1.1 INTRODUCTION

Entrepreneurship and co-operative self-employment are the key vehicles of employment generation in a society. They increase social and economic welfare by providing solutions to unemployment and underemployment problems. In particular, entrepreneurs of micro and small enterprises always inject new dynamism into an economy by creating novel and revolutionary businesses. Also, it is an essential means of maintaining and/or enhancing the innovation dynamics of the communities. In this way, entrepreneurial initiatives of a section of people contribute to the restructuring and remodeling of contemporary business and economy. Moreover entrepreneurship, in contrast to paid job or any other form of employment, provides a constant stream of learning experiences, which results in a more sustained development. More importantly, while entrepreneurship is viewed as being responsible for job and wealth creation and associated innovation, development of enterprising behaviour within an individual is one of the primary motivators to the widening of career options among first time entrants like students (Reynolds et al., 1994).

In recent years, rapid changes unleashed by globalisation and liberalisation have caused an economic scenario that is both uncertain and unpredictable. This is true from the individual level to the international level. After an initial outburst of economic activities and a sense of development, what remains is a very serious issue of socio-economic debate. Almost no individual, family, community or even nation was let to escape this wave of changes. From human values to natural resources, everything changed all of a sudden, and it seems this change is going to linger. This in turn has shrunk recruitment opportunities and significantly altered the employment conditions in
many traditional types of employment, which in the past had absorbed most students. Therefore, quite a substantial percentage of graduating students are more likely to establish their own ventures as rather a permanent career option than a complementary one. However, both the extent of the propensity for students to do so and the opportunities for them to accumulate the necessary skills, competencies and resources are highly variable between localities, regions and countries. Even the course of study acts as a determinant in this respect.

Notwithstanding, there is a general perception in India that academic expertise and educational qualification are unnecessary, or even antithetical, to start an enterprise. This also reflects in the performance statistics regarding Micro, Small and Medium Enterprises (MSME), which are the manifestations of entrepreneurship and self-employment. That is, in India, it is estimated that the MSME sector generates only about 22 percent of the products and services of the country despite employing nearly half of the working population. In this regard it is understood that the reasons for such a slack performance are of educational and institutional nature than of financial and/or industrial nature. More clearly, lack of knowledge, skills or technological prowess in areas such as production, marketing, capacity utilisation, financial management and liaison, that otherwise could have been gained with proper academic education, are the instrumental reasons of slack performance. That renders the MSME sector weak and uncompetitive as against large industrial corporations or similar international entities (References 11, 13 and 14).

1.2 STUDY RATIONALE

In general, persons with high academic qualification are still very small in number among entrepreneurs. This is due to lack of entrepreneurial abilities provided by universities, underestimation by academicians of entrepreneurship, or systemic
hurdles that drive learned persons away from entrepreneurship. In a successful nation however, policymakers make efforts to promote entrepreneurship by providing credit or monetary benefits, access facilities, technological expertise and other resources to deserving educated persons. In the Indian context too it is important to identify the predictors of students’ entrepreneurial desires, adjudge the value therein, and finally facilitate to channelise their genuine desires into fruitful ventures. As they are destined to shape the social and economic structures of the next generation with inputs from this generation, students deserve to be understood in their intentions and motivations to become, or not, entrepreneurs.

Here although entrepreneurship has an intrinsic appeal, it is risky. It does offer work independence, higher self worth and satisfaction. However the risk bearing qualities and salvage mechanisms should be in place in the contours of society and economy to meet contingencies. Otherwise in a deviant atmosphere it will be extremely difficult to soothe the disharmonious pulse of the young and fragile. Therefore, more than mere wish, the environment is to be conducive to the cause of entrepreneurship. Even more, in this time of uncertain socio-economic environment characterised by reckless depletion, exploitation and mismanagement of local resources, which is both unsustainable and pernicious, the rationale to motivate students towards entrepreneurship must address the quality of benefits and rewards to the self and the society in physical, moral and spiritual contexts. To be specific, when the questions of dignity of individuals and communities, quality of labour, choices of vocational and occupational lines, judicious use of earthly resources, harmony of interpersonal relations, and encouragement of co-operative teamwork are added to student motivation to become an entrepreneur, or otherwise, things get much more complex.
At the same time, although various studies worldwide have provided clear evidence of a growth in people’s propensity to create their own enterprises, there is incongruity concerning main factors motivating them to establish that. For, assuming the set of factors impelling professionals and career changers to impel students alike is inappropriate and disingenuous. Gender roles defined by religion and culture also play a greater part in this regard. Hence despite attitudes, beliefs and motives being important drivers of career choice, identifying elements that create and sustain these drivers has to be done beforehand. Any study therefore must not deny the importance of contextual and environmental factors in moulding perceptions and consequent decisions of students to become entrepreneurs. (Kolvereid & Moen 1997, Kourilsky & Walstad 1998, Lüthje & Franke 2003, Lena & Wong 2003, Franke & Luthje 2004, Van Auken et al. 2006, Gürul & Atson 2006, Teixeira 2007 and Rodrigues et al, 2008).

Finally, there is limited research in Tamilnadu, and India as a whole, to understand student motivation for entrepreneurship in relation to the environment. Only now is the momentum of research in this regard gaining pace. Therefore the need was felt by the researcher for a study of entrepreneurial motivation among students who are going to enter into their work life within a shorter period of time. It will shed light on students’ work-related values, their attitude towards entrepreneurship of their own and of others, and finally their entrepreneurial abilities and intentions that culminate in their possible starting of an enterprise and working full time in it. Unlike a number of studies that pinpoint variables that motivate students towards entrepreneurship, this study attempts to understand such motivation in light of the social environment, the students’ born values and attitudes, and the dynamics of group and interpersonal behaviour. Hence this research work is undertaken to measure the entrepreneurial motivation of college students in the study area, Tirunelveli in the State of Tamilnadu in India.
1.3 STATEMENT OF THE PROBLEM

The above rationale leads to this research being entitled “A Study on Entrepreneurial Motivation among College Students in Tirunelveli District”.

The word ‘entrepreneur’ came from Old French ‘entreprendre’. The word ‘enterprise’ too shares that same Old French word. The word consists of two distinct parts namely ‘entre’ with Latin root ‘inter’ and ‘prendre’ with Latin root ‘prendere’ or ‘prehendere’. ‘Entre’ means ‘between’ and ‘prendre’ means ‘to take’. Here ‘between’ is used in the inflected senses of ‘intermediate’ ‘connected’ or ‘combined’. Therefore its nearest match word is ‘undertake’. Thus ‘entrepreneur’ refers to a person who organises, operates and assumes the risk of ventures. The venture or undertaking especially has some scope, complication and risk. Moreover it is of commercial or economic nature, that is directed towards making money, which needs industrious effort. ‘Entrepreneurial’ is its adjective form. ‘Entrepreneurship’ is its noun form that exhibits the quality or condition of being an entrepreneur with its required status, arts and skills. The word ‘motivation’ came from the word ‘motive’. ‘Motive’ denotes an emotion, desire, psychological need or impulse that incites action. Thus ‘motivation’ is the act or process of motive itself. Hence ‘entrepreneurship motivation’ or ‘entrepreneurial motivation’ refers to the mental act or process that stimulates a student to the action of becoming an entrepreneur.

This problem statement should also acknowledge the fact that students are the primary reservoir of manpower and skills of future entrepreneurship in a society. In particular, college students are an important source of the nation’s supply of entrepreneurs. The motivation within students for entrepreneurship has vast implications for the socioeconomic facade of the nation, as entrepreneurial activities positively contribute to national economic growth and prosperity. In addition,
becoming an entrepreneur is the aim of a section of students after completing the study. Self-employment is a bare minimum form of entrepreneurship. It is an initial opening that provides a route both to overcome unemployment and to get out of poverty for fledging job seekers. It eventually leads to entrepreneurship. Thus it should be further stated that self-employment is treated as a lesser alternative to entrepreneurship in this research.

1.4 OBJECTIVES

It is now known that this study is undertaken with a mission to know how motivated the students of college education are, irrespective of their sex, to develop their own ventures after completing the study. To accomplish this, it is essential to evaluate where students, both individually and collectively, stand in the continuum of profit versus job satisfaction, individuality versus community participation, and local area development versus high forms of migratory employment. This leads to the framing of main objectives as below.

1. To study the social environment that motivates or demotivates students toward venture development.

2. To identify factors that have shaped the born values and attitudes of students.

3. To appraise student motivation for entrepreneurial activities in light of the values and attitudes.

4. To measure how good students are in cooperative teamwork and group activities.

5. To understand the role of gender differences upon the motivation for entrepreneurship.
1.5 RESEARCH HYPOTHESES

Based on the objectives of the study, the following hypotheses have been framed:

1. Entrepreneurship is accorded its due recognition and moral support within the educated community.

2. After the globalisation and liberalisation efforts, potential and prospects for entrepreneurship have increased for students upon graduation.

3. Entrepreneurship skills and motivation can not be imparted to college students through education as higher education is a demotivating factor for entrepreneurship.

4. Resources, opportunities, facilities and self and social motivation are unfavourable for entrepreneurship in the study area.

5. Students are unaware of the availability of local resources and opportunities to various forms of venture development.

6. Entrepreneurship immediately after study does not need enormous preparatory and promotional activities.

7. Unwarranted migrations to cities, possibility for alternative forms of employment, depletion of local resources and changed socio-cultural facade in the study area have not affected entrepreneurial potential of the students.

8. Venture development and self-employment are not viable economic options within the macro socio-economic environment of the country.

9. Entrepreneurial motivation in students is not dependent upon content and context factors such as born values and attitudes, social influence and acceptance, motivation and perception and group dynamics.
10. Motivational factors for work after study do not significantly differ between male and female students.

11. The biological division of being male or female, with its associated gender qualities, does not affect an individual in this social environment to involve himself or herself in entrepreneurial activities.

12. Student propensity towards cooperative teamwork within a community for the development of their locality does not have any correlation with entrepreneurship motivation.

The researcher wishes to state that not all hypotheses need to be quantitatively proved. Often, analytical inferences from the data are sufficient. In some other cases, the hypothesis could be too qualitative to prove statistically. Thus, when a hypothesis is proved or validated in an explicit or implicit manner, quantitative tests are unnecessary.

1.6 METHODOLOGY

The field work is accomplished through an empirical survey. In that, the sample respondents are final year undergraduate students of various disciplines of Arts and Science colleges. Multi stage purposive sampling technique has been used for the study by considering Tirunelveli district as the primary universe, the arts and science colleges as the primary units and final year students as the ultimate units. In Tirunelveli district, there are 25 Arts and Science colleges affiliated to Manonmaniam Sundaranar University. From each college, 18 final year undergraduate students were selected. Thus, the total sample for the study amounts to 450. It was a purposive in the sense that students who were in their final year undergraduate course and who are not yet having any basic working experience were taken for the study.
Precedence is given to qualitative approach than quantitative tools. This is because qualitative studies facilitate better understanding and discerning of human experience. In addition, qualitative research finds out whether things exist, what things exist and what needs to be done with that. On the other hand, studies that emphasis quantitative methods attempt to determine, with associated assumptions and errors margins, how many or much of such things there are.

Multiple sources of evidence are put together to analyse entrepreneurial motivation of college students within its real life context. The primary sources are prepared tested and pilot-studied questionnaires, and in-depth semi-structured interviews. The secondary sources are case studies, inputs from scholars and resource persons, and written materials. This approach offers sufficient flexibility to attain the study problem. The following primary questions should reflect that-

1. Are you interested in becoming an entrepreneur?
2. Which motivates you to or demotivates you from entrepreneurship?
3. Have you been preparing for your future work?
4. What support do you expect to receive from the social environment for your future work?
5. Do you fear about barriers that you will have to overcome if you are to start your own business?
6. Is there any advantage/disadvantage in your being a man/woman that eventually works for or against you in your own enterprise?
7. How vehemently do your gender roles, along with the social environment, force you toward a particular line of work irrespective of your preferences?
All data are analysed through several stages. First, coding and categorisation of the data are undertaken. Then, explorations and summarisation are effected to decide on the nature of analysis and tools. Finally, a reflection on data within each category is effected with much deliberation and thought.

### 1.7 DATA COLLECTION

The study is a field work relying largely on primary data. The study area is Tirunelveli District in the State of Tamilnadu, India. Data collection was carried out between July 2012 and April 2013. Therefore, conditions prevailed during that period should have determinative effects on the study.

Therefore initially a pilot study is undertaken with a random sample of 50 students from 5 Arts and Science colleges with equal percentage of males and females. In that, the questionnaire is put to a pretest with seven response states. That is, first, if it was offensive, the question was deleted. Second, if it was intrusive, the intensity of the question was decreased, but if that was not possible, it was deleted. Third, if it was odd to the core subject matter, the question was either deleted or naturalised to reflect the subject. Fourth, if it was redundant, the question was remodeled or enriched. Fifth, if it was difficult, the question was either simplified or broken up into logically separate entities. Sixth, if it was unclear, the question was rephrased. Seventh, if a question was unfruitful, extra response fields were added to avoid central tendency. The responses are analysed as if they were real primary data.

After refining and finalising the questionnaire, 450 respondents from the 25 Arts and Science colleges, including those under the pilot study, are selected to represent a diverse and comprehensive sample base. Everyone is administered a questionnaire and responses there from are recorded, summarised, tabulated and analysed. For secondary data, various books, journals, bulletins, articles and
unpublished research theses and articles are consulted. Within the geographical and analytical scope mentioned above, the study is thus intended to fulfill all the aspects presented in the Objectives. The following tools are used for the purpose of data analysis.

i. Central Tendency Measures

ii. Percentages and Percentiles

iii. Simple Correlation

iv. Ranking based Hypothesis Testing

v. Chi-square Analysis

vi. Multiple Regression

vii. Multivariate Analysis of Variance

1.8 LIMITATIONS

1. The study is not specific to any particular institution or organisation. Moreover its applicability to other similar or dissimilar situations is not warranted. For, such an application is thwarted by many limiting factors of religious, geographical, demographical, cultural and economic nature. However, the generalisation should serve as a conceptual guide or model framework.

2. Sincere effort has been taken to minimise biased, opinionated responses from the respondents. However, absolute validity of the same shall not be guaranteed.

3. As in the case of all theoretical studies, accuracy of the responses is time-dependent. The responses shall reflect the current social, economic, business and cultural conditions. Hence its applicability shall be influenced or even undermined by situational factors.
4. Personal, group and institutional dynamics have both formal and informal elements. Here, informal relationships shall be too vague to describe. Such things, if present, might have an impact on the study. Which is beyond control.

5. Since the study is based on sampling, the extent of accuracy with which the sample size represents the population might have a degenerating effect on the study. In addition, constraints of the researcher with respect to selection of the samples could also have a bearing on the study.

1.9 PRESENTATION OF THE STUDY

The study is presented in seven chapters.

1. The first chapter, “Introduction and Design of the Study”, provides a theoretical background to the study topic and its concepts. In addition, it details on the research design and methodology adopted in the preparation and presentation of this research work.

2. The second chapter, “Concepts, Definitions and Profiles”, presents the concepts and definitions related to entrepreneurship, its evolution, dynamism and current scenario. Moreover, a brief profile of the study area is presented in terms of social, political, administrative, economic, commercial, geographical and demographical aspects.

3. The third chapter, “Review of Literature”, discusses and critically analyses previous studies done in similar, related and other fields. Such literature as articles, research papers, books and presentations are taken into consideration.

4. The fourth chapter, “The Environment of Entrepreneurial Motivation”, is the first analytical chapter. It analyses the social environment of the students. It provides the context for the study topic by revealing the variations in personal, family and economic attributes of the students.
5. The fifth chapter, “Born Values and Attitudes”, is the second analytical chapter. Entrepreneurial motivation in students is measured based on the hardened values and attitudes of students with possible male-female differences.

6. The sixth chapter, “Group Dynamics and Motivation for Entrepreneurship”, is the third and final analytical chapter. It attempts to divide enterprising and job oriented students in a direct manner. It also analyses student inclination to work in environments that require synergic and cooperative teamwork.

7. The seventh chapter, “Findings, Suggestions and Conclusion”, summarises the facts derived from the study. It also suggests measures for enhancing the condition related to the study topic.