

Exploring Rural Youth Entrepreneurial Mindset and Intentions: Gender Differences and the Impact of Entrepreneurship Subject

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Abstract

Rural youth entrepreneurship is vital for harnessing the country's untapped potential, creating self-reliant individuals, and driving innovation in agriculture and small-scale industries, contributing to sustainable rural development and the overall economic growth of a nation. This study aims to assess the level of entrepreneurial mindset (EM) and entrepreneurial intention (EI) among rural youth while investigating the potential impact of gender and entrepreneurial education (Entrepreneurship subject, ES) on EM and EI. The data were collected using purposive sampling (N=129) from rural Assam, India, college students. A questionnaire consisting of a ten-item Likert scale adapted from Jung and Lee (2020) and Liñán and Chen (2009) was used for data collection. Descriptive analysis results indicate a high overall agreement with EM and EI, with mean scores of 4.22 and 4.12, respectively. A Shapiro-Wilk test revealed that both EM ($p < 0.05$) and EI ($p < 0.05$) data were not normally distributed, leading to the use of non-parametric tests to examine the hypotheses. For the null hypothesis (H_0) that gender has no significant effect on EM and EI, an Independent Sample Kruskal-Wallis Test yielded p -values of (.175) for EM and (.897) for EI, both > 0.05 , leading to the acceptance of the null hypothesis. Conversely, for the alternative hypothesis (H_{a1}) that ES has a significant effect on EM and EI, similar tests showed p -values of (.000) for EM and (.002) for EI, both < 0.05 , resulting in the rejection of the null hypothesis. The reliability of the EM scale stands at Cronbach's Alpha 0.702, and for EI, it stands at Cronbach's Alpha 0.606, both considered reliable. The study fills the lacuna of literature on entrepreneurship in the rural context that targets youth's entrepreneurial mindset and intentions intervened by entrepreneurship subject.

Keywords: Entrepreneurial mindset; Entrepreneurial intention; Entrepreneurship; Entrepreneurial Subject; Rural Youth; Gender.

1. Introduction

Entrepreneurship is a critically relevant field of study (Venkataraman & Shane, 2000). In recent years, interest in entrepreneurship has surged, particularly within business schools. Students' growing interest in entrepreneurship drives this heightened interest as a course of study and an appealing alternative to uncertain corporate careers (Venkataraman, 2019). Educational institutions have responded to this trend by expanding their entrepreneurial education programs to nurture new entrepreneurs. Additionally, the allure of freedom, independence, and wealth has inspired many individuals to consider entrepreneurship a career path (Stevenson et al., 1983). These entrepreneurs create jobs and contribute to economic growth (Achtenhagen & Johannisson, 2013). Experts on a global scale emphasize the importance of fostering an entrepreneurial culture and mindset as a strategy crucial for regional economic development. However, one of the main

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