CHAPTER VII

FINDINGS, SUGGESTIONS AND CONCLUSION

7.1 INTRODUCTION

Although entrepreneurship is a risky venture for students immediately after study, it has an intrinsic appeal by offering a sense of independence, higher self worth and life satisfaction. Moreover readiness for entrepreneurship among students gives new dynamism into an economy by combating unemployment and poverty through job creation. Thus entrepreneurial motivation within students is the source of growth for communities and societies. In the case of India, such a growth was recently spurred by the startup, and afterwards mushrooming, of service sector firms in technology, finance, hospitality, healthcare and automobile industries. On the other side however, it was at the cost of manufacturing and many other productive ventures. In particular, once successful small and medium units within regional clusters that greatly contributed to local area development saw their sustenance and profitability imperilled. It clearly establishes that time tested community endeavours of small entrepreneurship and self employment with local orientation are the best forms of vocations for social and economic development. The booms and busts created by the powers that be in pursuit of quick money and pleasure inevitably lead to debt, destruction and moral decay for individuals, families, communities, societies and nations. Hence the students should not adventure into such traps and risks. Instead they ought to understand that stable, steady and slow growth achieved, albeit gradually, by way of attitude, skill and business development is the best work path.

Thus to wind up the work done so far, this chapter presents major findings of the study. Along with them are suggestions to enhance aspects related to the study topic. As the three analytical chapters had most findings as descriptive inferences under
relevant subheadings, here they are presented in a concise and summary format. In addition, suggestions are meant to improve the present conditions pertaining to entrepreneurial motivation among college students. Here the findings themselves should throw light on possible areas of enhancement and hint at possible suggestions. Yet, suggestions are made to three different entities namely the Government, the Institutions (or the Academia) and the Student Community. As the Government provides for and controls major aspects of the operating environment, it is apt to suggest to the Government. Also, the role of educational, academic and research institutions is important for the growth and development of the students. Therefore, suggestions are provided on their functions for possible enhancement, revamp or both. Finally, suggestions are made to the students so that they comprehend the worth of self employment and entrepreneurship and get into the task of building a venture with preparatory works started from this time itself.

7.2 FINDINGS

7.2.1 The Environment of Entrepreneurial Motivation

1. Female students are coming out for education and work equally with, or more than, male students. This applies even to the underdeveloped and remote territories. Yet, influence of this near-equal representation on performance, power and decision making is debatable.

2. Religious distribution of students is in conformity with the demographic pattern of the study area. The respondents viewed that religion played an important role in shaping their education, work and career options.

3. Of the 1.33 percent differently-abled respondents, no one has so severe a handicap that goes to the extent of affecting his or her motivation and performance.
4. About one in every two respondents belongs to Backward Community. The remaining communities, except Tribal, have fairly equal representation. As there is weak correlation between backwardness and community, regional entrepreneurship programmes shall be (re)oriented to suit the needs of different communities.

5. Close to 90 percent of the respondents hail from semi-urban or urban areas, which is consistent with the population distribution of the State. This lends opportunity for pooling of human abilities for collective action. However as people here are averse to and incompetent in cooperative teamwork, educational institutions shall encourage the same by conducting workshops and seminars.

6. The more traditional the kind of family becomes the lower the percentage of respondents. Not even a quarter of the respondents live in joint family system. Exposed here are the vanishing of joint family system, individualistic values of the present day society and the non-sharing of individual burdens, all of which should render the socioeconomic condition of the respondents very weak.

7. Percentages regarding employment of parents show that respondents are predominantly from lower-middle to middle class background. Those with stable job and secure income constitute only a minority. Thus, in the continuum between positive and negative extremes of work stability and security, most of the respondents are clustered just about the negative side of the median.

8. A near-inverse proportion between income category and number of respondents is observed. On the whole, 83.33 percent of the respondents have income of not more than 30,000 a month. It affirms that the respondents largely belong to lower-middle or middle class families. It is also revealed that a section of the respondents are hesitant to identify themselves with higher income groups.
9. The family of one in every two students is engaged in income generation activities that go in parallel with their primary occupation. It shows that people inordinately expand the needs of consumption and in turn make money to fulfil that consumption. This vicious cycle damages the motivation for entrepreneurship, innovation and overall community development.

7.2.2 Born Values and Attitudes

1. Nine factors are identified within ‘Born Values and Attitudes’ that contribute to the measurement of entrepreneurial motivation. These factors, according to student rating, are either favourable or unfavourable to entrepreneurial motivation with varying intensities. They are ranked and afterwards categorised on the basis of students’ eleven personal and socioeconomic attributes identified in the Environment of Entrepreneurial Motivation before being tested for dependence.

2. In that, positive responses that correspond to the opinion states of Very True and True constitute 33.93 percent, median responses that correspond to the opinion state of Neutral constitute 31.73 percent and negative responses that correspond to the opinion states of False and Very False constitute 34.35 percent. In addition, overall mean of the individual scores of the 450 students was 26.78 and its standard deviation was 7.12, with the standard deviation being 26.59 percent of the mean.

3. Ranking of scores upon the nine factors indicate that students are diverse in their opinions as much as they are varied in their socioeconomic conditions. Therefore their personal qualities are shaped by family conditions, which in turn greatly affect their choices and preferences. Thus their family and economic conditions form the bedrock for entrepreneurial motivation or otherwise.
4. Additionally, rank scores show that the factor ‘This education is consistent with my values and attitudes’ gets the first rank. It is closely followed by ‘Local opportunities are not compatible with my career requirements’ and ‘Realise my standing in education and skills in relation to fellow students’. Between them, these three factors have only very low difference in points.

5. Moreover, starting from the fourth ranked factor down until the last one, the percentage difference of factor scores is quite higher. In addition, when the factor corresponds to delicate mental state or family bondage the respondents rate it more consciously, which demonstrates their diverse and varied nature.

6. Rank scores further show that the factors ‘Take any risk to settle in my most preferred career’, ‘Will go against family wishes in choosing the career’ and ‘Can apply this education to practical work situations in future career’ get the last three ranks respectively.

7. In the tests of independence, a student’s Sex, Kind of Family and Monthly Family Income contribute in a very influential manner in affecting the student’s values and attitudes. However, family’s Additional Income Source contributes in a marginal manner in this regard. This shows that values and attitudes are shaped, nurtured and reinforced by these attributes, which in turn motivates or demotivates the student towards entrepreneurship.

8. On the contrary, Religion, Community, Occupation Status of Parents and Native Area fail to influence the opinion of the respondents. This shows that physical, monetary and economic compulsions are more influential than family and community values in the present socioeconomic order. Thus entrepreneurial motivation or otherwise shows up with high intensity in a student within a particular personal and family setting.
9. Male and female students are either independent or inverse in providing their opinions upon the factors of born values and attitudes. However, the inverse of opinion should not be taken to imply a completely opposite condition of mind between male and female students. Conversely, the approach and pursuant rating of factors by female students either contradict or deviate from that of males.

10. More in this regard, although students of the same gender do not want to be identified in a particular response domain with respect to a factor, a right mix of opportunity, compulsion and training will enable them to reconsider. Thus male and female students are bound by different but not antithetical system of values and attitudes which drive them to take appropriate gender roles and career choices with room for reversals.

11. The sample respondents, as a collective force, pull to the negative side of entrepreneurial motivation, but are not far deep into the demotivated domain. While about two quarters of the respondents are motivated for entrepreneurship such motivation is to be reinforced and sustained with a favourable environment provided by family and society. Unless this happens those against entrepreneurship but are settled in jobs with stable and secure income will always demotivate others against entrepreneurship.

12. Family and generational values kept intact by a closely knit community and religious culture are passed down to individuals, which in combination with uncertain social and economic conditions, make the students vacillate at entrepreneurship. Notwithstanding, the highly motivated entrepreneurial spirit of quite a section of the students has helped to offset the negativity and pull the motivational score back to a level of near equilibrium.
7.2.3 Group Dynamics and Motivation for Entrepreneurship

1. Secure, highly paid, elitist job in government or large industrial sector is the choice of 67.78 percent of the students. It is therefore difficult to find entrepreneurs in this segregate. The remaining students are expected to stay back in their localities and communities for enterprising activities. Anyway, the environment has imperious control over the students’ actions and preferences.

2. Students’ affiliation to community, native place and religion are entirely different. Students are more strongly affiliated to religion than to community or native place. Religious affiliation is so high that only about a third of the respondents want themselves be identified with both Normal and Low affiliation levels. Also, in all the three social elements, zealots show no hesitance to hide their unrestrained affinity. These are sure to reflect in future work endeavours.

3. Students have rated work parameters that are conducive to entrepreneurial motivation with Medium or Low opinions, but have rated those detrimental to entrepreneurial motivation with High or Medium opinions. It therefore exhibits in a broad way the individual-centric motivation of the respondents as far as work and group behaviour are concerned.

4. Although some difference is observed between male and female students in rating the seven work parameters, the extent of variation is not as convincing to decisively state that males and females are entirely different in evaluating the parameters in today’s environment. Multivariate tests too show that statistically there exists no difference between male and female students in this regard.

5. Further, work does not mean differently to male and female students. They value work as only a means of securing money and benefits. Additionally, declining of gender roles and male-female differences is exposed, wherein women are coming
out equally with, or more vigorously than, men and even forcibly taking men’s part, space and share.

6. Although students in general incline towards stable job and regular income, about a fifth of them prefer only entrepreneurship. Moreover student expectation of income stability does not mean rapacious crave for easy money and benefits. It shows that despite motivation, the macro environment demotivates them to take recourse in regularly paid jobs.

7. Little more than a third of the respondents work in spare time jobs. When it is divided between boys and girls, the figures are unduly skewed at the side of male students. Girl students by and large desist from engaging in any earning or profit making activity during their studies which insinuates that they are readying themselves for jobs, not entrepreneurship.

8. Most students have not acquired any additional vocational skill until the moment. Even more, 7 out of every 10 students are not having that penchant at all. Their reckoning is that it is enough now to focus on study.

9. Nearly all respondents are getting feedback from others, which points to a healthy distribution of students. Response pattern regarding the taking of negative feedbacks shows that a third of the students are unfit for entrepreneurship, for they are overbearing, negligent, used to taking others for granted or imperiously unwieldy.

10. As per the career preference rankings, any other career option is not as appealing for the respondents as a government or stable private sector job is. The crave for government job is so great that virtually no respondent dares ranking it beyond the third position. Only if such an option does not fructify, the students are ready to look for and settle in the lesser alternatives like entrepreneurship,
11. Entrepreneurship is the pivot of opinion change between male and female students, as it still remains a manly domain. Female students tilt hard the overall rankings not only to their side of preferences but also against entrepreneurship. For them, even self-employment is a safer career option than entrepreneurship. This is regardless of many initiatives and measures by the government to empower and promote women in venture development and enterprising activities.

12. Ranking hypothesis shows that the career preferences of male students are different from that of female students with major differences being in entrepreneurship, self-employment and working abroad. The similarity in ranking government job is not sufficient to offset the preferential differences of males and females. Thus male and female students are influenced in different ways when choosing their career options.

13. The indifference so far observed towards enterprising activities renders more than half of the respondents worthless for entrepreneurship. Therefore, except those who ranked entrepreneurship and self-employment in the first and second positions, all others are testimony unto themselves to not having entrepreneurial motivation.

14. The attitude of holding one line of work high and another low runs deep into the minds of the respondents. Respondent concentration is higher in white collared lines of work, as ‘Teaching, Education and Research’ is the most preferred line for majority of the respondents. In addition, college education is seen as a ticket both to a job and an enhanced social status.
15. Respondents who know about governmental schemes and respondents who are not are fairly equally divided. Likewise those taking initiative to know about the schemes and whose family members have availed for themselves such government schemes are equal in percentage but relatively less in number. Yet respondents who are neither interested in getting to know about such schemes nor having any opportunity to get to know anything in this regard are at majority.

16. Between the extremes of decisively motivated and demotivated personalities with a conspicuous tilt towards the latter, there are about two quarters of the respondents being ambivalent, uncertain or undecided regarding venture development activities. Apart from personal values and family influence, the social and economic conditions heavily bear upon their entrepreneurial spirit and weigh down their motivation regarding enterprising activities.

7.3 SUGGESTIONS

7.3.1 To the Government

1. The prevailing view that governmental policies favour large industrial corporations, intermediaries and speculative trading at the cost of Micro, Small and Medium Enterprises (MSME) engaged in productive, innovative and manufacturing ventures cannot be discarded outright and altogether. If the powers that be are willing to rescue themselves of this criticism, benefits that are merely ad hoc and reactionary nature are not at all enough. Enacting a law or augmenting the law enforcement personnel is neither a solution. Conversely they should wholeheartedly act as the protector and patron of the economic system of community, local and village enterprises. The economic system includes resources, facilities, markets, trade chains and legal rights. This is the cardinal aspect that should motivate students toward entrepreneurship.
2. Further, the government should shed its obsession with the growth numbers that do not have any qualitative ground. To grow, if at all, in monetary or currency terms alone is not sufficient. Quality of work, healthy competition, stable business environment and work dignity are also important. Contribution of entrepreneurs and the self-employed to wealth creation, equitable development, social harmony and protection of resources can not be denied. Therefore the capitalistic mindset manifesting preoccupation with growth at any cost needs to be revisited to create a conducive atmosphere for self-employment and entrepreneurship.

3. Moreover in this regard, the cold attitude exhibited by the government and bureaucracy towards local area and community based social and economic development does much harm. This results in wealth polarisation, shortage and high cost of labour and unwarranted migrations on one side and impoverished middle class, exploitation and underemployment and inordinately skewed population density on the other. This puts enormous pressure on quality of life nearly on all counts including dwindling space per head, constrain on natural resources, knowledge deficiency, and the like. If a town or taluk headquarters gets just about as much infrastructure as a metropolitan area, the need to migrate to the latter gets greatly reduced. This will motivate the young ones to stay back within communities and start ventures.

4. Permissiveness shown toward celluloid, print and electronic media is pernicious as it dare totally perverting and (re)writing norms and doctrines of social and economic behaviour. Its damage unto the society by way of its propaganda and mind control is being realised lately. It is hellbent on corrupting young minds thereby sabotaging their spirit, innovation, cooperation and conscience. However the media has so far succeeded in refusing and thwarting any supervision, let
alone control, both under the guise of freedom of expression and the folly of self-regulation. Whatever, an urgent need is felt in line with the current scenario to make amendment to the Press Council Act, 1978 to give more powers, especially punitive powers, to the regulator, The Press Council of India.

7.3.2 To the Institutions

1. For the institutions to motivate student entrepreneurship, they themselves should have strong rationale to do so. When they do not have faith in entrepreneurship development, when they want to prepare students as homogeneous slaves of authority, when they value profit and prominence more than student or community growth, when their administrative and functioning style is autocratic, prejudiced, and monotonous, or when they have ulterior or misplaced motives, they will never be able to motivate students. Therefore the institutions ought to do a self analysis in this regard and change accordingly, provided they have the will to act.

2. Institutions wield influence over the operating environment in an area including local administration and community, business and religious establishments. With this they shall serve as agents of social change, possibly with linkage among them in a particular geographic region As a collective force, they can create venture opportunities, identify new ones or enhance existing ones, and guide students toward that. They shall have a separate wing or department with learned scholars and resource persons with zeal, which looks into aspects of feasibility, research and liaison. They shall also have a common pool of fund both for administrative purpose and for providing micro credit to worthy and budding entrepreneurs.
3. Institutions shall maintain a register or database of alumni students. It is preferable to have details of every old student categorised on the basis of many social and economic parameters. Of whom entrepreneurs and those of high standing shall be identified and positively compelled to provide moral, monetary and consultancy support to current students with motivation. In addition, periodic and intensive workshops, seminars, brainstorming sessions, action group conferences, and the like shall be conducted. Funds raised, if any, by way of that shall be utilised for entrepreneurship programmes. However as a caveat, such things should not get interfered and pursuantly polluted by corporates, or through their ulterior influence, the government agencies, under the guise of incentive, regulation, control, enhancement, or the like.

4. Management education was originally intended as entrepreneurship education, but was totally subverted to serve corporate interests. Now it is replete with superfluous concepts, irrelevant logics, abstract theories and empty calculations. This makes students degenerate pawns who are feeble, crafty and untrustworthy. More clearly, they utterly lack independent thinking and action, have their order of choices and preferences inverted, and tremble at the very possibility of being counted out-group. Therefore it is incumbent on the institutions to revisit that and prepare an effective curriculum that offers valuable entrepreneurship education to everyone interested.

5. It is suggested that a specially designed programmes inculcating and enhancing "Leadership and information seeking" skills shall be conducted at college campuses on regular basis.
6. Programmes that teach the basic entrepreneurial skills would be of great value for students majority Arts and Science. If possible, entrepreneurship subject may be included in their curricular so as to foster and develop entrepreneurial mindset and skills set in them.

7. The students majoring commerce and management may be given advanced training over generation of business idea, searching for and evaluation of business opportunities about the process of starting business as they are well ahead of other major students in possessing majority of the entrepreneurial skills. Therefore, it could be rightly recommended that the government measures and all other activities aiming at improving the entrepreneurial skills among students should be of "student branch specific" rather than "student-specific"

7.3.3 To the Students

1. Foremost, students ought to realise that government is not a panacea. On the contrary it has become the greatest social evil of this times. It comprises quite a small section of individuals, entrusted with some power, resources and weapons, to maintain social and economic order. However it is no close a substitute for self-governance by vigilant and diligent communities. Those in government have not descended from heaven straight into departments and offices. They were born, brought up by parents, and sent from a home similar to that of everyone. Although it is named government it is not in the archaic sense of ruling or having dominion over people in their daily life. Contrarily in an orderly society built on ethical and moral precepts, possibly under the light of Scriptures, there is very little or no need for governance and authority. Thus nothing can be imposed without the will of the people. If almost everyone has the mindset to be part of that system by wholly inclining for a job in the system, whom else should be blamed? Therefore
it is for the students to decide whether to surrender the God provided sovereign independence for the sake of a job and income.

2. The media attempts to (re)define gender roles and masculine and feminine qualities in a conflicting way thereby deliberately creating friction within the intrinsic value system of individuals, families, communities and societies. Moreover most of their telecasts are centred on the pursuit of money, power, fame and pleasure. In addition they collude with the corporates to make people immoderate consumers, useless eaters and unrestrained pleasure seekers. This reinforced mind control negates the very purpose of collective and cooperative venture development. More clearly not only individualism is promoted but also collective endeavours by people under the framework of collaborative efforts are abhorred for fear of losing grip and power upon them. This, along with the big governance model created by the elites, in many ways weaken the natural and social self-correcting and balancing mechanisms. In this regard they will not hesitate to go any distance to create a chaotic situation which brings in their systemic order under the guise of a solution. Only now are people waking up to the truth that big government and power centralisation are doing more harm than good. It is up to the students to understand this and not let themselves overcome by those ulterior influences, in line with the saying that the giver gives only when the receiver is willing to receive.

3. Many students envisage maximum worldly goodness in their life. Such an imagination leads to the crave for easy money. They must understand that an optimal life includes both blessings and crosses. Nature has provided many examples, which when measured quantity or quality wise, are in the second quartile, that is neither the best nor the worst. The solar system, the sun, human
lifespan and physical abilities (in contrast to other creatures) are some examples. Therefore students should have the determination to earn their bread winning money only out of honest productive labour. Moreover students should let their parents, elders and patrons play a role in their vocational choice as students, up to their level of attitude and knowledge, may not be able to comprehend the influence of the external environment. However, although they take counsel therefrom, they should decide for themselves, especially after an age. If the guidance of elders is completely antithetical to the student’s settled choice and preference, it is better to hear the inner voice.

4. Doing self analysis, realising self worth and dignifying the worth of others are of great importance for personal development. Unlike as inculcated in the external world, students should not expect the government for anything. Such a propaganda instills within young minds the belief that but for the government people are worth for nothing. In addition it instills that only the government is in a position to provide which the people ought to take recourse with. It is a deception, largely by the media, that greatly weakens individual self worth. Therefore students should realise that only their aberrations and acquired worthlessness engender the rise of the beast system of social and economic governance with unrestrained power and authority that expects unquestioned subordination. When students are willing to submit themselves to the system that stands to be the corrupter and destroyer, no one can prevent. On the contrary, students of like values and attitudes shall come together and settle in a preferred locality after study and look for possibilities there. This synergic teamwork will make them kings of their enterprise. Hence, every student should know his or her relative position in the society and build up his or her career accordingly. It is not an
overnight endeavour as portrayed in cinemas. They shall exploit the many good things in the Internet to update knowledge, create networks and build relationships. Finally, they should not look with disdain the time tested social values by cleaving to what media says as if drinking water.

7.4 DIRECTIONS FOR FURTHER RESEARCH

1. Sample size shall be increased, and stratified on locality, community, religion and family income level.
2. Male and female students shall be separately studied and compared.
3. A district wise, cross-regional comparative study shall be effected.
4. Role of institutions and their relationship with entrepreneurs and the economic system shall be analysed.
5. Opinions of parents, teachers and existing entrepreneurs shall be sought as to promoting entrepreneurship among college students.

7.5 CONCLUSION

Every country’s religious, ethnic and cultural orientation should blend with its natural, climatic and geographic conditions in order to optimally utilise its labour and resources. Therefrom a country develops its system of education, culture, trade and political structure to express and promote its unique identity, and to meet challenges of the times. When this gets affected under the pretext of anything such as globalisation, liberalisation, homogenisation or universalisation, it leads to far reaching imbalances that shake nearly everything. Entrepreneurship as a subsystem is no exception here. It needs to evolve in its scope and magnitude in a continual manner. However, it has turned for the worse in the country after the introduction of liberalised trade and economic policies in the early 1990’s. The institutional compulsions exerted both internally and externally played negatively on local production and exports.
Manufacture and productive ventures gave way to the services based economy. This change affected the governance model which in turn altered social values. Most importantly, the attitude and approach of students towards jobs and vocations took a turnabout. Quantity replaced quality as much as smart and easy money replaced hard work and ethical labour in nearly all walks of life. Although the new system provided jobs and accelerated the growth in number of Indian industrial sector, it was largely skewed, uneven and counterproductive. In no way it helped all round enhancements of attitude, skill and knowledge of people of all age groups. More than that, pristine wildernesses, concordant families, unpolluted localities, peaceful communities, harmonious societies, dignified workmen, childlike souls, and peril less life are all gone forever. From human being to microscopic being, and from food to road, virtually about everything has become an offending or killing machine. This deviant social and economic order is set to continue until correction by way of a cataclysm.

On the other side, education and literacy are among the most important development indicators of a region and its local communities. Useful and relevant education will not be of alienating nature but draw on community solidarity. Its aim is to allow students to learn about and master their natural environment in a manner that allows the fullest harnessing of their human potential in spirit and material. It must be also a process of value based learning that allows students an opportunity to work for each other’s well-being rather than to permit mere selfish pursuits. Formulating context specific guidelines, encouraging local specificity, promoting need based planning and making realistic exercises are the imperatives in this regard. It is therefore clear that community participation endeavour is indispensable to addresses local problems. Only with the active participation of the community can the social, regional and gender gaps be bridged. Conversely the New Education Policy sowed the seeds to commercialise
education. It paved way for starting self-financing institutions that produced human robots than human beings. Thus although educational opportunities reached more students it has not translated into meaningful development. It is true that despite India having the second largest education system after the United States, educational quality and practicality are elusive areas.

When all these factors drive students out of their localities and communities, there are still determined students who want to pursue a noble fight. For such students preferring to develop their locality and grow within the community even if it meant reduced status or income, they deserve to get their motivation properly kindled. In this regard, policymakers, resource persons and financial institutions should identify and support them in mobilising local resources and promoting ventures. In this way they both excel in their ventures and contribute to the development of the nation.

The entrepreneurship education to be actualized it is important that institutions should device a strategy to assist the students that indicated their intention to start enterprise while in school and after graduation through inhalator programme. This will help to encourage more students to serious with their intention to be entrepreneurs. Government both sates and central should make entrepreneurship education a compulsory course in schools. This will help to influence youth's attitude towards entrepreneurship. At last, it may be earnestly said that in India identifying and nurturing entrepreneurial potential among youth has become a central point of focus today for the government and educators. It is now the college students who are targeted and with the help of well conceived and well directed entrepreneurship programmes, a future could be created for the youth of this country.