CHAPTER - VII
SUMMARY OF FINDINGS AND SUGGESTIONS

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CHAPTER - VII

SUMMARY OF FINDINGS AND SUGGESTIONS

7.0 INTRODUCTION

The college education provides innumerable avenues and career opportunities to the students. The present study is an attempt to assess the entrepreneurial traits and achievement motivation among the arts and science college students in Thoothukudi district. The major objectives of the present study are; (i) to study the socio economic background of the final year college students (ii) to ascertain the entrepreneurial traits and to analyse the same among the urban, semi-urban and rural college students (iii) to examine the achievement motivation and entrepreneurial motivation (iv) to study the relationship between the personal profile variables and the entrepreneurial traits and achievement motivation of the college students (v) and to assess the impact of entrepreneurial traits and achievement motivation on entrepreneurial motivation.

In order to fulfill the objective of the study, the colleges in Thoothukudi District have been classified in to urban, semi-urban and rural. In total there are 19 Arts and Science colleges in Thoothukudi District and 5766 students are undergoing Arts and Science courses. The present study covers ten per cent of the population as sample. Proportionate random sampling method was applied for the selection of the sample units. Interview schedule had been prepared to collect the relevant data from the students. Before preparing the interview schedule earlier studies were reviewed and opinions were collected from the experts in the field to identify the appropriate variables for the study. Pilot study was also conducted to test the appropriateness of the questions included for the study. The data had been collected from the students giving
representation to the colleges located in the urban, semi-urban and rural colleges. In order to process the collected data, appropriate statistical tools have been used.

The analysis consists of three parts. In the first part the background of students and their entrepreneurial traits have been analysed. This part also deals with the association between the personal profile of the students and their entrepreneurial traits. Various components of achievement motivation and their association with the personal profile of the students have been dealt with in the second part. The application of discriminant factor analysis highlighted the achievement motivation factors which discriminate the urban, semi-urban and rural college students. In the final part of the analysis the significant factors leading to entrepreneurial motivation and their association with the personal profile of the students have been presented. The discriminant components of entrepreneurial motivation among the urban, semi-urban and rural college students have been identified. The application of multiple regression analysis traced the impact of the entrepreneurial traits and achievement motivation on entrepreneurial motivation among the urban, semi-urban and rural college students.

Based on the analysis inferences were drawn and the findings emerged out of the study are listed below.

7.1 SUMMARY OF FINDINGS

7.1.1 Findings relating to Socio-economic Conditions of the students

- Majority (51.04 per cent) of the college students are studying in semi-urban colleges in the study area.

- It is found that most (58.85 per cent) of the college students are girl students. Among them majority (51.33 per cent) of the students are studying in the semi-urban colleges.
- It is observed that majority (76.22 per cent) of the students belong to the age group of 19 to 21 years. Among them most (53.76 per cent) of the students are studying in the semi-urban colleges.

- It is found that most (55.21 per cent) of the students are coming to the colleges from the semi-urban areas. Among them majority (58.49 per cent) of the students are studying in the semi-urban colleges. Only 14.78 per cent of the semi-urban students are going to the colleges situated in the urban areas. Among the students living in the rural areas, majority (49.23 per cent) of them are studying in the rural colleges and only 18.46 per cent of the rural area students are going to the urban colleges.

- It is identified that majority (58.78 per cent) of the college students studying in the urban colleges are undergoing science courses, whereas among the semi-urban college students majority (53.06 per cent) of them are studying arts courses and in the rural colleges 52.99 per cent of the students are undergoing arts courses.

- It is observed that most (37.33 per cent) of the students are coming under the backward class community. The most dominating social class among the urban, semi-urban and rural college students are forward class, backward class and SC/ST which constitute 37.84, 44.56 and 56.71 per cent respectively.

- It is found that most (63.37 per cent) of the students belongs to Hindu religion. The dominant religion among the urban, semi-urban and rural college students are Christians and Hindus which constitute 43.92, 71.77 and 67.16 per cent respectively.
It is identified that most (81.25 per cent) of the students belongs to nuclear family system. Among them 87.16, 93.88 per cent of the students are studying in urban and semi-urban colleges. Among the rural college students 52.99 per cent of the students are coming from joint family system.

It is observed that most (66.67 per cent) of the college students family size is 5 to 6 members. Among the urban college students majority (51.35 per cent) of them are having below 4 members in their family. The most dominating size of the family is 5-6 members among the semi-urban and rural college students which constitute 85.37 and 50.75 per cent respectively.

It is found that majority (40.45 per cent) of the college students’ family income ranges from ₹20,001 to 30,000. The dominant family monthly income group among the semi-urban and rural college students is ₹10,000-20,000 which constitutes 47.28, 45.54 per cent respectively. Among the urban college students the dominating family monthly income group is ₹ 20,000 – 30,000.

It is identified that majority (36.28 per cent) of the college students father’s occupation is private employment. Among the urban college students most (32.43 per cent) of the college students fathers are government employees. Among the semi-urban college students most (47.96 per cent) of the college students fathers are private sector employees and 66.42 per cent of the college students fathers are farmers.
It is found that most (81.94 per cent) of the college students’ mothers are housewife. Irrespective of the category the college students’ mothers are housewives.

### 7.1.2 Findings relating to Entrepreneurial traits

- The analysis of entrepreneurial traits among the college students reveals that the urban college students are having more self confidence and creativity since their mean scores are 3.8891, 3.8587 respectively. Among the semi-urban and rural college students the highly viewed entrepreneurial variables are hard work and creativity since their mean scores are more in each category. Among the three groups of college students significant difference exists regarding risk taking, hard work, ability to take decision, self-confidence, capacity to solve problem, leadership, creativity and ability to foresee future since their ‘F’ statistics are significant at five per cent level.

- The scores of the entrepreneurial traits among the college students reveals that the urban college students are having more than 4.0 whereas these scores are 3.1- 4.0 among the semi-urban and rural college students.

- The association between the profile variables of the college students and the scores of the entrepreneurial traits shows that the profile variables social group, monthly family income, father’s occupation and mother’s occupation are significantly associating with the entrepreneurial traits of the college students since their ‘F’ statistics are significant at five per cent level.
7.1.3 Findings relating to factors leading to Entrepreneurial Traits among the students

- It is identified that the important factors leading to entrepreneurial traits among the college students are coordination, innovativeness, optimism, informativeness, decision making, hard work, problem solving, confidence, enterprising, personality, sincerity and forecasting ability. Among the various factors the dominant factors which lead to entrepreneurial traits are coordination, innovativeness and optimism since their Eigen values are 7.8974, 4.9175 and 4.5609 respectively.

- It is observed that the highly viewed factors leading to entrepreneurial traits among the urban college students are enterprising and innovativeness since their mean scores are 3.9692 and 3.9197 respectively.

- Among the semi-urban college students, the highly viewed factors leading to entrepreneurial traits are hard work and decision making since their mean score are 3.8991 and 3.8684 respectively.

- Among the rural college students the highly viewed factors leading to entrepreneurial traits are hard work and coordination since their mean scores are 3.9677 and 3.9197 respectively.

- Among the urban, semi-urban and rural college students significant difference has been noticed in the case of coordination, innovativeness, optimism, hard work, problem solving, enterprising and forecasting ability as their ‘F’ statistics are significant at five per cent level.
Regarding the association between profile of college students and their views relating to the factors leading to entrepreneurial traits, the significantly associating profile variables with the ‘coordination’ and ‘innovativeness’ factors are age, place of college, social group, size of family, monthly family income, father’s occupation and mother’s occupation since their respective ‘F’ statistics are significant at five per cent level.

The significantly associating profile variables with the college students view about ‘optimism’ and ‘informativeness’ are social group, monthly family income, father’s occupation and mother’s occupation since their respective ‘F’ statistics are significant at five per cent level.

Regarding the college students view about ‘decision making’ factor, the significantly association profile variables are branch of study, size of family, monthly family income, father’s occupation and mother’s occupation since their respective ‘F’ statistics are significant at five per cent level.

The significantly associating profile variables regarding the college students view about ‘hard work’ are age, branch of study, size of family, monthly family income, father’s occupation and mother’s occupation since their respective ‘F’ statistics are significant at five per cent level.

Regarding the view about ‘problem solving factor’, the significantly associating profile variables are age, place of college, social group, size of family, monthly family income, father’s occupation and mother’s
occupation since their respective ‘F’ statistics are significant at five per cent level.

- The significantly associating profile variables with the entrepreneurial traits factor ‘confidence’ are place of college, social group, size of family, monthly family income, father’s occupation and mother’s occupation since their respective ‘F’ statistics are significant at five per cent level.

- The significantly associating profile variables regarding the entrepreneurial traits factor ‘enterprising’ are age, social group, religion, monthly family income, father’s occupation and mother’s occupation since their respective ‘F’ statistics are significant at five per cent level.

- Regarding the significantly associating profile variables with the entrepreneurial traits ‘punctuality’ are age, religion, monthly family income, father’s occupation and mother’s occupation since their respective ‘F’ statistics are significant at five per cent level.

- The significantly associating profile variables with the entrepreneurial traits factor ‘sincerity’ are social group, religion, type of family, monthly family income, father’s occupation and mother’s occupation since their respective ‘F’ statistics are significant at five per cent level.

- Regarding the view about entrepreneurial traits ‘forecasting ability’, the significantly associating profile variables are age, place of college, social group, religion, monthly family income, father’s occupation and mother’s occupation since their respective ‘F’ statistics are significant at five per cent level.
7.1.4 Discriminant factors of Entrepreneurial Traits among the urban and semi-urban College students

- It is observed that the discriminant factor among the urban and semi-urban college students regarding the entrepreneurial traits, significant mean difference is noticed in the case of coordination, innovativeness, optimism, informativeness, hard work, problem solving, enterprising and forecasting ability since their respective ‘t’ statistics are statically significant at five per cent level.

- Higher mean differences are noticed in the case of ‘hard work’ and ‘enterprising’ since their mean differences are 0.5953, 0.5847 respectively. The higher discriminant power is noticed in the case of the entrepreneurial traits factors ‘enterprising’ and ‘innovativeness’ among the urban and semi-urban college students since their wilks lambda are 0.1045 and 0.1173 respectively. The higher discriminant coefficients are noticed in the case of the entrepreneurial traits ‘informativeness’ and ‘enterprising’. It shows the higher influence of the above said two factors in the discriminant function. The analysis reveals that the dominant discriminant factors among the urban and semi-urban college students are enterprising and informativeness, which are higher among the urban college students than among the semi-urban college students.
7.1.5 Discriminant factors of Entrepreneurial Traits among the Urban and Rural Students

- Significant mean differences are noticed in the case of coordination, innovativeness, optimism, informativeness, hard work, problem solving skills, enterprising and forecasting ability since their respective ‘t’ statistics are significant at five per cent level. The higher mean differences are found in the case of ‘innovativeness’ and ‘problem solving’ since their mean difference are 0.8736 and 0.8476 respectively. The higher discriminant power is noticed in the case of ‘problem solving skill’ and ‘forecasting ability’ since their Wilks lambda are 0.1082 and 0.1173 respectively.

- As regards the relative contribution of discriminant factors in the total discriminant scores, the analysis reveals that the important discriminant factors among the urban and rural college students are ‘innovativeness’ and ‘problem solving skills’ which are higher among the urban students than among the rural college students.

7.1.6 Discriminant factors of Entrepreneurial Traits among the Semi-urban and Rural Students

- Significant mean differences are noticed in the case of coordination, innovativeness, optimism, decision making, problem solving and forecasting ability since their respective ‘t’ statistics are significant at five per cent level. The higher mean differences are noticed in the case of ‘forecasting ability’ and ‘problem solving’ since their mean differences are 0.3562 and 0.3401 respectively.
The higher discriminant coefficients are noticed in the case of ‘problem solving skills’ and ‘decision making skills’ since their respective coefficient are 0.1788 and 0.1396 respectively. The analysis reveals that the dominant discriminant factors among the semi-urban and rural college students are ‘problem solving skills’ and ‘decision making’ which are higher among the semi-urban college students than among the rural college students.

7.1.7 Impact of factors leading to Entrepreneurial Traits on the level of Entrepreneurial Traits among the students

It is inferred that the significantly influencing factors leading to entrepreneurial traits on the level of entrepreneurial traits among the urban college students are their innovativeness, optimism, informativeness, hard work, problem solving skills, confidence, enterprising and forecasting ability since their regression coefficient are significant at five per cent level.

Among the semi-urban college students the significantly influencing factors leading to entrepreneurial traits on the level of entrepreneurial traits are optimism, hard work, enterprising and forecasting ability since their respective regression coefficients are significant at five per cent level.

Among the rural college students the significantly influencing factors leading to entrepreneurial traits on the level of entrepreneurial traits are coordination, optimism, hard work and enterprising since their respective regression coefficients are significant at five per cent level.
The analysis of Pooled data reveals the importance of ‘optimism’, ‘hard work’ and ‘enterprising’ in the determination of their level of entrepreneurial traits among the college students.

7.2 FINDINGS RELATING TO ACHIEVEMENT MOTIVATION

Eight factors were identified as the important components of achievement motivation among the college students. They are academic motivation, need for achievement, academic challenge, attitude towards education, meaningfulness of task and work methods, attitude towards teachers, general interests and sports and importance of marks. The variables included under each component were tested using the confirmatory factor analysis for its reliability and validity. The overall reliability of the variables has been estimated with the help of cronbach alpha.

It is observed that the highly viewed components of achievement motivation by the urban college students are ‘academic challenge’ and ‘attitude towards education’ since their mean score are 3.9204 and 3.8925 respectively.

As regards the semi-urban college students, the highly viewed components of achievement motivation are ‘general interests and sports’ and ‘attitude towards teachers’ since their mean score are 3.6337 and 3.4901 respectively.
Among the rural college students the highly viewed components of achievement motivation are ‘attitude towards teachers’ and ‘general interests and sports’ since their mean score are 3.7087 and 3.6481 respectively.

Significant difference has been noticed among the three groups of college students in respect of achievement motivation. They are academic motivation, need for achievement, academic challenge, attitude towards education, meaningfulness of task and work methods and importance of marks since their ‘F’ statistics are significant at five per cent level.

The overall achievement motivation among the urban college students is higher than the semi-urban and rural college students.

7.2.1 Association between profile of students and their views on components leading to Achievement Motivation.

Regarding the academic motivation, the significantly associating profile variables are age, size of the family, monthly family income, father’s occupation and mother’s occupation since their respective ‘F’ statistics are significant at five per cent level.

The significantly associating profile variables with the ‘need for achievement’ are age, type of family, size of the family, monthly family income, father’s occupation and mother’s occupation since their respective ‘F’ statistics are significant at five per cent level.
In the case of academic challenge, the associating profile variables are age, religion, monthly family income, father’s occupation and mother’s occupation since their respective ‘F’ statistics are significant at five per cent level.

Regarding the attitude towards education, the significantly associating profile variables are age, monthly family income, father’s occupation and mother’s occupation since their respective ‘F’ statistics are significant at five per cent level.

The significantly association profile variables regarding the ‘meaningfulness task and work methods’ are social group, religion, size of family, monthly family income, father’s occupation and mother’s occupation since their respective ‘F’ statistics are significant at five per cent level.

The significantly associating profile variables regarding the ‘attitude towards teachers’ are size of family, monthly family income, father’s occupation and mother’s occupation since their respective ‘F’ statistics are significant at five per cent level.

Regarding the general interest and sports, the significantly associating profile variables are place of college, size of family, monthly family income, father’s occupation and mother’s occupation since their respective ‘F’ statistics are significant at five per cent level.
The significantly associating profile variables regarding the ‘importance of marks’, are place of college, branch of study, social group, size of family, and mother’s occupation since their respective ‘F’ statistics are significant at five per cent level.

Regarding the view of the overall achievement motivation, the significantly associating profile variables are age, size of family and mothers occupation.

7.2.2 Discriminant factors of Achievement motivation among the Urban and Semi-urban students

It is observed that discriminant power of achievement motivation among the urban and semi-urban college students significant mean difference are noticed in the case of academic motivation, need for achievement, academic challenge, meaningfulness of task and work methods and importance of marks as their ‘t’ statistics are significant at five per cent level.

The higher discriminant coefficient is identified in the case of academic motivation since its discriminant coefficient is 0.1739. The analysis reveals that the important discriminant achievement motivation component among the urban and semi-urban college students is ‘academic motivation’ which is higher among the urban students than the semi-urban students.
7.2.3 Discriminant factors of Achievement Motivation among the urban and rural students

- It is identified that discriminant power of achievement motivation among the urban and rural college students significant mean difference are noticed in the case of academic motivation, need for achievement, academic challenge, attitude towards education, meaningfulness of task and work methods and importance of marks since their ‘t’ statistics are significant at five per cent level.

- The higher discriminant coefficient is identified in the case of ‘academic challenge’ since its discriminant coefficient is 0.1779. The analysis reveals that the important discriminant achievement motivation component among the urban and rural students is ‘academic challenge’ which is higher among the urban students than the rural students.

7.2.4 Discriminant factors of Achievement Motivation among the Semi-urban and Rural students

- It is found that discriminant power of component of achievement motivation among the semi-urban and rural college students significant mean difference is noticed in the case of academic motivation, need for achievement, academic challenge, attitude towards education, meaningfulness of task and work methods and importance of marks since their ‘t’ statistics are significant at five per cent level.

- The higher discriminant coefficient is identified in the case of ‘academic challenge’ since its discriminant coefficient is 0.2042. The analysis reveals that the important discriminant achievement motivation
component among the semi-urban and rural students is ‘academic challenge’ which is higher among the semi-urban college students than the rural college students.

7.2.5 Impact of Achievement Motivation on the Entrepreneurial Traits among the students

- Among the urban college students it is observed that the significantly influencing ‘achievement motivation’ variables on the entrepreneurial traits are general interest and sports, academic challenge, need for achievement, attitude towards education and academic motivation since their regression coefficients are significant at five per cent level.

- The dominantly influencing achievement motivation variable on the entrepreneurial traits among the urban college students is ‘general interest’.

- Among the semi-urban college students the significantly influencing achievement motivation variables on ‘entrepreneurial traits’ are attitude towards education, academic challenge, need for achievement and attitude towards teachers since their regression coefficients are significant at five per cent level.

- The dominantly influencing achievement motivation variable on the entrepreneurial traits among the semi-urban college students is ‘attitude towards education’.
Among the rural college students the significantly influencing achievement motivation variables on the entrepreneurial traits are important of marks, academic challenge, attitude towards education attitude towards teachers and need for achievement since their regression coefficients are significant at five per cent level.

The dominantly influencing achievement motivation variable on the entrepreneurial traits among the rural college students is ‘importance of marks’.

The analysis of pooled data reveals that the significantly influencing achievement motivation variables on entrepreneurial traits among the students are academic challenges, attitude towards education, need for achievement and attitude towards teachers.

7.3 FINDINGS RELATING TO ENTREPRENEURIAL MOTIVATION

The important entrepreneurial motivation factors identified by the Exploratory Factor Analysis among the students are confidence, problem solving ability, opportunity seeking, independency, planning, managerial skills and social interaction.

It is observed that the highly viewed entrepreneurial motivation factors by the urban students are ‘opportunity seeking’ and ‘problem solving ability’ since their mean score are 3.8783 and 3.8779 respectively.

Among the semi-urban college students the highly viewed entrepreneurial motivation factors are ‘social interaction’ and ‘planning skills’ since their mean scores are 3.9044 and 3.4839 respectively.
The highly viewed entrepreneurial motivation factors among the rural college students are ‘social interaction’ and ‘planning skills’ since their mean scores are 3.8745 and 3.3997 respectively.

Among the three groups of college students significant difference has been noticed in the case of confidence, problem solving ability, opportunity seeking, independency and managerial skills since their ‘F’ statistics are significant at five per cent level.

The overall entrepreneurial motivation among the urban college students is higher than the semi-urban and rural college students.

7.3.1 Association between profile of students and their views on components leading to Entrepreneurial Motivation

The significantly associating profile variables with the entrepreneurial motivation component ‘confidence’ are social group, monthly family income, father’s occupation and mother’s occupation since their respective ‘F’ statistics are significant at five per cent level.

The significantly associating profile variables with the entrepreneurial motivation component ‘problem solving ability’ are social group, monthly family income and father’s occupation since their respective ‘F’ statistics are significant at five per cent level.

In the case of ‘opportunity seeking’ component of entrepreneurial motivation, the significantly associating profile variables are monthly family income and father’s occupation since their respective ‘F’ statistics are significant at five per cent level.
The significantly associating profile variables regarding the component ‘independency’ of entrepreneurial motivation are social group, monthly family income, father’s occupation and mother’s occupation since their respective ‘F’ statistics are significant at five per cent level.

In the case of ‘planning skills’ component of entrepreneurial motivation, the significantly associating profile variables are age, place of college, monthly family income and mother’s occupation since their respective ‘F’ statistics are significant at five per cent level.

The significantly associating profile variables regarding the ‘managerial skills’ component of entrepreneurial motivation are age, size of family, monthly family income and mother’s occupation since their respective ‘F’ statistics are significant at five per cent level.

Regarding the ‘social interaction’ component of entrepreneurial motivation, the significantly associating profile variables are social group, religion, size of family, monthly family income, father’s occupation and mother’s occupation since their respective ‘F’ statistics are significant at five per cent level.

7.3.2 Discriminant factors of Entrepreneurial Motivation among the Urban and Semi-urban college students

It is observed that discriminant power of entrepreneurial motivation among the urban and semi-urban college students significant mean difference are noticed in the case of confidence, problem solving ability, independency and managerial skills since their ‘t’ statistics are significant at five per cent level.
Among the urban and semi-urban college students higher discriminant coefficient are noticed in the case of ‘confidence’ and ‘problem solving ability’ components of entrepreneurial motivation. It is higher among the urban college students than the semi-urban college students.

7.3.3 Discriminant factors of Entrepreneurial Motivation among the Urban and Rural college students

As regards the discriminant power of entrepreneurial motivation among the urban and rural college students significant mean differences are noticed in the case of confidence, problem solving ability, opportunity seeking, independency and managerial skills since their ‘t’ statistics are significant at five per cent level.

Among the urban and rural college students higher discriminant coefficient are noticed in the case of ‘confidence’ and ‘opportunity seeking’ components of entrepreneurial motivation. It is higher among the urban college students than the rural college students.

7.3.4 Discriminant factors of Entrepreneurial Motivation among the Semi-urban and Rural students

Regarding the discriminant power of entrepreneurial motivation among the semi-urban and rural college students significant mean differences are noticed in the case of confidence, opportunity seeking and managerial skills since their ‘t’ statistics are significant at five per cent level.
Among the semi-urban and rural college students higher discriminant coefficient are noticed in the case of ‘managerial skills’ and ‘opportunity seeking’ components of entrepreneurial motivation. It is higher among the semi-urban college students than the rural college students.

**7.3.5 Impact of Entrepreneurial Traits on Entrepreneurial Motivation**

- The analysis reveals that the significantly influencing factors leading to entrepreneurial traits on entrepreneurial motivation among the urban college students are ‘innovativeness’ and ‘coordination’ since their regression coefficient are 0.2102 and 0.1847 respectively at five per cent significance level.

- Among the semi-urban college students the significantly influencing factors leading to entrepreneurial traits on entrepreneurial motivation are ‘hard work’ and ‘confidence’ since their regression coefficients are 0.1447 and 0.1411 respectively at five per cent significance level.

- As regards the rural college students the significantly influencing factors leading to entrepreneurial traits on entrepreneurial motivation are ‘hard work’ and ‘decision making skills’ since their regression coefficients are 0.2173 and 0.1991 respectively at five per cent significance level.

- The analysis of pooled data reveals that the significantly influencing factors leading to entrepreneurial traits on entrepreneurial motivation among the college students are coordination, decision making skills, hard work, confidence, enterprising and problem solving skills since their regression coefficients are significant at five per cent level.
7.3.6 Impact of Achievement Motivation on Entrepreneurial Motivation

> It is evident from the analysis that the significantly influencing components leading to achievement motivation on entrepreneurial motivation among the urban college students are ‘academic motivation’ and attitude towards teachers since their regression coefficient are 0.1817 and 0.1519 respectively at five per cent significance level.

> Among the semi-urban college students the significantly influencing components leading to achievement motivation on entrepreneurial motivation are ‘achievement motivation’ and ‘academic motivation’ since their regression coefficients are 0.1644 and 0.1249 respectively at five per cent significance level.

> As regards the rural college students the significantly influencing components leading to achievement motivation on entrepreneurial motivation are ‘academic challenge’ and ‘academic motivation’ since their regression coefficients are 0.1473 and 0.1309 respectively at five per cent significance level.

> The analysis of pooled data reveals that the significantly influencing components leading to achievement motivation on entrepreneurial motivation among the college students are academic motivation, need for achievement, academic challenge and attitude towards teachers since their regression coefficients are significant at five per cent level.
7.4 SUGGESTIONS

7.4.1 Suggestions to the Students

- The study reveals that the ‘self confidence’ is comparatively less among the semi-urban and rural college students. In order to improve the self confidence the semi-urban and rural college students must try to take part in the class room and college level activities. This will help the students to gain confidence to face any situation.

- The entrepreneurial traits like the ability to take decisions and to face risk are less among the semi-urban and rural college students. These competencies can be developed by involving themselves in organizing seminars and conferences at the regional or state level programmes. The initiatives taken by them will give lot of opportunities for developing the decision making competencies and to face the risk boldly.

- The urban college students though they are having higher level of self confidence compared to the semi-urban and rural college students, they are having lesser mean scores as regards ‘hard work’, and so the urban college students should realize the importance of hard work for achieving greater things.

- The discriminant analysis reveals that the discriminant coefficient as regards the informativeness and enterprising factors which leads to entrepreneurial traits is more among the urban college students than the semi-urban college students. This high lights the need to improve the thirst for seeking information and to take initiatives to do things differently. Information seeking initiatives can be developed through
searching information through web sites, referring books and journals etc.

Discriminant analysis reveals that the important discriminant factors among urban and rural college students are ‘innovativeness’ and ‘problem solving’ which are higher among the urban college students than the rural students. The rural college students must develop their creative and innovative thinking and learn the ways and means to solve the problems effectively by taking part in the inter departmental or inter college competitions.

The dominant discriminant factors among the semi-urban and rural college students are ‘problem solving’ and ‘decision making’ which are higher among the semi-urban college students than rural college students. So rural college students need to improve the problem solving and decision making skills.

As the scores on achievement motivation among the semi-urban and rural college students are less compared to the urban college students, the semi-urban and rural college students must realize the need to this need and set some goals to achieve greater things in their life.

7.4.2 Suggestions to the Educational Institution

As the semi-urban and rural college students are lacking in the innovative thinking and problem solving, the semi-urban and rural colleges may induce the students to organize programmes and competitions. While organizing programmes and participating in the
competitions the students can display their innovativeness and they can sharpen their problem solving abilities.

- The colleges must organize programmes to show the students the different ways and means available to achieve greater things in their life. For this purpose the college may invite people who have achieved greater things. This will inspire the students to think big in their life.

- The college can create ‘Innovation Centre’ and motivate the students to register their innovative or creative ideas. The students should be guided and nurtured properly to develop a product or process using their creative ideas. The college may honour the students during the college day for their creative and innovative ideas by giving certificates or prizes. This will motivate other students to come forward and do something.

- The college can motivate the students to write the information about the achievers daily in the black board in front of each department under the caption ‘Achiever of the Day’. This will help the students to know about the achievers and their achievements and in turn this practice will inspire the students to become the achievers in future. Through this, achievement motivation can be inculcated to the students.

- In order to instill the entrepreneurial motivation among the college students, the colleges may open a separate ‘Entrepreneurship Development Cell’ guided by a trained staff to motivate the students to develop the entrepreneurial traits and to give information about the entrepreneurial opportunities available in the locality.
The college students may be asked to conduct surveys about the entrepreneurial opportunities and resource mapping. The collected information can be documented in the ‘Entrepreneurship Development Cell’. This will encourage the students to identify the new business ideas.

Students may be encouraged to visit the cottage and small scale industries to during their college days. The industrial visit will expose the students to know the various business opportunities in the locality.

### 7.4.3 Suggestions to the University

- The university while modifying the syllabus can introduce a paper on Entrepreneurship Development and Training with practical exposure in the fourth and sixth semester for all the arts and science courses like Environmental Science.

- During the summer vacation of the second year the students must be asked to undergo internship training in the business establishment connected to their course.

- Survey based practical assignment may be given to the students for the entrepreneurship related papers.

- The university may insist all the affiliated colleges to create a ‘Entrepreneurship Development Centre’ to motivate the students and for initiating entrepreneurship related programmes at the college level.

- During the sixth semester along with the paper they must be guided to prepare the project report for a potential business opportunity.
The colleges may be asked to apply for the central government Rajeev Gandhi Udayami Mithra programme and Business Incubator programme. Through these programme the prospective young entrepreneurs can be motivated further and be guided to start the business establishment after the completion of the college studies.

The affiliated colleges must be instructed to organize programmes in collaboration with the DIC, KVIC, SISI and Handicraft board.

### 7.4.4 Suggestions to the Government

- The government must ask all the universities to monitor the activities of the Entrepreneurship Development Cell created at the college level just like the NSS programme.

- The government should ask the institutions supporting the entrepreneurship to organize orientation programmes in the colleges to create awareness about the need for choosing entrepreneurship as their career.

- The government should give necessary assistance for the colleges to create the Entrepreneurship Development Cell.

- The government can initiate special assistance programmes to nurture the students who are having creative and innovative ideas to transform their ideas into a product or a process.

- Government may initiate special scholarship programme for motivating the students to nurture their creative and innovative ideas.
7.5 CONCLUSION

As there are emerging needs in the field of education, there is a need for an appropriate curriculum to satisfy the demands of the students. Today most of the students pursue higher education in order to acquire jobs. If education can be offered with entrepreneurship orientation it would wipe out the rush for jobs, as students would take up self-employment careers. Such an option would help the family and the society indirectly. The researcher was able to identify the entrepreneurial traits of the college students and their achievement motivation. Further the study analysed the impact of entrepreneurial traits and achievement motivation on the entrepreneurial motivation. The findings and the suggestions highlights the steps to be taken to create the awareness about the need for promoting entrepreneurship as the career. The researcher will be amply rewarded if the planners or the policy makers consider some of the suggestions given based on the findings of the study. The role of the government, universities, educational institutions and the students becomes a paramount importance for the development of entrepreneurial inclination among the students. Any step in this direction will pave the way to scale new height and lead the country towards prosperity.
SCOPE FOR FUTURE STUDIES

1. A study on the entrepreneurial characteristics among University students with special reference to Tamil Nadu.

2. A study on the entrepreneurial inclination among the vocational education students in Higher Secondary in Tamil Nadu.

3. A study on the role of colleges in promoting entrepreneurship in Tamil Nadu.

4. A study on the determinants of entrepreneurial intentions among the college students in Tamil Nadu.