

CHAPTER VI SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSION, USEFULNESS OF STUDY AND FURTHER RESEARCH

The summary of findings, discussions, conclusion, usefulness of study and further research are presented in the following paragraphs:

6.1 THE DEMOGRAPHIC FEATURES AND INFLUENCE ON ENTREPRENEURIAL INTENTIONS OF STUDENTS ARE AS FOLLOWS

The demographic features including gender, age, birth order, education qualification, academic performance, marital status, native region, education of father, education of mother, occupation of father, occupation of mother, occupation of siblings and monthly family income major findings have been given below.

6.1.1 GENDER AND ENTREPRENEURIAL INTENTION

Among the students 69.54 per cent of the students are males and the rest 30.46 per cent of the students are females. Out of 452 male students of, about 41.81 per cent of the students have moderate level of entrepreneurial intentions followed by low level 32.20 per cent and high level 25.89 per cent. The results show that out of 198 female students, about 42.93 per cent of the students have moderate level of entrepreneurial intentions followed by high level 28.79 per cent and low level 28.28 per cent.

The chi-square result indicates that there is a significant difference in entrepreneurial intention among the gender of the students. The girl students have

shown higher level of intention than boys. This can be attributed to the greater awareness among the girls regarding education and being a influential economic agent.

6.1.2 AGE AND ENTREPRENEURIAL INTENTION

The results reveal that the most of the students belong to the age group of 22-23 years. It reveals that the all the age groups of the students of have the moderate level of entrepreneurial intentions except the age group of 23-24 years and 24-25 years have the high level of entrepreneurial intentions.

The chi-square result shows a significant difference in entrepreneurial intention among the age groups of the students. The result indicates that higher the age group higher is the intention. The work experience and knowledge application strength gives them the confidence to look into entrepreneurship as a career option.

6.1.3 BIRTH ORDER AND ENTREPRENEURIAL INTENTION

The results indicate that about 56.15 per cent of the students are first born, 34.92 per cent are second born, third born is 6.62 per cent and fourth born is 2.31 per cent. It can be inferred that the most of the students are first born. Out of 365 students of 1st born, about 27.40 per cent of the students have high level of entrepreneurial intention. Out of 227 of 2nd born students about 28.63 per cent have high level of entrepreneurial intention. Among the 43 students of 3rd born 18.60 per cent of the students have shown high level of entrepreneurial intention.

The Chi-Square value of 8.213 is statistically significant at five per cent level indicating that there is a significant difference in entrepreneurial intention among the birth order of the students.

With the change in the preference of smaller family size and the preference to have less children's most of the respondents are first born.

6.1.4 EDUCATION AND ENTREPRENEURIAL INTENTION

About 49.85 per cent of the students are studying management followed by engineering 35.23 per cent and Master of Computer Application 14.92 per cent. It reveals that the majority of the students are management students.

About 48.04 percent of the students of engineering have low level entrepreneurial intention while 23.71 percent of the students of computer application have moderate level entrepreneurial intention. Besides, 14.20 per cent of the students of management have high level entrepreneurial intention. There is a significant difference in entrepreneurial intention among the education of the students.

6.1.5 ACADEMIC PERFORMANCE AND ENTREPRENEURIAL INTENTION

It is inferred that the most of the students have academic performance of 61-70 per cent. The results show that out of 69 students of academic performance of 81 per cent and above, about 39.13 per cent of the students have low level of entrepreneurial intention followed by moderate level 36.23 per cent and high level 24.64 per cent.

The majority of the students with the academic performance of less than 40 per cent and 41-50 per cent and 81 per cent and above have the low level of entrepreneurial intention. The students with the academic performance of 51-60 per cent, 61-70 per cent and 71-80 per cent have moderate level of entrepreneurial intention. The chi-square result shows significant difference in entrepreneurial intention among the academic performance of the students. The students with high academic performance look forward to higher education or take up employment at best of the companies.

6.1.6 MARITAL STATUS AND ENTREPRENEURIAL INTENTIONS

The results show that out of 11 married students of, about 45.46 per cent of the students have moderate level of entrepreneurial intention followed by low level and high level 27.27 per cent.

About 98.31 per cent are unmarried while the rest of 1.69 per cent of the students is married. It reveals that the 98.31 percent of the students are unmarried. The results show that there is no influence of marital status of the students on the entrepreneurial intention among the students.

6.1.7 NATIVE REGION AND ENTREPRENEURIAL INTENTIONS

It is observed that about 88.15 per cent of the students belong to the southern region followed by northern region 6.77 per cent, eastern region 2.92 per cent, central and western regions 1.08 per cent. It is inferred that the most of the students belong to the southern region.

It reveals that 50 percent of the students belonging to the North region have the high level of entrepreneurial intention and the 44.85 percent of the students belong to the South region have the moderate level of entrepreneurial intention. Besides, 57.90 percent of the students belong to Central; East and West regions have low level of entrepreneurial intention.

There is a significant difference in entrepreneurial intention among the native region of the students.

6.1.8 EDUCATIONAL BACKGROUND OF FATHER AND ENTREPRENEURIAL INTENTIONS

The results indicate that that 52 student's fathers are educated up to higher secondary level. Out of them, about 50.00 per cent of the students have high level of entrepreneurial intention followed by moderate level 30.77 per cent and low level 19.23 per cent.

It is inferred that 42.39 percent of the students have moderate level of entrepreneurial intention if their fathers are professionals, post graduates, graduates, middle school and school drop outs. The 50 percent of the students have high level of entrepreneurial intention if their fathers have higher secondary education, while 45.84 percent of the students have the low level of entrepreneurial intention if their fathers have secondary education. There is a significant difference in entrepreneurial intention among the father's education of the students.

6.1.9 EDUCATIONAL BACKGROUND OF MOTHER AND ENTREPRENEURIAL INTENTIONS

About 76 percent of the students have moderate level of entrepreneurial intention if their mothers are post graduates, higher secondary and middle school educated. Most of the students have high level of entrepreneurial intention if their mothers are professional and secondary school educated, the majority of the students have low level of entrepreneurial intention if their mothers are graduates and school drop outs. There is a significant difference in entrepreneurial intention among the mother's education of the students.

6.1.10 OCCUPATION OF FATHER AND ENTREPRENEURIAL INTENTIONS

The result indicates that 318 student's fathers are employed. Out of them, about 41.82 per cent of the students have moderate level of entrepreneurial intention followed by low level 29.25 per cent and high level (28.93 per cent).

The results indicate that 225 student's fathers have their own business. Out of them, about 42.22 per cent of the students have moderate level of entrepreneurial intention followed by low level (31.11 per cent) and high level (26.67 per cent).

It can be inferred that majority of the students that is about 62.50 percent have moderate level of entrepreneurial intention irrespective of their

father's occupation. The chi-square result shows a significant difference in entrepreneurial intention among the father's occupation of the students.

6.1.11 OCCUPATION OF MOTHER AND ENTREPRENEURIAL INTENTIONS

The results indicate that that 45 student's mothers are self employed. Out of them, about 42.22 per cent of the students have low level of entrepreneurial intention followed by moderate level (35.56 per cent) and high level (22.22 per cent).

It can be seen from the study that 397 student's mothers are unemployed. Out of them, about 39.80 per cent of the students have moderate level of entrepreneurial intention followed by low level (31.99 per cent) and high level (28.21 per cent).

It reveals that the majority the students that is 58.49 percent have moderate level of entrepreneurial intention irrespective of their mother's occupation. If the students' mothers are self employed, they have low level of entrepreneurial intention. The chi-square result shows there is no significant difference in entrepreneurial intention among the mother's occupation of the students.

6.1.12 OCCUPATION OF SIBLINGS AND ENTREPRENEURIAL INTENTIONS

The results indicate that 25 student's siblings have their own business. Out of them, about 44.00 per cent of the students have moderate level of entrepreneurial intention followed by high level 40.00 per cent and low level 16.00 per cent.

The results show that that 129 student's siblings are self employed. Out of them, about 46.51 per cent of the students have moderate level of entrepreneurial intention followed by high level 29.46 per cent and low level 24.03 per cent.

It can be inferred that the majority of the students that is 46.51 percent have moderate level of entrepreneurial intention irrespective of their sibling's occupation. If the students have siblings who are unemployed, they have low level of entrepreneurial intention. The chi-square result shows there is a significant difference in entrepreneurial intention among the sibling's occupation of the student.

6.1.13 MONTHLY FAMILY INCOME AND ENTREPRENEURIAL INTENTIONS

The results show that out of 182 students, 86 students belong to the monthly family income group of Rs. 10001-30000, about 39.56 per cent of the students have moderate level of entrepreneurial intention followed by low level 31.32 per cent and high level 29.12 per cent. The chi-square result shows there is a significant difference in entrepreneurial intention among the monthly family income group of the students

6.1.14 INFLUENCE OF DEMOGRAPHIC FEATURES ON ENTREPRENEURIAL INTENTIONS

In order to examine the influence of demographic features on entrepreneurial intentions of students, the multiple linear regressions were done which indicates that the Adjusted R^2 is 0.43 , indicating the regression model is moderately fit and it also shows about 43.00 per cent of the variation in entrepreneurial intentions is explained by demographic variables.

The results show that age, education, education of father and monthly family income are positively influencing the entrepreneurial intentions of students at one per cent level of significance. Meanwhile, marital status, native region, occupation of father and occupation of siblings are also positively influencing the entrepreneurial intentions of students at five per cent level of significance.

6.2 DISCRIMINANT ANALYSIS FOR DESIRABILITY AND FEASIBILITY DIMENSIONS

In order to determine the desirability and feasibility dimensions which significantly contribute to the differentiation of students, F test is used for Wilks' Lambda. The ANOVA results proved F test is significant for five variables of exciting, tension, enthusiastic, workload and knowledge.

The size of the coefficients excitement, tension, workload and knowledge discriminate best among three groups of professional students. For the first discriminant function, it can be seen that correlation coefficients have high values for four measures viz., existing, tension, workload and knowledge which means that these measures are strongly correlated with the first function. These measures would probably characterize best division of three groups of students.

For the second function, practicality, certainty, attractiveness, hard, enthusiastic and thoughtfulness were strongly correlated. These measures would also probably characterize best division of groups of students.

Efficiency of discriminant function: Based on the discriminant function, 80.92 per cent of the measures have been correctly classified.

6.3 DIMENSIONS AFFECTING THE ENTREPRENEURIAL INTENTIONS

The following are the dimensions which have influenced the entrepreneurial intentions of the students.

6.3.1 PERSONAL ATTITUDES

To assess the influence of personal attitudes dimensions on entrepreneurial intentions of students, multiple linear regressions results indicate that the Adjusted R^2 is 0.43 indicating that the regression model is moderately fit and it also shows about 43.00 per cent of the variation in entrepreneurial intentions is explained by personal attitudinal variables.

The results show that advantages, attraction and satisfaction are positively influencing the entrepreneurial intentions of students at one per cent level of significance. Besides, opportunity is also positively influencing the entrepreneurial intentions of students at five per cent level of significance.

6.3.2 DESIRABILITY DIMENSIONS

The influence of desirability dimensions on entrepreneurial intentions of students, the multiple linear regression results indicate that the Adjusted R^2 is 0.41 indicating the regression model is moderately fit and it also shows about 41.00 per cent of the variation in entrepreneurial intentions is explained by desirability variables.

The results show that thoughtfulness and exciting are positively influencing the entrepreneurial intentions of students at one per cent and five per cent levels of significance respectively. Besides, tension is negatively influencing the entrepreneurial intentions of students at one per cent level of significance.

6.3.3 FEASIBILITY DIMENSIONS

In order to assess the influence of feasibility dimensions on entrepreneurial intentions of students, the multiple linear regression results shows that the Adjusted R^2 is 0.62 indicating the regression model is good fit and it also indicates about 62.00 per cent of the variation in entrepreneurial intentions is explained by feasibility variables.

The results show that thoughtfulness, attractiveness and exciting are positively influencing the entrepreneurial intentions, while the hardness and workload are negatively influencing the entrepreneurial intentions of students at one per level of significance. Besides, the knowledge is positively influencing the entrepreneurial intentions of students at five per cent level of significance.

6.3.4 SUBJECTIVE NORM

The results show that the students agreed with that they care what their closest family think about their employment decision, they care what people who are important to them think about their employment decision, they believe that their closest family thinks that they should be self employed and they believe that people who are important to them think they should be self employed.

In order to understand the influence of subjective norm dimensions on entrepreneurial intentions of students, the multiple linear regression model is moderately fit and it also indicates about 44.00 per cent of the variation in entrepreneurial intentions is explained by subjective norms variables.

The results indicate that friend's desire for self employment and important peoples' desire for self employment are positively influencing the entrepreneurial intentions at one per cent level of significance while the important peoples' desire for employment decision is also positively influencing the entrepreneurial intentions of students at five per level of significance.

6.3.5 SITUATIONAL FACTORS

In order to examine the influence of situational factors dimensions on entrepreneurial intentions of students, the multiple linear regressions results indicate that the Adjusted R^2 is 0.37 indicating the regression model is moderately fit and it also indicates about 37.00 per cent of the variation in entrepreneurial intentions is explained by situational factors variables.

From the results, it is apparent that non availability of jobs and unemployment are positively influencing the entrepreneurial intentions at one per cent level of significance while family commitments is also positively influencing the entrepreneurial intentions of students at five per level of significance.

6.3.6 ROLE MODELS

In order to study the influence of role models dimensions on entrepreneurial intentions of students, the multiple linear regressions results indicate that the Adjusted R^2 is 0.29 indicating the regression model is moderately fit and it also indicates about 29.00 per cent of the variation in entrepreneurial intentions is explained by role model variables.

The results indicate that financial success is positively influencing the entrepreneurial intentions at one per cent level of significance while inspiration is also positively influencing the entrepreneurial intentions of students at five per level of significance.

6.3.7 PERSONAL MOTIVATION

In order to understand the influence of personal motivation dimensions on entrepreneurial intentions of students, the multiple linear regressions results indicates about 45.00 per cent of the variation in entrepreneurial intentions is explained by personal motivation variables.

From the data it is very clear that personal decision, knowledge and skills, job satisfaction and awareness of opportunities are positively influencing the entrepreneurial intentions at one per cent level of significance while business experience is also positively influencing the entrepreneurial intentions of students at five per level of significance.

6.3.8 INSTITUTIONAL RESEARCH

In order to assess the influence of institutional research dimensions on entrepreneurial intentions of students, the multiple linear regressions results indicates about 32.00 per cent of the variation in entrepreneurial intentions is explained by institutional research variables. That dependency on R & D and student's involvement in R& D are positively influencing the entrepreneurial intentions of students at one per cent level of significance.

6.3.9 INSTITUTIONAL SUPPORT

In order to examine the influence of institutional support dimensions on entrepreneurial intentions of students, the multiple linear regressions were adopted. The results indicate that the Adjusted R^2 is 0.32 indicating the regression model is moderately fit and it also indicates about 32.00 per cent of the variation in entrepreneurial intentions is explained by institutional support variables.

The results show that innovative technical projects and interdepartmental team work on technical projects are positively influencing the entrepreneurial intentions at one per cent level of significance, while business plan competition and celebration of success of projects are also positively influencing the entrepreneurial intentions of students at five per cent level of significance.

6.3.10 ENTREPRENEURSHIP EDUCATION

In order to study the influence of entrepreneurship education dimensions on entrepreneurial intentions of students, the multiple linear regressions were adopted. The results indicate that about 29.00 per cent of the variation in entrepreneurial intentions is explained by entrepreneurship education variables.

The results indicate that entrepreneurial initiative and practical knowledge are positively influencing the entrepreneurial intentions at one per cent level of significance, while informal entrepreneurship education is also positively influencing the entrepreneurial intentions of students at five per cent level of significance.

6.4 IMPACT OF ENTREPRENEURSHIP DIMENSIONS ON ENTREPRENEURIAL INTENTIONS

The results indicate that Adjusted R^2 is 0.52 indicating the regression model is moderately fit and it also indicates about 52.00 per cent of the variation in entrepreneurial intentions is explained by entrepreneurship dimensions variables. The results show that personal attitude, desirability, feasibility, subjective norms,

role models, personal motivation have the positive and significant impact on entrepreneurial intentions among the students at one per cent level of significance.

6.5 STRUCTURAL EQUATION MODEL (SEM)

The interrelationship between selected demographic features and key dimensions of entrepreneurial intention were analyzed by employing Structural Equation Model. The results imply that motivation, role model, attitude, education and age of the students have direct effect on feasibility and desirability for entrepreneurship. Meanwhile, feasibility and desirability and attitude have direct effect on entrepreneurial intention among the students.

Perceived feasibility and desirability against institutional support and feasibility and desirability against monthly family income are not statistically significant. The result shows that institutional support and monthly family income of the students do not affect directly to their entrepreneurial intentions.

Table 6.1 SUMMARY OF HYPOTHESES

Sl. No.	Null hypothesis	Rejected / Accepted	Inference
1.	There is no significant influence of Age on Entrepreneurial intentions among the students.	Rejected	The higher the age higher is the intention level. Experience and knowledge implementation takes prominence in decision making.
2.	There is no significant relationship between the academic performance and entrepreneurial intention.	Rejected	The high level academic performers look towards a highly rewarding corporate job and low level performers lack drive and self confidence.
3.	Entrepreneurial intention is independent of educational qualification of parents of the students.	Rejected	Students have shown higher level of entrepreneurial intention when their father are higher secondary & mother are secondary and professionally qualified.
.	Entrepreneurial intention is independent of Birth Order.	Accepted	They are found to be independent as it does not have significant influence on entrepreneurial intention.
5.	There is no significant influence of Personal attitude on Entrepreneurial intentions of the students.	Rejected	After feasibility attitude is the significant in influencing entrepreneurial intention.
6.	Perceived feasibility has no significant impact on Entrepreneurial intentions.	Rejected	It affects the entrepreneurial Intention directly.
7.	There is no significant influence of Role models on Entrepreneurial intentions.	Rejected	Financial success of role models is positively influencing the entrepreneurial Intention
8.	Entrepreneurial intentions and Institutional support are directly dependent.	Accepted	Institutional support do not directly affect the entrepreneurial Intention and is not statistically significant.
9.	There is no influence of motivation, role model; attitude, education and age of the students on feasibility and desirability dimension.	Rejected	Attitude, feasibility and desirability factors have proven to have direct impact on the entrepreneurial intention. The variables in the null Hypothesis have influence feasibility and desirability dimension.

6.6 DISCUSSIONS

In a study by Schwary, E.J., Wdowiak, M.A., Jassy, D.A.A., and Breitmecker, R.J., (2009); found that there are differences in the entrepreneurial intention concerning gender, field of study and age. The present study results also bring out a similar result where there are differences in these three factors. The data also points to higher levels of entrepreneurial intention as the age level increases.

In the study of testing a model of entrepreneurial intent by Luthje, C., and Franke, N., (2003), found that the attitude towards entrepreneurship proved to contribute the strongest explanation for entrepreneurial intentions of the technical students. In the present study the structural equation model proves that Attitude affects the entrepreneurial intention directly among the students.

Jimmieson, N.H., White, K.M. & L. Zajdlewicz, L., (2009), found that subjective norms and attitude together accounted for 60% of the variance in the employee intention and that subjective norm as a strong predictor of intentions. The present study result also follows with the previous studies results were in the subjective norm aspect is not highly significant.

We-li in 2007 in his research on entrepreneurial intention among the international students found in his results that perceived feasibility is a stronger predictor than personal desirability. The present research study results have also proved that feasibility has direct effect on the entrepreneurial intention of students. In the present research the multiple regression results indicates about 62 percent of the variation in entrepreneurial intentions is explained by feasibility variables.

Some of the empirical studies based on student samples suggest that course in entrepreneurship and the image of business founders within the university encourage graduates to become self-employed. The present study results points

to role models having an impact on the desirability and feasibility which in turn increases the level of intentions among the students.

In a survey of technology students from four different countries by Autio, E., Keeley, R.H., Klofsten, (1997), the results revealed that the career preferences and entrepreneurial convictions of students are influenced by the image of entrepreneurship as a career alternative and support received from the university environment. Another study on the environment conditions on students entrepreneurial intention in Austria by the Department of Innovation Management and Entrepreneurship of Klagenfurt University of Austria in 2009, found Attitude to be important in predicting entrepreneurial aspiration. The environment conditions having significant effects on the student's intention. The present study also found significant difference in institutional support on entrepreneurial intention involving innovative technical projects and interdepartmental team work on technical projects.

But when institutional support was tested in the structural equation model the results were not statistically significant. It did not influence the entrepreneurial intention directly but also its effect on feasibility and desirability were not statistically significant. The reason for this may be, the institution support system has not been positively perceived by the students. The institution may not be involved in the innovative technical projects and interdepartmental team work which the students have positively perceived. If the institutions are involving students in the innovative technical projects and creating interdepartmental teams to work on these projects the entrepreneurial intention among the students may increase as it has statistical positive significance. This can be done by having Industry institution interaction and institution collaborating on the projects of the industry through research and development.

In a study by Pruett, M., Shinnar, R., Toney, B., Llopis, F., Fox, J., (2009), the results states that the students will have intention to start a venture if family members of the students are entrepreneurs themselves. In the present study the occupation of parents and siblings were taken into consideration to study their

influence on the students' entrepreneurial intention. The results states that there is a significant difference in entrepreneurial intention among the father's and siblings occupation but there is no significant difference among the mother's occupation. The reason may be that the students look upon their fathers and siblings as a successful role model. It may be because of students' positive perception about the efforts taken by them to succeed.

According to Linan,F.,Cohord,J.C.R., and Cantuche,J.M.R .,(2011) , study the factors affecting entrepreneurial intention levels: a role for education, found that perceived feasibility and perceived desirability are the main factors explaining entrepreneurial intention. And education can help in building the feasibility and desirability to higher levels. In the present study by the researcher the results points to entrepreneurship education having significant difference affecting the entrepreneurial intention among the students. The statement that entrepreneurship education can make a person to take up entrepreneurial initiative and practical knowledge of entrepreneurship has been positively perceived by the students. When the entrepreneurship education is delivered more in the practical pedagogy methodology than theoretical it can make the students to take entrepreneurial initiative. This can give the students confidence and experience to start up their own ventures.

The Institutional research which has been the hot bed of activities and many enterprises birthplace in various different Universities across the world has a significant influence on the entrepreneurial intention among the students in this study. The students' intention depends on research activities in the institution and the students' involvement in the research activities of the university is significant on the entrepreneurial intention of the students.

But the correlation coefficients between the entrepreneurial intention and institutional research is very weakly and positively correlated. This may be due to the type of research activities that takes place in the institutions. The researches taken up are more of publication nature and not the real time technology or product development in the labs. The researcher is not arguing that there is no real time

research activity currently undertaken in the institutions but that it is of very insignificant in nature and the chances of students being a part of it is very slim.

6.7 CONCLUSION

Present research studied the impact of various factors on the entrepreneurial intention among the students. The demographic and personal factors study led to results were the students of higher age group have shown high level of entrepreneurial intention than other age group. Birth order and marital status has come out as non significant factor. Whereas education and academic performance e have shown significant impact. Attitude has come out as a dominant factor directly influencing the intention along with desirability and feasibility aspects. The result shows that motivation, role model, attitude, education and age of students have the direct effect on feasibility and desirability.

From the study it is clear that all the factors included for the study do not directly influence the entrepreneurial intention. Some of the factors have direct effect on the feasibility and desirability. This brings in the aspect of intervention and support system for the improvement of the feasibility and desirability aspect of entrepreneurship. To make entrepreneurship desirable it requires the change in the attitude. The study concludes that to improve entrepreneurial intention among the students the intervention measures have to be put into place especially with respect to entrepreneurial support system in the form of institutional research, support and education.

6.8 USEFULNESS OF STUDY

This study and its results can form the basis for policy decision among the collegiate educational institutions with respect to improvement in the entrepreneurial intention among the students. The study result on the students' perception about the institutions support and research activity proves that the students do not perceive it positively so there is no significant impact of it on the entrepreneurial intention.

The research departments and the teaching faculty members should include students in large numbers for inter department research work which should go beyond the routine publication processes. The educational institutions will have to intensify their activities to implement educational, research and resource programmes on entrepreneurship so as to bring about a change in the attitude of students with regard to entrepreneurship. As attitude directly influences entrepreneurial intention among the students.

The class rooms should be used to invite successful entrepreneurs, for interaction with the students to motivate them and thereby increase the intention levels. Using positive role models in teaching, establishing entrepreneurial support networks, and arranging business plan competitions can create a vibrant entrepreneurial atmosphere.

"Interaction between industry and academia in the US is constant, unlike here in India. We need collaborative effort," said Krishna Tanuku, executive director at Wadhvani Centre for Entrepreneurship Development at the Indian School of Business, Hyderabad.

Interactions with industry will update the students with regard to technology and the various platforms the industry is currently working on. The result of the study says that if the institutions are involving students in the innovative technical projects and creating interdepartmental team to work on these projects the entrepreneurial intention among the students will increase.

The projects of the students during their course of study should be made compulsory in collaboration with the industry. The image of entrepreneurship as a career alternative should be improved and supported by the public and university.

The above mentioned interventions can be taken into considerations by the educational institutions and entrepreneurship policy makers at different levels of Government during the development of entrepreneurial activities framework for implementation.

6.9 FURTHER RESEARCH

This study on entrepreneurial intention has been done by taking factors that has an influence on the students' based on the review of literature, in the region of Chennai. The study can be replicated in other areas of the state and even the country with the same variables as it has proven to be universal in nature.

Cultural and social environment factors require further exploration. Future research can be based on including these factors as well. Entrepreneurial Intention requires further study to build up a strong argument for the policy changes and implementation. The future course of research can be done by taking the significant factors from the result of the current study and further explored in Chennai or other places.