study entrepreneurial modules to take up self-employment as career opportunity.

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