CHAPTER - 4

RESULTS AND DISCUSSION

Entrepreneurship plays an important role in the development of a country. If entrepreneurship is practiced by the members of a society, that society develops very rapidly. Particularly, the economic prosperity of a country lies in the way the youth are recognized, believed and hoped to be the future economic leaders. Students have the responsibility to build the dreamed entrepreneurial community.

The findings of this study entitled **"Inculcating Entrepreneurial Skills among College Students"** following the methodology mentioned in the previous chapter were analysed and discussed under this chapter. Few data were also tested statistically, details of which are presented and discussed in the following sections:-

4.1. Conspectus of the Selected Respondents

4.2. Socio-Economic Profile of the Family of the Respondents

4.3. Existence of Entrepreneurship in the Family of the Respondents

4.4. Attitude of the Respondents towards Entrepreneurship

4.5. Assessment of Entrepreneurial Skills Possessed by the Respondents

4.6. Assessment of Basic Skills Acquired by the Selected Students after Training

4.7. Comparison of Entrepreneurial Skills Possessed by Trained and Untrained Students

4.8. Profit Gained through Income Generating Activities by Selected Respondents

4.9. Post Assessment towards the Training Organised by the Researcher

4.10. Presentation of the Case Study

4.1. Conspectus of the Selected Respondents

This part of the results covers information on

4.1.1 Personal details of the respondents

4.1.2 Time expenditure pattern of the respondents on selected activities

4.1.3 Fatigue causing activities as perceived by the respondents

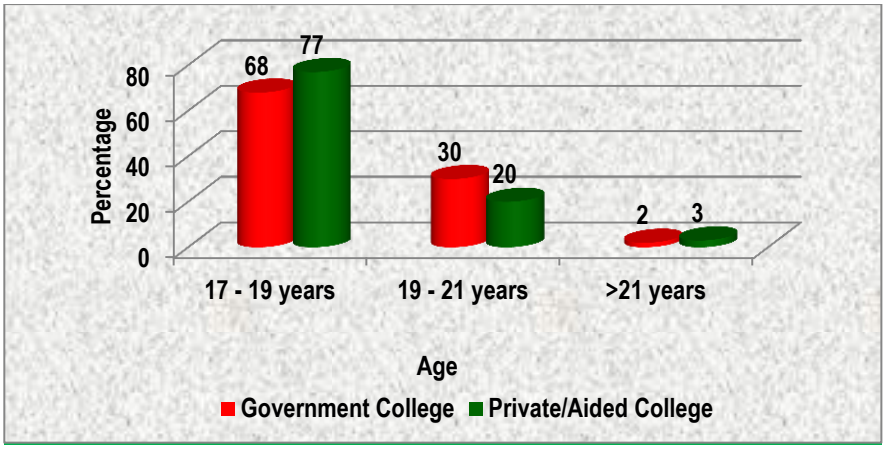
4.1.1. Personal details of the selected respondents

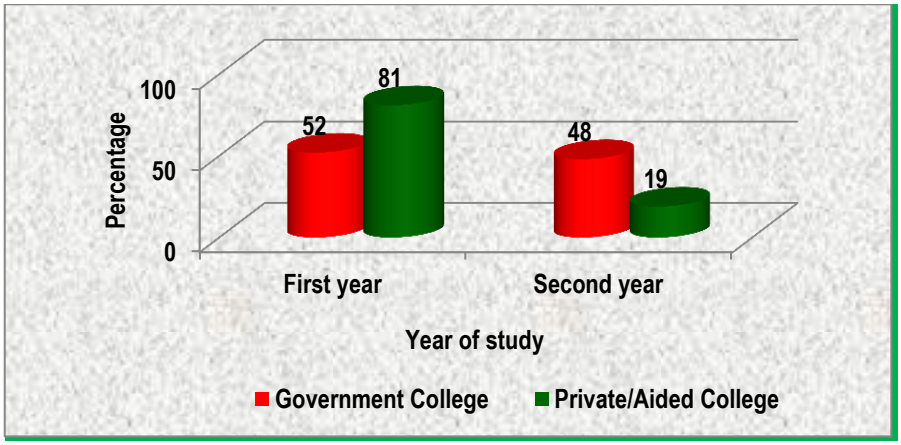
Balu (2005) expresses that, the bio-characteristics like age, marital status, religion and community would encourage the entrepreneurs positively towards the industry.

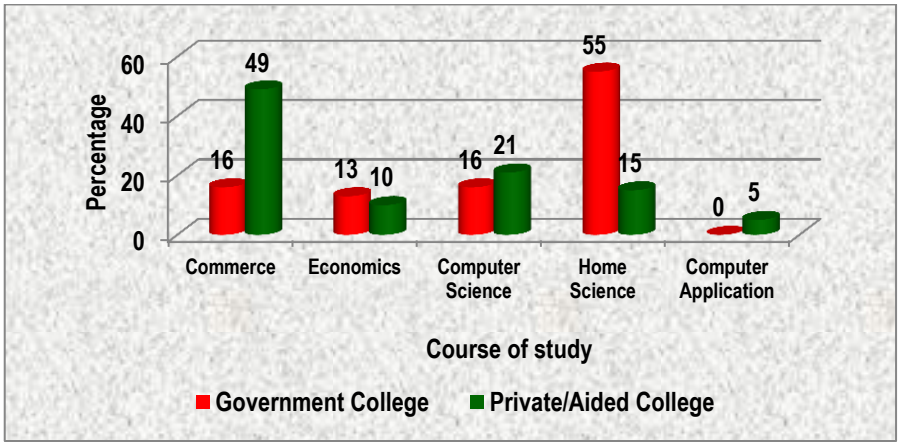
Information on age, year of study, course of study and in part-time employment of the students is discussed in Table 3 and Figure 2.

Table 3: Personal Details of the Respondents

Personal Details	Nature of college			
	Government College		Private/ Aided College	
	N=250	%	N=250	%
Age				
a) 17-19	170	68	192	77
b) 19-21	76	30	50	20
c) 21 and above	4	2	08	03
Year of study				
a) First Year	130	52	203	81
b) Second year	120	48	47	19
Course of study				
a) Commerce	40	16	123	49
b) Computer Applications	Nil	Nil	12	5
c) Computer science	41	16	53	21
d) Economics	32	13	26	10
e) Home science	137	55	36	15
Part time employment				
a) Yes	18	7	12	5
b) No	232	93	238	95







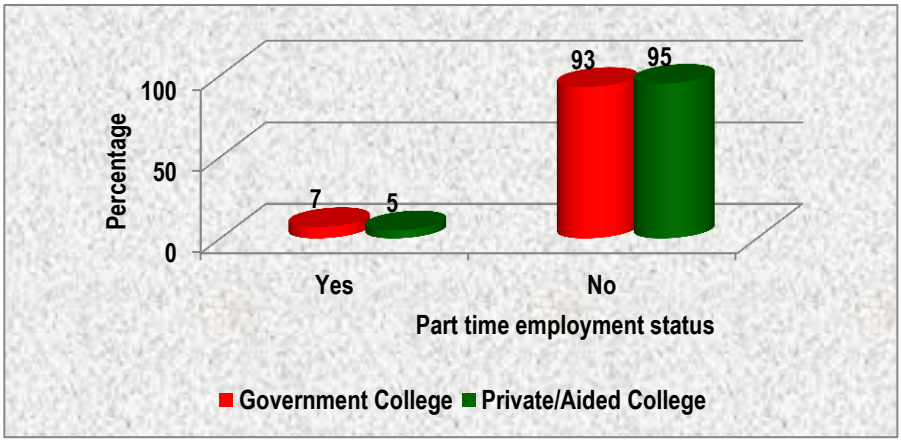


Figure 2: Personal Details of the Respondents

Age

Since the respondents were selected from first and second year of the course of study , it was observed from the Table that a maximum 77 per cent of the private/aided college students and 68 per cent of the government students were belonged to the age group of 17-19 years; while 30 per cent of the government college students and 20 per cent of the private/aided college students were in the age group of 19-21 years and only three per cent of the private/aided college students and two per cent of the government college students were in the age group 21 and above years. May be these students would have continued their studies after a break during some part of their initial years of education.

Year and course of study

Majority (81%) of the selected private/aided college students were from their first year of bachelor degrees. Maximum 52 per cent of the selected government college students were also pursuing their first year of under graduation, while, the rest were in the second year.

The major courses they were pursuing according to the number in descending order among private/aided college students were Commerce, Computer Science, Home Science, Economics and Computer Applications. Among government college students maximum 55 per cent were from Home Science group followed by Computer Science (16%), Commerce (16%) and Economics (13%).

Details of part-time job

Irrespective of the type of college in which the selected respondents are pursuing their studies, only seven percent of the government college students and five percent of the private/aided college students had taken up part-time job. The reason for the rest of them not taking up part-time jobs may be due to the existing demand for jobs in the job market or minimum salary given for the part-time job seekers or unwillingness of the students to take up jobs during the period of study or the reluctance of the parents to send their ward for job during the study period.

A study conducted by Agarwal (2009) revealed that, male students are more likely to start their business than female students. The age of the students also had an influence on their entrepreneurial intention as it was found younger aged students were more inclined towards entrepreneurship than the middle-aged. The influence of educational qualification of the students towards the entrepreneurial attitude is significant. It was found that engineering students had a positive tendency towards entrepreneurship. One disturbing aspect revealed by the study conducted by him was that as the level of education increases the likelihood of venturing into entrepreneurship is decreasing. This may be true because as the level of education increases the students aspire to get a good job with an appreciable income which involves less risk. Besides, may be the young students show more vigor and interest to take up entrepreneurship since they are highly motivated.

4.1.2. Time expenditure pattern of the respondents on selected activities

Resources are the means to achieve goals. Anything that has the capacity which helps to reach our targets can be termed as resources. Among all the resources available to us, time is a resource, which would be easily measured. Perception of time varies from person to person and time to time

Table 4 and Figure 3 depicts the information on the time expenditure pattern of the selected respondents on selected activities such as studies, transportation, extra-curricular activities, recreation and for part-time job if employed.

Table 4: Time Expenditure on Selected Activities

Details	Nature of college			
	Government College		Private / Aided College	
	N=250	%	N=250	%
Studies				
Less than 1 hour	83	33	134	54
1-2 hours	109	44	77	31
2-3 hours	45	18	35	14
More than 3 hours	13	5	04	1
Transportation				
Nil	0	0	02	1
Less than 1 hour	113	45	100	40
1-2 hours	109	44	110	44
2-3 hours	19	8	32	13
More than 3 hours	09	3	06	2
Extra-curricular activities	0	0	12	5
Nil	152	61	105	42
Less than 1 hour	48	19	53	21
1-2 hours	36	14	48	19
2-3 hours	14	6	32	13
More than 3 hours				
Recreation				
Nil	2	1	18	7
Less than 1 hour	145	58	112	45
1-2 hours	49	20	43	17
2-3 hours	36	14	45	18
More than 3 hours	18	7	32	13
Part-time job				
Nil	238	95	244	97
1-2 hours	04	2	02	1
2-3 hours	-	-	-	-
More than 3 hours	08	3	04	2

Analysis of the amount of time expended for selected activities revealed the fact that the amount of time spent for studies by the selected students varied with the course they were pursuing. Maximum 44 percent of the government college students were spending approximately 1-2 hours daily for their studies, while 54 percent of the private/aided college students informed that they spend less than an hour daily for their studies. For transportation maximum, 45 percent of the government college students were using less than an hour per day on an average, while maximum 44 percent of the private/aided college students had to travel for 1-2 hours daily.

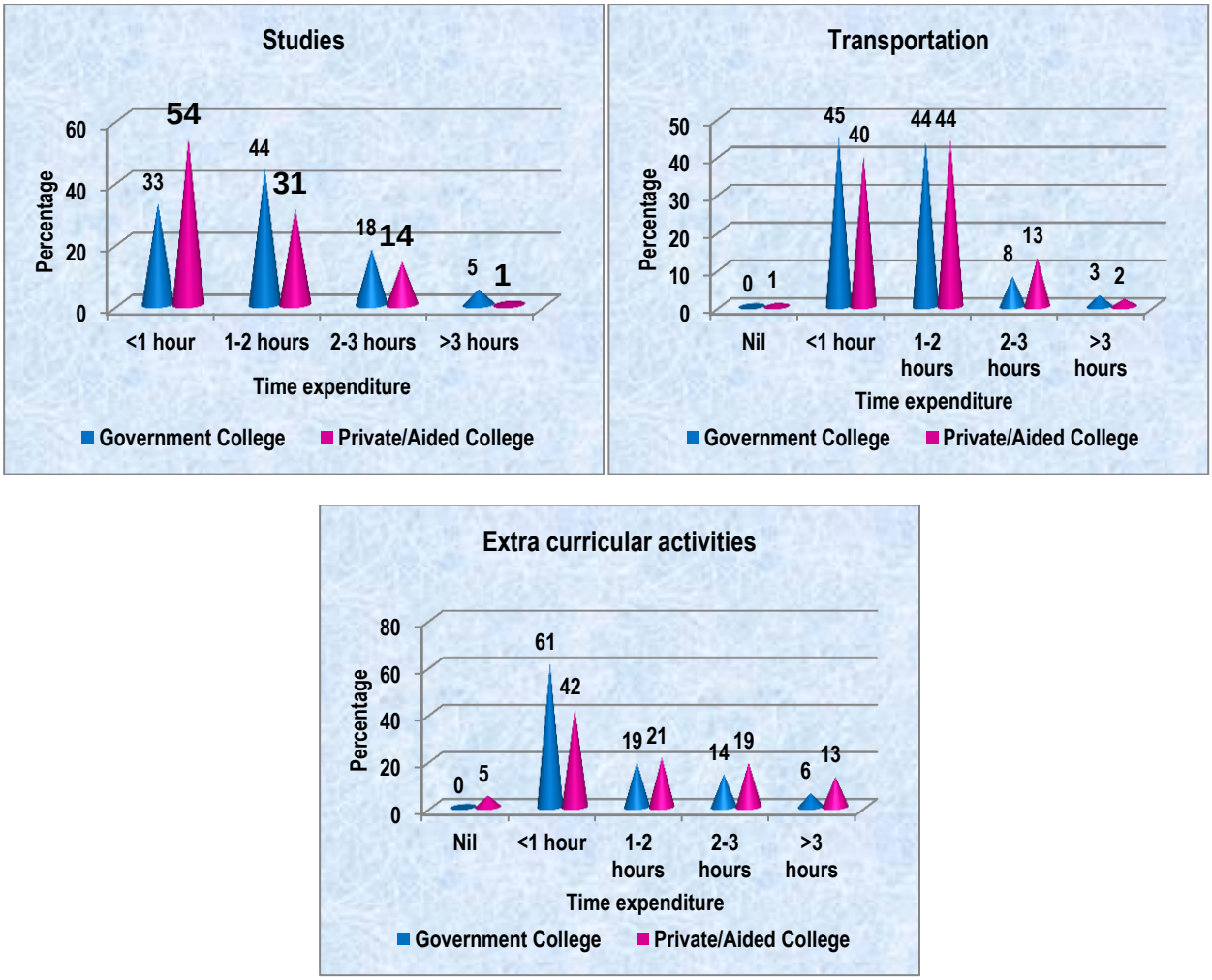


Figure 3: Time expenditure pattern of the respondents on Selected Activities

For extracurricular activities such as involving in sports, playing instruments and dancing, maximum 61 percent of the students in the government college and 42 percent in private/aided college respectively were spending less than an hour per day.

Irrespective of the type of college in which the respondents were studying, a time span of less than an hour was spent for recreation such as playing indoor games, watching T.V, indulging in hobbies like singing, learning arts and craft work, photography, reading books and watching movies. Maximum 58 percent of the government college students and 45 percent of private/aided college students were spending less than an hour for recreation.

Among those who had taken up part-time jobs only three percent and two percent of the government college students and private/aided college students respectively were spending more than three hours for the job in which they were employed per day. These students had to take up part-time job, may be to meet out their personal expenditure or to support their family financially.

4.1.3 Fatigue causing activities as perceived by the respondents

Fatigue is a feeling of weariness and tiredness, unwillingness to continue work and aches and pains attributed to work Goel (2015). According to Seethraman et al. (2005) it is the feeling of tiredness and the desire to stop working after doing some amount of work.

Table 5 and Figure 4 depict the activities which were felt to cause fatigue among the selected respondents.

Table 5: Fatigue Causing Activities as Perceived by the Respondents

Fatigue causing activities	Nature of college			
	Government College		Private / Aided College	
	N=250	%	N=250	%
Travelling	157	63	115	46
Household Chores	74	30	101	40
Academic work	19	7	34	14

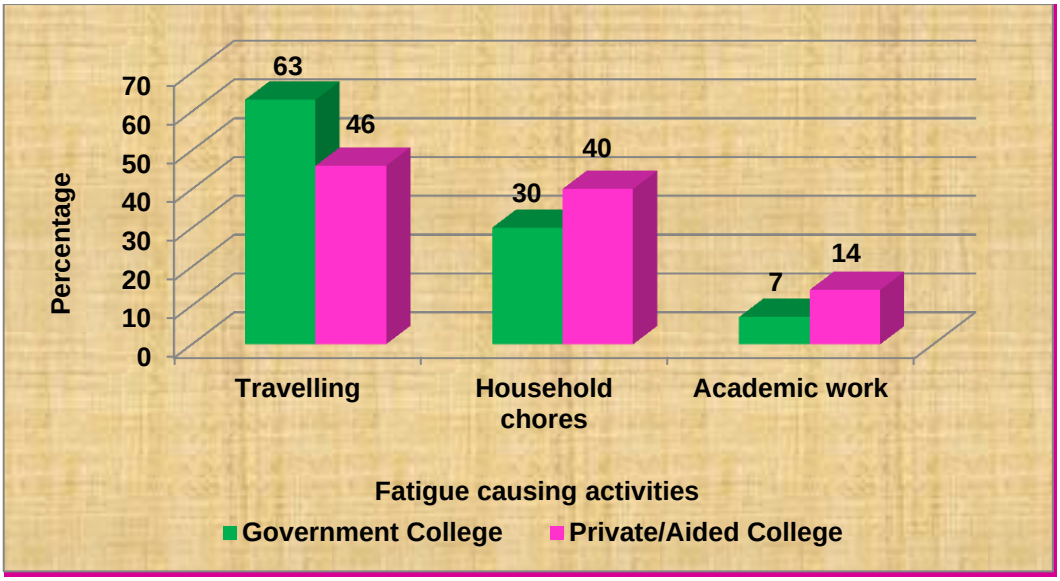


Figure 4: Fatigue Causing Activities as Perceived by the Respondents

Table 5 reflects the various activities in which the students were indulging in, that caused fatigue in them. Though they were performing various activities every day as a routine, travelling was referred to as the most tiresome activity by 63 per cent of the government college students and 46 per cent of the private/aided college students. This was reported especially by the students who were travelling a long distance every day. Being girl students they were helping their family in doing household chores. This was mentioned as an activity which caused fatigue among 30 percent of the government college students and 40 percent of the private/aided college students. However, seven percent of the government college students and 14 percent of the private/aided college students felt that academic work caused fatigue in them. This may be related to the course in which they are studying. Other regular activities were not referred to as fatigue causing activities by the selected respondents.

4.2. Socio-economic Profile of the Family of the Selected Respondents

Social status indicates a perceived relationship of a person to the social group. Social status accounts for the difference in family values, attitudes, decision-making and expenditure pattern (Seetharaman, et al., 2015).

Details on type of family, number of children, age and employment status of parents and family income are discussed under Table 6 and Figure 5.

Table 6: Socio Economic Profile of the Family of the Respondents

Profile	Nature of college			
	Government College		Private / Aided College	
	N=250	%	N=250	%
Family type				
Nuclear	218	87	215	86
Joint	32	13	35	14
No.of children				
a) 1-2	223	89	206	82
b) 3-4	27	11	44	18
c) 5 and above	-	-	-	-
Age				
Father				
a) Nil	4	2	2	1
b) 30-40	24	9	39	16
c) 41-50	145	58	161	64
d) 51-60	70	28	42	17
e) Above 60 years	07	3	04	2
Mother				
a) Nil	2	1	3	1
b) 30-40	134	54	141	56
c) 41-50	108	43	104	42
d) 51-60	06	2	02	1
Educational qualification				
Father				
a) Nil	4	2	2	1
b) Illiterate	8	3	0	0
c) Primary	67	27	63	25
d) High school	87	35	86	34
e) Higher secondary	72	28	71	29
f) Graduates/technical	12	5	28	11
Mother				
a) Nil	2	1	3	1
b) Illiterate	10	4	3	1
c) Primary	139	55	76	30
d) High school	57	23	72	28
e) Higher secondary	36	14	82	33
f) Graduates/technical	8	3	17	7
Employment status				
Father				
a) Nil	4	2	2	1
b) Unemployed	8	3	11	4
c) Daily wages	153	61	98	29
d) Working in private/aided sector	18	7	83	43
e) Government employee	29	12	14	6
f) Business	38	15	42	17
Mother				
a) Nil	2	1	3	1
b) Full time home maker	233	93	208	83
c) Working in private/aided sector	7	10	27	7
d) Government employee	2	3	10	11
e) Business	6	1	2	4
Family Income*				
Below- 3000	42	17	30	12
3000-7000	131	52	98	39
7000-10000	50	20	68	27
Above 10000	27	11	54	22

* HUDCO- 2010

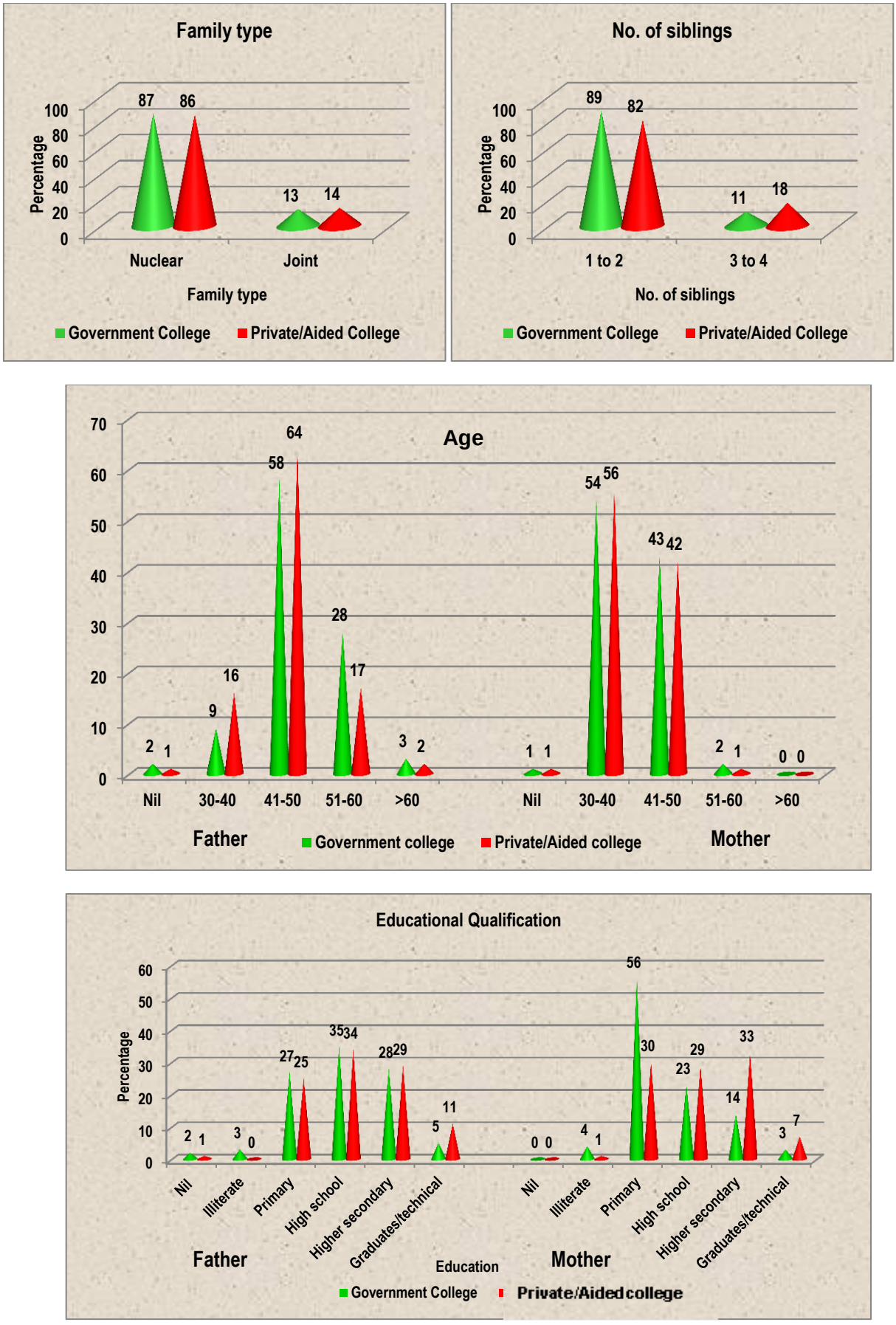
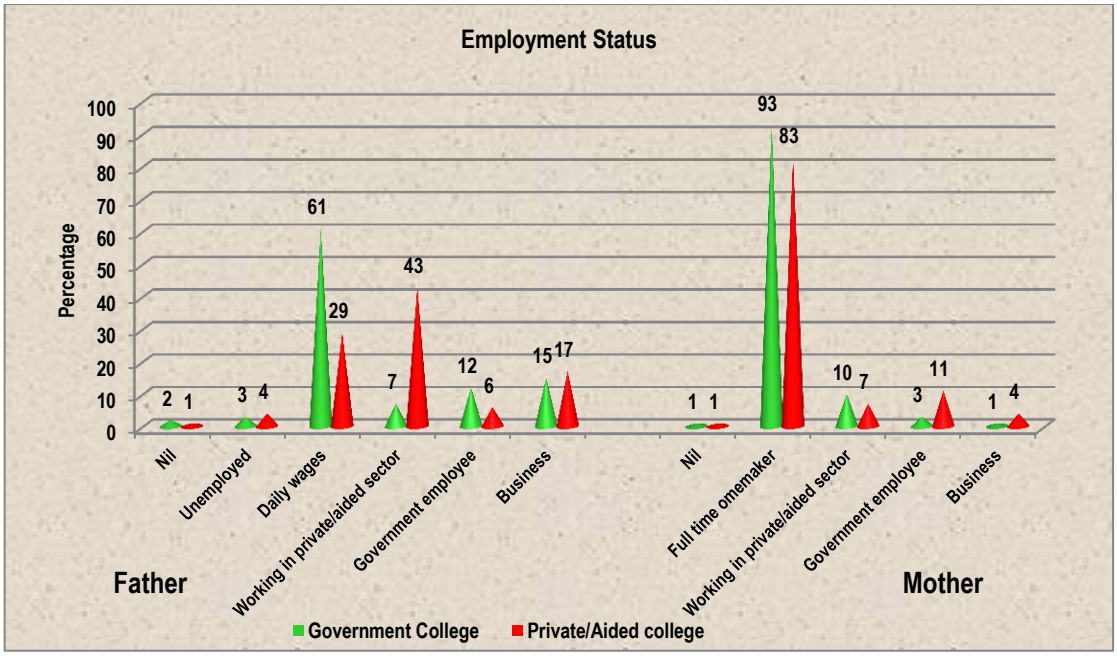


Figure 5: Socio-Economic Profile of the Family of the Respondents



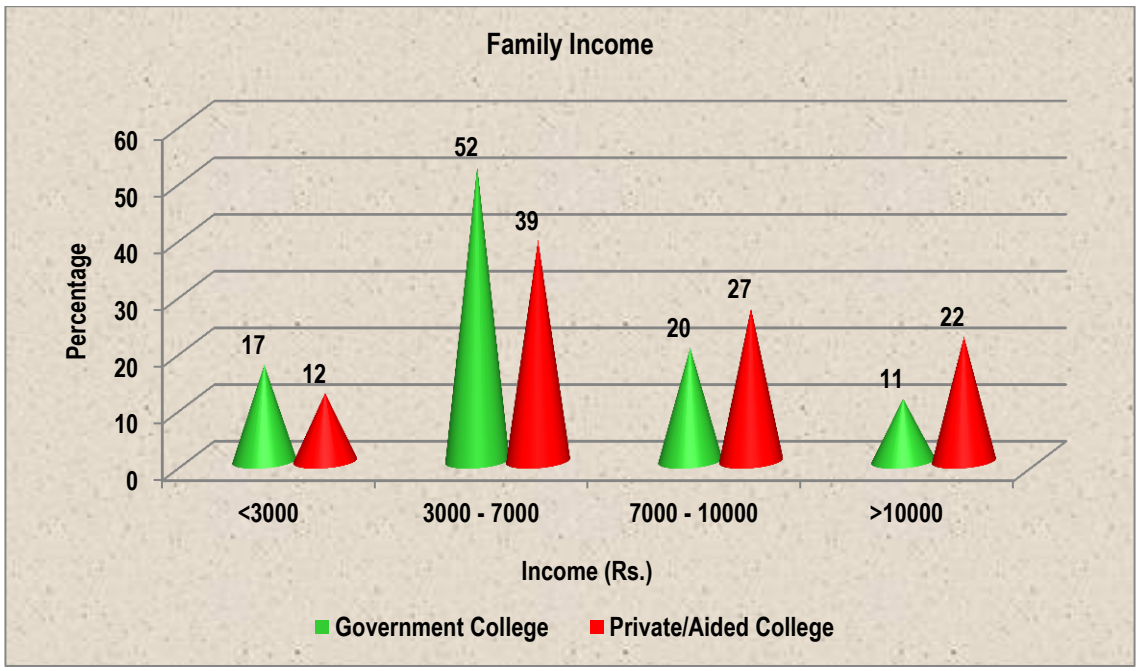


Figure 5: Socio-Economic Profile of the Family of the Respondents

4.2.1. Family type

The term nuclear family is used to distinguish a family group consisting of most commonly, a father and mother and their children (Yadav, 2009). The type of family influences the expenditure of human and non-human resources in the family. The study shows that maximum 87 percent of family of

government college students and 86 percent of the family of private/aided college students belonged to nuclear family system.

This shows the changing trend in society where joint families have fragmented to nuclear families in the recent days. Yadav (2009) also supports the fact and states that the number of nuclear families is overtaking other forms of family arrangements. Joint or extended family group constituted 13 per cent and 14 per cent among the family of government and private/aided college students respectively.

4.2.2. Number of Children

Regarding the number of children existing among the family of selected respondents, irrespective of the type of college in which the respondents are studying, above 80 percent of them had 1-2 children. This existing trend indicates the following of small family norms among the majority of the people.

4.2.3. Age

Energy decreases with age as well as with increased size of the family (Seetharaman et al., 2015). Age is a factor which determines the energy and earning capacity of an individual. Age of the fathers of the selected respondents, when analyzed, indicated that maximum 58 per cent of the fathers of government college students and 64 per cent of the fathers of private/aided college students ranged between 41–50 years. With regard to the age of the mothers, maximum 54 per cent of the mothers of government college students and 57 per cent of the mothers of the private/aided college students ranged between 31 and 40 years. This data discloses the truth that women get married at a younger age when compared to men. Thus, the age of mothers of the majority of the surveyed respondents seems to be less when compared to the fathers. Two per cent of the government college students and one per cent of the private\aided college students are supported only by their mothers.

4.2.4. Educational Qualification

The study unfolded the fact that only three per cent of the father's of Government College students were illiterates. In general, the literacy levels of the fathers of students studying in private/aided colleges were better when compared to fathers of students studying in government colleges. The same

trend was noticed even among the mothers of both government and private/aided college students. From this, we may come to know that due to lack of education, parents could not earn much and hence they could not afford to spend more on the education of their children. Thus, they admit them in government college. This information is supported by Seetharaman et al. (2015) where she mentions that education affects the availability of resources and the way these resources are utilized. Almost the same trend was noticed in occupational status of the parents as well.

4.2.5. Occupational status

When the occupation of the fathers of the selected college students was assessed, it was found out from the Table 6 that maximum 61 per cent of the fathers of the government college students were daily wage earners, while, maximum 43 per cent of the fathers of the private/aided college students were employed in private sectors. However, we could see that 15 percent and 17 per cent of the fathers of students enrolled in government and private/aided colleges respectively were involved in some business. According to Seetharaman et al. (2015) a family income is considered as one of the major reasons for married women to take up gainful employment. Regarding the employment status of mothers of government college students maximum, ten per cent of them were engaged in the paid labour force, while eleven per cent of the mothers of private/aided college students were employed in private sectors. It is also noted that one per cent of the students of both government colleges and private\aided college do not have their mothers.

4.2.6. Family income

Money is a very versatile non-human resource. It could be exchanged for non-human resources such as material goods and also for human resources such as skill, time and energy etc. Money income of a family includes all the resources received in the form of money or cash in terms of rupees (Goel, 2016). The family income of the surveyed students in Table6 expose that the income of maximum 52 per cent of the government college students and 39 per cent of the private/aided college students ranged between Rs.3000–7000. This information also supports the fact that when the size of the income

is less they try to fit in all their needs within the available money resources. Hence, in order to meet the educational expenses within their means, parents with lower income try to educate their children in government colleges where the fees is comparatively less. However, 27 and 22 per cent of the students of private/aided college students informed that their family income per month ranged between Rs.7000-10000 and Rs.10000 and above respectively. The percentage of families earning between Rs.7000-10000 and Rs.10000 and above seem to be less among government college students when compared to private/aided college students.

4.3. Existence of Entrepreneurship in the Family of the Respondents

This topic discusses information on

4.3.1. Existence of entrepreneurship in the family

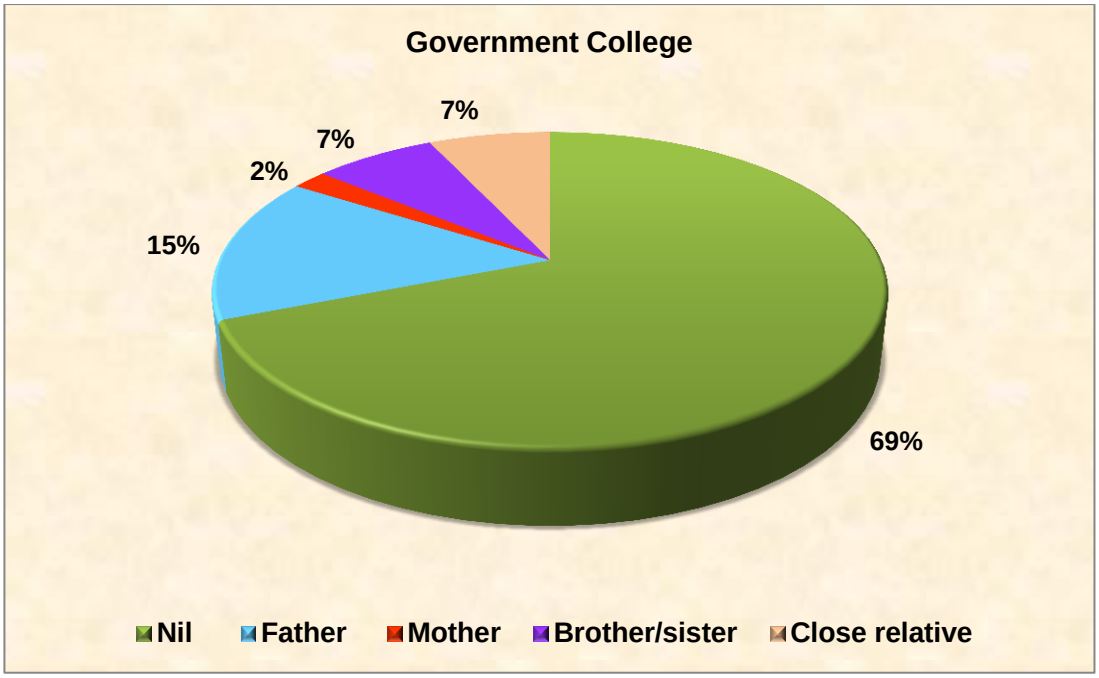
4.3.2. Association between the existence of entrepreneurs in family and willingness of the respondents to become entrepreneurs

4.3.1. Existence of entrepreneurship in the family

Existence of entrepreneurship in the family of the respondents is presented in Table 7 and Figure 6.

Table 7: Existence of Entrepreneurship in the Family of the Respondents

Existence of entrepreneurship and Relationship to the respondents	Nature of College			
	Government College		Private / Aided College	
	N=250	%	N=250	%
Existence				
yes	78	31	111	45
no	172	69	139	55
Relationship				
Father	38	15	42	17
Mother	6	2	2	1
Brother/sister	17	7	43	17
Close relative	17	7	24	10



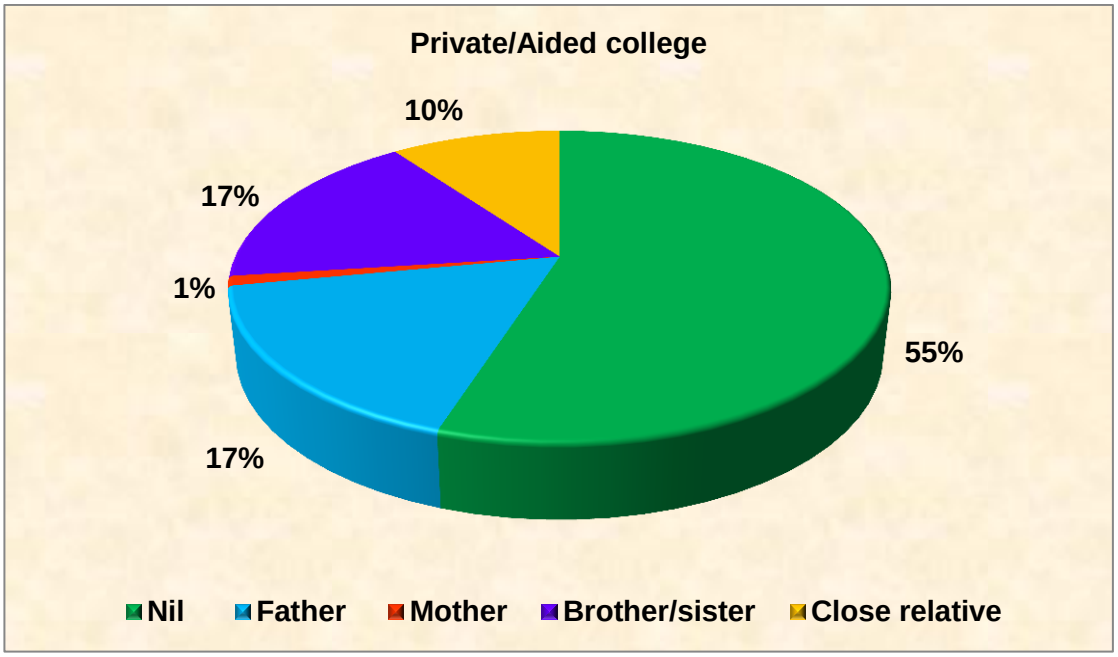


Figure 6: Existence of Entrepreneurship in the Family

Hisrich et al. (2009), indicates that, the research on the childhood family environment of the entrepreneur, has had more definitive results. Entrepreneurs tend to have self-employed fathers, many of whom are also entrepreneurs. Many also have entrepreneurial mothers. The family, particularly the father or mother, play an important role in establishing the desirability and credibility of entrepreneurship as a career path.

It is assumed that entrepreneurial traits may be influenced by the existing entrepreneurs in the family. When the selected respondents were enquired for the existence of entrepreneurs in their families, it was found that , in the families of 31 percent of the government college students and 45 percent of the families of the students from private/aided colleges respectively, existence of entrepreneurs in the family were noted. Seventeen percent of the fathers and another seventeen per cent of the siblings of private/aided college students were into entrepreneurship. While, only 15 per cent and seven percent of the fathers and siblings of government college students respectively had taken up entrepreneurship. Only two and one per cent of the mothers of government college and private\aided college students respectively were in to entrepreneurship. This unveils the fact that there is a need to motivate women to take up entrepreneurship.

4.3.2. Association between the existence of entrepreneurs in family and willingness of the respondents to become entrepreneurs

Table 8 represents the details of chi-square test for the association between the existence of entrepreneurs in the family and the willingness to become entrepreneurs

Table 8: Association between the Existence of Entrepreneurs in Family and Willingness of the Respondents

Nature of college	N	value	df	Significance
Government	250	.235	1	.366^{ns}
Private/aided	250	6.757	1	.007*

*Significant at 1% level; ns- not significant

Chi-square test was used to determine the association between the existence of entrepreneurs in family and willingness of the students to become entrepreneurs. The influence of existence of entrepreneurs in the family and the student's willingness to become an entrepreneur in future when statistically analyzed was found that the existence of entrepreneurs in the family had a greater impact among private/aided college students than among the

government college students. This was proved to be highly significant at 1% level. Hence we could conclude that the students of private/aided college students were motivated by their close entrepreneurial family members to take up entrepreneurship in future.

Hence, the hypothesis number 5 (The existence of entrepreneurs in the family would not have a direct influence on willingness to become entrepreneurs) is partially accepted.

4.4. Attitude towards Entrepreneurship

Those who have positive attitude towards entrepreneurship will have a strong intention to take up entrepreneurship. To develop a positive attitude they should have a wider knowledge on entrepreneurship, this could be given only through imparting the skills along with knowledge.

Attitude of the selected respondents towards entrepreneurship is discussed under the following headings

4.4.1. Aspiration of the parents regarding the future of their daughters

4.4.2. Preference of respondents towards entrepreneurship

4.4.3. Association between the parental aspiration versus preferences of the respondents to become entrepreneurs

4.4.4. Factors which motivated the respondents to opt for entrepreneurship

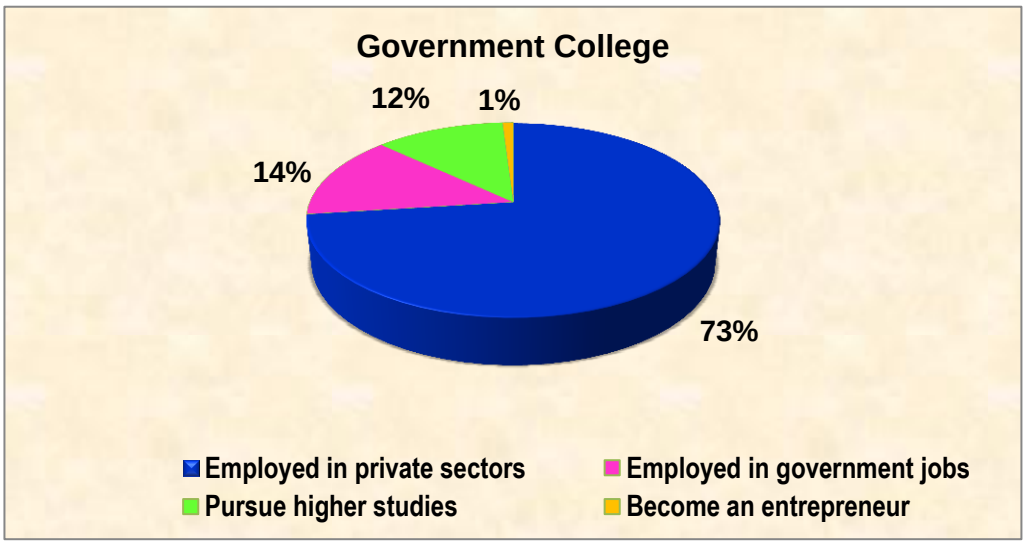
4.4.5. De-motivating factors which inhibited the respondents to opt for entrepreneurship

4.4.1 Aspiration of the parents regarding the future of their daughter

Details on the aspiration of the selected students regarding their future are given in Table 9 and Figure 7.

Table 9: Aspiration of the Parents

Aspiration	Nature of college			
	Government College		Private / Aided College	
	N=250	%	N=250	%
Employed in private sectors	183	73	148	59
Employed in government jobs	35	14	29	12
Pursue higher studies	30	12	61	24
Become an entrepreneur	2	1	12	5



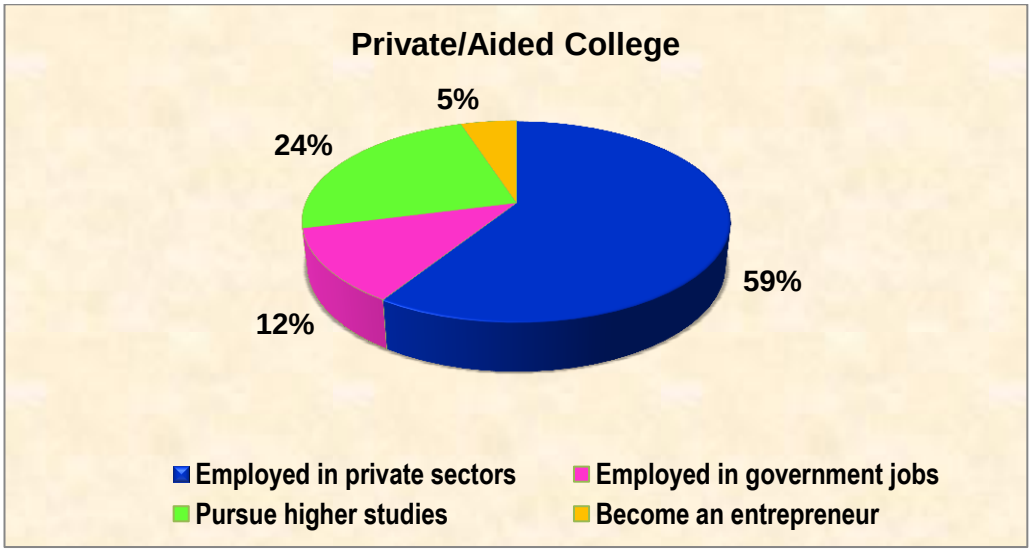


Figure 7: Aspiration of the Parents

The parents when enquired for their aspiration towards the future of their daughters after completion of their under graduation, other than becoming a home maker maximum 73 per cent of the parents of government college students and 59 per cent of private/aided college students hoped to get their daughters placed in private/aided sector, since they were aware that it is very difficult to gain entry into government jobs. Only 14 per cent of the parents government college students and 12 per cent of the parents of private/aided college students wanted their daughters to take up some government jobs in the near future. Only one per cent of the parents of the government college students and five per cent of the parents of the private/aided college students hoped their daughters will become entrepreneurs. However, 12 per cent of the parents of government college students and 24 per cent of the parents of private/aided college students preferred their daughters to continue their higher studies. They were anticipating that their daughters will get a better job after completing their higher studies. The students who are believed to be the future economic leaders should come forward to build the dreamed entrepreneurial community, instead of trying for jobs and the parents should support their children in this aspect.

4.4.2. Preference of selected respondents towards entrepreneurship

The entrepreneurial capacity of women is slowly changing with changing economic and social status. Similarly their existing status changes their attitudes and preferences.

Table 10 and Figure 8 present the details on the preference of the selected respondents towards entrepreneurship.

Table 10: Preference of the Selected Respondents towards Entrepreneurship

Preference	Nature of college			
	Government College		Private / Aided College	
	N=250	%	N=250	%
Do not prefer	22	9	14	6
May take up entrepreneurship	44	18	28	11
Strong liking to take up entrepreneurship	50	20	44	18
No idea	134	53	164	65

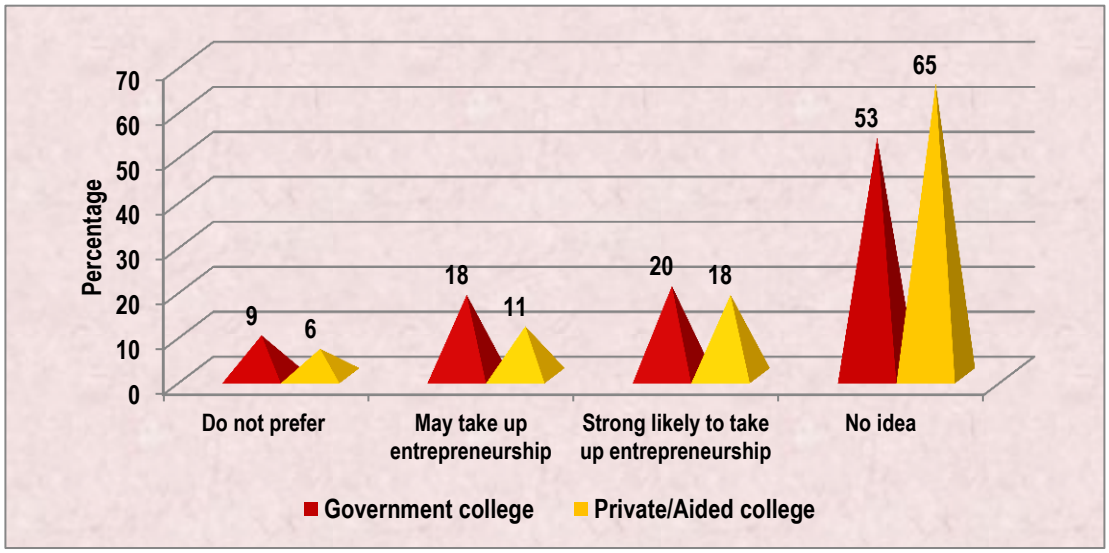


Figure 8: Preference of the Selected Respondents towards Entrepreneurship

The respondents when enquired for their preferences to take up entrepreneurship in future, it was found that maximum 53 percent of the government college students and 65 percent of the private/aided college students did not have any idea regarding entrepreneurship.

Since the students possess adequate potentials and entrepreneurial skills to become entrepreneurs, it is important that they should be motivated to take up entrepreneurship in future. Only 20 percent of the government college students and 18 percent of the private/aided college students showed strong liking to take up entrepreneurship. Only nine percent and six per cent of the government college students and private/aided college studies respectively did not prefer to undertake entrepreneurship later. This trend may be due to the fact that the parents educate their children with the main goal of getting a degree to take up a decent job. Hence, they do not encourage nor they do not instill the option of taking up entrepreneurship among their wards. Besides more than 50 per cent of the students do not have any idea about entrepreneurship. Hence, it is important to educate the students and their parents simultaneously to succeed in their venture.

4.4.3. Association between the parental aspirations versus preferences of the respondents to become entrepreneurs

Table 11 manifest the details of association between the parental expectations of the future of the respondents and willingness of the students to become an entrepreneur.

Table 11: Association between the Parental Expectations versus Preferences of the Students to Become Entrepreneurs

Nature of college	N	Value	df	Significance
Government	250	22.258	5	.000*
Private/aided	250	6.098	5	.297ns

*Significant at 1% level; ns- not significant

Chi-square test was used to find the association between the parental aspiration versus preferences of the respondents to become entrepreneurs. Though 31 per cent and 45 per cent of the families of government college students and private/aided college students had entrepreneurs in the families respectively as indicated in Table-7, only 1 per cent of the parents of the government college students wanted their daughters to become entrepreneurs in the future. However analysis of the aspiration of the parents versus student's preferences to become entrepreneurs in future among government college students when statistically analysed, a high significance was found at 1 per cent level. Whereas the aspirations of the parents versus students of private/aided college to become an entrepreneur was not significant. Though the association between parents expectation of government college students to involve their daughters in entrepreneurship is low and students expectations to become entrepreneurs in future was high. Whereas it seems to be vice versa among private/aided college students.

Hence hypothesis number 4 (There would be a significant association between parental aspiration regarding the future of the selected respondents and willingness to become entrepreneurs) is partially accepted.

4.4.4. Factors which motivated the respondents to opt for entrepreneurship

Entrepreneurship is basically the product of motivation. Motivation is the inner drive that ignites behavioural action to satisfy needs. Each person's

behaviour is shaped by a combination of factors such as physiological make-up, work experience, goals, cultural background, educational level etc. (Sabharwal, 2009).

The results under this part of the study are discussed under the heads given below:

4.4.4.1. Motivating factors to opt for entrepreneurship among the respondents

4.4.4.2. Correlation matrix between motivating factors for opting entrepreneurship among government college students

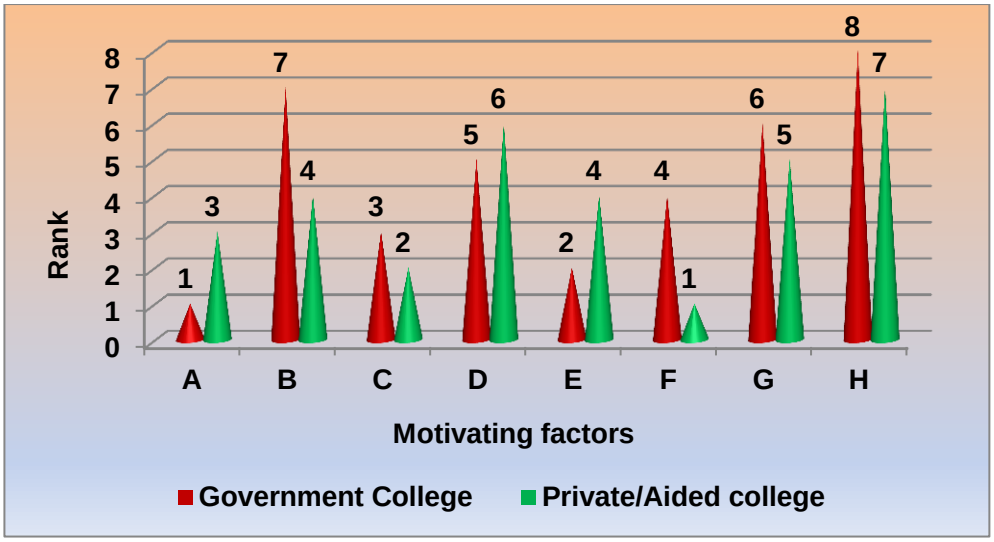
4.4.4.3. Correlation matrix between motivating factors for opting entrepreneurship among private college students

4.4.4.1. Motivating factors to opt for entrepreneurship among selected respondents

Table 12 and Figure 9 illustrates the factors that motivated the selected respondents to opt for entrepreneurship as their career in future.

Table 12: Motivating Factors to Opt for Entrepreneurship among the Respondents

Motivating factors	Nature of College				Cumulative score	Rank
	Government College (N:250)		Private/Aided College (N:250)			
	Score	Rank	Score	rank		
Liberty of being one's own boss	793	1	794	3	1587	1
Freedom to accept their responsibilities	597	7	749	4	1346	6
Choice in working hours	706	3	828	2	1534	3
Interesting tasks and duties and their variety	629	5	689	6	1318	7
To become rich	770	2	768	4	1538	2
To meet interesting people	667	4	836	1	1503	4
To work as a superior	619	6	737	5	1356	5
It suits my character	482	8	522	7	1004	8



A. Liberty of being one's own boss B. Freedom to acceptability
C. Choice in working hours D. Interesting tasks and duties and their variety
E. To become rich F. To meet interesting people
G. To work as a superior H. It suits my character

Figure 9: Motivating Factors to Opt for Entrepreneurship among the Respondents

Among the various motivating factors listed, the liberty of being one's own boss ranked first among the government college students. To become rich and flexibility in working hours were the factors which secured second and third rank respectively among government college students. However, among private/aided college students, to meet interesting people, flexibility in working hours and liberty of being one's own boss ranked 1st, 2nd and 3rd respectively. Entrepreneurship suits my character was a factor which ranked the least among both government and private/aided college students. The essential characters required for successful entrepreneurs could be developed among the students if proper training was given to them.

4.4.4.2. Correlation matrix between the motivating factors for opting entrepreneurship among government college students

Table 13 shows the relationship between the motivating factors for entrepreneurship among government college students.

Table 13: Correlation Matrix between Motivating Factors for Entrepreneurship among Government College Students

	M1	M2	M3	M4	M5	M6	M7	M8
M1	1.000	.778**	.771**	.779**	.755**	.729**	.780**	.725**
M2		1.000	.793**	.779**	.764**	.768**	.775**	.696**
M3			1.000	.764**	.806**	.753**	.757**	.651**
M4				1.000	.722**	.802**	.771**	.667**
M5					1.OOO	.734**	.784**	.694**
M6						1.000	.752**	.712**
M7							1.000	.692**
M8								1.000

From the above Table, it is clear that the computed 'r' value indicates that, a strong positive correlation seems to exist with motivating factor one- liberty of being one's own boss and other motivating factors like freedom to accept the responsibilities (0.778), choice in working hours (0.771), interesting tasks and duties and their variety (0. 779), to become rich (0.775), opportunity to meet interesting people (0.729), to work as a superior (0.780) and entrepreneurship suits my character (0.725). Likewise a positive correlation exists between the motivating factor two-freedom to accept the responsibilities with other factors with a score ranging between 0.696 and 0.793. Regarding the motivating factor three- choice in working hours also had an significant positive correlation with a score ranging between 0.651 and 0.806. A positive significant correlation seems to exist between the motivating factor four-interesting tasks, duties and their variety with other motivating factors with a score ranging between 0.667 and 0.802. the motivating factor five- to become rich showed a positive correlation with other factors wherein the score ranged between 0.694 and 0.784. A significant positive correlation exists between motivating factor six- to meet interesting people and other motivating factors with a score ranging of 0.712 to 0.752. The motivating factor seven- opportunity to work as a superior had a positive significant correlation with factor eight-entrepreneurship suits my character with a score of 0.692.

Each motivating factor influenced the other factor and had a high positive correlation at 0.05% between each other among the students of government colleges.

4.4.4.3. Correlation matrix between the motivating factors for opting entrepreneurship among Private\aided College students

The relationship between motivating factors for entrepreneurship among private college students are given in Table 14.

Table 14: Correlation Matrix between Motivating Factors among Private\Aided College Students

	M1	M2	M3	M4	M5	M6	M7	M8
M1	1.000	.757**	.703**	.779**	.690**	.627**	.638**	.663**
M2		1.000	.734**	.648**	.652**	.634**	.684**	.679**
M3			1.000	.664**	.647**	.699**	.644**	.624**
M4				1.000	.648**	.733**	.674**	.653**
M5					1.OOO	.671**	.748**	.606**
M6						1.000	.666**	.643**
M7							1.000	.687**
M8								1.000

It is evident from the above table that the computed ‘r’ value indicates that, a strong positive correlation seems to exist with motivating factor one-liberty of being one’s own boss and other motivating factors like freedom to accept responsibilities (0.757), choice in working hours (0.703), interesting tasks and duties and their variety (0.779), to get rich (0.690), opportunity to meet interesting people (0.627), to work as a superior (0.638) ,entrepreneurship suits my character (0.663) at 0.05 per cent level. Motivating factor two-freedom to accept responsibilities also had a positive correlation between the other factors with a score ranging between 0.634 and 0.734. Significance at 0.05 percent level was recorded for the same. The motivating factor three-choices in working hours also had a significant positive correlation at 0.05 percent level with a score ranging from 0.624 and 0.699. There was a positive significant correlation existing at 0.05 percent level between the motivating factor four-interesting tasks, duties and their varieties with other motivating factors with a score ranging between 0.648 and 0.733. The motivating factor five-opportunity to get rich had a positive correlation with

a significance at 0.05 percent level was identified with the score ranging between 0.606 and 0.748. There was a significant positive correlation existing between motivating factor six -opportunity to meet interesting people and other motivating factors with a score ranging from 0.666 to 0.643 at 0.05 percent level. Regarding the motivating factor seven- opportunity to work as a superior had a positive significant correlation at 0.05 percent with factor eight- entrepreneurship suits my character with a score of 0.687.

It could be concluded that government college students have high level of desire to select entrepreneurship as their career when compared to private college students. This may be due to their economic status and family situations. Hence motivating the students in college level will help for their change in their attitude and will create an intense desire for selection of entrepreneurship as their career in future.

4.4.5. De-motivating factors which inhibited the respondents to opt for entrepreneurship in future

Though, it is an assumption that education had encouraged more women to take up entrepreneurship, women experiences obstacles which arrest their growth as entrepreneurs. This de-motivates the women to opt for entrepreneurship.

The following informations are discussed under this part of study.

4.4.5.1. De-motivating factors which inhibited the respondents to opt for entrepreneurship in future

4.4.5.2. Correlation matrix between de-motivating factors for opting entrepreneurship among government college students

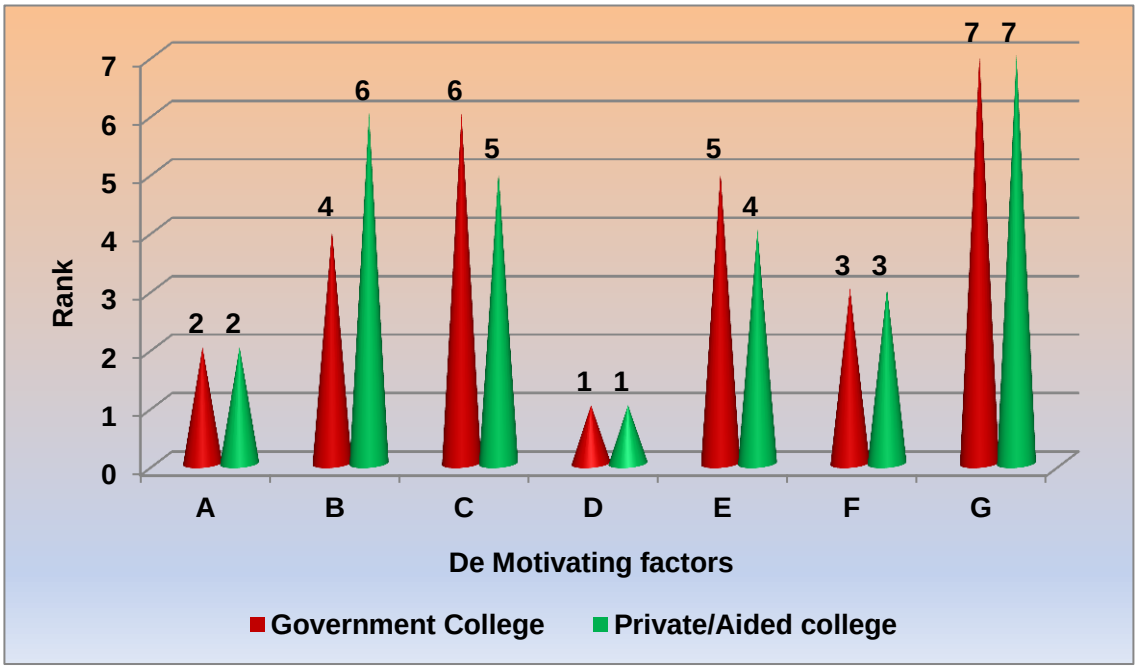
4.4.5.3. Correlation matrix between de-motivating factors for opting entrepreneurship among private college students

4.4.5.1. De-motivating factors which inhibited the respondents to opt for entrepreneurship in future

Table 15 and Figure 10 outline the information on de-motivating factors which inhibited the selected respondents from taking up entrepreneurship as their career in future.

Table 15: De-motivating Factors which Inhibited the Respondents to Opt for Entrepreneurship in Future

De Motivating factors	Nature of College				Cumulative score	Rank
	Government College		Private / Aided College			
	Score	Rank	Score	rank		
Insecure income	466	2	401	2	867	2
Fear of debt	420	4	294	6	714	5
Tough competition	374	6	326	5	700	6
Does not agree with character	494	1	426	1	920	1
Inadequate professional skills and competence	385	5	365	4	750	4
Lack of business idea	439	3	372	3	811	3
Demand for financial resource	320	7	223	7	543	7



A. Insecure income B. Fear of debt C. Tough competition
D. Does not agree with my character E. inadequate professional skills and competence
F. Lack of business idea G. Demand for financial resource

Figure 10: De-motivating Factors which Inhibited the Respondents to Opt for Entrepreneurship in Future

Regarding the de-motivating factors which restricted them to take up entrepreneurship, irrespective of the type of college in which they were pursuing their studies, entrepreneurship does not agree their character was given a 1st rank. This may be because the students have a pre conceived notion regarding the essential characters required for an ideal entrepreneur and when they feel that they do not possess such traits, they decide that taking up entrepreneurship does not suit their character. Insecure income and lack of business idea were the de motivating factors which ranked 2nd and 3rd respectively among both the category of students. Demand for financial resources fetched the last rank.

This indicates that financial resource to start a business is not a threatening factor to take up entrepreneurship. This may be due to the fact that government through various means facilitate entrepreneurs financially. Only motivation of the students at college level may help them to overcome the misconception and to take up entrepreneurship in future. Hence it is essential that entrepreneurship programmes should be conducted frequently, especially in the arts and science colleges so as to motivate students to become successful entrepreneurs in future.

4.4.5.2. Correlation matrix between de-motivating factors for opting entrepreneurship among government college students

Table 16 shows the relationship between the de-motivating factors for opting entrepreneurship among government college students.

Table 16: Correlation Matrix between De-motivating Factors for Opting Entrepreneurship among Government College Students

	DM1	DM2	DM3	DM4	DM5	DM6	DM7
DM1	1.000	.890**	.990**	.906**	.890**	.901**	.846**
DM2		1.000	.889**	.903**	.891**	.873**	.891**
DM3			1.000	.885**	.905**	.906**	.879**
DM4				1.000	.890**	.905**	.881**
DM5					1.OOO	.899**	.886**
DM6						1.000	.881**
DM7							1.000

** significance at 0.05% level

The above Table outlines that the de motivating factor one- insecure income had a positive significant correlation at 0.05% level with other motivating factors such as fear of debt (0. 890), tough competition(0.990), does not agree with my character (0.906), inadequate professional skills and competence (0.890), lack of business idea(0.901) and demand for financial resource (0.846). A significant positive correlation was existing between the de-motivating factor two fear of debt with other factors at 0.05 percent level with the score ranging between 0.873 and 0.903. Motivating factor three-tough competition significantly correlated with the other motivating factors at 0.05 percent level with a score ranging between0.885 and0.906.There was a significant correlation between the motivating factor four-does not agree with my character with other factors at 0.05 percent level with a score ranging between 0.881and 0.905. Positive significant correlation at 0.05 percent was noted with motivating factor five - inadequate professional skills and competence with other factors such as lack of business idea (0.899) and demand for financial resource (0.886). Motivating factor six-lack of business idea also had a positive correlation with motivating factor seven- demand for financial resource with a score of 0.881at 0.05 percent level.

4.4.5.3. Correlation matrix between de motivating factors for entrepreneurship among private\aided college students

Table 17 provides the relationship between de-motivating factors for entrepreneurship among private \ aided college students.

Table 17: **Correlation Matrix between de Motivating Factors among Private\Aided College Students**

	DM1	DM2	DM3	DM4	DM5	DM6	DM7
DM1	1.000	.933**	.935**	.948**	.927**	.934**	.935**
DM2		1.000	.928**	.944**	.936**	.929**	.935**
DM3			1.000	.921**	.949**	.933**	.943**
DM4				1.000	.926**	.944**	.926**
DM5					1.OOO	.928**	.934**
DM6						1.000	.952**
DM7							1.000

The analysis of the correlation between the de-motivating factors pinpoints that insecure income, de-motivating factor one had a strong positive correlation with other factors at 0.05 percent level with the score ranging between 0.927 and 0.948. A strong significant positive correlation was noted between the motivating factor two- fear of debt with other factors at 0.05 percent level. The score ranged between 0.928 and 0.944. Motivating factor three-tough competition also had a high significant correlation with other factors at 0.05 percent level with the score ranging between 0.921 and 0.949.The motivating factor four-does not agree with my character also had a strong positive correlation between other motivating factors at 0.05 percent with the score ranging between 0.926 and 0.944. Positive significant correlation at 5 percent level was recorded with motivating factor five-inadequate professional skills and competence with lack of business idea 0.928,demand for financial resource 0.934.There was a strong positive correlation between the motivating factor six-lack of business idea with factor seven- demand for financial resource at 0.05 percent with a score of 0.952.

Hence it could be concluded that a meagre difference in percentage of the private college students did not show a strong willingness to take up entrepreneurship when compared to government college students. This may be due to fact that the private college students believe that lack of certain entrepreneurial skills and competencies may make them fail, if opted for entrepreneurship as their career choice. Besides the various risks involved in the entrepreneurial activity like demand for financial resources and fear for debt in business were also found to be the major demotivating factors among the selected private\aided college students.

These kinds of negative thoughts could be eliminated from the minds of the students only through imparting proper training and motivation to the students. Hence it could be concluded that the strong influence of de-motivating factors among private\aided and government college students restricted them from taking up entrepreneurship as their career in future. However, the influence is greater on private college students when compared to government college students.

4.5. Assessment of Entrepreneurial Skills Possessed by the Respondents

"Skill" is the ability to apply knowledge and to use the know-how for the completion of well-defined tasks. Generally speaking, it identifies that an individual is able to do something within a specific context (European Union 2008). Entrepreneurial skill is the ability of an individual to exploit an idea and create an enterprise whether it is small or big, not only for personal gain but also for social and developmental gain (Olagunju, 2004).

Entrepreneurial skills such as personal skills, interpersonal skills, critical and creative thinking skills and practical skills are discussed under assessment of entrepreneurial skills possessed by all the 500 surveyed respondents before the conduct of training.

This part of the study constitutes the following topics:

4.5.1. Personal skills possessed by the respondents
4.5.2. Interpersonal skills possessed by the respondents
4.5.3. Critical and creative thinking skills possessed by the respondents
4.5.4. Practical skills possessed by the respondents
4.5.5. Analysis of significant difference between family income and entrepreneurial skills possessed by the respondents
4.5.6 Analysis of significant difference between course of study and entrepreneurial skills possessed by the respondents

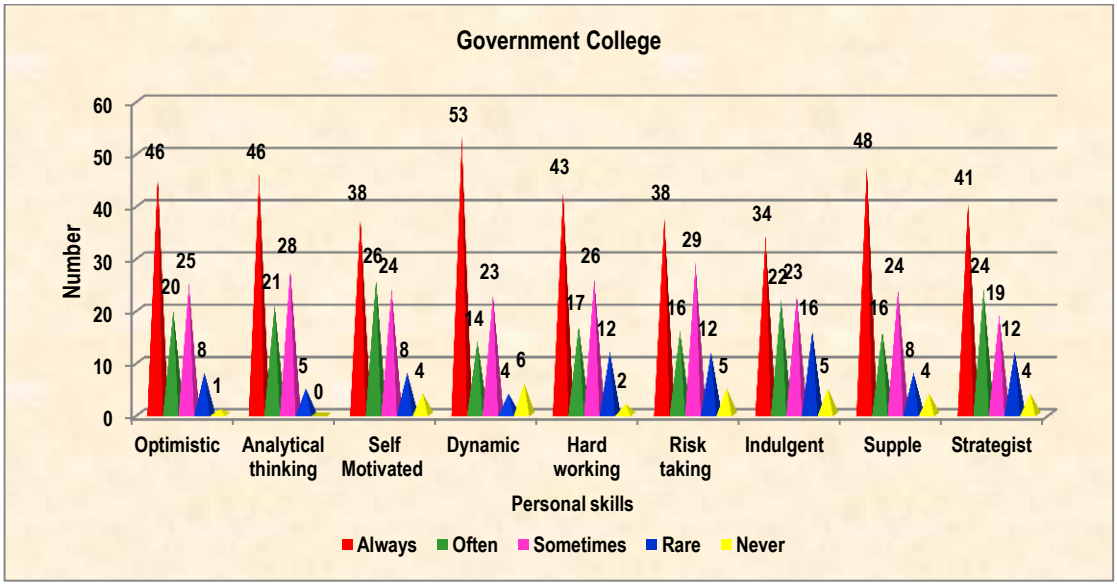
4.5.1. Personal skills possessed by the respondents

Table 18 and Figure 11 presents the information on personal characteristics possessed by the respondents.

Table 18: Personal skills Possessed by the Respondents

Personal Characteristics	Nature of College in Percentage									
	Government College (N=250)					Private / Aided College (N=250)				
	A	O	S	R	N	A	O	S	R	N
Optimistic	46	20	25	8	1	57	10	20	11	2
Analytical thinking	46	21	28	5	0	47	31	14	6	2
Self-motivated	38	26	24	8	4	37	25	31	6	1
Dynamic	53	14	23	4	6	52	19	15	9	5
Hard working	43	17	26	12	2	38	21	24	6	11
Risk taking	38	16	29	12	5	49	18	23	6	4
Indulgent	34	22	23	16	5	28	27	21	15	9
Supple	48	16	24	8	4	38	22	26	4	10
Strategist	41	24	19	12	4	41	25	24	6	4

A-Always; O-Often; S-Sometimes; R-Rare; N-Never.



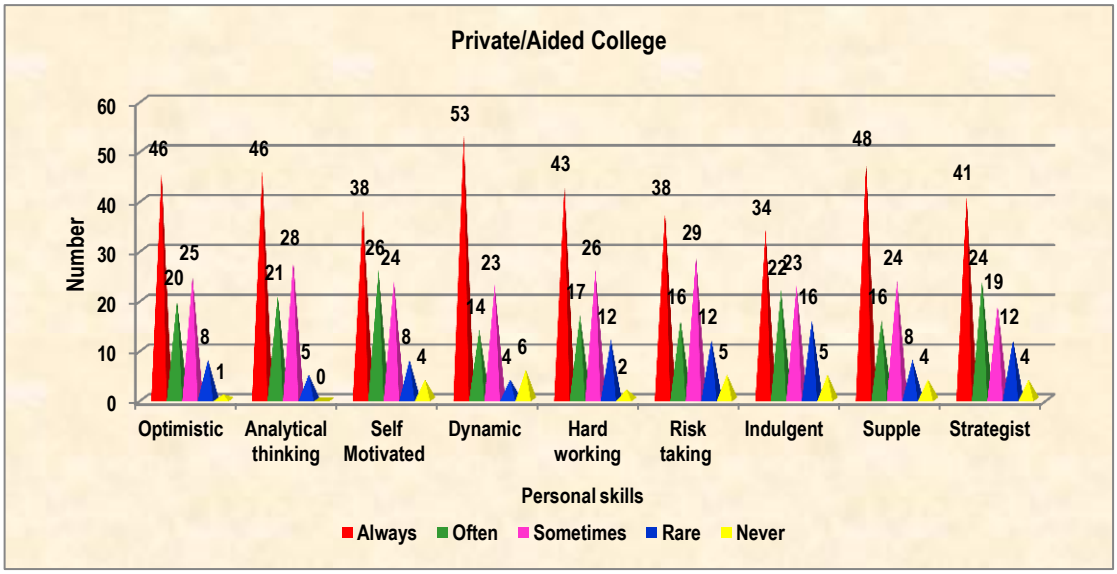


Figure 11: Personal skills Possessed by the Respondents

Sharma et al. (2005) inform that, the prominent personal characteristics of entrepreneurs are self-confidence, optimistic, able to take up calculated risk, respond positively to challenges, flexible and able to adapt, knowledgeable about markets, able to get along well with others, independent mindset, versatile knowledge, energetic and diligent, creative and need to achieve, dynamic leadership, responsive to suggestions, take initiatives, resourceful, persevering, perceptive with foresight and responsive to criticism.

The Table above reveals that irrespective of the type of college in which the students are studying maximum number of students showed a positive trend in possessing the personal skills. Maximum 53 and 52 per cent of both government and private/aided college students respectively were always dynamic. When compared to private/aided college students greater percentage of government college students always possessed personal skills such as hardworking (43 per cent), indulgent (34 per cent) and supple (48 per cent).

They could develop these characters because of their exposure to growing from failure and being resilient. Similarly, when compared to government college students a greater percentage of private/aided college students always possessed personal skills like being optimistic (57 per cent) and risk taking (49 per cent). It may be because of the, support and encouragement given by the family members of the private/aided college students.

4.5.1.1. Significant difference between personal skills possessed by the respondents with respect to nature of college

Significant difference between personal skills with respect to nature of college was tested statistically, and the result is presented in Table 19.

Table 19: Significant Difference between Personal Skills Possessed by the Respondents

	N	Mean	Std. deviation	Std. error	t	df	Sig (2 tailed)
Government	250	18.0840	5.42019	.34280	-1.810	498	.071^{ns}
Private/aided	250	18.9320	5.05148	.31948			

ns- not significant

Table 19 provides the result of the unpaired “t” test for comparing significant difference between government and private/aided college with regard to personal skills score. From the Table, it could be inferred that the average personal skill score of government college students computed to be 18 is almost at par with the scores obtained by private/aided college students. The computed ‘t’ test value is insignificant at 5 percent level. This implies that there is no significant difference in the average score of personal skills secured by government and private/aided college students. It could be concluded from the analysis that personal skills are an inherent feature of the individual and do not depend on the nature of institutions in which they are studying.

4.5.2. Interpersonal skills possessed by the respondents

Table 20 and Figure 12 illustrate the percentage distribution of interpersonal skills possessed by the respondents.

Table 20: Inter Personal Skills Possessed by the Respondents

Interpersonal skills	Nature of College in Percentage									
	Government college (N=250)					Private/aided college (N=250)				
	A	O	S	R	N	A	O	S	R	N
Induce others	30	15	39	11	5	48	14	23	12	3
Entrust work	23	27	24	20	6	29	34	21	10	6
Competency to communicate	21	23	31	18	7	41	14	27	12	6
Attentive	48	20	22	4	6	61	12	20	2	5
Prudent	42	27	24	4	3	49	26	16	6	3
Diplomatic	42	20	17	15	6	43	21	24	4	8
Empathetic	53	24	13	2	8	68	14	7	8	3
Ethical	50	24	13	7	6	53	26	11	3	7

A-Always; O-Often; S-Sometimes; R-Rare; N-Never.

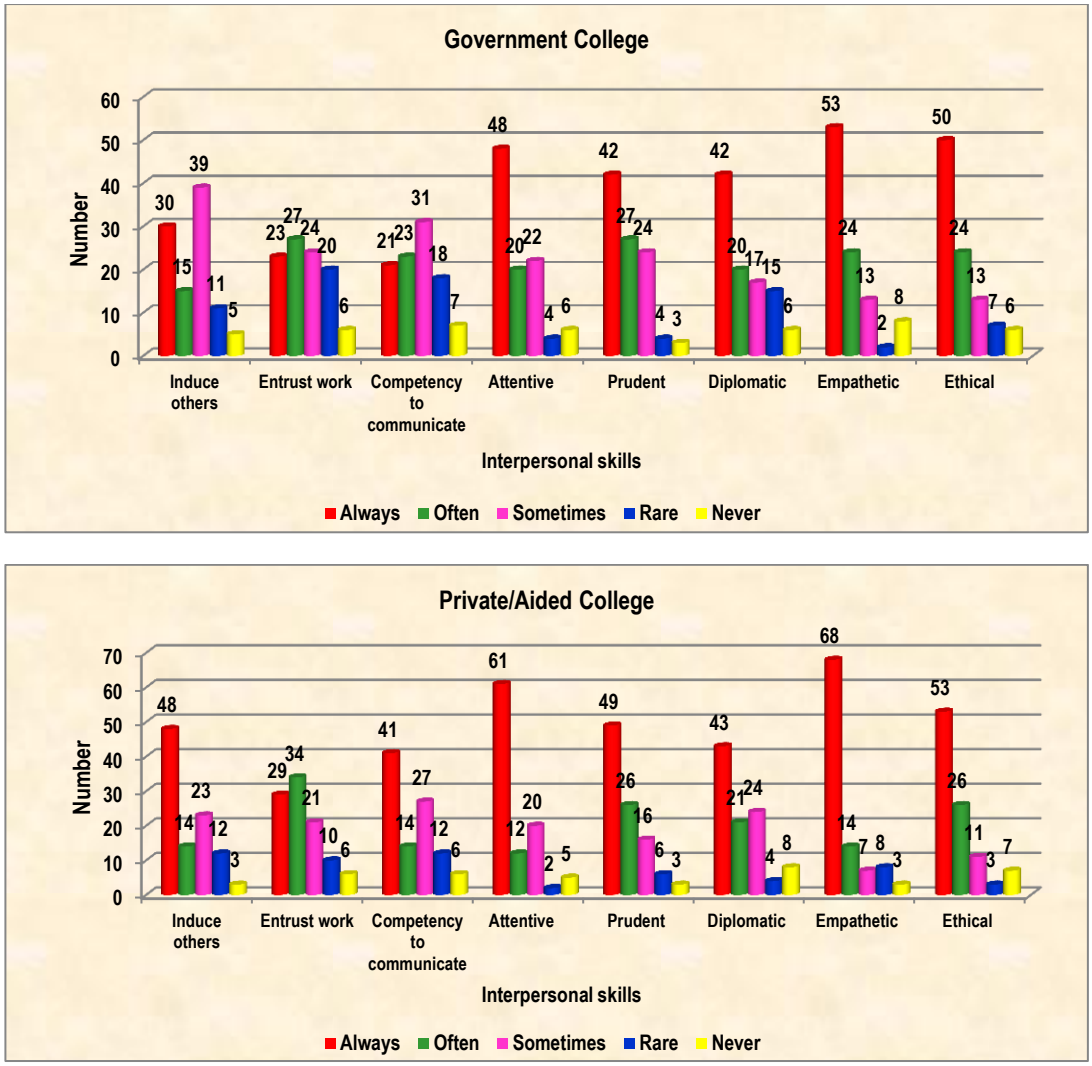


Figure 12: Interpersonal Skills Possessed by the Respondents

All the interpersonal skills like inducing others, entrust work, competency to communicate, attentive, prudent, and empathetic were always possessed by the private/aided college students at a greater percentage than government college students. Important interpersonal skills such as entrusting work, competency to communicate, attentive, empathetic and ethical were never possessed by five to seven percent of the government college students. While, among five to eight per cent of students from private/aided college they never possessed the interpersonal skills such as entrusting work, competent to communicate, attentive, diplomatic and ethical. Hence these traits have to be inculcated among the students in order to develop them into a successful entrepreneur.

4.5.2.1. Significant difference between inter personal skills possessed by the respondents with respect to nature of college

The significant difference between inter personal skills possessed by the respondents with respect to nature of college is discussed in Table 21.

Table 21: Significant Difference between Interpersonal Skills Possessed by the Respondents

Nature of College	N	Mean	Std. deviation	Std. error	t	df	Sig(2 tailed
Government	250	16.1760	4.84136	.30619	3.310	498	.001*
Private/aided	250	17.6560	5.15168	.32582			

*Significant at 1% level

The above Table shows the mean, standard deviation and "t" value of interpersonal skills possessed by the government and private/aided college students. The computed value indicates that there is a significant difference in interpersonal skills possessed by government and private/aided college students at 1% level. That is the private/aided college students possessed better interpersonal skills than the government college students. Hence it is essential to train the government college students to equip better interpersonal skills so that they will turn out to be an efficient entrepreneur in future.

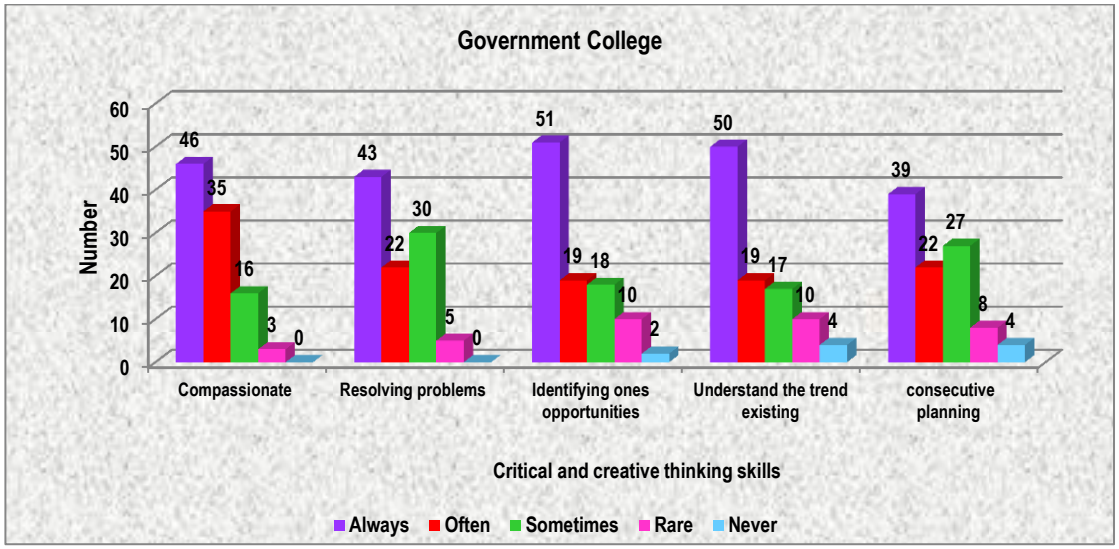
4.5.3. Critical and creative thinking skills possessed by the respondents

Creativity and innovativeness have become the benchmark and critical driver of sustainable human development and prosperity, especially in the 21st century knowledge-based economy (Baker and Nelson, 2005). Details on the percentage distribution of critical and creative thinking skills possessed by the respondents are presented in Table 22 and Figure 13.

Table 22: Critical and Creative Thinking Skills Possessed by the Respondents

Critical and creative thinking skills	Nature of College in Percentage									
	Government college (N=250)					Private/aided college (N=250)				
	A	O	S	R	N	A	O	S	R	N
Compassionate	46	35	16	3	0	52	33	12	0	3
Efficient in resolving problems	43	22	30	5	0	38	22	30	9	1
Identifying ones opportunities	51	19	18	10	2	39	25	26	7	3
Understand the trend existing	50	19	17	10	4	29	22	30	12	7
Ability for consecutive planning	39	22	27	8	4	49	27	15	6	3

A-Always; O-Often; S-Sometimes; R-Rare; N-Never.



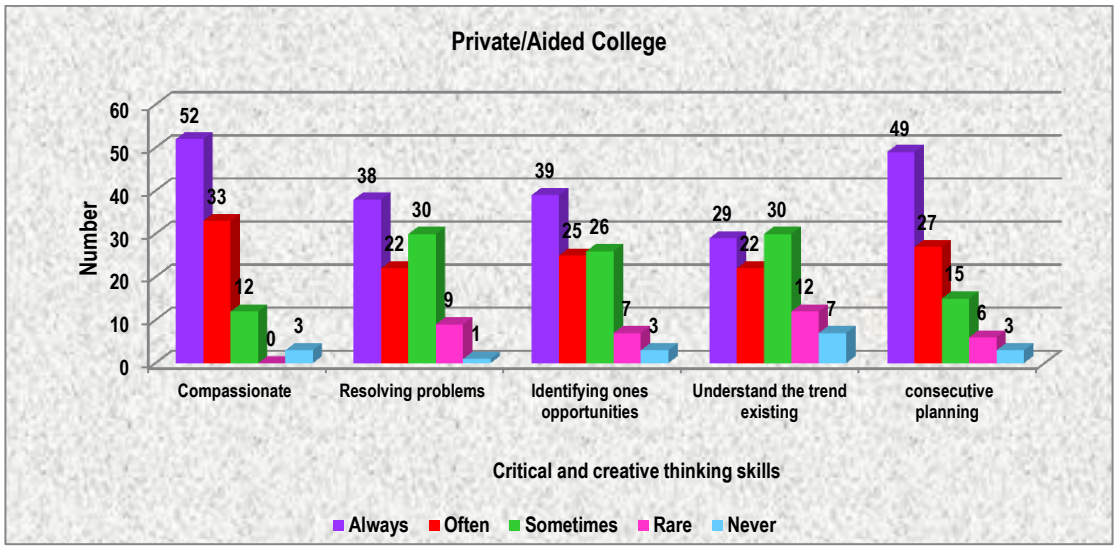


Figure 13: Critical and Creative Thinking Skills possessed by the Respondents

An entrepreneur should possess skills such as critical and creative thinking in order to critically analyze the situation and find out the solution. When analyzed for the critical and creative thinking skills possessed by the respondents, a greater percentage of government college students revealed that they are always good at resolving the problem (51 per cent), better in identifying one's opportunities (51 per cent) and understand the existing trend (50 per cent), when compared to private/aided college students. Being compassionate (52 per cent) and the ability for consecutive planning (49 per cent) were the traits always possessed at a slightly higher percentage by private/aided college students when compared to government college students.

4.5.3.1. Significant difference between critical and creative thinking skills possessed by the respondents with respect to nature of college

Significant difference in critical and creative thinking with respect to nature of college is given in Table 23.

Table 23: Significant Difference between Critical and Creative Thinking Skills Possessed by the Respondents

Nature of College	N	Mean	Std. deviation	Std. error	t	df	Sig(2 tailed
Government	250	9.7800	3.39554	.21475	-2.523	498	.012*
Private/aided	250	10.5640	3.55195	.22465			

*Significant at 5% level

The above Table manifest the mean, standard deviation and 't' value of critical and creative thinking skills possessed by the government and private/aided college students. The computed value connote that there is a significant difference between the government and private/aided college students in possessing critical and creative thinking skills at 5% level, that is the private/aided college students possessed better critical and creative thinking skills than the government college students. This could be due to the fact that the private/aided college students have a greater exposure to extracurricular activities, various competitions, seminars, symposiums organized by the

private/aided colleges. These exposures would have motivated them to acquire their skills.

4.5.4.Practical skills possessed by the respondents

Information on the practical skills possessed by the respondents is presented in Table 24 and Figure 14.

Table 24: Practical Skills Possessed by the Respondents

Practical skills	Nature of College in Percentage									
	Government college (N=250)					Government college (N=250)				
	A	O	S	R	N	A	O	S	R	N
Goal setting	46	18	25	10	1	63	15	18	2	2
Clarity in setting destination	57	22	15	4	2	58	17	12	7	6
Initiating goal oriented activities	44	23	23	6	4	57	14	25	3	1
Developing competence to reach goals	56	13	21	7	3	48	17	28	5	2
Setting standards	50	28	17	1	4	57	28	9	4	2
Setting time limits	35	30	24	8	3	32	33	26	4	5
Seeking alternatives	57	15	18	8	2	38	31	13	10	8
Interrogating with family or friend while taking decisions	60	17	15	7	1	58	22	11	7	2
Consulting with experts	45	13	13	26	3	55	19	17	3	6
Taking decision with confidence	62	21	12	2	3	52	24	16	5	3

A-Always; O-Often; S-Sometimes; R-Rare; N-Never.

Practical skills are essential for any individual who is taking up entrepreneurship. While comparing the difference in practical skills possessed by the government and private/aided college students it was found that slightly an increased percentage of government college students always had developed the practical skills such as developing competence to reach goals (56 per cent), setting time limits to reach goals (35 per cent) and seeking alternative (57 per cent) and interrogating with family and friends while taking decisions (60 per cent). However private/aided college students were better in goals setting (63 per cent), initiating goal-oriented activities, setting standards (57 per cent) and consulting with experts(55 per cent).

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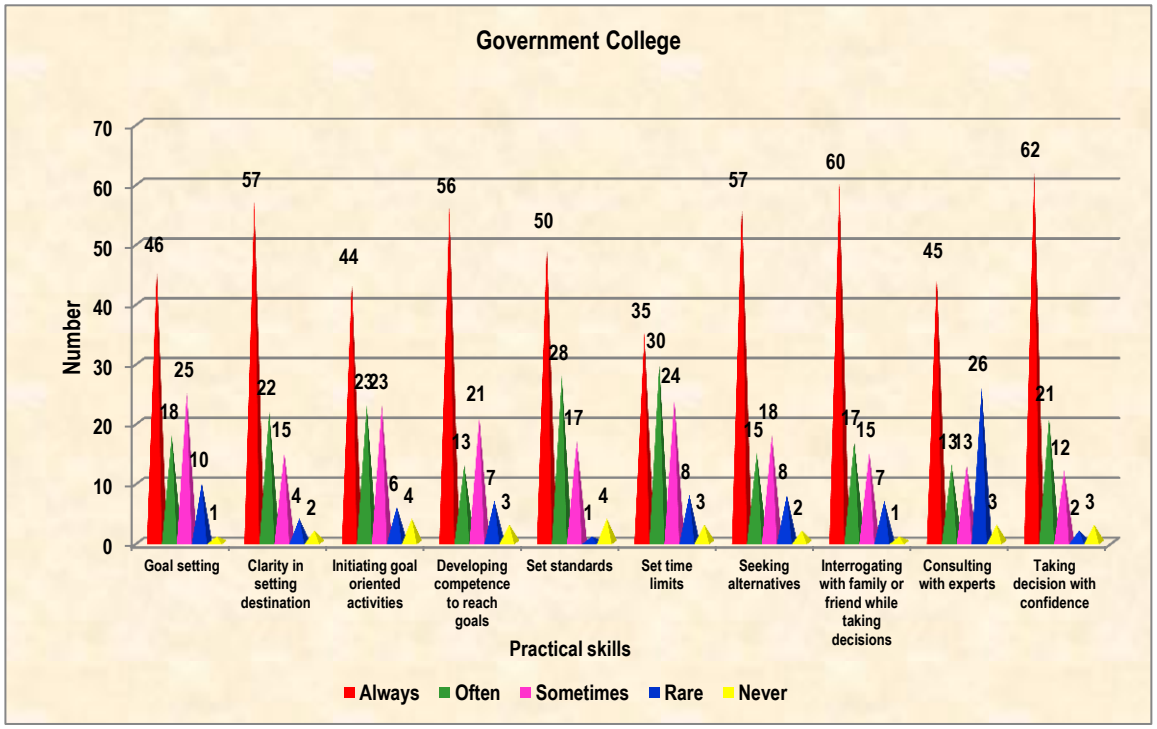


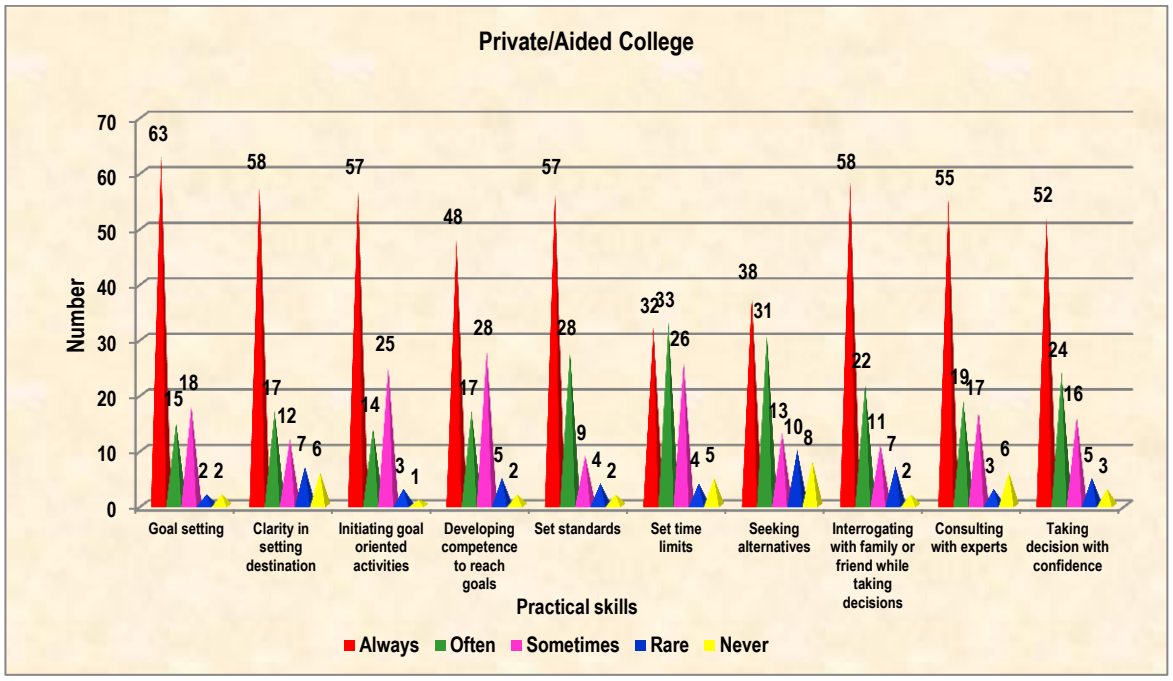


Figure 14: Practical Skills Possessed by the Respondents

Hence these skills have to be developed among government college students. However, much difference was not noticed in skills possessed by government college students and private\aided college students among

practical skills such as clarity in setting the destination and interrogating with friends and relatives before taking decisions.

4.5.4.1. Significant Difference between practical skills possessed by the students with respect to nature of college

Table 25 illustrates the significant difference between practical skills possessed by the students with respect to nature of college.

Table 25: Significant Difference between Practical Skills Possessed by the Respondents

Nature of College	N	Mean	Std. deviation	Std error	t	df	Sig. (2 tailed)
Government	250	18.3040	5.97817	.37809	-3.307	498	.001*
Private/aided	250	20.1080	6.21634	.39316			

*Significant at 1% level

The above Table shows the mean, standard deviation and 't' value of practical skills possessed by the government and private/aided college students. The computed value indicates that there is a significant difference between the government and private/aided college students in practical skills at five percent level. That is the private/aided college students possessed better practical skills than the government college students.

On the whole, it could be inferred that private/aided college students were found to be better in creative thinking skills and practical skills while government college students showed better performance in possessing interpersonal skills. However, there is not much difference seen in personal skills between the students from private/aided and government colleges.

Hence the hypothesis number 1 (There would be a significant difference between the nature of the college and entrepreneurial skills possessed by the students) is accepted.

4.5.5. Analysis of significant difference between family income and entrepreneurial skills possessed by the respondents with respect to nature of college

Family income and socioeconomic status determine the career choice of the individual. Income of the family may influence the attitude of the student to

become an entrepreneur. Hence there was a need to assess the difference between family income and entrepreneurial skills possessed by the students. Family income is classified into more than two categories as indicated in Table 6 Hence the researcher applied one-way ANOVA test and the results are presented in Table 26.

Table 26: Analysis of Significant Difference between Family Income and Entrepreneurial Skills Possessed by the Respondents

Nature of college	Variable	Source of variation	Sum of square	df	Mean square	f ratio
Government college	Personal skills	Between groups	243.011	3	81.004	.055*
		Within groups	7771.165	246	31.590	
	Inter personal skills	Between groups	210.976	3	70.325	.068^{ns}
		Within groups	7189.200	246	29.224	
	Critical and creative skills	Between groups	80.564	3	26.855	.108^{ns}
		Within groups	3231.372	246	13.136	
	Practical skills	Between groups	219.326	3	73.109	.170^{ns}
		Within groups	10664.774	246	43.353	
Private/aided college	Personal skills	Between groups	203.914	3	67.971	.021*
		Within groups	5083.910	246	20.666	
	Inter personal skills	Between groups	231.940	3	77.313	.010*
		Within groups	4894.156	246	19.895	
	Critical and creative skills	Between groups	77.653	3	77.653	.045*
		Within groups	2343.451	246	2343.451	
	Practical skills	Between groups	203.907	3	203.907	.071^{ns}
		Within groups	7053.517	246	7257.424	

*significance at 5% level; ns -not significant

From the statistical analysis performed, the above Table provides the ANOVA test results between the family income and entrepreneurial skills with respect to nature of college. Significant difference seemed to exist at five per cent level in personal skills score of students belonging to government college, it is true that personal skills are independent of family income or any other variable.

The test results also prove that there is a significant difference between interpersonal skills, critical and creative thinking skills scores and family income

of the private/aided college students. It's understood from the Table, that these two skills are based on the lifestyle and the exposure of the students.

It is also understood from the Table that, no significant difference exists between practical skills score of students belonging to both government and private/aided college. Practical skills are also independent of the level of income. However, all type of entrepreneurial skills can be improved and gained if proper training is provided in a suitable environment to the students. Since most of the government college students are rural based and lower economic group it is essential to organize training to the students in order to develop their entrepreneurial skills.

Hence, hypothesis number 3 (Family income may not have direct significance on entrepreneurial skills) is partially accepted.

4.5.6. Analysis of significant difference between course of study and entrepreneurial skills possessed by the respondents with respect to nature of college

Significance difference between the entrepreneurial skills and course of study of the selected respondents with respect to nature of the college they study is denoted in Table 27.

Table 27: Analysis of Significant Difference between Course of Study and Entrepreneurial Skills Possessed by the Respondents

Skills	Nature of college			
	Government college		Private college	
	f	Sig.	f	Sig.
Personal skills	71.893	.000*	25.518	.000*
Interpersonal skills	7.984	.000*	13.121	.000*
Creative and critical thinking skills	15.354	.000*	10.867	.000*
Practical skills	11.349	.000*	5.612	.000*

*significant at 1% level

Scheffes Multiple Comparison Test

Skills	Department	Nature of college			
		Government		Private\Aided	
		Mean	Sig	Mean	Sig
Personal skills	Commerce	9.98663	.000*	2.86585	.006**
	Computer Science	11.16997	.000*	5.55660	.000*
	Economics	8.39913	.000*	5.61538	.000*
	Computer applications			-4.66667	.013**
Interpersonal skills	Commerce	1.89752	.497^{ns}	-1.92209	.205^{ns}
	Computer Science	5.74752	.004**	1.07914	.835^{ns}
	Economics	4.43502	.015**	.69017	.981^{ns}
	Computer applications	-	-	-7.19444	.000*
Critical and creative thinking skills	Commerce	2.63317	.012**	-1.93112	.810^{ns}
	Computer Science	5.26650	.000*	2.62421	.002**
	Economics	3.18317	.005**	2.72436	.011**
	Computer applications	-	-	-1.91667	.416^{ns}
Practical Skills	Commerce	3.46485	.135^{ns}	1.65176	.593^{ns}
	Computer Science	7.68152	.001**	2.85639	.172^{ns}
	Economics	6.38985	.002**	3.88034	.082**
	Computer applications	-	-	-3.38889	.434^{ns}
*significant at 1%level, ** significant at 5% level, ns- not significant					

The results of analysis of variance revealed that there is a significant difference between the courses of study they were pursuing irrespective of the nature of the college they were studying. Hence, further analysis using scheffe multiple comparison test was done, to identify the significant difference in entrepreneurial skills possessed by the government and private\aided college students studying various courses.

Regarding the government college students, the test results shows that a significant difference at 1% level in personal skills possessed by the students studying home science with students pursuing computer science, commerce and economics. Significant difference at 5% level was noticed in interpersonal skills possessed by the students studying home science with students pursuing computer science and economics. Regarding critical and creative thinking skills the students who were pursuing computer science had significant difference with home science at 1% level and the students pursuing commerce and economics had significant difference at 5% level. A significant difference at 5% level was noticed between the students pursuing Home Science and Computer Science and Economics.

Regarding the private college, the test results shows that, the personal skills possessed by the students pursuing home science significantly differ from the students pursuing computer science and economics at 1% level. The personal skills possessed by the students pursuing home science significantly differ with the students studying commerce and computer applications at 5% level. The interpersonal skills possessed by the home science students was significantly differ only with the students pursuing computer applications and the test results shows insignificance between the students pursuing home science and computer science, commerce and economics. It was noticed that there was a significant difference at 1% level was noticed in critical and creative thinking skills between the students pursuing home science and computer science, economics and no significant difference was found between the students pursuing home science and commerce and computer applications. There was no significant difference between the students pursuing home science and commerce, computer science, economics and computer applications in practical skills

From the results it is clearly understood that, certain skills are independent from the course of study and nature college. Some skills are inherent in nature and certain can be developed through proper training and motivation.

Hence the hypothesis number 2 (There would be a significant difference between the course of study and entrepreneurial skills possessed by the students) is partially accepted.

4.6. Assessment of Basic Skills Acquired by the Selected Respondents after Training

Banda, (2005) views, entrepreneurial skills as an ability to have self-belief, boldness, tenacity, passion, empathy, readiness to take expert advice, desire for the immediate result and visionary ability to recognize an opportunity. Lyons (2002) describes entrepreneurial skills as the skills needed to develop innovative products and services and to generate solutions to emerging needs in the marketplace.

Seventy students were selected from the government college for providing training on capacity building and one hundred students for basic skills training to enhance their entrepreneurial skills. The results of the study are discussed under the following titles.

4.6.1. Assessment of basic skills acquired by the students

4.6.2. Impact of training on personal skills acquired by the selected respondents

4.6.3. Impact of training on interpersonal skills acquired by the selected respondents

4.6.4.Impact of training on critical and creative thinking skills acquired by the selected respondents

4.6.5. Impact of training on practical skills acquired by the selected respondents.

4.6.1. Assessment of basic skills acquired by the selected students

Table 28 and Figure 15a & 15b, 16a & 16b, 17a & 17b, 18a & 18b outline the improvement made in entrepreneurial skills selected among students after receiving the skill based and capacity building training.

Table 28: Assessment of Basic Skills Acquired by selected Students

Entrepreneurial skills	Nature of College in Percentage									
	Before (N=100)					After (N=100)				
	A	O	S	R	N	A	O	S	R	N
Personal skills										
Optimistic	-	4	24	21	51	16	14	23	17	30
Analytical thinking	-	5	34	19	42	14	16	34	16	20
Self Motivated	3	9	27	21	40	10	16	36	21	17
Dynamic	2	3	22	18	55	17	17	21	14	31
Hard working	2	8	35	15	40	10	19	44	18	9
Risk taking	7	14	27	8	44	14	22	25	14	25
Indulgent	4	15	28	20	33	8	28	39	13	12
Supple	4	4	30	15	47	10	21	42	10	17
Strategist	1	16	18	21	44	12	24	29	27	8
Inter Personal Skills										
Induce others	2	15	53	10	20	8	27	31	20	14
Entrust work	3	25	32	25	15	15	10	44	20	11
Competency to communicate	7	22	30	24	17	15	31	37	12	5
Attentive	7	4	19	29	41	12	17	24	29	18
Prudent	4	3	24	30	39	11	4	32	34	19
Diplomatic	3	18	17	25	37	12	21	18	21	28
Emphatic	2	2	16	22	58	11	12	26	29	22
Ethical	1	8	14	20	57	5	15	19	34	27
Critical and Creative Thinking Skills										
Compassionate	-	2	18	31	49	8	5	20	36	31
Resolving problems	-	7	26	22	45	8	7	30	24	31
Identifying ones opportunities	1	12	16	21	50	6	13	22	23	36
Understand the trend existing	4	10	12	25	49	9	14	12	26	39
consecutive planning	-	8	28	25	39	3	12	26	31	28
Practical Skills										
Goal setting	-	8	36	12	44	9	17	34	18	22
Clarity in setting destination	1	4	23	32	40	15	10	29	27	19
Initiating goal oriented activities	2	5	19	19	55	11	12	24	22	31
Developing competence to reach goals	6	21	28	-	45	9	10	22	33	26
Set standards	2	8	30	21	39	5	14	33	23	25
Set time limits	2	8	22	21	47	7	13	27	23	30
Seeking alternatives	-	3	19	12	66	6	8	23	21	42
Interrogating with family or friend while taking decisions	2	1	14	17	66	13	7	19	34	27
Consulting with experts	1	2	10	29	58	6	10	16	40	28
Taking decision with confidence	-	2	17	21	60	10	6	23	30	31

A-Always; O-Often; S-Sometimes; R-Rare; N-Never.

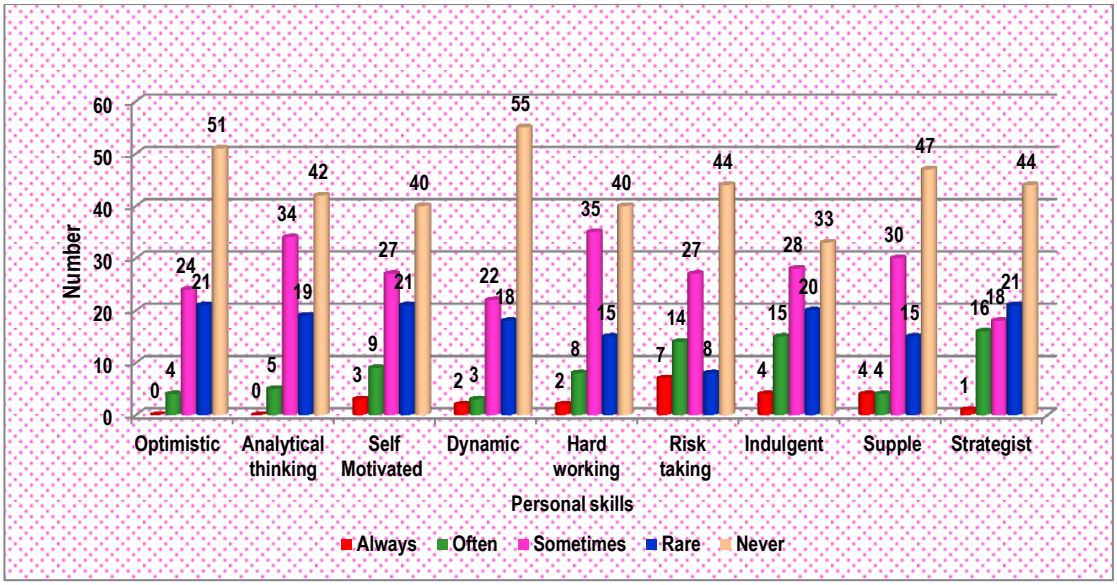


Figure 15a: Personal Skills Possessed by Selected Students before Training

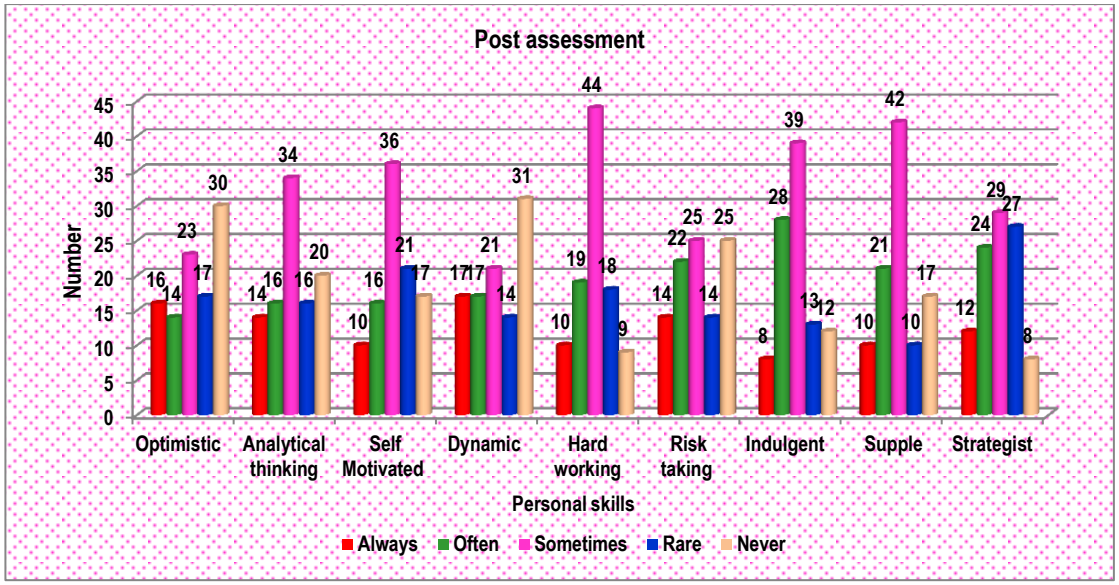


Figure 15b: Personal Skills Acquired by Selected Students after Training

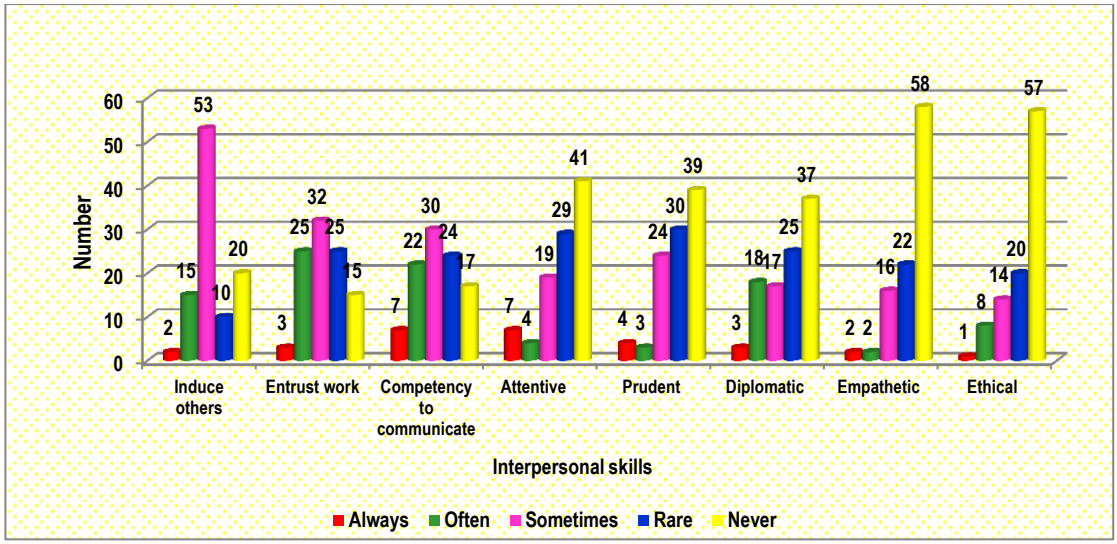


Figure 16a: Interpersonal Skills Possessed by the Selected Students before Training

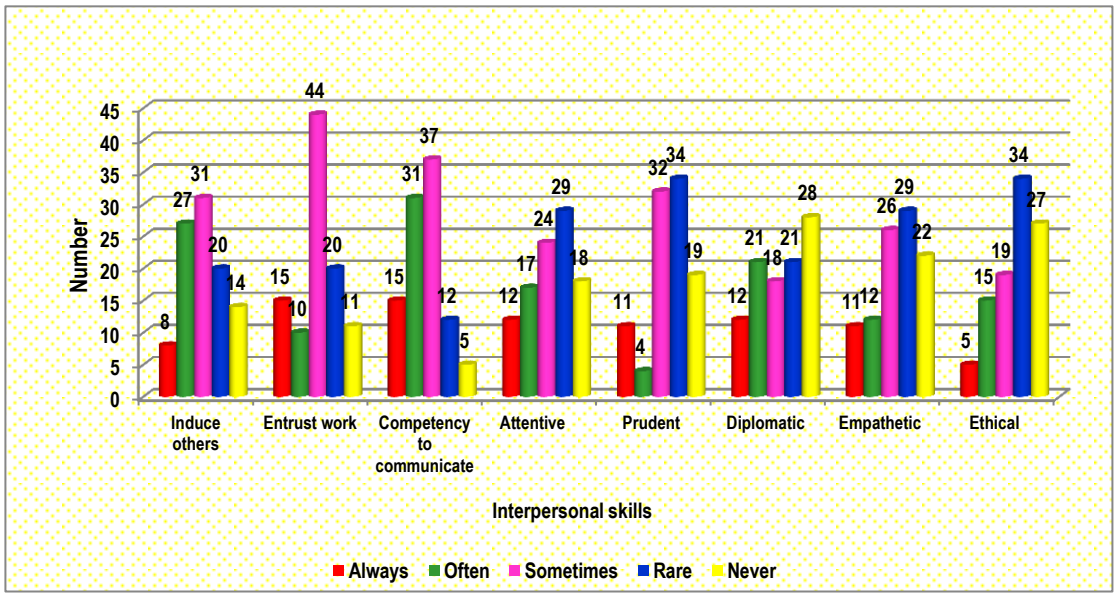


Figure 16b: Interpersonal Skills Acquired by the Selected Students after Training

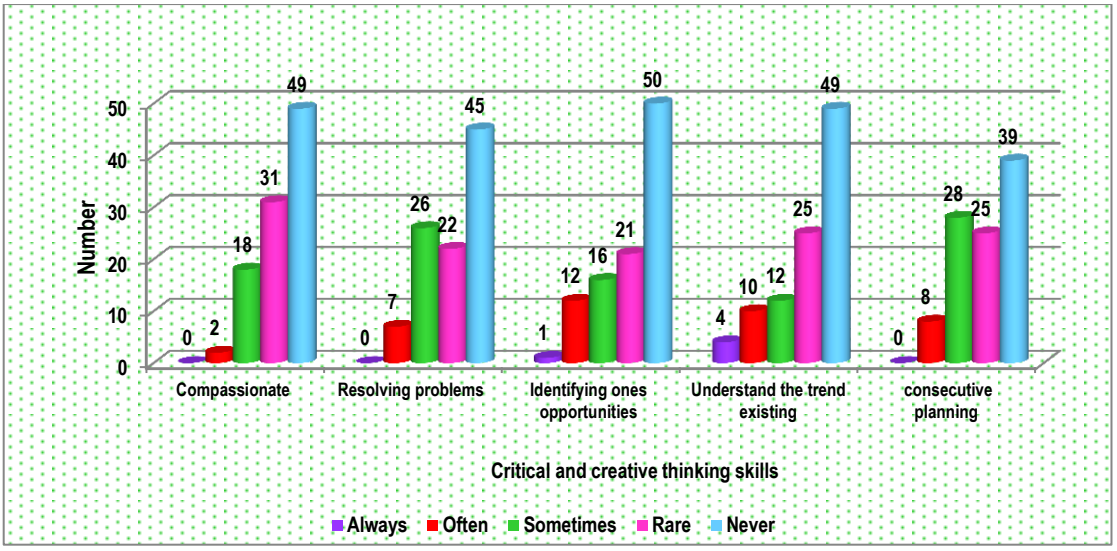


Figure 17a: Critical and Creative Thinking Skills Possessed by Selected students before Training

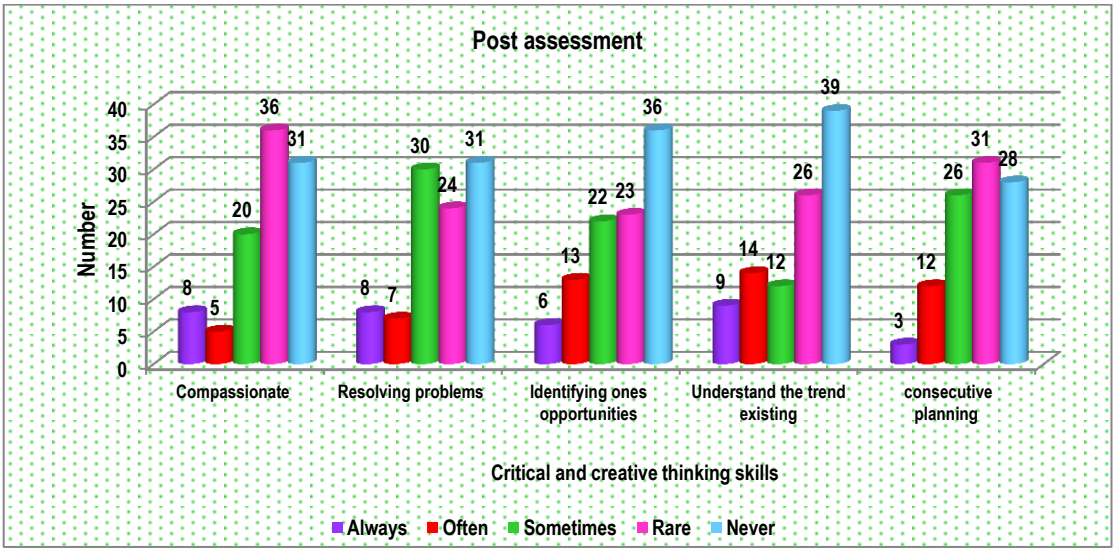


Figure 17b: Critical and Creative Thinking Skills acquired by Selected Students after Training

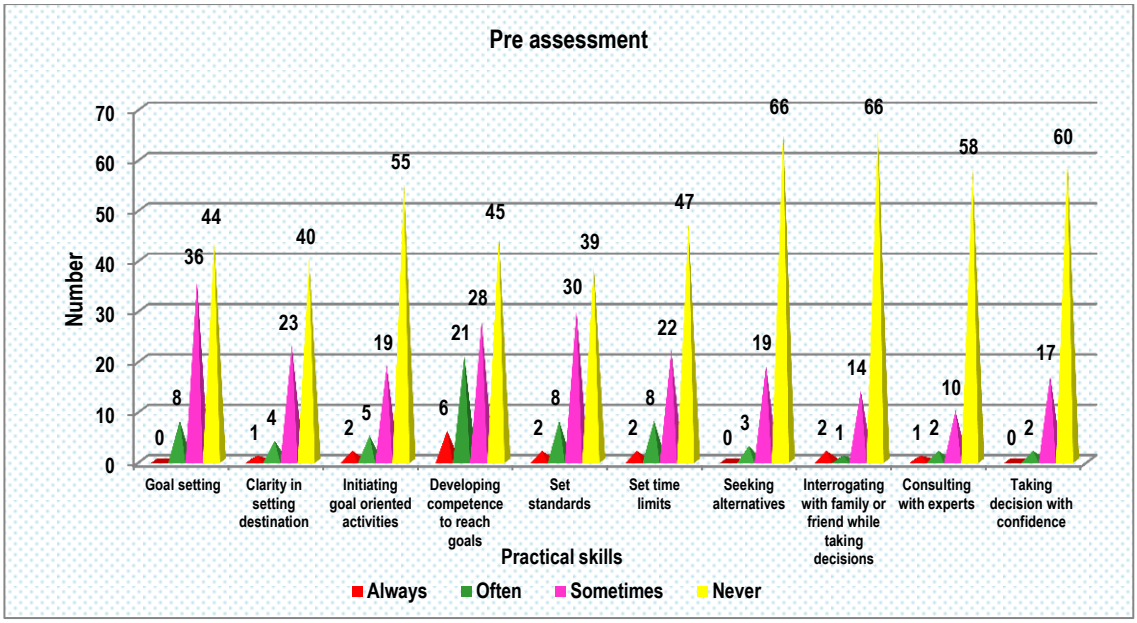


Figure 18a: Practical Skills Possessed by Selected Students before Training

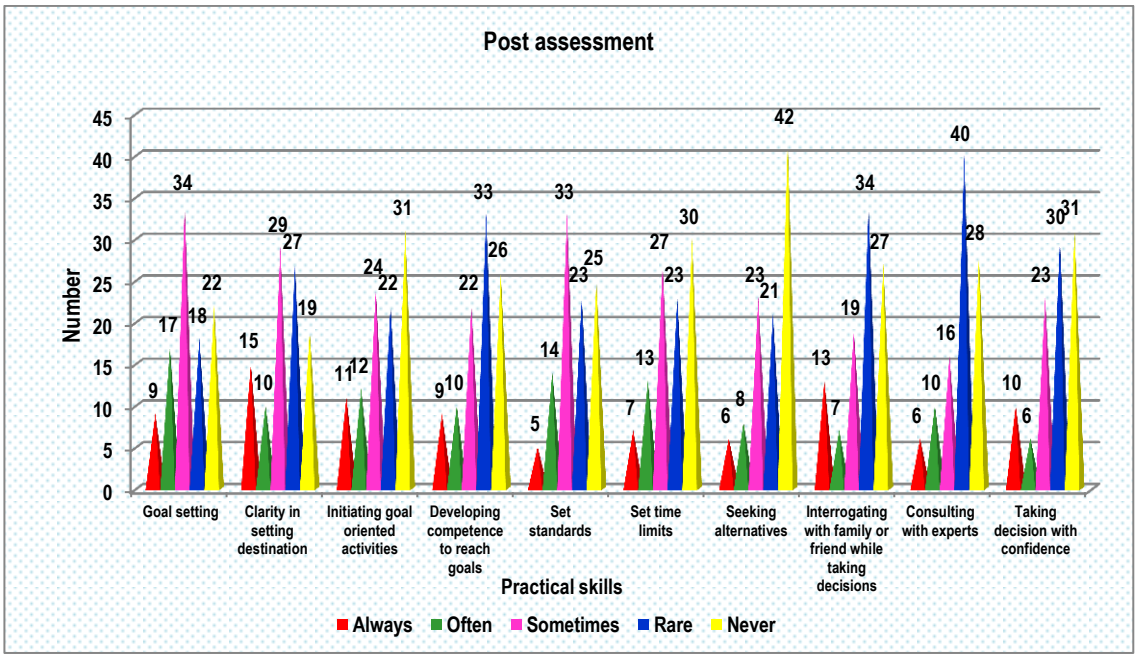


Figure 18b: Practical Skills Acquired by Selected Students after Training

From Table 28, it is understood that the skill based and capacity building training given to the students on entrepreneurship had definitely influenced the students in imbibing the personal skills stated in the Table. The percentage of students who reported to possess the personal skills always increased after

undertaking the training. Similarly, the percentage of students who indicated that they never possessed the personal skills decreased after training.

The same trend could be noted in developing the interpersonal skills, creative and critical thinking skills and practical skills. So it could be concluded that training had an impact in improving the entrepreneurial skills of the selected college students. Hence, it is imperative to organize such training to the students in order to encourage the students especially girl students to take up entrepreneurship in future.

4.6.1. Impact of training on personal skills acquired by the selected students

Table 29 represents the association between the training given and the personal skills acquired by the students.

Table 29: Impact of Training on Personal Skills Acquired by the Selected Students

	Mean	N	Std. Deviation	Std. Error Mean	t	df	+Sig. (2-tailed)
Before	18.7400	100	5.65618	.56562	-10.827	99	.000**
After	26.1000	100	3.28910	.32891			

Significant at 1% level

The study attempted to examine whether there is any significant difference in personal skills before and after training. The computed 't' value is -10.827 and proved to be significant at 1 % level. Therefore the test results reveal that there is a significant difference in personal skills before and after imparting the training.

4.6.3. Impact of training on interpersonal skills acquired by the selected students

Analysis of the impact of training on interpersonal skills acquired by the students is presented in Table 30.

Table 30: Impact of Training on Interpersonal Skills Acquired by the Selected Students

	Mean	N	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Before	18.0200	100	4.69468	.46947	-6.795	99	.000**
After	22.2800	100	4.13919	.41392			

Significant at 1% level

The results showed that there is a significant difference between interpersonal skills possessed before and acquired after training given to the selected respondents at 1% level. The computed 't' value reflects that there is an improvement in the interpersonal skills after attending the training given by the researcher.

4.6.4. Impact of training on critical and creative thinking skills acquired by the selected students

The impact of training on critical and creative thinking skills possessed by the respondents are presented in Table 31.

Table 31: Impact of training on Critical and Creative Thinking Skills Acquired by the Selected Students

	Mean	N	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Before	9.6100	100	3.24394	.32439	-10.827	99	0.000**
After	11.4900	100	3.17342	.31734			

Significant at 1% level

The above Table shows the mean, S.D and 't' value in critical and creative thinking skills before and after the training received by the selected respondents. The value register that there was a significant difference between the pre and post training in critical and creative thinking skill at 1% level.

4.6.5 .Impact of training on practical skills acquired by selected students

Table 32 represents the impact of Training on practical skills acquired by the selected students.

Table 32: Impact of Training on Practical Skills Acquired by the Selected Students

Practical skills	Mean	N	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Before	18.2100	100	6.00050	.60005	-8.659	99	.000**
After	24.5700	100	4.91186	.49119			

Significant at 1% level

The result showed that there was a significant difference between practical skills acquired and training given to the selected respondents at 1% level. The computed 't' value imply that there is an improvement in the practical skills after undergoing the training. The statistical analysis also clearly proves that the training given by the researcher had improved the entrepreneurial skills among the respondents. Hence, it is necessary that the educationist and management of the educational institutions should integrate such training programme in their syllabus which they offer so as to motivate and encourage the students to become an entrepreneur in future.

Hence the hypothesis no 6 (Significant difference would exist between the entrepreneurial skills present before and after the training on basic skills) is accepted.

4.7. Comparison of Entrepreneurial Skills Possessed by Trained and Untrained Students

The skills which an entrepreneur includes are his ability to deal with situations, organizations and social and economic forces as they emerge from time to time. The skills to deal with a situation, fore- visualised or suddenly emerging must be essential characteristics of an entrepreneur. Comparison of entrepreneurial skills acquired among selected respondents who underwent and who did not undergo training on capacity building is discussed below:

4.7.1. Comparison of personal skills possessed by the trained and untrained students

4.7.2.Comparison of interpersonal skills possessed by trained and untrained students

4.7.3. Comparison of critical and creative thinking skills possessed by the trained and untrained students

4.7.4. Comparison of practical skills possessed by the trained and untrained students

4.7.1. Comparison of personal skills possessed by the trained and untrained students

Among the selected 100 students only 70 were given training on capacity building. It was found essential to compare the difference in the skills acquired due to the training on capacity building

Table 33 and Figure 19a and 19b portray the difference in personal skills possessed by trained and untrained students.

Table 33: Personal Skills Possessed by Trained and Untrained Students

Personal Skills	Percentage of selected respondents									
	Untrained students N=30					Trained students N=70				
	A	O	S	R	N	A	O	S	R	N
Optimistic	17	13	19	13	38	28	19	23	16	14
Analytical thinking	13	12	25	17	33	21	16	27	20	16
Self-motivated	17	20	23	10	30	17	26	37	12	8
Dynamic	7	27	17	13	36	29	14	24	20	13
Hard working	7	23	40	23	7	11	14	49	20	6
Risk taking	18	13	26	23	20	23	14	24	22	17
Indulgent	0	14	30	36	20	16	19	56	9	0
Supple	13	17	24	13	33	10	13	48	19	10
Strategist	20	7	20	13	40	3	27	33	23	14

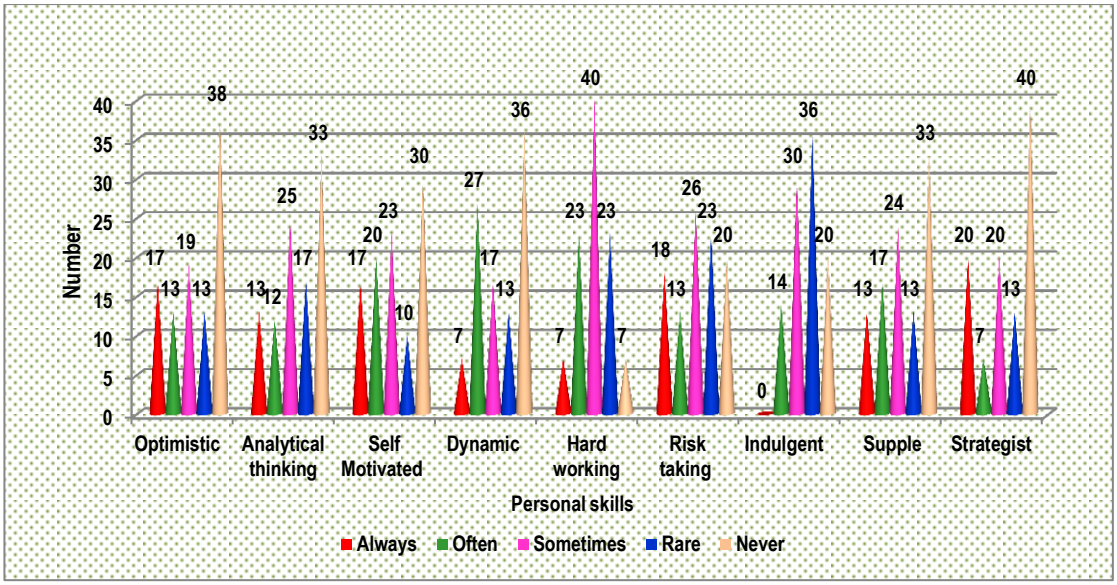


Figure 19a: Personal Skills Possessed By the Untrained Students

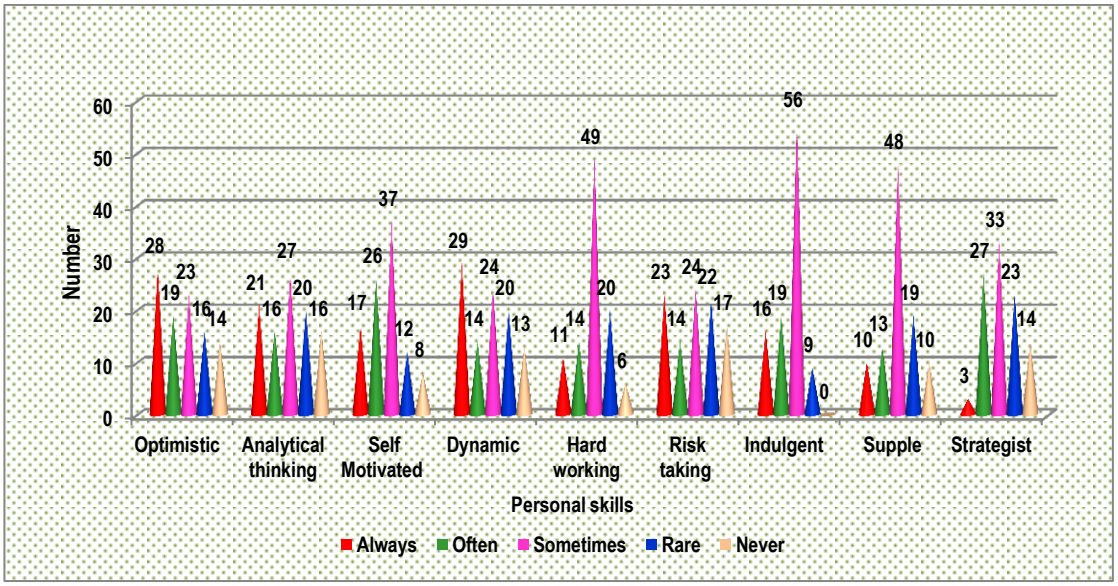


Figure 19b: Personal Skills Acquired by the Trained Students

A comparison on the assessment of the difference in personal skills acquired by the selected respondents revealed that, the personal characters such as being optimistic, analytical thinking, self-motivated, dynamic, hardworking, risk taking, and indulgent, were the personal skills always possessed in greater percentage by the students who attended the capacity building training when compared to the students who did not attend it. Similarly a greater percentage of untrained students indicated that they never possessed these skills when compared to trained students. Through training the selected

respondents could enhance the personal skills possessed by them which may improve their entrepreneurial behaviour.

4.7.1.1. Significant difference in personal skills between trained and untrained students

Table 34 shows the significant difference in personal skills between the trained and untrained students on capacity building training.

Table 34: Significant Difference in Personal Skills between Trained and Untrained Students

Practical skills	Mean	N	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
untrained	22.8333	30	3.64912		4.273	98	.000**
trained	25.8571	70	3.05641	.36531			

Significant at 1% level

From the statistical analysis, it could be concluded that regarding personal skills, high significant association exists between the students who underwent the capacity building training and who did not undergo the training at 1% level. This shows the impact of capacity building training on the development of personal skills.

The words of Shane et al. (2003), supports the findings of this present study that, the training is the process of acquiring the skills necessary for the job, improving student's entrepreneurial efficacy enables them to put more efforts over a longer time, persist the challenges and develop plans and strategies to achieve higher entrepreneurial goals.

4.7.2. Comparison of Interpersonal skills possessed by trained and untrained students

Interpersonal skills possessed by the trained and untrained students is presented in Table 35.

Table 35: Interpersonal Skills Possessed by the Trained and Untrained Students

Interpersonal skills	Percentage of selected respondents									
	Untrained Students N=30					Trained Students N=70				
	A	O	S	R	N	A	O	S	R	N
Induce others	13	7	20	17	43	14	20	28	26	12
Entrust work	18	13	13	10	46	13	23	41	10	13
Capacity to communicate	3	13	33	27	24	19	10	39	17	15
Attentive	3	11	26	30	30	13	30	22	20	15
Prudent	8	3	26	23	40	19	40	26	3	12
Diplomatic	9	23	18	30	20	30	35	13	15	7
Empathetic	10	15	20	20	35	26	32	20	10	12
Follow ethics	14	10	26	17	33	17	41	20	16	6

Except for interpersonal skills such as induce others and entrust work other skills such as capacity to communicate, attentive, prudent, diplomatic, empathetic and follow ethics were the traits possessed always by a greater percentage of students who underwent training on the capacity building when compared to the students who did not attend it. A wide variation in the percentage could be noted among the trained and untrained students who never possessed these skills. A greater percentage of students who did not undergo training never imbibed these traits. This supports the fact that training on capacity building developed the interpersonal skills among the selected students.

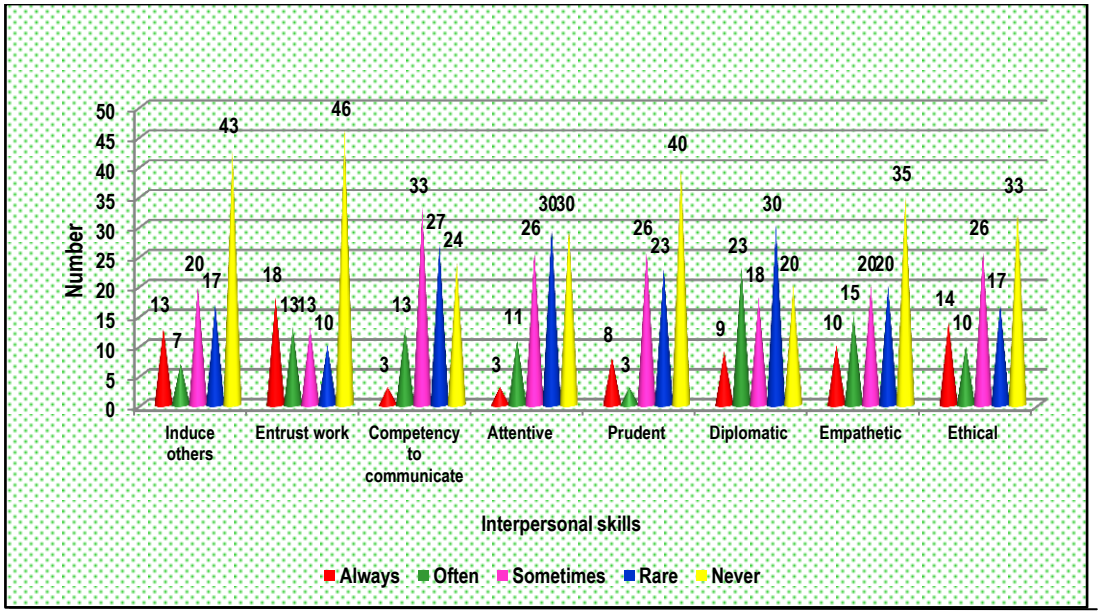


Figure 20a: Interpersonal Skills Possessed by Untrained Students

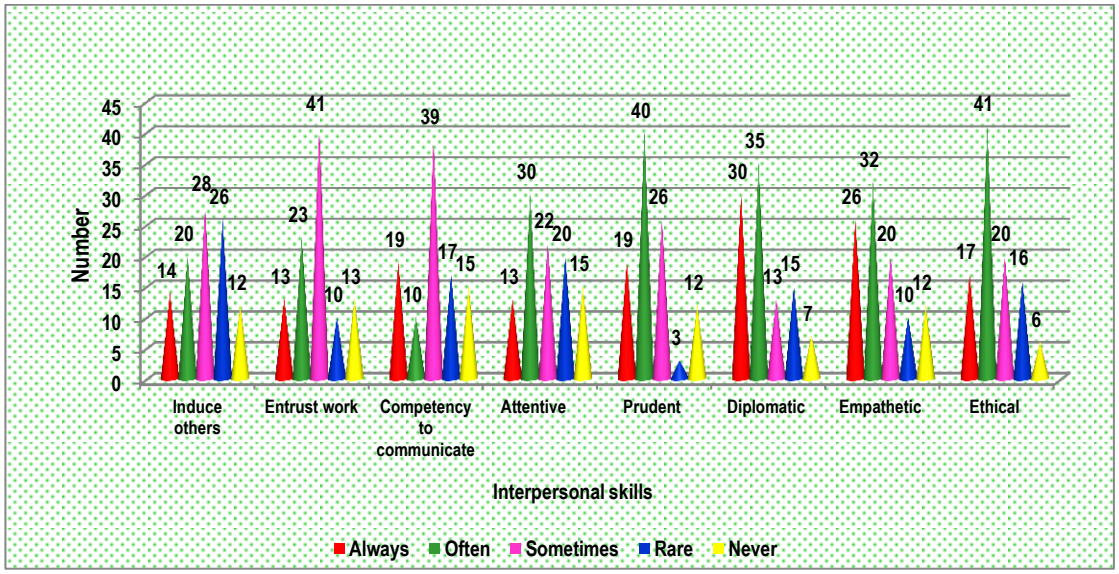


Figure 20b: Interpersonal Skills Acquired by Trained Students

4.7.2.1. Significant difference in interpersonal skills between the trained and untrained students

The significant difference in interpersonal skills between the trained and untrained students on capacity building training is presented in Table 36.

Table 36: Significant Difference in Interpersonal Skills between the Trained and Untrained Students

Interpersonal skills	Mean	N	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Untrained	19.4667	30	2.82517	.51580	3.526	98	.001*
Trained	22.4857	70	4.30282	.51429			

From the above Table, it is clear that regarding the interpersonal skills acquired, a high significant difference at 1 % level was noted between the students who underwent the training and who did not undergo training. It shows that the training had an impact on the development of interpersonal skills among the selected students.

4.7.3. Comparison of critical and creative thinking skills possessed by the trained and untrained students

Entrepreneurship training among the students will trigger their intentions to become entrepreneurs. Critical and creative thinking skills are essential to an entrepreneur to introduce innovative ideas in the business. Hence it is essential to educate the youth in order to acquire these skills.

Critical and creative thinking skills possessed by the trained and untrained students are given in Table 37.

Table 37: Critical and Creative Thinking Skills Possessed by Trained and Untrained Students

Critical and creative thinking skills	Percentage of selected respondents									
	Untrained Students N=30					Trained Students N=70				
	A	O	S	R	N	A	O	S	R	N
Compassionate	12	23	21	17	27	33	36	13	6	12
Ability to resolve problems	17	7	26	27	23	32	25	28	6	9
Identify their opportunities	17	17	13	33	20	41	26	16	11	6
Understanding the existing trend	7	10	30	23	30	35	28	12	15	10
Ability for consecutive planning	7	7	23	27	36	26	32	25	13	4

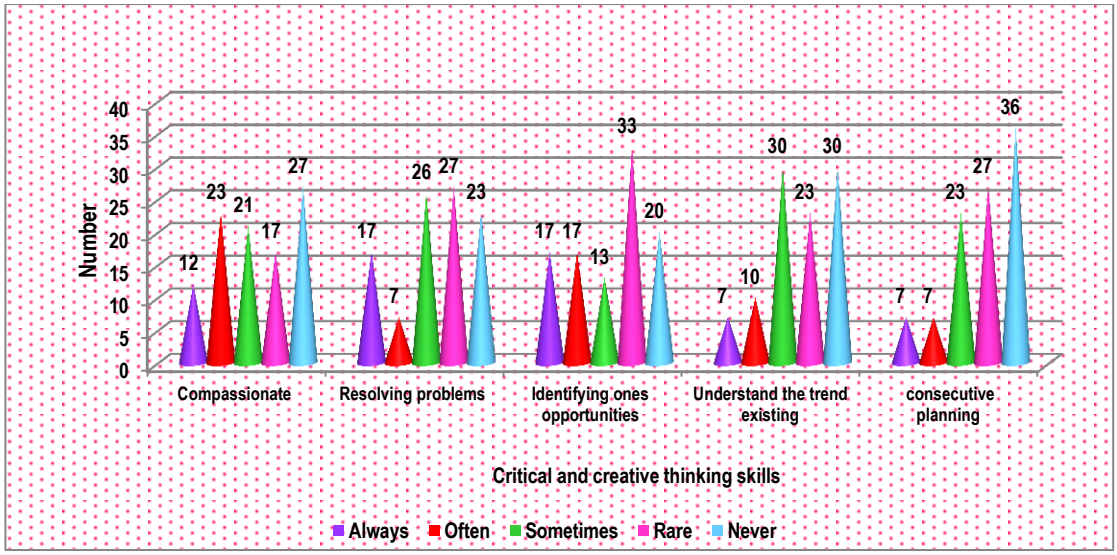


Figure 21a: Critical and Creative Thinking Skills Possessed by the Untrained Students

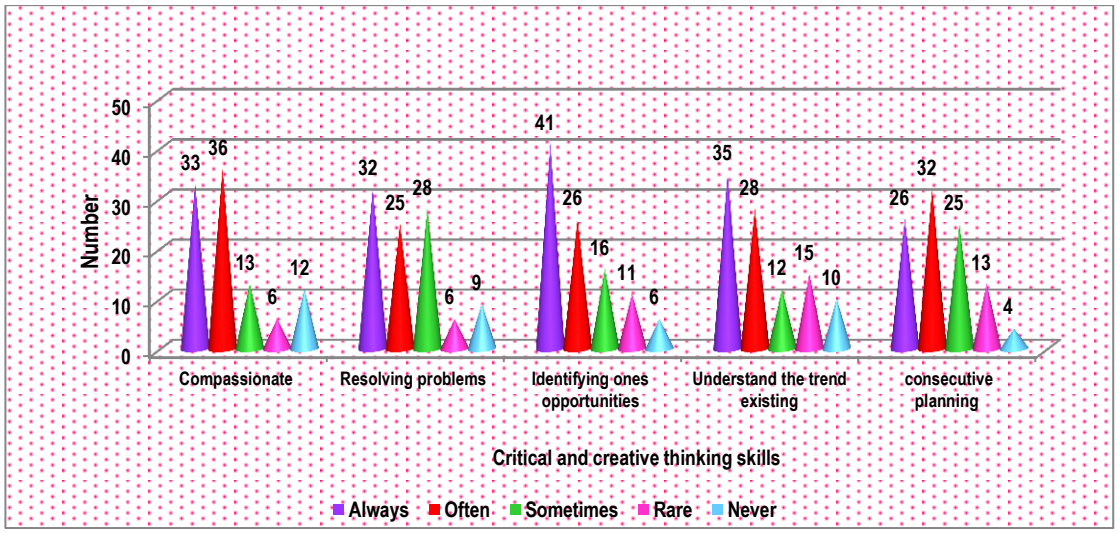


Figure 21b: Critical and Creative Thinking Skills Acquired by the Trained Students

Maximum of 41 per cent of the students, who were given training on capacity building, revealed that they were able to identify their opportunities. This is one of the major skills essential for an efficient entrepreneur. Other skills that were possessed by the students who underwent the training were understanding the existing trend (35 percent), compassionate (33 percent), ability to resolve the problems (32 percent) and ability for consecutive planning (26 percent). Consecutive planning is the trait that never followed by maximum 36 percent of the students who did not undergo training. This is one of the skills

that are essential for successful entrepreneurs. This Table also substantiates the fact that training on capacity building is essential for developing the students into an promising entrepreneur as the students will acquire the skills and could become a successful entrepreneur.

4.7.3.1 Significant Difference in critical and creative thinking skills between the trained and untrained students

The significant difference in critical and creative thinking skills between the trained and untrained students is presented in Table 38.

Table 38: Significant Difference in Critical and Creative Thinking Skills between the Trained and Untrained Students

Critical and creative thinking skills	Mean	N	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Untrained	10.5333	30	2.52891	.46171	1.425	98	.157ns
Trained	11.5000	70	3.32208	.39706			

ns-not significant

Based on the statistical analysis performed, it could be concluded that there was no significant difference found in critical and creative thinking skills between the students who attended and who did not attended the capacity building training. This may be due to the fact that creativity and the thinking skills of an individual may vary according to their individual's personal characteristics, ability for imagination and the interest in learning new skills. These skills may be inborn rather than acquired. Once when they gain greater experience in expressing their critical and creative thinking, difference between trained and untrained students might be more significant.

4.7.4. Comparison of Practical skills possessed by trained and untrained students

Details regarding the practical skills possessed by the trained and untrained students are given in Table 39.

Table 39: Practical Skills Possessed by the Trained and Untrained Students

Practical skills	Percentage of selected respondents									
	Untrained Students N=30					Trained Students N=70				
	A	O	S	R	N	A	O	S	R	N
Goal setting	20	23	21	10	26	34	28	10	16	12
Clarity in setting destination	20	13	20	14	33	20	22	30	13	15
Initiating goal oriented activities	10	17	20	13	40	20	23	26	16	15
Developing competence to reach goals	17	20	23	10	30	23	32	23	10	12
Set standards	-	10	26	24	40	22	23	32	16	7
Set time limits	-	7	40	10	43	23	32	21	12	12
Seeking alternatives	3	10	17	34	36	38	16	29	9	8
Interrogating with family or friend while taking decisions	5	8	18	33	36	23	33	22	9	13
Consulting with experts	6	8	17	36	33	25	38	18	12	7
Taking decision with confidence	17	3	30	17	33	30	37	22	7	4

The above Table specify the fact that in spite of the training given to the students on capacity building more than 10-15 percent never made use of the practical skills such as goal setting, clarity in setting destination, initiating goal-oriented activities, developing competence to reach goals, set time limits and interrogating with family or friend while taking decisions. However, more than 25 percent of the students who did not attend the training never possessed these skills. Hence it is imperative not only to initiate the training to students but also conduct refresher courses in order to sustain such skills among the student entrepreneurs.

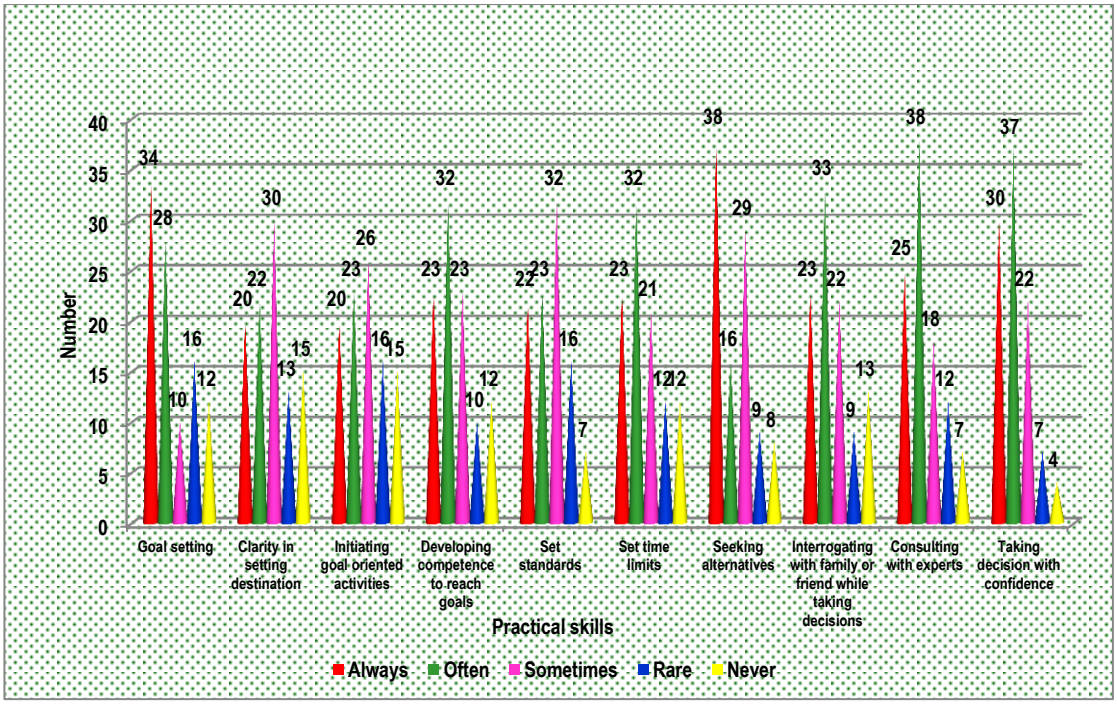


Figure 22a: Practical Skills Possessed by the Untrained Students

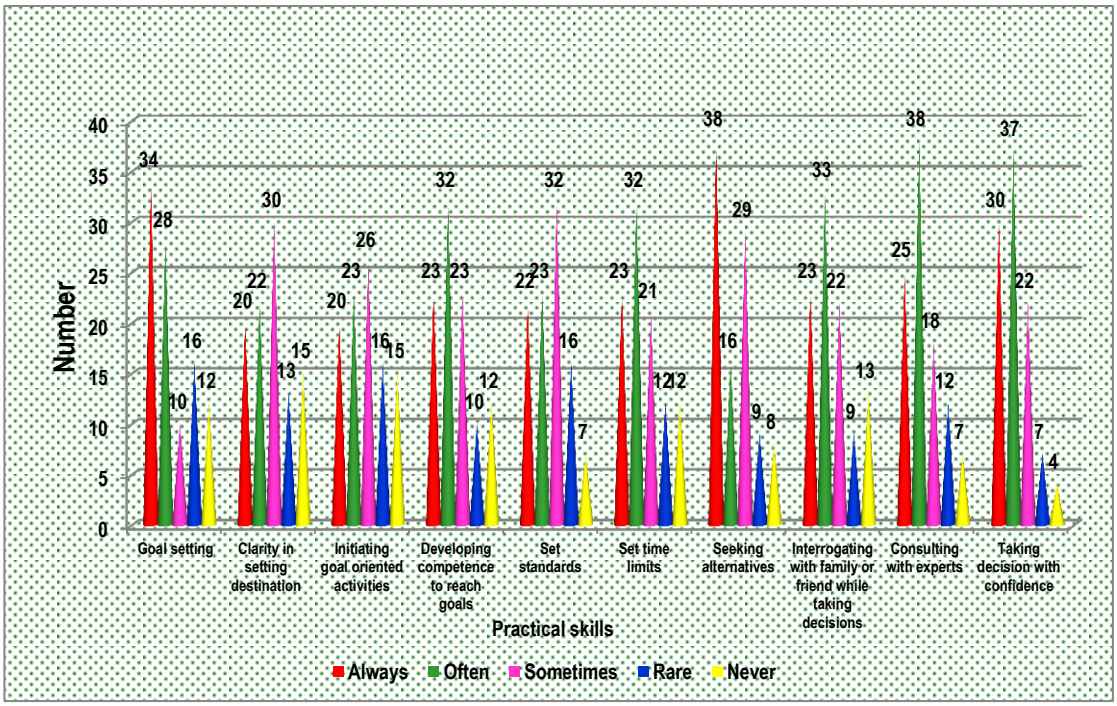


Figure 22b: Practical Skills Acquired by the Trained Students

4.7.4.1. Significant difference in practical skills between trained and untrained students

Details on the difference in practical skills possessed by the trained and untrained students are given in Table 40.

Table 40: Significant Difference in Practical Skills between Trained and Untrained Students

Practical skills	Mean	N	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Untrained Students	21.0000	30	4.23451	.77311	4.042	98	.018*
Trained Students	25.1714	70	4.92251	.58835			

*significant at 5% level

From the statistical analysis, it could be concluded that regarding practical skills, there was a significant difference existing between the students who attended the capacity building training and who did not attend the training at 5% level. This shows the impact of capacity building training on the development of practical skills among the selected respondents.

4.8. Profit Gained through Income Generating Activities by Selected Respondents

As formal permission from the authorities was required for taking the students outside to participate in the trade fair, public fair, and college bazaar conducted by the Government of Tamilnadu, the investigator was able to take only a few students for such fairs in order to motivate the selected students. Besides selling of artificial jewellery, soft toys and preserved foods they were also motivated to sell diced vegetables and chopped greens, repacked food items and sometimes dress materials also inside the college campus.

Profit gained by the students through these kind of sales are discussed under the following headings:

4.8.1. Profit gained by the selected respondents through selling diced vegetables

4.8.2. Profit gained by the selected respondents through selling cooked foods

4.8.3. Profit gained by the selected respondents through selling repacked foods items

4.8.4. Profit gained by the selected respondents through selling preserved foods

4.8.5. Profit gained by the selected respondents through selling artificial jewels \ soft toy\dress material

4.8.1. Profit gained by the selected respondents through selling diced vegetables

There was a demand for diced vegetables and chopped greens specially among the teaching and non-teaching faculty. Hence, the students made use of it and conducted sales by distributing the diced vegetables, chopped greens, peeled onions, shelled peas and peeled and cleaned ginger and garlic to the staff in the concerned department (Plate 8).

Table 41 presents the details of profit gained through the selected students by selling cut vegetables.

Table 41: Profit Gained by the Selected Respondents through Selling Diced Vegetables

Name of The Vegetable	No. of Sales Conducted	Average Percentage 0f Profit
Beans	4	71
Carrot	5	98
Cauliflower	4	49
Garlic	6	59
Ginger	6	59
Greens	13	60
Onion	11	73
Peas	5	60
Plantain flower	4	49





Plate 8: Vegetable Sales inside the College Campus

As an entrepreneurial activity, the students packed the cleaned and diced vegetables and sold it inside the college campus. Since there was a greater demand for cleaned and chopped greens and peeled onions, the number of sales conducted among these two were noted to be maximum 13 and 11 respectively. A minimum number of sales seem to be conducted for cut beans, cauliflower and plantain flower. It may be due to the high cost of the vegetable and maximum work involved in the cleaning of plantain flowers, the students would have conducted minimum number of sales for the item stated above.

However, when the average percentage of profit earned by them were analysed maximum of 98 per cent profit was gained by selling cut carrot, followed by peeled small onions (73 percent), diced beans (71 percent), chopped greens and shelled green peas (60 percent) and peeled and cleaned ginger and garlic (59 percent).The students seem to get benefited by selling the diced vegetables. Hence this sort of sales could be motivated as an entrepreneurial activity among girl students inside the college premises.

4.8.2. Profit gained by the selected students through selling cooked foods

There seems to be a demand for chat items and cooked food items among students. Selected students made use of the demand and made an attempt to sell few food items within college campus in the open ground during celebrations (Plate 9).

Plate 9: Sale of Food items inside the College Campus

Table 42 shows the details of profit gained by the selected students through selling food items.

Table 42: Profit Gained through Selling Cooked Foods

Name of The Item	No of Sales Conducted	Average Percentage 0f Profit
Badam milk	1	90
Bajji	3	55
Bhelpoori	1	42
Bread halwa	1	84
Cabbage pakoda	1	64
Carrot kheer	1	67
Cauliflower manjurian	3	81
Channa masala	1	75
Chappathi, channa masala	2	80
Curd rice	1	75
Dhal payasam	2	90
Fruit salad	2	46
Green peas sundal	4	93
Gulabjamun	4	84
Kesari	1	53
Masala poori	2	92
Panipuri	5	60
Paniyaram	2	82
Patottakurma	1	69
Poorichanna	2	90
Rose milk	1	75
Sweet corn	2	95
Vegetable sandwich	1	60
Vegetable biriyani	1	47
Vermicelli payasam	1	20

During celebrations or functions conducted in the college, the students were given opportunity to sell prepared ood items. Among the 25 items listed, items such as panipuri (5 sales), green peas sundal (4 sales), gulabjamun (4 sales), bajji (3 sales) and cauliflower manjurian (3 sales) were sold mostly by

the students. More than 100 per cent profit was attained while selling poori and channa, chappathi and channamasala and dhal payasam. While selling chat items like sweet corn, and masala poori 95 and 92 per cent gain was noticed. Minimum of 20 per cent profit was reported while selling vermicelli payasam. However, it is appreciable to note that they did not incur any loss while selling the food items.

4.8.3. Profit gained by selected students through selling repacked foods

Any readymade sweet or savoury when bought in larger quantity the cost will be economical. The students made use of this and they tried to repack the items and sell in smaller quantities as per the requirement of the students in the open ground on special days as well as they distributed to the staff members in the department.

The average profit earned by the selected respondents is presented in Table 43.

Table 43: Profit Gained through Selling Repacked Foods

Name of The Item	No of Sales Conducted	Average Percentage of Profit
Chips	7	117
Karasev	2	73
Mixture	1	192

Regarding the selling of repacked food items, the number of sales conducted was maximum (7) for selling chips. The students could get a profit percentage of 117 in the deal. Though they sold repacked mixture in only one sale the profit percentage seems to be maximum of 192 per cent. If the students could earn so much within a short period through intermittent sales, it would have provided them a greater benefit if they had carried out these sales on regular basis. However, the work and stress involved in the organizing the sales and pressure in their academic activities and lack of permissions granted by the authorities had restricted them to limit their income generating activity.

4.8.4. Profit gained by selected students through selling preserved foods

The students were given training on food preservation by an expert. With the knowledge gained by the training, the students prepared, mixed vegetable pickle, onion pickle, mixed fruit jam, grape squash and orange squash and distributed to the staff in their concerned departments since there was not much demand for the products among the students.

The average profit gained by the selected students is given in Table 44.

Table 44: Profit Gained through Selling Preserved Foods

Name of the Item	No of Sales Conducted	Average Percentage of Profit
Mixed Vegetable Pickle	1	100
Tomato Pickle	1	40
Onion Pickle	1	200
Mixed Fruit Jam	1	33
Grape Squash	1	67
Orange Squash	1	40

With regard to the preserved food items, they could conduct only one sale on each item due to the technique and risk involved in the preparation of preserved foods. However, a maximum of 200 per cent profit was reported by students through selling onion pickle. Minimum 33 per cent was gained by selling mixed fruit jam by the students.

4.8.5. Profit gained by selected students through selling artificial jewels \ soft toy\dress material

The selected students were highly interested in the preparation of artificial jewellery. The students who are well versed in making artificial jewellery were motivated to participate even in outside campus sale. They conducted the sale in open ground and also distributed to the staff in their departments respectively (Plate 10, Plate 11 and Plate 12).





Plate 10: Artificial Jewel Sales inside College Campus

Plate 11: Artificial Jewel Sale in Trade Fair

Plate 12: Artificial Jewel Sale in Madras Market

The average profit earned by the selected respondents by selling Artificial Jewels \ Soft Toy\Dress material is presented in Table 45.

Table 45: Profit gained through Selling Artificial Jewels\ Soft Toy\Dress Material

Name of the Item	No of Sales Conducted	Average Percentage of Profit
Bangles	5	47
Beads	9	68
Bracelets	5	38
Ear rings	7	60
Necklace	7	59
Teddy Bear	3	34
Dress Materials	3	58

Since there was a great demand for artificial jewellery among the public the students prepared artificial jewellery and sold it inside college campus and outside, in college bazaar and exhibitions. They participated in maximum nine sales for selling coloured beads and minimum of five sales for selling bangles and bracelets. Maximum of 68 percent of profit was gained by selling beads followed by earrings (60 percent), necklace (59 percent), bangles (47 percent) and bracelets (38 percent). Though the profit earned by them was not as high while selling of processed foods, repacked food, cooked food items or diced vegetables, the students showed greater interest in making artificial jewellery because once made can be retained for many days.

Selling of soft toys did not help them to earn much and so also in the case of dress materials. However, they did not experience any loss by selling soft toys and dress materials.

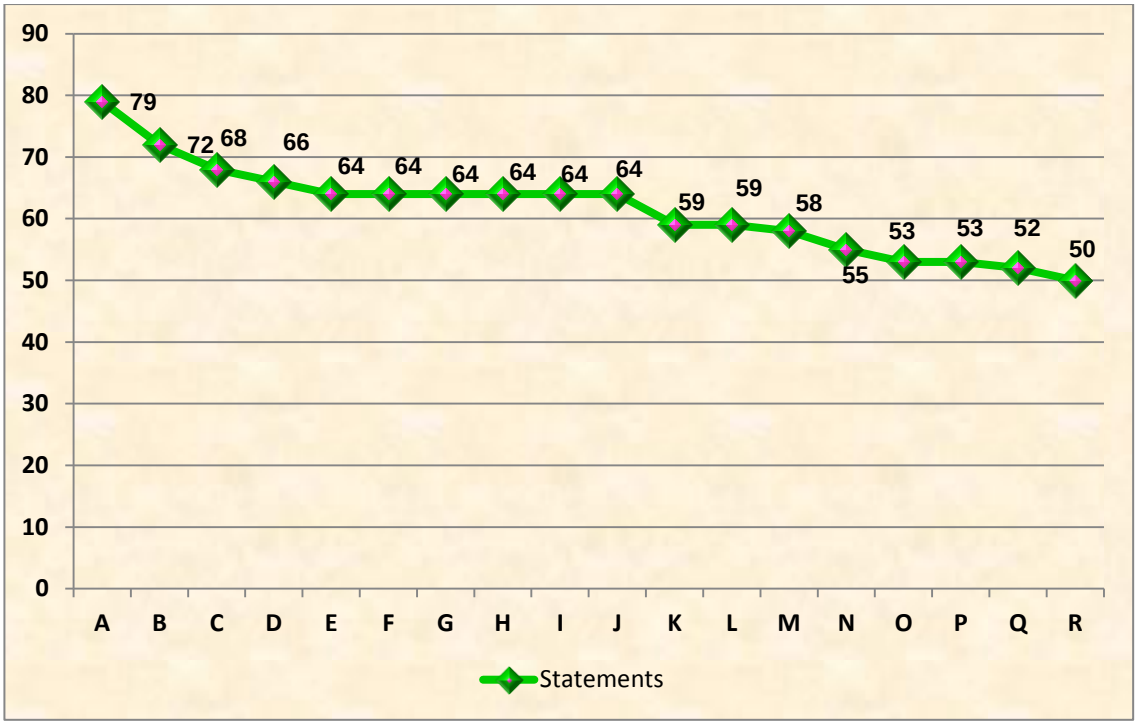
This data reveals the fact that only with adequate support and motivation, the student's entrepreneurial skills could be developed which may in turn encourage them to take up entrepreneurship in future. If they are given motivation, support and encouragement from the educational institutions and from the family members, the students definitely will be able to shine in the venture.

4.9. Post Assessment towards the Training Organised by the Researcher

Table 46 and Figure 23 provides the information of the student's response towards the training.

Table 46: Students Response towards the Training

Statements	Response in percentage (N:100)
Gained experience	79
Quality conscious	72
Involvement, commitment, and dedication	68
Understand the real situation	66
Being flexible	64
Develop creative thinking	64
Find new ways to solve problems	64
Identify skills lacking in them	64
Manage within available resource	64
Understand consumer expectations	64
Understand the psychology of consumers	59
Identify the talents	59
Making wide contacts	58
Initiative in tasks	55
Self-confidence and self esteem	53
Develop creative thinking	53
Good at solving technical problems or breakdowns	52
Ready to take responsibility	50



A. Gained experience **B.** Quality conscious **C.** Involvement, commitment and dedication
D. Understand the real situation **E.** Being flexible **F.** Develop creative thinking
G. Find new ways to solve problems **H.** Identify skills lacking in them
I. Manage within available resource **J.** Understand consumer expectations
K. Understand the psychology of consumers **L.** Identify the talents
M. Making wide contacts **N.** Initiative in tasks **O.** Self-confidence and self esteem
P. Develop creative thinking **Q.** Good at solving technical problems or breakdowns
R. Ready to take responsibility

Figure 23: Students Response towards Training

The statements from the selected respondents as post assessment helped the researcher to identify the views and opinions of the students (Appendix V). Among the various statements shared by them maximum 79 percent revealed that they gained experience in organizing sales, 72 percent viewed that exposure given made them to be quality conscious while selling any product. Performing any activity with involvement, commitment and dedication was developed among 68 percent of the selected students. Sixty six percent expressed they were able to understand the real situation. Being flexible, developing creative thinking, identify skills lacking in them, manage within available resources and understand consumer expectations were recorded by 64 percent of the students as their response.

On the whole it could be understood from the Table that the training given to them had given an insight about the entrepreneurship. Hence it is

essential that such experiences should be given to the students from the educational institutions itself along with their course work so that in case of any necessity they will be able to lean on entrepreneurship if they opt for it.

4.10. Presentation of the Case Study

According to Kothari (2007) a case study method is a form of qualitative analysis wherein careful and complete observation of an individual or a situation is done. Case study is also a method very popular form of qualitative analysis and involves a careful and complete observation of a several unit be that a person, a family, an institution, a cultural group or even the entire community. The object of the case study method is to locate the factors that allow for the behaviour pattern of the given unit as an integrated totality.

Hence, a case study was conducted among 10 trained students to find out their present status and their interest in entrepreneurship after attending the training in the college.

Case Study 1: Supriya

Supriya was a second year student during the research period. She hailed from a poor family from Tirunelveli. She was staying in a single room with her sister in Chennai and pursuing her studies. Her sister also was studying Home Science in the first year during the research period. They had lost their father during their childhood period. Their mother was only supporting the family with her minimum earnings. Supriya and her sister had good entrepreneurial quality. They had participated together very actively in all kind of training and sales conducted by the researcher. Apart from participating in the sales organized by the researcher, they used to make artificial jewels and sell it in their neighbourhood also. They also ordered fancy items online like Naptol and sold it out at a good profit. They both used to go for part-time jobs like receptionist in parties in the evening and during holidays. During a sale conducted in the Madras market, she gained a profit upto Rs. 1500 within two days; Supriya and her sister were able to pay their examination fees out of the profit they gained through various sales.

After her under graduation Supriya had joined in a PG course in her native place and also continued these kinds of sales even after completing her PG degree. Now she is married and having a baby. She is continuing the entrepreneurial activity only whenever there is a demand and when she finds time.

Case study 2: Divya

Divya was a second year student during the research period. Her father was a state government employee and her mother was a housewife. She showed great interest in the income generating activity. She actively participated in all kinds of sale organized by the researcher. She was very much interested in artificial jewel making. She used to make artificial jewels and sell them near her neighbourhood on lean days and earned appreciable amount of profit.

Soon after completing the undergraduate degree she got married immediately and got settled in Chennai itself. After marriage also she developed the interest of making artificial jewels and sold it among her friends and relatives. When enquired about her current position about her income generating activity, she reported that she is also selling dress materials and sarees along with artificial jewels. She was purchasing the materials in Chennai and Kanchipuram on wholesale basis and selling it to her dear and near on instalment basis also. Divya revealed that she is earning marginal income which supports her to meet her daily expenses. She also said that due to family responsibility and time constraints she was unable to concentrate on her business. In spite of it, her interest in entrepreneurship helped her to meet the challenges and establish her business. She expressed that the training given by the researcher had helped her to sustain in entrepreneurship.

Case Study 3: Srimathi

Srimathi was a second year student during the research period. Her father was working as an assistant in the pay and accounts office and her mother was a housewife. Srimathi was very good at making artificial jewels and selling snacks items prepared by her. As a student, she showed maximum interest in cooking and selling the food items. She actively participated in the

preservation training and made pickles, jam and squashes and sold at a good profit.

She didn't pursue her higher studies. As a result, during her free time at home, she developed the interest in making artificial jewels and used to sell in her neighbourhood. Even after completing her course, she was invited by the researcher while organizing up sales along with the juniors on the college campus. She could make a maximum profit upto Rs.1700 within two days of sales.

At present Srimathi has taken up income generating activities on regular basis. She also made an attempt to seek permission from college management to start a canteen inside the college campus, but in vain she is striving heart and soul to start the business in a small level in an familiar and safe place.

This shows that the beginners of women entrepreneurs need to be strengthened, streamlined and supported so that they will be able to excel in their action. Now that she is striving for financial support due to low priority given by bankers for providing a loan or due to missing network or lack of helping hand she was unable to start an enterprise on her own.

Case Study 4: Uma Parvathi

Uma Parvathi was a first year student during the research period, she was very much interested in income-generating activities. She was extraordinary in artificial jewel making. Uma Parvathi and Supriya are sisters. Both of them joined together and participated in all kind of sales organized by the investigator and was able to gain excellent profit. Even after Supriya–her sister left the college she could continue the income generating activity out of her own interest.

After completing her under graduation she had joined in the postgraduate degree and continued the sales of artificial jewels, fancy items purchased online and sold among her student community. Later based on the demand for silk thread jewels, she learnt the art from her friends and YouTube tutorial and started to make jewels using silk thread and coloured beads and sold it out to her classmates, friends and relatives.

If the women are motivated to take up entrepreneurship even at tiny\ cottage level they would be able to meet the challenges in the entrepreneurial arena.

Case Study 5: Mutharasi

Mutharasi was a first year student during the research period. She was married when she joined the college. She took a break after her schooling and later joined in the college. Her husband is a lawyer practicing privately and legal advisor for certain companies.

She was very much interested in food preservation. After attending the training on food preservation she was able to prepare pickles and jams and sold it to the staff members in the college and also to her neighbours.

Mutharasi was pregnant during the second year of her study. So she took leave during the fourth semester and lost her attendance percentage. Hence she had to repeat the fourth semester, after completing her third year of study. Due to the repetition of the semester, she had one more semester to continue in the college and was able to continue her income-generating activities inside the college campus.

At present, she is the mother of two children and also doing these kinds of income generating activities particularly preparing and selling jam and pickles in her residence itself. The training she underwent gave her the confidence to continue her income generating activity.

Case Study 6: Navaneetham

Navaneetham was a second year student during the research period. She lost her mother during her childhood and her father was unable to take care of her. So he left her in an orphanage. From her young age, she was brought up in the orphanage. After completion of her schooling she joined in the college. Since there was a need for money, she participated in all kinds of sales with great interest with the permission of the authorities of the hostel.

She was very much interested in artificial jewel making and she used to make and sell it on the college campus. As a part-time job, she joined in a beauty parlour as an assistant for the beautician in the evening. She learnt all

the techniques in that field. Once when she gained the confidence in the field she started to go for home visits.

Now that she got married and having a baby, she is continuing her income generating activity as a beautician. She expressed that she developed this confidence only after she received the training given by the investigator. Navaneetham shared that once if she gets money for her business investment she is planning to start a beauty parlour on her own.

Case Study 7: Jayaranjini

Jayaranjini was a second year student during the research period. She lost her father during her childhood and her mother was running a small tea and snack shop.

She had developed the interest in cooking by seeing her mother and later in artificial jewel making. She used to prepare delicious food and sell it during the sales conducted within the college campus. She earned a good profit by selling cooked and repacked food items. She used to bring the snacks from her own shop and sell it in the college during sales and benefited out of it.

After completing her under graduation she did not show interest in higher studies. She started to take care of her mother's snack shop. At present, she got married and settled with her family. Non-cooperation from her husband and in-laws and lack of motivation had made her to curl back from taking up any entrepreneurship.

Case Study 8: Gunalakshmi

Gunalakshmi was a first year student during the research period. Her father was a businessman and her mother was a housewife. She attended both the skill-based and capacity building training. She actively participated in all the sales conducted within and outside the college campus. She was very good at making artificial jewels. She sold snacks prepared by her, along with fresh vegetables and greens. She was able to earn an appreciable profit with her innate marketing skills.

After completion of her undergraduate degree in Quaid-E-Millath Government College Chennai, she joined post-graduation course in the

Department of Foods and Nutrition at Queen Marys College, Chennai. After completion of her course now she is working as a dietician in a reputed hospital.

She had entrepreneurs in her family. They had inspired her hence she involved herself in the income generating activity during college days. However, her father was not very happy in her taking entrepreneurship. Hence he encouraged her to do her higher studies and saw to it that she is well placed as a dietician in a hospital. Though at present she is holding a reputable job her father's opposition to take up entrepreneurship had totally diverted her to take it up. Hence it could be understood that the student's interest along with motivation extended by the family members are essential for youth to bloom into successful entrepreneurs. If it lacks they will not be able to take up entrepreneurship.

Case Study 9: Shobanalakshmi

Shobanalakshmi was doing her second year during the research period. Her father was an auto driver and her mother was a housewife. After completion of her undergraduate degree, she had joined in a postgraduate degree course in the Department of Foods and Nutrition at Queen Marys College.

After completion of her post-graduate degree, she got a chance to work as a guest lecturer under Parent Teachers Association in the department of Home Science at Quaid-E-Millath Government College for women, Chennai for a period of 6 months, with a starting salary of Rs.5000. She was fortunate to be appointed as a regular guest lecturer from the following academic year with a revised salary of Rs.15000 per month.

Though she was deeply involved in income generating activities during the training period, due to her interest in higher studies and her parent's aspiration towards her future, she was unable to take up entrepreneurship as her career.

Today her parents are happy that she is working as a guest lecturer in the college where she pursued the undergraduate degree. They are proud to say that their daughter is a lecturer rather than an entrepreneur. This reveals that unless the social stigma attached to women entrepreneur is changed, it is hard to involve women in entrepreneurship.

Case Study 10: Nandhini

Nandhini was a second year student during the research period. Her father was working in a private office and her mother was a housewife. With her interest, she attended all the training organized by the researcher and actively participated in income generating activities. After completing her undergraduate degree she took a break from studies. Due to her health problem, she was unable to continue her studies and she was at home.

After two years she joined as a junior assistant in a private bank. Though, she had interest in entrepreneurship and income generating activities she was unable to continue because her parents wanted her to work in the bank rather than becoming an entrepreneur**,** since they felt being an entrepreneur involves risk and her health condition will not permit her to undertake risk.