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SUMMARY OF FINDINGS, SUGGESTIONS AND CONCLUSION

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6.1 INTRODUCTION

The present study was conducted to “A Study on Entrepreneurial Traits among Students of Arts and Science Colleges in Thoothukudi District”. It also analysed the seven important entrepreneurial traits dimension among the arts and science college students in the study area. The statistical approach to this study was Percentage analysis, Chi-Square Test, F-Test, Analysis of variance (ANOVA) and mean square of co-efficient of rank analysis of the various dimensions of entrepreneurial traits. The researcher used both primary and secondary data. A questionnaire with an interview schedule was constructed for collecting the primary data. The researcher used ‘stratified proportionate random sampling’ method to select the required number of respondents for the research.

The scope of the study was confined to Arts and science college students in Thoothukudi District. The study did not cover any other area and other education institution. The data was analysed by applying the statistical techniques of Percentage analysis, Chi-Square Test, F-Test, Analysis of variance (ANOVA) and mean square of co-efficient of rank analysis.

This chapter records the summary of findings of the research study, suitable suggestions to improve the entrepreneur traits qualities and the conclusion of the study.
6.2 SUMMARY OF FINDINGS OF THE STUDY

6.2.1 PROFILE OF THE RESPONDENTS AND ANALYSIS OF STUDENTS ATTITUDE TOWARDS THE EDUCATION LEVEL OF ENTREPRENEURSHIP

Profile of the Respondents

- It shows that out of 600 respondents, 314 (52.3%) are male and 286 (47.7%) are female. It is concluded that the majority of the respondents are male. The female respondents per cent also near to male respondents.

- It is seen that the 600 respondents 326 (54.3%) are in the age group of 18 to 21 years, followed by 135 (22.5%) belong to the age group of up to 22 to 24 years, 76 (12.7%) respondents in the age group of Below 18 years and 63 (10.5%) respondents in the age group of above 24 years.

- It is found that out of 600 respondents, 444 (74.0%) respondents belong to nuclear family and rest of the 156 (26.0%) are comes under joint family.

- In inferred that out of the 600 sample respondents, the father’s occupation of 179 (29.8%) are the other categories such as agriculturist, cooli, etc, 133 (19.2%) respondents are the self-employed, 115 (19.2%) are the private employee followed by 105 (17.5%) respondents are working at government and 68 (11.3%) respondents belong to entrepreneurs.

- In is found that out of the 600 sample respondents, the mother’s occupation of 235 (39.2%) respondents belong to other categories such as agriculturist, housewife etc., 116 (19.3%) respondents are the private employee, 101 (16.8%) are the self employed followed by 87 (14.5%) respondents are working at government employee and 61 (10.2%) respondents belong to entrepreneurs.
It is seen that out of the 600 respondents, 238 (39.7%) respondents monthly income is up to Rs.10,000 followed by 171 (28.5%) respondents whose monthly income ranges between Rs. 10,001 – 15,000; 109 (18.2%) respondents have monthly income is Rs. 15,001 – 20,000 and 82 (13.7%) have monthly income of above Rs.20,000.

It is clear that out of the 600 respondents, living status of 277 (46.2%) respondents live in panchayath, 118 (19.7%) students are living in corporation area, 113 (18.8%) respondents are lived in town panchayath and the remaining 92 (15.3%) respondents live in municipality.

It is found that out of the 600 respondents, levels of study of 416 (69.3%) respondents belong to under graduate and 184 (30.7%) respondents are post graduate.

It shows that out of the 600 respondents 362 (60.3%) students are from arts and 238 (39.7%) of the students are from science.

It is seen that out of the 600 respondents, 357 (59.5%) sample respondents have not attended any entrepreneur development programme (EDP) and remaining respondents 243 (40.5%) was attended entrepreneurs development programme.

It inferred that out of the 243 respondents, 153 (62.96%) have attended atleast only one EDP programmes, followed by 64 (26.34%) respondents have attended in two entrepreneur development programme and 26(10.70%) respondents have attended more than two entrepreneur development programme.

It is found that out of 600 sample respondents, 381 (63.5%) respondents are having no such entrepreneurial family, relatives and friend’s member and
219 (36.5%) respondents family members, friends and relatives have entrepreneurs.

- It is concluded that out of 219 respondents family members, relatives, friends as an entrepreneur through which firm of 83 (37.90%) respondents are sole traders, followed by 61 (27.85%) who have small scale industries, 49 (22.37%) are having partnership firm and 26 (11.88%) respondents belong to other categories.

- It is seen that out of the 600 respondents, awareness of the different schemes in entrepreneurs of 330 (55%) students are not aware of the different schemes, subsidy and development programme and 270 (45%) students are aware of entrepreneurs schemes and subsidies.

- It reveals that out of the 600 respondents, 108 (40.05%) respondents know the entrepreneurship schemes and subsidy by attending seminar & Conference in the colleges or anywhere, followed by 78 (28.88%) who aware the scheme and subsidy through the friends and relatives, 45 (16.67%) respondents know through Advertisement and 39 (14.4%) students are aware of the entrepreneur schemes, subsidy and entrepreneur development programme through the entrepreneurs development programme officers. It is observed that, college plays a leading role in stimulating and motivating the students in create the awareness.

6.2.2 AN ANALYSIS OF RELATIONSHIP BETWEEN THE SOCIO-ECONOMIC FACTORS AND STUDENTS ATTITUDE TOWARDS THE EDUCATION LEVEL OF ENTREPRENEURSHIP

Student’s Attitude Level

It is found that out of 600 respondents, 404 (67.4%) came under the category of medium level of educational attitude and 119 (19.8%) came under the
category of high level of educational attitude. 77 (12.8%) of the sample respondents are in the category low level of educational attitude towards the entrepreneurship.

From the study, it is found that there is relationship among the profile variable such as gender, age, family monthly income, level of study of the respondents are no significant relationship between the profile variance and students attitude towards the education level of entrepreneurship.

It is found that the relationship among the profile variables such as types of family, father’s occupation, mother’s occupation, location of the respondents and branch of study are tested The result is find out that, there is relationship between the profile variance and students attitude towards the education level of entrepreneurship.

6.2.3 MEASURE THE LEVEL OF OPINION TOWARDS CAREER IN ENTREPRENEURSHIP

In order to check the difference among the various group of respondents (gender, age, types of family, father’s occupation, mother’s occupation, monthly income of the family, civic status, level of study and branch of study and the like) with respect to opinion towards career in entrepreneurship. One-way Analysis of Variance and ‘t’ test were conducted.

From the study it is found that there is no significant different among the profile variables such as gender, civic status of the respondents and level of study of the respondents opinion towards career in entrepreneurship.

From the study it is found that there is significant different among the profile variables such as age, family type, father’s occupation, mother’s occupation monthly income and branch of the study variables are significant difference the opinion towards career in entrepreneurship.


6.2.4 SOCIO-ECONOMIC FACTORS AND ENTREPRENEURIAL TRAITS DIMENSION

In order to check the differences among the various profile groups of respondents (gender, age, types of family, father’s occupation, mother’s occupation, monthly income of the family, civic status, status of the college, level of study and branch of study and the like) with respect to the seven entrepreneurial traits dimension, One-way Analysis of Variance and ‘t’ test were conducted.

Gender and Entrepreneurial Traits Dimension

The result obtained from the applications of t-test for difference between two mean score exhibit that there is no significant difference between male and female respondents with respect to the entrepreneurial traits dimension variables such as Hard work, Risk taking and Decision making. The corresponding t-values are not significant at 5% level. Hence the null hypothesis is accepted with respect to the above entrepreneurial traits dimensions. It indicates that the perceptions of male and female students do not vary significantly with respect to the dimensions namely hard work, Risk taking and Decision making.

However, it is found that there is significant difference between male and female respondents with reference to entrepreneurial traits dimension variable of Self confidence, Information seeking, planning foresight & problem solving, and leadership. The corresponding t-value is given 3.033, 3.032, 3.203 and 2.231 which are significant at 5% level. Hence the null hypothesis is rejected in the entrepreneurial traits dimension of Self confidence, Information seeking, planning foresight & problem solving, and leadership. It indicates that the perception of the respondents who’s belongs to male and female are varying significantly with respect to the dimension of traits hard work, Self confidence, Information seeking, Planning, foresight & problem solving and Leadership.
Age Factor and Entrepreneurial Traits Dimension

With reference to the entrepreneurial traits dimension variable namely Risk taking, Decision making and information seeking, there is a significant difference among the various age groups of respondents. The corresponding F values are significant at 5 % level. Therefore the null hypothesis is rejected with respect to the above dimensions i.e. risk taking, Decision making and information seeking. It indicates that the perceptions of the respondents belonging to various age groups are varying significantly with respect to the entrepreneurial traits dimension variables namely decision making and information seeking.

It is found that the result obtained from ANOVA technique is that, there is no significant difference among the various age group of students with reference to entrepreneurial traits dimension such as hard work, self confidence, planning, foresight and problem solving and leadership. The corresponding F values are not significant at 5 % level. Therefore the null hypothesis is accepted. Hence it concluded that the perceptions of various age groups of the respondents do not very with respect to the entrepreneurial dimension namely hard work, self confidence, planning, foresight & problem solving and leadership.

Types of Family and Entrepreneurial Traits Dimension

The result obtained from t-test technique reveals that there is significant difference among the variables nuclear and joint family of the respondents with reference to all the entrepreneurial traits for hard work, Risk-taking, Self confidence, Planning, foresight & problem solving and Leadership were found to be non-significant. The corresponding t-values are not significant at 5% level. Hence the null hypothesis is accepted. It is concluded that the perceptions of the respondents who’s belongs to Joint and Nuclear families are very significantly with respect to above dimension of entrepreneurial traits leadership.
With reference to the entrepreneurial traits dimensions of Decision making and information seeking, it is found that there is significant difference among the joint and nuclear family of the respondents. The corresponding t-values are significant at 5% level. Hence the null hypothesis is rejected. It indicates that the perception of the respondents who’s belongs to Joint and Nuclear families are varying significantly with respect to the dimension of entrepreneurial traits Decision making.

**Father’s Occupation and Entrepreneurial Traits Dimension**

With reference to the entrepreneurial traits dimension variable namely Risk taking, Information seeking and leadership there is a significant difference among the various father’s occupational groups of respondents. The corresponding ‘F’ values are significant at 5% level. Hence the null hypothesis is rejected. It indicates that the perceptions of the respondents of the various groups Government employee, private employee, Self-employed, Entrepreneur and others categories are very significant with respect to above said dimensions of entrepreneurial traits.

It is observed that there is a no significant difference among the respondents of different occupational groups with reference to the entrepreneurial traits dimension in respect to Hard work, Decision making, Self confidence and planning, foresight & problem solving. The corresponding F values are significant at 5% level. Hence the null hypothesis is accepted implying that there is no significant difference in the perception among the various occupational groups and entrepreneurial traits dimension of Hard work, Decision making, Self confidence and planning, foresight & problem solving.

**Mother’s Occupation and Entrepreneurial Traits Dimension**

With reference to the entrepreneurial traits dimension variable namely Hard work, Risk taking, Decision making, Information seeking, and Planning, foresight & problem solving there is a significant difference among the various
occupational groups of respondents. The corresponding ‘F’ values are significant at 5% level. Hence the null hypothesis is rejected. It indicates that the perceptions of the respondents of the various groups Government employee, private employee, Self-employed, Entrepreneur and others categories are very significant with respect to above said dimensions of entrepreneurial traits.

It is observed that there is a no significant difference among the respondents of different occupational groups with reference to the entrepreneurial traits dimension in respect to Self confidence and Leadership. The corresponding ‘F’ values are significant at 5% level. Hence the null hypothesis is accepted implying that there is no significant difference in the perception among the various occupational groups and entrepreneurial traits dimension of Self confidence and Leadership.

**Family Income and Entrepreneurial Traits Dimension**

However, it is found that there is significant difference between the income groups of the respondents with reference to entrepreneurial traits dimension of Hard work. The corresponding F values are significant at 5% level. Hence the null hypothesis is rejected. It indicates that the perceptions of the respondents belonging to various income groups are very significantly with respect to the entrepreneurial traits dimensions namely Hard work.

With reference to the entire service quality dimension except Hard work. it is found from the result obtained from ANOVA technique that there is no significant difference among the various income groups of respondents. The corresponding F values are not significant at 5% level. Hence the null hypothesis is accepted with respect to Risk taking, Decision making, self confidence, information seeking, planning, foresight & problem solving and leadership implying that the opinion of the respondents belonging to various income groups
very significantly with respect to planning, foresight & problem solving and leadership.

**Civic Status of the Respondents and Entrepreneurial Traits Dimension**

The results obtained from the ANOVA technique reveals that the there is significant difference among the civic status of the respondents with respect to entrepreneurial traits dimensions namely decision making, planning, foresight& problem solving and leadership. The corresponding F values are significant at 5% level. Hence the null hypothesis is rejected with respect to the above entrepreneurial traits dimension. It is concluded that the perceptions of respondents of various location are not very significantly with respect to all entrepreneurial traits dimension namely decision making, planning, foresight& problem solving and leadership.

With reference to the service quality dimensions of hard work, risk taking, self confidence and information seeking, it is found that there is no significant difference among the location of the respondents. The corresponding F values are not significant at 5% level. Hence the null hypothesis is accepted. It indicates that the perceptions of the respondents of various locations are not varying significantly with respect to entrepreneurial traits dimension of hard work, risk taking, self confidence and information seeking.

**College Status of the Respondents and Entrepreneurial Traits**

The results obtained from the ANOVA technique reveals that the there is significant difference among the level of college to the respondents with respect to entrepreneurial traits dimensions namely hard work, decision making, information seeking planning, foresight& problem solving and leadership. The corresponding F values are significant at 5% level. Hence the null hypothesis is rejected with respect to the above entrepreneurial traits dimension. It is concluded that the perceptions of respondents of various colleges are very significantly with respect
to all entrepreneurial traits dimension namely hard work, decision making, information seeking planning, foresight & problem solving and leadership.

With reference to the entrepreneurial traits dimensions of risk taking and self confidence, it is found that there is no significant difference among the location of the respondents. The corresponding F values are not significant at 5% level. Hence the null hypothesis is accepted. It indicates that the perceptions of the respondents of various level of college are varying significantly with respect to service quality dimension of risk taking and self confidence.

**Level of Study and Entrepreneurial Traits Dimension**

The t-test technique reveals that the Hard work, Risk-taking, Decision making, Self confidence, Planning, foresight and problem solving and Leadership were found to be non-significant. The corresponding t-values are not significant at 5% level. Hence the null hypothesis is accepted. It is concluded that the perceptions of the respondents who’s belongs to Under graduate and Post graduate are very significantly with respect to above dimension of entrepreneurial traits.

**Risk taking**

With reference to the entrepreneurial traits of information seeking, it is found that there is significant difference among the under graduate and Post graduate of the respondents. The corresponding t-values are significant at 5% level. Hence the null hypothesis is rejected. It indicates that the perception of the respondents who’s belongs to Under graduate and Post graduate are do not significantly with respect to the dimension of traits of information seeking.

**Branch of Study and Entrepreneurial Traits Dimension**

The result obtained from the ANOVA technique reveals Art’s students have developed the above entrepreneurial traits. But the entrepreneurial traits namely information seeking are not developed among the Arts students. The science
students have obtained a higher mean score for the entrepreneurial traits of information seeking. That is science students have developed the above entrepreneurial traits.

With reference to the entrepreneurial traits for hard work, Risk-taking, Self confidence, Information seeking, Planning, foresight and problem solving and Leadership were found to be non-significant. The corresponding t-values are not significant at 5% level. Hence the null hypothesis is accepted. With reference to the entrepreneurial traits of Decision making, it is found that there is significant difference among the Arts and science students of the respondents. The corresponding t-values are significant at 5% level. Hence the null hypothesis is rejected.

6.2.5 ENTREPRENEURIAL TRAITS DIMENSION

Ranking Based on most Preferred Dimension of Entrepreneurial Traits

Entrepreneurial Traits

There are seven dimension of entrepreneurial traits, (i.e.) Hard Work, Risk Taking, Decision making, Self- Confidence, Information seeking, Planning, Foresight & problem Solving and Leadership that a measure the entrepreneurial traits among the college students. The analysis indicates the most preferred attribute under each dimension of entrepreneurial traits in the college students.

Hard Work

Table 5.19 reveals that out of ten variables considered for measuring the trait ‘Hard work’, for the variables ‘Believe in hard work, I can do successfully’ (23.23), the co-efficient of variance is the least and it is followed by ‘I always give the best of myself in everything I do’ (24.37) and ‘After a failure, I am able to pick up myself and start again’ (25.00) respectively- the other variables follow these three variables.
**Risk Taking**

Table 5.20 shows that out of the ten variables considered for measuring the trait “Risk Taking Ability”, the variable “I can face the risk, efficiently and effectively” was ranked first as it has the least co-efficient of variation (26.15 per cent). It indicates that a majority of the sample respondents possess this variable more or less uniformly. It is closely followed by the variables “I am capable of betting with my friends” (28.24) and “Positive instance towards risk-taking” (30.21) which are ranked second and third respectively.

**Decision Making**

Table 5.21 shows that out of the ten variables considered for measuring the trait “Decision-Making Ability”, the variable “When faced with difficulties, I look for alternative solutions” was ranked first as it has least co-efficient of variation (20.51 per cent). It indicates that a majority of the sample respondents possess this variable more or less uniformly. It is closely followed by the variables “I have the capability to decide my higher studies” (27.69 per cent) and “When faced with a new problem, I spent a lot of time trying to find out a solution” (28.92 per cent) which are ranked second and third respectively.

**Self Confidence**

Table 5.22 shows that out of the ten variables considered for measuring the trait “Self-concept”, the variable ‘I can overcome the obstacles in my life’ was ranked first as it has the least co-efficient of variation (26.46 per cent). It indicates that a majority of the sample respondents possess this variable more or less uniformly. It is closely followed by the variables “I trust my own judgement” (29.58 per cent) and “I do make accept others’ my decision” (30.39 per cent) which are ranked second and third respectively.
Information Seeking

Table 5.23 reveals that the information seeking co-efficient and rank position of measurement of the entrepreneurial traits. It is observed from the respondents ranked ‘I am interested in getting prompt and correct information’ as first with the co-efficient of 26.74 per cent. It is followed by ‘I always respect my elders and experts’ advice’ with the co-efficient of 26.83 per cent. ‘I read newspaper & journal regularly’ is ranked in the third place with the co-efficient of 27.13. The other variables follow these three variables.

Planning, Foresight & Problem Solving

Table 4.24 reveals that the Planning, Foresight and Problem Solving co-efficient and rank position of measurement of the entrepreneurial traits. It is observed from the respondents ranked ‘I can fix the targets in my life’ as first with the co-efficient of 27.39 per cent. It is followed by ‘I find it difficult to come up with new, even eager idea’ with the co-efficient of 28.01 per cent. ‘I can carry on my ideas without depending on anyone else’ is ranked in the third place with the co-efficient of 28.09. The other variables follow these three variables.

Leadership

Table 5.25 shows that out of the ten variables considered for measuring the trait “Leadership”, the variable ‘I can manage the money & advice for my family members’ was ranked first as it has the least co-efficient of variation (28.52 per cent). It indicates that a majority of the sample respondents possess this variable more or less uniformly. It is closely followed by the variables “I can get the work done through others” (28.84 per cent) and “It is easy for me to motivate my friends” (30.16 per cent) which are ranked second and third respectively.
Overall Dimension Variance among the Entrepreneurial Dimension

The final part of the table 5.26 shows that over all entrepreneurial traits dimension’s mean score, standard deviation, co-efficient of variance and rank position. It is noted that the respondents ranked the ‘Planning, foresight & problem solving’ as first with the co-efficient of variance 14.25. The Second rank goes to ‘Leadership’ with the co-efficient of variance is 14.67. It is immediately followed by the ‘Information seeking’ with the co-efficient of variance is 15.23. ‘Decision making’ is the fourth rank of overall entrepreneurship dimension the co-efficient of variance is 15.54. It is closely followed by entrepreneurial dimension is ‘Hard Work’ with the co-efficient of variance is 16.13 ‘ The other dimensions namely ‘self confidence’ and ‘Risk taking’ are ranked sixth and seventh respectively.

6.3 SUGGESTIONS AND RECOMMENDATIONS

Based on the findings of the study, the following suggestions are made:

The idea of the arts and science –based entrepreneurial students imply curriculum changes in college course, as to both the materials to be taught and the methodology to be adopted. To deliberately encourage the inner attitude in students, it is necessary to place them in environment, where the desired attitude is common currency, where the attitude in question is consultant required and exemplified.

It is not enough to stimulate the interactions between students and society but also the colleges, which conducted such exercise very frequently and effectively until the interactions were concretely effected in the college environment.

The colleges were to advise to speak their own experience to their students related to entrepreneurship and its importance. The case history of successful
entrepreneurs may be discussed among the students to promote their entrepreneurial skills. Faculties are informed to provide some formative and concrete role model. Students are required to engage not only in the business summations, but also to take part in real-life projects and business arrangements, involving social reality and the tangible presence of technology intervention and consequences.

In the light of the findings of the research the following suggestions are submitted to enhance the entrepreneurial traits in the minds of the youngster as well as in the interest of the nation.

- Proper entrepreneurial education should be given at school level and the some concept is to be included under a common syllabus. The potential young entrepreneurs are to be identified at high school/ higher secondary school level and they should be under keen observation by the entrepreneurship incubators.

- Professional / technical training on entrepreneurship should be given to all new / first generation entrepreneurs. There is a need for a counselling centre comprising of business experts and educationists with collaboration between education institution and industries, to groom the entrepreneurs.

- College can organize an entrepreneurial cell in its premises. This cell can help the students motivate and impart entrepreneurial training in a systematic manner. Special projects and seminars can be organized to stimulate their entrepreneurial traits.

- College can initiate the students self help groups in their campus. These groups can be involved in entrepreneurial project like beauty parlour, tailoring, DTP, screen printing and etc., to encourage network marketing
within them. This gives them the scope to improve their way of living in economic and societal terms.

- Government organization, commercial banks and financial institutions must keep records for document purpose with reference to identification of entrepreneurs, loan particulars and awareness campaign. They should take up programmes like that of chamber of commerce and youth Entrepreneurial school.

- The education of entrepreneurial requires special attention. The colleges themselves should have in an entrepreneurial way, particularly in its interaction with companies and government agencies. These relationships must be based on exchange, rather than on charity, to addition, colleges must see themselves in a market, where opportunities come and go, where decisions involve risks.

- That the entrepreneurial motive among the respondents is low. So the educational institutions on the other hand must arrange the guest-lecture of local entrepreneurs for their students. On the basis of the current research researcher, can suggest that arranging these lectures will help student overcome the problems faced by them in the effort of becoming an entrepreneur.

- Students, who participated in entrepreneurship courses, might have certain common personality characteristics. On the contrary, entrepreneurship education could positively influence certain entrepreneurial characteristics of students.
6.4 CONCLUSION

Hence, the study shows that the entrepreneurial motivation among the respondent is low. The reason behind this scenario is mostly due to lack of technical knowledge, unwillingness to take risk and inferior personality. The effect must be made to incorporate some leadership quality among students.

The entrepreneurial skills among the college students are moderate but these skills are not properly capitalized with their entrepreneurial behaviour and intention. The important factors influencing the entrepreneurial skills, behaviour and intention among the students are their psychological factors, entrepreneurial resourcefulness, entrepreneurial environment and emotional intelligence. Thus virtually and ultimately entrepreneurs help reduce the unemployment problems in the country. In fact unemployment problem is the root-cause of all socio-economic problems.

The level of entrepreneurial skills, behaviour and intention among the male students is higher than the female students but the level is moderately behind among the female students. If the higher appropriate measures are taken to enrich the entrepreneurship especially the development of entrepreneurial traits, practical knowledge and emotional intelligence, students can generate so many job providers in India, which is highly essential for our economical development.
6.5 Scope for Further Research

The topic of the study is confined to entrepreneurial traits among students of arts and science colleges in Thoothukudi District. In addition the pioneering and explorative studies may be undertaken by the researcher in future in the unexplored virgin fields in Entrepreneurship and students Community.


3. The Impact of Entrepreneurship Education on Entrepreneurship Skill and Motivation.

4. A study on Understanding Role Models and Gender Influence on Entrepreneurial Intention among College Students.

5. A Study on Entrepreneurial Competency – With Special reference to Socially and Economically Backward Communities.