



MAH/MUL/03051/2012
ISSN-2319 9318

International Multilingual Research Journal[®]

V i d y a w a r t a

Issue-20, Vol-11, Oct. to Dec.2017



Editor

Dr.Bapu G.Gholap



www.vidyawarta.com

<https://goo.gl/r4yVdJ>

www.vidyawarta.com

RESEARCH



ISSN-2319 9318

Publisher & Owner
Archana Rajendra Ghodke
Harshwardhan Publication Pvt.Ltd.
At.Post.Limbaganesh, Tq.Dist.Beed-431 126
(Maharashtra) Mob.09850203295
E-mail: vidyawarta@gmail.com
www.vidyawarta.com



Edit By
Dr. Gholap Babu Ganpat
Parli Vajinath, Dist.Beed 431 515
(Maharashtra, India)
Cell : +91 75 88 05 76 95

₹ 300/-

- 14) Vulnerability of Jammu and Kashmir to Disasters: The Need of Community
Dr. D. P. Singh, Mir Mubarik Jalal, Patiala. || 54
- 15) IMPACT OF BRANCH OF STUDY OF COLLEGE STUDENTS OVER THEIR
Mrs. M. Aakina Barveen, Dr.I.Mohammed Shaw Alem, Madurai. || 60
- 16) Spore diversity of Ascomycetes over sunflower field
Dr.Munde V.R., L.D.M.M. Parli-vaijnath || 63
- 17) A QUALITATIVE STUDY BASED ON TEACHER EDUCATION THROUGH
Arnab Chowdhury, Jayanta Mete, kalyani Nadia. || 66
- 18) Ethical Solutions by AhiCsâin Jainism
Dr. H.Kushal Chand, Madras || 71
- 19) The Effect of Stress on Professional Librarians Job Performance
Vineeta jha || 79
- 20) RFID Technology for Libraries
Mr. Sanjay Patel, Ahmedabad, Gujarat || 84
- 21) Performance Analysis of Mutual Fund Instruments
— Dr. A.THANAPACKIAM, Bangalore || 87
- 22) Gandhi Memorial Museum Library Madurai: A Study
Rajendra Pahade, Nagpur || 91
- 23) Relevance of Mahatma Gandhi Educational Philosophy and Idealism in Education.
Dr. Parveen Kumar Sharma, Jyotika Sharma, Rait || 97
- 24) Access of Formal Financial Services for Inclusive Growth
Dr Amitava Basu, Asansol West Bengal || 101
- 25) Living in the Virtual World: Benefits and Limitations
Dr. Achut P. Pednekar; Assagao Bardez-Goa || 105
- 26) पुणे करारा विषयी समीक्षात्मक विश्लेषण
श्री अचार्य विनोद धोंडीराम, लोहारा . || 111

IMPACT OF BRANCH OF STUDY OF COLLEGE STUDENTS OVER THEIR ENTREPRENEURIAL SKILLS- AN IMPACT STUDY

Mrs. M. Aakina Barveen,
J.A College, Periyakulam

Dr.I.Mohammed Shaw Alem
Madura College, Madurai.

ABSTRACT :

Despite vigorous entrepreneurship initiatives unleashed by the government through its organizations like UGC, Department of MSME, Entrepreneurship Institutes and Non – Governmental organizations college and university campuses across the country, their assimilation and adaptability of concept of entrepreneurship by students differ from one another. One of the reasons, among others, is the impact of branch of study they undergo during their college days. It is given to understand that the course content of some branches Motivate its students to take up entrepreneurship as a career, while others either disallow or create disinterest over entrepreneurship and making them as mere job-seekers.

The present paper has analyzed this factor of influence on two dimensions. One has focused over analyzing as to what type of entrepreneurial skills the students differ over the possessed entrepreneurial skills based on their branch of study.

INTRODUCTION

Despite vigorous entrepreneurship initiatives unleashed by the government through its organizations like UGC, Department of MSME, Entrepreneurship Institutes and Non –

Governmental organizations college and university campuses across the country, their assimilation and adaptability of concept of entrepreneurship by students differ from one another. One of the reasons, among others, is the impact of branch of study they undergo during their college days. It is given to understand that the course content of some branches. Studies by Ramayah and Zainuddin (2011) of Malaysia, Elke Sxhroder (2012) of the university of Jena, Germany of technology, Entrepreneurship Foundation U S A (2 0 1 4) , L u k e P i t t a w a y (2 0 1 4) Gallaway 920150 and some other researchers in the field found that the entrepreneurial intentions among college students was positively related to the course content or training they underwent. Therefore, it is intended to study this factor with a view to prevail upon the policy makers and educators a point that while implementing the Desperate vigorous entrepreneurship initiatives unleashed by the government through its organizations like UGC, Department of MSME, Entrepreneurship Institutes and Non – Governmental organizations college and university campuses across the country, their assimilation and adaptability of concept of entrepreneurship by students differ from one another. One of the reasons, among others, is the impact of branch of study they undergo during their college days. It is given to understand that the course content of some branches programmes at campuses, the impact of branch of study deserves serious consideration.

The present paper has analyzed this factor of influence on two dimensions. One has focused over analyzing as to what type of entrepreneurial skills the students differ over the possessed entrepreneurial skills based on their branch of study.

OBJECTIVES AND METHODOLOGY

The following are the major objectives of the study.

- To know the profile of college students of arts and science colleges located in southern districts of Tamil Nadu.

- To identify the influential set of entrepreneurial skills possessed by the sample

respondent- college students located in the study area.

- To find out whether the sample respondents differ significantly or not over the influential entrepreneurial skills based on their branch of study, and

- To suggest right type of motivated methods to be adopted at campuses.

To achieve the objectives of the study, a sample of 300 final year students from 39 colleges offering all the three branches of study (Commerce & Management, Science and Arts) located in the southern districts of Tamilnadu were taken for the analysis. Two stages random sampling techniques was used to choose the sample respondents of the study. Required data were collected from the respondents using the well designed and pre-tested schedule containing 100 statements expressing the basic ten entrepreneurial skills. They are

- Innovation
- Hard work
- Leadership
- Need for achievement
- Risk-taking
- Decision-making
- Problem Solving
- Information seeking
- Inter-personal skills and
- Positive self-concept

The responses from respondents have been collected on five point Likert Scale.

Statistical tools like Percentage Analysis, Factor Analysis and Kruskal-wallis One-way ANOVA Test are used. Percentage analysis is used to know the profile of the sample respondents. The Factor Analysis model has been used on selected entrepreneurial skills among respondents. Further, Kruskal-wallis One way ANOVA Test is used to test whether the respondents belonging to the three branches of study possesses the influential skills equality. In other words, the respondents of which branch of study possess the entrepreneurial skills at higher level.

RESULTS AND DISCUSSION : Table 1 shows the profile of sample respondents across their socio-economic factors

TABLE 1

Profile of the Sample Respondents

Socio-economic Factor	Categories	Number of respondents	Percentage
Age	Up to 20	149	49.66
	Between 20&23	151	50.33
Sex	Male	154	51.33
	Female	146	48.66
Branch of study	Commerce & Management	122	40.66
	Arts	96	32.00
	Science	82	27.33
Level of study	Under Graduate	158	52.66
	Post Graduate	142	47.33
Father's Occupation	Government employed	54	18.00
	Privately employed	81	27.00
	Self employed	105	35.00
	Others	60	20.00
Mother's Occupation	Government employed	5	1.66
	Privately employed	55	18.33
	Self employed	91	30.33
	Others	109	36.00
Place of residence	Rural	115	38.33
	Urban	185	61.66

Source: Primary data

Out of the seven economic factors, the factor Branch of study of the respondents, being the focus of analysis, taken for further discussion.

The results of X Factor analysis is presented in Table 2

Table 2
ROTATED FACTOR MATRIX FOR
ENTREPRENEURIAL SKILLS

S.NO	Entrepreneurial Skills	Rotated Factor Matrix			
		f1	f2	f3	f4
1	Need for achievement	0.949	0.188	-0.132	0.957
2	Risk-taking	0.948	0.202	-0.0133	0.957
3	Positive Self Concept	0.945	0.205	-0.131	0.952
4	Innovation	0.808	0.180	-0.141	0.707
5	Hard Work	0.730	-0.150	.227	0.607
6	Decision Making	0.057	0.886	0.185	0.823
7	Problem-solving	0.276	0.575	-0.355	0.533
8	Inter Personal skills	-0.057	0.046	0.931	0.872
	Percentage of variance	49.53	16.19	14.38	
	Cumulative Percentage of variance	49.53	65.72	80.10	

Source: Primary data

The results of the Factor Analysis (Table 2) showed that the extraction of three factors which together accounted for 80.10 percent of total variance contained in the factor matrix. The percentage of variance explained by factor 1, 2, and 3 are 49.53 percent, 16.19 per cent and 14.38 per cent respectively. In the first factor (F1) five skills are positively loaded and have high correlation with the factor. It is named as "Quest for Achievement" Factor. The second factor (F2) which is positively loaded with two skills, named as "Management Ability" Factor. The third Factor (F3) which is represented by only one skill is named after that is, the "Inter-personal skill" Factor.

It could be finally concluded that out of the ten entrepreneurial skills considered, all the student-respondents possess the eight entrepreneurial skills in that order of variance as disclosed by the Table 2. The remaining two entrepreneurial skills namely "Leadership" and "Information Seeking" are either absent or negligible among the respondents.

The identified eight entrepreneurial skills are taken for further analysis to test whether the respondents belonging to the three branches of study possess these skills equally.

Each and every skill is analyzed separately, framing the null hypothesis that "there is no significant difference exists in possessing the entrepreneurial skill(s) among the respondents belonging to the different branches of study".

As the sub groups of branch of study are numbering three, Kruskal-wallis One way ANOVA Test is applied. The results of the analysis is presented in Table.3.

TABLE 3. RESULTS OF KRUSKAL-WALLIS ONE WAY ANOVA TEST

Skill	Commerce	Management	Science
Quest for Achievement	49.53	16.19	14.38
Management Ability	49.53	16.19	14.38
Inter-personal skill	49.53	16.19	14.38
Leadership	49.53	16.19	14.38
Information Seeking	49.53	16.19	14.38
Problem Solving	49.53	16.19	14.38
Positive Self-Concept	49.53	16.19	14.38
Innovation	49.53	16.19	14.38
Decision making	49.53	16.19	14.38
Risk-taking	49.53	16.19	14.38

Source: Primary data

It is clear from the Table 3 except the entrepreneurial skills "Hard work" the hypothesis were rejected, leading to conclude that the difference is existing in possessing the remaining all skills among the respondents based on their branch of study. As far as "Hard work" is concerned, all the respondents possess this more or less equally.

The analysis further revealed that the respondents belonging to the Commerce & Management branch possess the entrepreneurial skills like 'Need for Achievement', 'Risk-taking', 'Positive Self-Concept', 'Innovation', 'Decision making', and 'Problem Solving' at higher level. Their mean-rank values are higher. In respect of "Inter-personal skill" the respondents belonging to Science branch are excelling.

Finally it is evident from the analysis that the students of Commerce & Management branch are smarter than the students of the branches not possessing the all the entrepreneurial skills except "Inter-personal Skill". The major reason for the amassing presence of these skills by the students of that branch could be attributed to the entrepreneurship theme, Stimulation and exposure, the course content they underwent has.

SUGGESTIONS AND CONCLUSION

Having found that the students of all branches were invariably weak in possessing the entrepreneurial skills like "Leadership" and "Information seeking", it is suggested that a specially designed Programmes inculcating and enhancing these skills shall be conducted at campuses on regular basis.

Programmes that teach the basic entrepreneurial skills would be of great value for students majoring Arts and Science. If possible, entrepreneurship subject may be included in their curricula so as to foster and develop entrepreneurial mindset and skill-set in them. The students majoring Commerce & 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.

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.

References:

- ❖ Chakaravathy, T.K. "Entrepreneurship Development-Emerging Practices" SE DME, 1987
- ❖ Gautham Raj Jain and Debmuni(ed.) "New Initiation in Entrepreneurship Education and Training, Fredrick Neumann Publication, New Delhi, 1994.
- ❖ Ganeshan.R., Growth of Entrepreneurship in small Scale Industries, unpublished Ph.D Thesis submitted to Alagappa University, 1992
- ❖ Khanks, Making the entrepreneurial Society, YOJANA, 1998
- ❖ Nirmala Mary, Assessment of Entrepreneurial Skills among women college students in Madurai City, unpublished Ph.D Thesis submitted Madurai Kamaraj University, 2001
- ❖ Sakhidanandam and Dhulsi Birunda, "A study of Entrepreneurship in Madurai District" unpublished Ph.D Thesis submitted to Madurai Kamaraj University, 1990
- ❖ Thomas.E.C., "Keeping the Fires of innovation Spirit Burning", THE HINDU, July29, 2007

