

**A STUDY ON ENTREPRENEURIAL MOTIVATION  
AMONG COLLEGE STUDENTS IN TIRUNELVELI  
DISTRICT**

**THESIS SUBMITTED TO MANONMANIAM SUNDARANAR  
UNIVERSITY FOR THE AWARD OF THE DEGREE OF**

**DOCTOR OF PHILOSOPHY IN COMMERCE**

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## **CERTIFICATE**

This is to certify that the dissertation entitled “**A Study on Entrepreneurial Motivation among College Students in Tirunelveli District**” is a record of original work done by **Mrs. R. Tamilselvi** (Reg. No. 5791) under my guidance submitted to Manonmaniam Sundaranar University, Tirunelveli for the Degree of **Doctor of Philosophy** in Commerce. It has not formed the basis for the award of any Degree, Diploma or any other similar title.

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## **DECLARATION**

I hereby declare that the dissertation entitled “**A Study on Entrepreneurial Motivation among College Students in Tirunelveli District**” submitted by me to the Manonmaniam Sundaranar University for the award of the Degree of **Doctor of Philosophy in Commerce**, is a bonafide record of my independent and original work done under the guidance of **Dr. C. Eugene Franco** *M.Com., M.Phil., Ph.D.*, and this work has not formed the basis for the award of any Degree, Diploma or any other similar title.

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## LIST OF ABBREVIATIONS

S. No.	Abbreviation	Expansion	Area
1.	ADHD	Attention Deficiency and Hyperactivity Disorder	Psychotherapy
2.	AEMQ	Aspiring Entrepreneurial Motive Questionnaire	Entrepreneurial Research
3.	AM	Arithmetic Mean	Statistics
4.	ANOVA	Analysis of Variance	Statistics
5.	CV	Canonical Variate	Statistics
6.	DF	Degrees of Freedom	Statistics
7.	DTH	Direct To Home	Television
8.	FDI	Foreign Direct Investment	International Trade
9.	GDP	Gross Domestic Product	Economy
10.	IBRD	International Bank for Reconstruction and Development (also known as, the World Bank)	International Body
11.	IMF	International Monetary Fund	International Body
12.	LSD	Least Significant Difference	Statistics
13.	MSMEs	Micro, Small and Medium Enterprises	Entrepreneurship and Small Business
14.	MSU	Manonmaniam Sundaranar University	University under Area Profile
15.	SD	Standard Deviation	Statistics
16.	SE	Social Entrepreneurship	Entrepreneurial Research
17.	SHG	Self Help Group	Credit Linkage Social Group
18.	SITRA	South India Textile Research Association	Textile Sector
19.	SME	Small and Medium Enterprises	Entrepreneurship and Small Business
20.	WTO	World Trade Organisation	International Body

## CHAPTER - I

# INTRODUCTION AND RESEARCH DESIGN

### 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 ‘prendre’ 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 fledgling 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.

## CHAPTER - II

# CONCEPTS, DEFINITIONS AND PROFILES

### 2.1 INTRODUCTION

Having provided the research design, now a theoretical background of the study topic and its concepts is needed. Hence in this chapter, the concept of entrepreneurship is covered with its motivational elements and hindrance factors. Moreover the current scenario regarding female entrepreneurship is also touched upon. In addition, important terms that need elucidation are defined. The area profile of the study area, that is Tirunelveli in the State of Tamilnadu in India, is also presented so that the environment is understood in a better perspective. Finally, based on the profile of the study area, a potential list of entrepreneurial, self-employment and cooperative ventures the students shall possibly reckon to get involved in at their about-to-start work life is provided.

### 2.2 THEORIES OF ENTREPRENEURIAL MOTIVATION

There are several theories that explain entrepreneurial motivation. Push and Pull Theories of entrepreneurial motivation are important among them. The Push Theory explains that individuals are becoming entrepreneurs because of negative external factors such as difficulty finding jobs, job dissatisfaction, inflexible work hours and insufficient salary. Thus, the Push Factors have negative connotation. On the contrary, the Pull Theory states that individuals are becoming entrepreneurs because of several positive factors such as, to have greater financial rewards, self-fulfillment, independence and other desirable outcomes over paid jobs. Thus, the Pull Factors have positive connotation. Here too, there are significant motivational differences between men and women. For men money, power and autonomy are the main motivators. Conversely for women, flexible hours, wanting to work from home and the need to balance work and family are the main motivators to run a business (Kirkwood, 2009).

It is also emphasised that starting a new venture alone does not constitute entrepreneurship. Instead, the same should be augmented by entrepreneurial behaviour, which is the characteristic of introducing new products, services and technologies that lowers costs and improves efficiency by innovative enterprise management.

### 2.3 SCHOOLS OF THOUGHT OF ENTREPRENEURSHIP

There exists a number of schools of thought regarding the explanation of the entrepreneurial function and behavior both within students and those at work. It is summarised in Table 2.1.

**TABLE 2.1**

**NATURE OF ENTREPRENEURIAL MOTIVATION - SCHOOLS OF THOUGHT**

<b>S. No.</b>	<b>School of Thought</b>	<b>Entrepreneur Characterisation</b>
1.	Born Great	The student belongs to the category of great people. He/she is born with innate capacity and potential to act in intuitive, energetic, confident and determined manner.
2.	Born Classical	The student consistently shows evidence of functioning in an inventive, innovative and creative way.
3.	Born High	The student, in contrast to the rest of his/her peer group, has superior psychological and behavioural characteristics. Moreover, he/she has values and behavioural patterns that set him/her apart from the rest of society.
4.	Management School	<ol style="list-style-type: none"> <li>1. The student is able to identify opportunities, asses risks, plan the process and manage the resources necessary for its successful conclusion.</li> <li>2. He/she directs and motivates a team established to achieve specific aims.</li> <li>3. He/she acts in an enterprising manner with motivation and mindset suitable for complex and very big organisations.</li> </ol>

(Chris Gerry et al., 2008, with source citation, Cunningham and Lischeron, 1991)

## 2.4 HINDRANCE AND DEMOTIVATING FACTORS

Many reasons are attributable for the unwillingness of students to start and run an enterprise. These reasons shall be self-directed, imposed by the society or brought upon by the macro socioeconomic environment. First, entrepreneurial demotivating factor is that in a normal economy unemployment rate for educated persons remains below average. In Tamilnadu, it is estimated that the percentage of the academics unemployed in 2011 was 5.9%, which is about half of the overall average unemployment rate. Second, the wage level of persons with education is higher than the general average in most sectors. Thus, after many years of studies, graduates want to play it safe in order to meet their obligations. The obligations come in the form of repayment of educational loans, looking after their elders and family, settling in marriage and fearing some other socioeconomic compulsions. Third, as the about to be graduated male or female student, or more precisely, 'the budding workman', does not have adequate job experience and practical expertise, he or she does not consider entrepreneurship as a career option. Fourth, the social stereotyping that academics have strong theoretical orientation to makes graduates to stay off from entrepreneurship or self-employment. More clearly, as academics are readily adjudged to lack proper knowledge of starting and running a venture, students are impelled not to consider entrepreneurship as a career option. Another social perception on similar lines is that the more a student acquires academic knowledge the higher he/she is averse to risk taking, which is an essential quality needed for entrepreneurship. Fifth, expectation of immediate results and higher fruits at the initial stage itself of work is another reason that makes students tremble at venturing into entrepreneurship. Sixth, preconceived notions and preformed opinions that engender with, often high, academic qualification restrains them from putting themselves into modest assignments, humble relationships,

low positions and high work intensities. More specifically, they refuse to descent into the bottom to learn, even from low and illiterate people, and grow therefrom. Thus, their self-made power distance and misplaced desire to take command make them lose potential resource persons, customers, suppliers, consultants and well wishers. Seventh, in many parts of Tamilnadu, student orientation is traditionally towards a job in the public or large private sector. They learn this salary earner way of thinking mostly from their parents and partly from their living environment. Therefore, in a nutshell, situations, perceptions and assumptions related to social security, information, attitude and mindset lead to the obstacles of entrepreneurship.

## **2.5 FACTORS AFFECTING ENTREPRENEURSHIP**

Internal and external factors affect the possibilities of a student to start a business. While internal factors refer to the background and individual aspects, external factors refer to economic, social and situational aspects. Individual and background factors affecting entrepreneurship are age, sex, education, work experience, locus of control, need for achievement and role models. Of them, role models have enormous influence upon individuals. To mention a case, children of successful entrepreneurs always prefer to become entrepreneurs. Economic, social and situational factors affecting entrepreneurship are family and peer influence, social, community and religious values, economic environment, local resources, geographic and climatic conditions and indicators pertaining to culture and demography.

Moreover, certain qualities are necessary in order to succeed as an entrepreneur. Although personal traits and social influence can be measured to estimate how suitable entrepreneurial career is for a person, it is impossible to decisively state beforehand who will become an entrepreneur. This is due to the fact that entrepreneurs are very heterogeneous and so is entrepreneurship. Thus, the intensity of play of these factors

vary between individuals, communities, nations and races. Table 2.2 lists the factors affecting entrepreneurship in an economy under relevant categories.

**TABLE 2.2**  
**FACTORS AFFECTING ENTREPRENEURSHIP IN A SOCIETY**

S. No.	Category	Factor
1.	Demographics	<ul style="list-style-type: none"> <li>i. Population mix</li> <li>ii. Economic growth rate</li> <li>iii. Religion</li> <li>iv. Median age</li> <li>v. Education expenditure</li> <li>vi. Literacy rate</li> <li>vii. Unemployment rate</li> </ul>
2.	Economy	<ul style="list-style-type: none"> <li>i. Gross Domestic Product (GDP) per capita</li> <li>ii. Labor force</li> <li>iii. Population below poverty line</li> <li>iv. World rank in ‘Ease of Doing Business’</li> </ul>
3.	Governance	<ul style="list-style-type: none"> <li>i. Type of governance</li> <li>ii. Corporate tax rate and structure</li> <li>iii. Political stability</li> <li>iv. Government effectiveness</li> <li>v. Regulatory quality</li> <li>vi. Rule of law</li> <li>vii. Control of corruption</li> <li>viii. Rank in ‘World Governance Indicators’ such as Voice and Accountability, Index of Economic Freedom, and Corruption Perceptions Index</li> </ul>

(Adapted from Barry A. Friedman et al., 2012)

## 2.6 WOMEN ENTREPRENEURSHIP AND RELATED MOTIVATION

Understanding the motivation within female students to become an entrepreneur is important in light of the gender inequality that persists to a relatively greater extent in developing countries like India. For female students, entrepreneurship offers many

benefits. Instead of working for others, it provides them the advantage of being the owner of a business. This in turn gives them functional autonomy, physical and mental independence, personal flexibility and control over financial reward. Financial independence is termed as the pull motivation and flexibility is termed as the push motivation. However, these two motivational elements are intertwined. Studies are lately coming out that attempt to examine the motivation within female students, and women in general, to become entrepreneurs. However cultural, patriarchal and gender barriers are to be analysed beforehand in a qualitative and unbiased manner (S. Arumugam, 2006).

Here although financial independence on one side and flexibility on the other remain the main motivators for women to embrace entrepreneurship, such a motivation varies between individuals, communities and societies. In general, females who have a higher need for achievement and dominance than their peers who are more feminine in nature are more likely to become women entrepreneurs. They want to achieve full potential, to have autonomy and flexibility, to have control over money and above all to become a successful person. Economic reasons, desperation to make money and need to build wealth also force quite a percentage of educated females to be entrepreneurs. Unlike female students from normal and conventional families, those from the higher stratas of the society become entrepreneurs due to varied reasons. They wish to capitalise on business ideas, taste the appeal of startup culture, win their desired company, maintain egotism not to work for someone else, or reject anyone else as their superior.

Further, work core is also one of the most important motivational factors in women deciding to be entrepreneurs. More clearly, the line of work in relation to the local environment, the association or company of like minded fellows and influence of

a communal or religious binding force lead to a work core that units females in entrepreneurship. Finally, hereditary compliance and natural succession also force some females to entrepreneurship. However, disregarding sex, the motivators are ephemeral in the sense they react and adapt to social, cultural and economic transitions (Das, 2000, Dunn and Liang, 2006 and Raman et al. 2008). Table 2.3 provides the categories of motivations for women to become entrepreneurs.

**TABLE 2.3**  
**MOTIVATIONS OF WOMEN ENTREPRENEURS**

S. No.	Category	Motivations
1.	Chance Entrepreneurs	<ul style="list-style-type: none"> <li>i. To keep busy</li> <li>ii. Hobby/special interest</li> <li>iii. Try something on one's own</li> <li>iv. Flexibility over behaviour, time, work, etc</li> </ul>
2.	Forced Entrepreneurs	<ul style="list-style-type: none"> <li>i. Family/spouse had business/financial challenge</li> <li>ii. Needed control over the money</li> <li>iii. Do something worthwhile</li> <li>iv. Show others I could do it</li> </ul>
3.	Created (or, Pulled) Entrepreneurs	<ul style="list-style-type: none"> <li>i. To be independent, financially and socially</li> <li>ii. Self satisfaction</li> <li>iii. Example to children</li> <li>iv. Employment to others</li> </ul>

(Source: Das, 2000 cited by Tambunan, 2009).

## 2.7 DEFINITION OF TERMS

There are several definitions for entrepreneur and its derivatives like entrepreneurship and entrepreneurial behaviour. Therefore, whenever anyone definition is not relied upon, definition thereof is given in a summary format.

### ***Entrepreneur***

Entrepreneurs are described as innovators. Several key definitions of entrepreneur are provided by authors. In summary, an entrepreneur has one or more qualities mentioned below.

1. A self-employed person with uncertain return
2. A person in need of high achievement and autonomy
3. A person who is able to identify opportunities and develop small enterprises
4. A creative innovator
5. A person who undertakes a wealth-creating and value-adding process, through developing ideas, assembling resources and making things happen.

### ***Entrepreneurship***

Entrepreneurship is the condition or quality of being an entrepreneur. It is a manifestation of the ability and willingness of individuals, by themselves or in a group, inside or outside the confines of a certain organisational or institutional set-up, to catch and use existing and create new economic possibilities, to introduce their ideas and bring them to the market, overcoming uncertainty and other obstacles, taking decisions about place and way of resources allocation and usage of establishments. Thus entrepreneurship shows willingness and readiness to overcome obstacles.

### ***Entrepreneurial Intention***

Entrepreneurial intention is the first step to becoming an entrepreneur. It is defined as the set of instructions an individual gives to himself/herself to behave in certain ways that lead him/her towards entrepreneurship in the foreseeable future. Therefore, for students, entrepreneurial intention represents plans that shape, influence and determine their behaviour and performance. This intention is a function of three factors namely attitude toward the behaviour, subjective norm and perceived

behavioural control. Attitude relates to the student's overall definition of his or her performing behaviour. Subjective norms refer to his or her perception of the social pressure to perform the behaviour. Perceived behavioural control measures how well he or she can execute the behaviour.

### ***Transitional Economy***

Transitional economies refer to developing countries or countries that transitioned to democratic system from communism or despotism. Anyway, the economy has gone from a traditional agriculture and small industries oriented one to that based on capital and services. This, mentioned as liberalisation or globalisation, would take place after they signed agreements with such bodies as International Monetary Fund, World Trade Organisation or the International Bank for Reconstruction and Development (also known as, the World Bank).

## **2.8 STUDY AREA PROFILE**

Area profile of this much detail, which otherwise is not required, shall give valuable information about various vocations and forms of employment opportunities available for the students in the study area.

### ***History***

The history of Tirunelveli is bound up with that of the Pandya dynasty. It had been Thenpandiyannadu for them. Imperial Cholas named it Mudikonda Cholamandalam, but the Nayaks changed it to Tirunelveli Seemai. The British East India Company created the district in its present shape in 1790 and called it Tinnevely. Finally it is Tirunelveli for the Independent India. The district was bifurcated as Nellai Kattabomman and Chidambaranar districts with Tirunelveli and Tuticorin as respective headquarters. As per the decision of the government to call every district by the name of its headquarters, Tirunelveli, it is now the District of Tirunelveli.

### ***Name Cause***

Tirunelveli is surrounded on all sides by paddy fields. Therefore it was used to be called, 'Nel Veli', that is 'paddy hedge', or more precisely, 'hedged as if by paddy'. Since the temple in the town was dedicated to god Shiva, the salutation 'Thiru' was added and called Thiru-Nel-Veli. In official parlance however it is Tirunelveli. There is also a legend that states that Shiva protected a devotee's rice crop there.

### ***Geography***

Tirunelveli is the penultimate southernmost district of Tamilnadu. The district is located between 08° 8' and 09° 23' latitude and 77° 09' and 77° 54' longitude. It is the second largest district in Tamilnadu after Viluppuram with a total geographical area of 6,823 sq. km. It is surrounded by Virudhunagar district on the north, Tuticorin district in the east, Kanyakumari district on the south and Western Ghats in the west. The district has diverse geographical and physical features such as lofty mountains and low plains, rivers and cascades, seacoast and thick inland forest, and sandy soils and fertile alluvium. It has rare varieties of flora and protected fauna including tiger. The perennial Tamiraparani River is the lifeline of this district. The river sustains various spheres of activities in agriculture and industry, besides providing drinking water.

The district comprises all the five geographical divisions referred to in Tamil literature. The Western Ghats form the Kurinji (mountainous) land, the Kalakkadu and Mundanthurai forests form the Mullai (forest) land, the regions watered by the Tamiraparani form the Marudham (paddy fields) land, the seacoast and adjacent semi forests along the Gulf of Mannar form the Neithal (coastal) land and the Theri (arid sand dunes) region forms the Palai (desert) land. It gets 100 cm of annual rainfall with temperature ranging between 20°C and 40°C.

### ***Administration***

The district has 3 Revenue Divisions, 11 Taluks, 1 Municipal Corporation, 7 Municipalities, 36 Town Panchayats, 425 Village Panchayats and 628 Villages. Moreover it has 2 Parliamentary and 10 State Assembly constituencies.

### ***Population***

Total population of the district is 30,72,880 with 15,78,595 males and 15,54,285 females. That is, for every 1,000 males there are 985 females. As per the 2001 census, it was however 1,042 females.

### ***Economic Scene***

The district as a whole is industrially backward. Agriculture is the most important sector of the economy. Other major industries are cement, cotton yarn, calcium carbide, cottonseed oil, paper, cigar, jewellery and rice and flour mill. Most of the population is engaged in agricultural and commercial activities from or near the household itself. They do farming, herding, hand loom, khadhi and handicraft, mat weaving, basket making, tie making, blacksmith works, carpentry, leather tanning, and metal works. After the liberalisation period, many business and institutional entities in banking, financial, telecommunication, health care, hospitality, real estate, educational, hospitality and automobiles have come up in and around the city of Tirunelveli.

Tirunelveli is also one of the milk procurement bases of Aavin, The Tamilnadu Cooperative Milk Producers' Federation Limited. Limestone is the chief mineral resource of the district. Red garnet sand is another valuable resource. Light traces of sulphides also occur at some places. The 1,22,055 ha. area of the forest (including 81,700 ha. set apart as tiger reserve in Mundanthurai and Kalakadu) and about 20 small rivers contribute to livelihood and economic activities.

### ***The City of Tirunelveli***

The city of Tirunelveli is on the banks of the Tamiraparani River. It is one of the twelve municipal corporations in Tamilnadu. It is an important railway junction, and also well served by road. The nearest airport is in Vagaikulam, nearly 30 km from here. The nearest seaport is Tuticorin. The Nellaiappar-Gandhimathi temple, situated in the heart of the town, is one of the biggest and oldest temples in Tamilnadu. It is an important landmark to the city.

Tirunelveli, along with its twin town of Palayamkottai, is popularly known as the Oxford of South India. This is not only because it has quite a number of schools and colleges of historic importance, but also it remains for more than a century as a prominent centre of learning for students of adjoining and far-away districts. Three colleges in Tirunelveli share the fame of existing for more than a century. The Madurai Diraviam Thayumanavar Hindu College was started in 1859, St. John's College in 1878, and Sarah Tucker College in 1895. Jesuit Missionaries run the famed St. Xavier's chain of institutions here. Also, the district has a large number of schools, polytechnics, industrial training institutes, and community colleges, both in government and private sectors. Total literacy rate of the district is 82.92 percent with male and female segregate being 89.66 percent and 76.38 percent respectively.

### **2.9 POTENTIAL OCCUPATIONAL PATTERNS FOR VENTURE DEVELOPMENT**

Based on field work and perusal of study area records and profiles, the researcher has compiled a potential list of entrepreneurial, self-employment and cooperative ventures so that the students shall consider to get involved in any of these lines in the near future. These venture development activities are applicable to the study area and its nearby places. The list may have overlapping of ventures, yet the scale of operation and nature of ownership will vary.

### **1. *Entrepreneurial Ventures***

- i. Large scale agriculture, farming and cold storage
- ii. Milk and dairy products production and marketing
- iii. Shipping and clearance services (in relation to the Port of Tuticorin)
- iv. Export of palmyra palm products
- v. Salt and gypsum production, trade and export
- vi. Seafood export
- vii. Medicinal and aromatic plants and herbs export
- viii. Educational, academic services
- ix. Export of handicraft and traditional items like coir, mat, basket, crockery and the like
- x. Service franchise in telecom, finance, computers, and the like

### **2. *Self-employment Ventures***

- i. Photocopying and computer job works
- ii. Electrical/electronic gadget service and repair
- iii. Garment sale, embroidery and tailoring
- iv. Catering and related service
- v. Beautician
- vi. Computer software and hardware support
- vii. Coaching and tuition

### **3. *Cooperative Ventures (possibly through Self Help and Joint Liability Groups)***

- i. Tailoring and garments
- ii. Making of phenol, candle, paper envelope, incense stick, plastic wire works, and the like
- iii. Hotel and eateries

- iv. Secondary food items such as pappadams, pickles, and the like
- v. Large scale flower cultivation
- vi. Integrated sanitation programmes
- vii. Travel and hospitality
- viii. Estate and rentals
- ix. Any partnership trading firm
- x. Group chits

#### ***4. Continuation of Family or Hereditary Business***

##### **2.10 CONCLUSION**

Entrepreneurship is one of the best tools to overcome economic recession and stagnation in developing countries. Simply encouraging individuals to become entrepreneur does not improve economies. Conversely, the government for its part should provide a set of entrepreneur focused policy initiatives in areas such as capital access, education, bureaucracy, availability of resources, expertise, market opportunities and infrastructure. Common problems are unfavourable tax regulations, unfair business laws, unstable macroeconomic conditions, bureaucratic hurdles, degradation of social values and lack of entrepreneurial culture. Although it is not easy to overcome these problems in the short term, the issue is urgent. Everyone involved should collaborate in order to spread the culture of entrepreneurship. Programmes and workshops that encourage entrepreneurship should address specific barriers faced by individuals in different socioeconomic levels.

## CHAPTER - III

# REVIEW OF LITERATURE

### 3.1 INTRODUCTION

This chapter serves as a linker of the concepts and definitions provided just now to the real academic and social world by deliberating upon the studies and endeavours undertaken in this regard. Here, by showing what has, or not, been done so far, and what needs to be done in the near future, it thus acts as a reinforcement of those concepts and definitions, and in general, the study problem. Extensive review of hard and on-line versions of abstracts, journals, books and published and unpublished reports was undertaken to have a diverse and comprehensive base of information. In this process, one source lead to another, facilitating a coverage in length and breadth. Works in other fields were also referred, for the study should not become deficient with respect to the conceptual currentness of data. More clearly, as entrepreneurship motivation of students is constrained by the environment that encompasses religious, social, economic, cultural, political and technological facets, a standalone approach in this regard will not go well. Moreover, the scope and reach of previous studies could neither be regarded as comprehensive nor having universal applicability (Chris Gerry et. al., 2008 and O. Sabrina, 2010). Therefore, the context and environment under which entrepreneurial motivation of students gets shape and consolidation should have its due attention. Apart from that, studies related to other fields provided valuable information regarding the methodology, schema, analysis, and organisation of the research. Hence, the researcher referred to studies done at various fields, be it related or unrelated. Further, studies done at both national and international levels were also considered. With this background, the reviews are presented below in chronological order.

### 3.2 REVIEW OF LITERATURE

McClelland (1961) in his work entitled, “The Achieving Society”, attempted to study and measure entrepreneurial motivation by psychological means. This was a time when the study of entrepreneurship was in its budding stages of growth. In that McClelland assessed entrepreneurial tendencies by examining personality traits such as achievement motivation, risk aversion, delegation of authority and control. Several psychological characteristics were suggested as being good predictors of entrepreneurial behavior. They were the need for self-achievement, creativity, propensity for risk-taking, self-confidence and locus of control. Also the author identified that potential entrepreneurs stood apart from the rest of their peers in their desire for independence, autonomy, commitment, energy and persistence. Authors like Collins and Moore (1964), Hornaday and Aboud (1971), Hull et al. (1980) and Brockhaus (1987) also contributed in this regard. (1)

C.V. Modi and Team (1985) made a study titled “Financial Implications of Rehabilitation in Cotton and Spinning Units”. This study discussed many issues and problems faced by entrepreneurs in spinning, cotton and ancillary units. This work covered the entire gamut of the entrepreneurial units in a three-dimensional focus - past, present and emerging scenario. The study pointed out the fact that many problems were of financial or labour nature. It was observed that the Net Profit to Sales Ratio in the units fluctuated between 1.7 percent and 4.4 percent. It showed that the units ran barely at breakdown. Further, the study found that they would surely collapse if any misfortune such as accident, order rejection, legal restrictions, and the like were to happen. Also, the Return on Capital Employed Ratio too showed a highly fluctuating trend. Other areas of grave concern were labour mix, worker efficiency, capital structure and cost patterns. The study revealed that the Labour Turnover Ratio in the

units remained high due to social and demographic factors. Unwarranted migration of workers to cities in search of (questionably) better prospects robbed the units of the much-needed workforce. The authors concluded that the units were unduly focussed on production and were not at all inclined to give personnel administration and marketing the deserved importance. They recommended to take steps for rehabilitation at the earliest possible in such areas as new market exploration, strengthening of existing bases, removal of technical obsolescence, modernisation and worker retention strategies. (2)

Robinson et al. (1991) in their work, “An Attitude Approach to the Prediction of Entrepreneurship”, showed that a person’s personal and demographic characteristics such as gender, age, educational status and regional origin better described entrepreneurial motivation, both innate and potential, as opposed to purely psychological traits. However they emphasised that most of these variables had little or no influence on a person’s predisposition for entrepreneurship, if the macro socioeconomic environment was against entrepreneurship. The authors further underscored that in such a situation, these characteristics could not be used as predictors of career or lifestyle choice. They concluded by stressing that self-esteem and innovation behavior were more relevant than the need for self achievement. These views were reflected again by Hatten and Ruhland (1995). (3)

Cunningham and Lischeron (1991) in their article about management of small businesses titled “Defining Entrepreneurship”, argue that when studying entrepreneurship, the scope and definition to be adopted should depend on two aspects. One is the type of data to which the greatest emphasis is given and the other is the particular aspect of entrepreneurship the study seeks to elucidate. This is due to that more often researchers deploy a combination of behavioural, classical and managerial

assumptions regarding entrepreneurship, thereby unnecessarily expanding the focal areas. More clearly, they attempt to blend key individual psychological characteristics such as creativity, imagination, ambition and determination with more technical organisational competences such as decision-making abilities, resource coordination capacities and leadership qualities (cited in Henderson and Robertson, 1999). (4)

The Labour Bureau (1994) in its audit report “Rural Non-Farm Employment in India: Trends and Issues for Research”, comprehensively discussed the aspects of worker participation in economic activity, with focus on small and medium sized units. According to the report, the trend of worker participation in economic activity is likely to undergo a transformation over a period with gradual modernisation of the economy. It shows that the labour mix in terms of gender of the workforce severely tilts in favour of females. Modernisation has greatly contributed to this as highly laborious processes once achieved by males have been implemented in machines. Therefore, owing to their more ethical nature against males, low wage slab and controllability, management of nearly every industry is going to prefer females to males in the workforce in the days ahead. It further found that changing minimum work preferences, low time allocation for labour market, lower skills and job orientations in particular and lower literacy levels in general have pushed the working class to occupations which are mainly of a peripheral nature. Migration, brainwashing of culture and values by media, social inequality and demographic factors such as caste, locality, etc add to the woes. This has caused a great strain in labour-management relations in small and medium sized units, due to which quite a number of units have gone to the extent of closure and yet many find it unsustainable. (5)

Tandel et. al. (1995) in their work “Employment in Non-Traditional Ventures - Some Findings from the Southern States”, studied the performance of entrepreneurs

and self-employed persons in tiny, small and medium businesses and vocations. Their origin, growth profile, venture development, current functions, range of operations, logistical networks, serviceability factors and future plans of development were analysed. The authors found that transformation of the nation into a neo-liberal and capitalistic satellite state under the guise of globalisation and liberalisation has caused innumerable and serious damages to the performance, competitiveness and even survival of almost all traditional ventures. Those depending on local resources see their ventures vaporising in the new service based and fraudulent business set-ups. Major performance demotivators, according to the authors were, employee morale, labour turnover, role of middlemen, lack of regulatory framework and imperious and corruptive nature of authorities. Before closing, the study called everyone to remember that India's industrialisation in many fields had been achieved mainly on the back of resources generated by such traditional and small-scale industries. However, this golden duck has been choked to death since the early nineties. (6)

T. Ellora et. al. (1996) made an unpublished work "Marine Fisheries - A Social Performance Audit". The study analysed performance of respondents engaged in seafood based activities. Employment opportunities, seafood catch ratio, product mix of various types of seafood, sellout ratio, auctioneering and weekly fishing pattern were of particular concern. The study revealed that only 37 percent of value of seafood catch went to the hands of those employed therein. The rest wastefully went into pockets of local moneylenders and large seafood export companies. Although moneylenders catered to about 60 per cent of the credit needs of the sample respondents, they charged exorbitant rates of interest varying between 36 and 60 percent. Further, the study found that due to motorisation, employment opportunity had doubled because motorised vessels required twice as much of personnel required for the non-motorised vessels.

The study also explained the distribution of income, indebtedness and the annual average return per craft of both mechanised and non-mechanised vessels. It concluded that the income of the respondents in both mechanised and non-mechanised sectors were almost equal. However, annual average net return per craft varied much across the sectors. Further, the study recommended to employ scientific fishing patterns to reduce cost, improve catch and enhance overall efficiency. Finally, the study urged the government to intervene regulate the money lending business in fishing centres across the state. (7)

M. Sivasubramanian(1996) in his work “A Study on Spinning Mills - A Sector wise Performance Appraisal”, discussed the productivity growth of workers engaged in a diverse range of units. The study was carried out in the erstwhile Tirunelveli Kattabomman district in Tamilnadu. Units engaged in spinning and weaving in private, government and cooperative sectors were taken as samples. Data analysis was based on the concept of Partial Productivity Ratios. The study revealed that despite low or negative financial performance of a particular unit, the average rate of labour productivity during the study period witnessed an increase of 2.4 percent. Enhanced work attitude, implementation skills, on-the-job knowledge, exposure to and usage of precision tools, and the like lead to increased labour performance. Yet, constraints in marketing, production and finance brought productivity down. The study attributed the decline to under-utilisation of capacity, cost structure, obsolete plant and machinery, shortage of power, poor industrial relations and some demographic factors such as migration of skilled labours to metropolitan cities and foreign lands. The study concluded that although there was a perceptible improvement in the quality of labour, many factors offset and overpower its positive effect. (8)

Pankaj Chandra (1998) in the study “Competing through Capabilities - Strategies for Global Competitiveness”, attempted to compare the performance of many medium-sized Indian firms in textiles, food processing and machinery manufacture with their counterparts in the UK, the USA, Canada, China and Japan. The author further found that remuneration levels in India were low and unattractive. However, one paradox was, in China, even half of what was given in India resulted in higher incidence of performance and productivity. Similarly, the technological capabilities of Indian firms were consistently lower. Further, the Indian scenario only had islands of excellence. Otherwise, capability and performance of an average firm or institution here was not very high. Especially, resources and equipment, average productivity index, work efficiency, internal management and learning process remained very high in the UK followed by the USA, Japan and China. Weaknesses of Indian side were outdated technology, poor managerial skills, bad work practices, individual-centric perception and lack of innovation and initiative. The researcher suggested that challenges be met by the Indian entities by adopting the strategies pursued by their counterparts in China. Technology upgrade with highly skilled workforce and strategic thinking to improve the competitiveness was also suggested.(9)

Mallika Das (1999) undertook a study on “Women Entrepreneurs from South India: An Exploratory Study”. The study profiled young and newly ventured women entrepreneurs who owned and managed small to medium sized enterprises. The research analysed the factors that necessitated women to start business. In this regard, they were classified into three categories namely Chance Entrepreneurs, Forced Entrepreneurs and Created/Pulled Entrepreneurs. The paper argued that while there were similarities between these three groups in terms of certain demographic variables, they differed quite intensely in terms of critical business variables such as sales volume,

expected growth and success factors. The start-up problems faced by women entrepreneurs in this study were similar to those encountered by their counterparts elsewhere. However, the level of work-family conflicts were found to be lower in most cases. The study recommended that policymakers, non-governmental agencies and international bodies should take enhanced measures to support women. It went on to emphasise that such support might even be at the cost of their men counterparts' work opportunities or their family itself. Another recommendation was to take new measures to provide land access and improved land rights to women, so that their empowerment came early. (10)

Smallbone and Welter (2001) in their research paper "The Distinctiveness of Entrepreneurship in Transition Economies", discussed the distinctive features of entrepreneurial behavior in transitional economies. Like S. Desai et al. (2008), they also identified that unstable and hostile environment, scarcity of key resources and lack of investment capital as barriers of entrepreneurship. They went on to state that informal networks played a key role in helping entrepreneurs to mobilise resources, win orders and cope with the constraints imposed by highly bureaucratic structures and unfriendly officials. Despite such hostile conditions, entrepreneurs were able to develop their business owing to their creativity and adaptability. The authors concluded that the extreme flexibility shown by entrepreneurs in these economies was often a vital precondition for survival rather than a source of potential strength or competitiveness. (11)

J. L. Ebziba Sylvia Ebenezer (2001) in her work 'Interdependence of Garment Export Units and Dyeing Houses - A Case Study in Tirupur', analysed the complex relationship between entrepreneurs in Tirupur and yarn dyers scattered throughout Tamilnadu. The study looked into aspects such as customer identification, marketing

and technical strategies for customer retention, pricing policies, seasonal changes of order patterns, technical troubleshooting methods, customer worthiness analysis and constraints on business sustenance. The study found that past and current performance played the key role in mutual selection of customers, than any other factor such as price, terms, logistical ease, etc. Although other factors were equally important, performance remained the sole determining factor. The study further found that seasonal overload pressures, frequent and unavoidable dyeing faults, vessel charter misses and unruly competition for survival were the most important factors that came between their cordial business relationship that lead to very low business loyalty at both sides. The study concluded that both the sides had to retain experienced technocrats, employ scientific management, utilise advanced technical equipments and divert advertisement costs in favour of building a strong marketing network. Finally, it sought collective action by means of a strong regulatory body to monitor and act upon national and international developments. (12)

T.V. Ratnam and Indra Duraiswamy (2002) in their work “Diagnosis and Prevention of Sickness - Factors Contributing to Heals”, made an attempt to analyse the concept of sickness and remedial measures in small and medium sized entrepreneurial units in the textile industry. A sample of 84 units were selected and the results were compared with the standard norms prescribed by South India Textile Research Association (SITRA), Coimbatore. On the basis of profitability, the units were classified into high profit and low profit categories. The study included productivity analysis pertaining to labour and machines. It was found that, when wage cost is more than 18 percent, the labour productivity would be less than 75 percent. It was emphasised that a large part of the inter-unit variation in productivity arose due to the differences in the level of modernisation. Further, it was advised that the modernisation

should be done in order to improve the technical as well as organisational efficiency of the unit rather than a haphazard process of replacing old machines and processes by new ones. Finally, recommendations were provided for corrective measures to improving general condition of the exiting functionality. (13)

C.R. Anantharajan (2002) in his work entitled “Significance of the Shipping Industry - A Qualitative Study in Tuticorin”, discussed the problems of entrepreneurs engaged in shipping and clearing activities in Tuticorin as against its customers, claimants, suppliers and the operating environment. Study objective was to qualitatively rate the performance of small and medium shipping agents within their functionality constrains. The study analysed the dependence of shipping agents on garment manufacturers and exporters. Such aspects as shipper worthiness analysis, expectations and prerequisites on both sides, customer retention factors, causes for switchover, ranking of determinant elements of optimal business relationship and many others were very elaborately discussed. The author had taken pain to analyse many aberrant trade practices that affected employee morale, productivity and overall efficiency. Also, negative aspects of localisation and factors affecting and logistical facilities were discussed. The author found lack of scientific management in logistical planning and control as the primary negative aspect. The author was quite critical of the sample organisations as they relied on their experience and intuitiveness rather than scientific approach, even to matters of critical importance. Finally, the author showed ways for enhancement in marketing and administrative functions which should well apply to organisations up in the hierarchy of sub-industries. (14)

Kennedy et al. (2003) in their paper “Situational Factors and Entrepreneurial Intentions”, focused on personality traits that were connected to entrepreneurial behavior through influence over either the reinforcement of established entrepreneurial

intentions or constitution of future ones. In this regard, the types of factors most frequently associated with entrepreneurial behavior included age, gender, professional background, work experience and broad based aspects of the potential entrepreneur's educational and psychological profile. To these attributes a variety of values and attitudes, as well as personal objectives were added. This was also pursuantly emphasised by Brice (2004) and Li (2006). The studies however did not take into consideration the influence of contextual and environmental factors. (15)

Stephan et al., (2003) in their paper titled, "Conditions for Entrepreneurship in Germany, Czech Republic and Poland: Is Culture the Crux?", argued that psychological attributes conducive to entrepreneurial behavior could be acquired and moderated culturally. Thus, they stressed the importance of contextual factors for understanding the origins of entrepreneurial intentions. They went on to state that the decision to adopt an entrepreneurial lifestyle was based on something more than merely personal characteristics and psychological traits. They emphasised that it was possible for people to learn to be entrepreneurs through the use of targeted educational approaches. With this perspective, they provided the groundwork for analysing the contribution of education to entrepreneurship motivation and development. (16)

The working paper of Johanna Mair and Ernesto Noboa (2003) entitled, "Social Entrepreneurship: How Intentions to Create a Social Enterprise Get Formed", was aimed at contributing to the field of Social Entrepreneurship (SE). It attempted to build on the relatively little known dynamics and processes of Social Entrepreneurship. It clarified key elements, provided working definitions, and shed light on the SE process. It defined SE as the creation of viable economic structures, relations, institutions, organisations, and practices that yielded and sustained social and community benefits rather than mere profit objectives. The first part of the paper provided a mapping of SE,

its conceptualisations and review of existing literature. The second part developed a model on how intentions got formed to create a social venture, the tangible outcome of SE. It analysed the special traits, skills and behaviour needed for SE in light of the context and background. In this regard, the working paper combined insights from traditional entrepreneurship literature and anecdotal evidence to apply to the field of SE. It found that behavioral intentions to create a social venture were influenced by “perceived social venture desirability” and “perceived social venture feasibility”. Moreover it found that while the desirability factor was affected by attitudes such as empathy and moral judgment, the feasibility factor was facilitated by social support and self-efficacy beliefs. However the paper cautioned that additional empirical research was needed to support the process dynamics presented in the working paper. Before concluding, the paper provided guidelines for future research in SE. (17)

Bisnu Priya Gupta (2003) in the study “Work and Efficiency: Did the Indian Entrepreneur Fail?”, discussed low productivity of Indian entrepreneurs in contrast to those in the United Kingdom, Japan, Korea, China and even Thailand. Many parameters of comparison like work diligence, morale, knowledge based implementation, adaptability to change, technological orientation, scientific management, resource optimisation, risk-taking ability and shared responsibility were analysed. It was argued that while Indian entrepreneurs had outdone their counterparts in western and developed countries in individual effort, they lacked teamwork. Thus, they invariably failed to realise the fruits of synergetic group work, the study claimed. Another aspect was that nutrition levels and living conditions rendered Indian entrepreneurs, especially young and budding ones, physically incapable of higher work intensities. Further, the study pointed out that work effort and rewards were inordinately low in India. Finally, the study sought to address the shortage of skilled

personnel, high cost of technology, lack of team effort and many other factors. Before closing, the study offered to provide measures to keep Indian entrepreneurs on par with their counterparts in the US, Europe, China, Korea and Japan. (18)

J. Brice (2004) observed in his research, “The Role of Personality Dimensions on the Formation of Entrepreneurial Intentions”, that the behavioral characteristics most commonly found in entrepreneurs included propensity for innovation and use of conceptual, managerial and interactive qualities in venture initiatives. He also regarded that the long held traditional belief that entrepreneurs had distinctive psychological characteristics was valid. Of the characteristics, high self-confidence was identified as a typical trait of entrepreneurs. He produced some evidence of a relationship between the need for achievement and individual entrepreneurial behaviour. He concluded that three factors were frequently used to measure entrepreneurial tendencies namely personal characteristics, personality traits and contextual factors. (19)

Prem Chadha (2005) in his study “Performance Management - It’s About Performing, Not Just Appraising”, discussed the issue of systematically managing the performance of organisations and institutions. Study objective was to make innovative, goal-focussed, productive and satisfied businesses and institutions through a Performance Management system. The author took a step-by-step approach to building real systems of Performance Management, which shall be employed in organisations and institutions for effective implementation. With available tools and concepts, the author built on the basic issues in practical situations. The issues needed to be resolved for the successful implementation of a Performance Management system as part of organisation and institution building were also discussed. Before concluding, the author acknowledged the three important weaknesses of Performance Management systems. The author concluded that Performance Management System must be tailored to the

culture, technology, size and level of managerial sophistication in an organisational or institutional needs. (20)

Walker and Webster (2006) in their work, “Gender, Age, and Self-Employment: Some Things Change, Some Stay the Same.”, studied the motivational differences between men and women with respect to work. The result of that study indicated that women were still doing the double shift of having to cope with family and work. Moreover, the research pointed out that men were motivated by self-realisation, financial success and autonomy. On the other hand, women were predominantly motivated by compulsions and desired outcomes. However, nearly all of them accepted the fact that the success of entrepreneurs was predominantly dependent on personal motivation. The study concluded that although motivators varied between men and women, they were always controlled by the environment, most importantly, geographic region, demographic mix, socioeconomic outlook, and cultural restrictions. (21)

Nair and Pandey (2006) attempted a study titled, “Characteristics of Entrepreneurs: An Empirical Analysis”, in order to understand entrepreneurs. They listed the characteristics of entrepreneurs along with their motivation to become one. They found that although entrepreneurs had a stereotypically masculine image, there was of late significant increase in women entrepreneurs. They stressed that examining gender differences was important because gender differences played an important role in understanding many aspects of entrepreneurship. This study was of the view that those who had never been in full time employment would have insufficient experience of the external environment and imperfect knowledge of the current conditions in the labour market. Furthermore, it claimed that they would be poorly informed regarding the pros and cons of entrepreneurship and self-employment by family, community and society. This is because their interest has not yet been stimulated and/or they fear for

poor dissemination by institutions, government and society of the business start-up support programs available. (22)

Geoffrey Jones and R. Daniel Wadhvani (2006) in their working paper titled, “Entrepreneurship and Business History: Renewing the Research Agenda”, discussed the historical growth of entrepreneurship and related research. They pointed out that business historians in the 1940’s pioneered the study of entrepreneurship. However the authors criticised that the business schools failed to serve as key institutional drivers of entrepreneurial research. Conversely, according to them, the business schools served corporate interests. As the attention shifted to the corporation, the study of entrepreneurship ran into formidable methodological roadblocks, they showed. Such a condition left the study of entrepreneurship fragmented and marginal. Nevertheless the authors cherished the role of business historians and their significant contributions to the study of entrepreneurship through their diverse coverage of countries, regions and industries. That is, in contrast to copious management research over the past decades that centred on materialistic achievement and profit maximisation, entrepreneurial research explored the economic, social, organisational, and institutional context. More clearly, they emphasised that when studying entrepreneurship, always an attempt was made in understanding the environment and the historical role of culture, values and attitudes on entrepreneurial behavior. Thus, they highlighted, it was possible to specify more exactly how important these context and environment were relative to other variables. However they issued a caveat that still important work needed to be done on the role of culture and values on entrepreneurial behavior using more careful methodologies than in the past. It concluded by asserting that entrepreneurship must be reaffirmed as a central research issue, as the focus in the coming days would shift from studying existing business to studying new business formation. In this regard the

authors called everyone interested to build on the strong roots which were already in place. (23)

Tuzin Baycan Levent and Peter Nijkamp (2006) published a research paper entitled “Migrant Female Entrepreneurship: Driving Forces, Motivation and Performance”. The paper investigated the driving forces behind the motivation and performance of migrant women entrepreneurs in the Netherlands. Initially it reviewed the factors that pushed migrant women towards entrepreneurship. It further sought to understand the determinant factors underlying the economic and survival performance of migrant women entrepreneurs. In-depth personal interviews were conducted for collection and evaluation of data. Data were analysed by a recently developed Artificial Intelligence method namely Rough Set Data Analysis to assess and identify the most important factors in motivation and performance. The paper found that six factors, also called ‘critical attributes’, emerged as the driving forces behind the motivation and performance of migrant female entrepreneurs. They were, year of migration or foundation of the enterprise, education and language proficiency, working experience, size of the enterprise, gender and nationality of clients, and family support in capital and entrepreneurial tradition. However the paper concluded that the findings were provisional as a proper behavioural, cultural and economic foundation of the emerging phenomenon of migrant female entrepreneurship was needed for a more assertive judgment. Therefore the paper called for further solid research in the future. (24)

Martinez et al. (2007) in their work, “Entrepreneurs, the Self-employed and Employees amongst Young European Higher Education Graduates”, found that the idea of becoming an entrepreneur was more attractive to students because it remained as a valuable way of being at work without losing independence. The study indicated that persons with qualities such as strong drive for achievement, creativity, leadership

capacity and propensity for risk taking possessed the key factors favouring entrepreneurship. It further found that influence of parents was greatly powerful for students living in a patriarchal family set-up like that in India. The authors were also aware that analysts studying entrepreneurship needed to gain a better understanding of the interaction between a potential entrepreneur's social background and his/her subjective perceptions of the contextual and environmental factors. For, only in this interaction the patterns of entrepreneurial behavior were concretely developed and the decision to become an entrepreneur was put into practice. (25)

Rodrigues et al. (2008) in their research paper, "Entrepreneurship Education and Business Creation Propensity: Testing a Structural Model", investigated the extent to which entrepreneurial propensity and intention remained as the result of factors that could be significantly altered through education. They argued that if students with entrepreneurial potential were identified earlier and nurtured throughout their educational life, the result would be more and more successful entrepreneurs in the society. They further stated that it would benefit all students if they were exposed in the due course to well-designed entrepreneurship related inputs that stimulate independent, creative and critical thinking. Thus they attempted to diminish the intensity of the theory that entrepreneurial behavior was the result of inherited competencies and innate characteristics which distinctively belonged to a minority of individuals. (26)

S. Desai et al. (2008) in their research "What Does Entrepreneurship Data Really Show?" were of the view that students in developing economies like India wanted to start own businesses in order to improve their financial condition. However, before that they preferred to work for others to gain necessary experience and confidence. Moreover the authors found that the students saw the lack of capital, government policies and bureaucratic hurdles as obstacles. Moreover they showed that

dynamic and hostile environments had a negative impact on entrepreneurial performance outcomes, even though students had positive motivation and self-efficacy. Thus, the authors concluded, the entrepreneurial process and resulting performance outcomes in transition economies like India might depend mostly on systematic efforts toward recognising and developing entrepreneurship. (27)

T. Julior (2009) in his unpublished project report “Women Self Help Groups and Local Resource Management”, made a study on women self-help group activities in Tuticorin District. The study looked into the role of these groups in economic development and local resources management. Also, the study attempted to bring to light facts about their working conditions, occupational patterns and social and economic challenges. Moreover, the study analysed whether the existing system was adequate to meet the needs of women engaged in cooperative employment. The study showed the entrepreneurial inclination of a predominant percentage of the sample respondents. Further, the women revealed their individual-centric perception towards the activities of the establishment they worked with. Also in their vocations, only one-third were profitable, about half were barely profitable and the remaining were unprofitable. Here, geographical, business, religious, communal and social conditions determined their profitability. Majority of the women pursued even some unprofitable ventures in a hope to set things right in the near future. Yet, in some other profitable ventures, they were unable to execute things as wished owing to hindrance factors such as scarcity of raw materials. The author suggested streamlined training programmes, role of field experts and consultants, micro enterprise credit links, support from financial institutions and corporates, and the like to do the things more effectively. Upon conclusion, the author called for women to acquire education and skills to engage in socially productive work as legislation alone would not liberate them. (28)

A. Vishnu and Team (2010) attempted a study on “Customer Awareness of Online Services - A Marketing Research”. The study attempted to analyse the policies, practices and approach of news and media networks in the study area to win over a potential or existing customer. Also, the study dealt with the efficacy of media and online advertisements in modifying the behaviour of clients and thereafter, customer satisfaction. Educational institutions, small and medium businesses, export and shipping organisations, beauty parlours, women SHGs, builders and real estate promoters, cable and DTH operators, online service providers and many others constituted the sample base of respondents. The study found that business and vocational patterns and preferences of individuals and small and medium businesses had changed forever. This was owing to the media and Internet penetration. Moreover, although a pattern of transformation from direct to online activities for personal and business needs was observable, the study found many hindrance factors in the way. They were initial hesitance to the unknown, privacy, data theft, procedural hurdles, social and cultural factors, and the like. The study recommended the hindrance factors be removed by the policymakers as the Indian market was one of the largest in the world for online business. The study concluded that there was going to be extreme competition to control or capture market share by proxies of foreign corporate elements. (29)

Hassanali Aghajani1 and Mohsen Abbasgholipour (2012) undertook a study titled “Explanation of Relationships between Biographical Characteristics and Entrepreneurship Spirit of Students”. It investigated the relationship between biographical characteristics of students and their entrepreneurial spirit. The study was conducted upon the students of Mazandaran University in Iran. Questionnaire was employed to collect data from 335 students, who were chosen by stratified random

sampling. Seven independent variables that explained the biographical characteristics of students were identified. They were gender, marital status, employment status, birth order, age, education level of father, and education level of mother. The dependent variable was entrepreneurial spirit, which was measured by fifteen standard questions pertaining to creativity and innovation, risk taking, internal control, independence, progress motivation, and optimism. Hypothesis was framed that the seven biographical characteristics had meaningful relationships with entrepreneurial spirit of students. The study variables were analysed by T-Student, Anova and LSD (Least Significant Difference) tests. It was found that except age, the six other independent variables had no meaningful relation to entrepreneurial spirit. It further stated that the results were not consistent with previous studies in this regard. Before conclusion, it discussed the implications for managers and authorities so that they could work on to improve the entrepreneurial spirit among students. In this respect the study called for creating circumstances for a culture that supported venture development. It further called for providing challenging goals for students so that they could burden themselves with responsibilities and hard work. It moreover suggested that instead of pushing or pulling students to particular fields of study, the universities had to train them according to their practical activity preferences. Finally it sought to establish entrepreneurship cores in universities that conducted training sessions for students and professors with the help of successful entrepreneurs. (30)

Aziz et al. (2012) identified four motives that drive entrepreneurs in their work, “Entrepreneurial Motives and Perceived Problems: Differences Across Kyrgyzstan, Georgia, and the United States”. First motive was financial gain, which corresponded to increases in personal wealth. Second motive was the need for achievement and self-actualisation, which corresponded to recognition by the society. Third motive was

independence and flexibility, which corresponded to freedom of mind and body. Final motive was the desire to continue a family business, which corresponded to the upkeep of family tradition. They developed the Aspiring Entrepreneurial Motive Questionnaire (AEMQ) to measure these motives and compare the motives of aspiring entrepreneurs in Kyrgyzstan, Georgia and the United States. They found that financial motives were significantly higher in Kyrgyzstan and Georgia than in the United States. Similarly, recognition motives were significantly higher in Kyrgyzstan. On the other hand, students in the United States were motivated by increased freedom and greater working opportunities. The authors, however did not explore predictors of students' initial desire to be entrepreneurs within each country. (31)

Dr. V. Rathika (2012) in her research paper entitled “Inclination of Entrepreneurship among MBA Women Students in Namakkal District, Tamil Nadu”, made an attempt to measure the entrepreneurial inclination of female students of management education based on the influence of four aspects namely demographic characteristics, family background, motivating factors, and perceived difficulties and hindrances. The author also examined the role of colleges in providing entrepreneurial education to students with thirst. Initially a theoretical background to women entrepreneurship in historical, social and cultural contexts was provided. The author also touched upon the role of institutions in promoting entrepreneurship among women. Five hypotheses were framed that sought to validate the condition of aspects contributing to the cause of entrepreneurial inclination. Data collection was effected by questionnaires administered to 110 women MBA students in the district of Namakkal in Tamilnadu. Chi Square test was employed to analyse the association between different socioeconomic factors under the four aspects and the binary states of entrepreneurship inclination. The author found that three quarters of women students chose management

education only to get a good job. She also found that parents were not barriers to selecting entrepreneurship. Moreover it was found that while family status, nativity, and education of parents did not significantly affect entrepreneurship inclination, income and occupation of parents did bear upon that inclination. The results also showed that role models were indispensable as they encouraged and cultivated entrepreneurship qualities. Upon conclusion the author recommended to conduct entrepreneurial awareness programmes, training sessions, and research with more funding and mentorship. (32)

Christian Busch and Andrea Lassmann (2010) jointly did a research paper, “How Robust is the Influence of Native Culture on Entrepreneurial Activity?”. It shed light on the relationship between culture and entrepreneurial activity in the United States. It offered new evidence on the robustness of the relationship between native self-employment and the self-employment pattern of immigrants. The study used 5 percent sample of the US Census 2000. It had 1,40,81,466 sample observations, of which 15,84,082 were immigrant observations. The data set covered a wide range of geographic, demographic and socioeconomic variables including age, gender, education, marital status, number of children, place of residence, country of origin, duration of stay in the US, proficiency in English, income, industry of employment, and nature of incorporation of venture. A statistical tool namely Logit Function was employed to estimate country-specific differences in entrepreneurial activity by observing the probabilities concerning immigrants’ ability to become self-employed. The paper found evidence of a significantly positive relationship between self-employment rates of the US immigrants and entrepreneurial activity in their respective countries of origin. It further found that the effect of such entrepreneurial activities was increasing the GDP per capita on a yearly basis since the immigrant’s arrival. Moreover

the paper observed that self-employment pattern of immigrants was different from that of the US natives. The findings suggested that differences in self-employment across immigrants of different origin were an expression of the behavior acquired under varying economic and institutional environments in the home country. These results, the paper concluded, were determinants for studying the behavior of subsequent generations of immigrants in contrast to a strong persistence of native entrepreneurial culture. (33)

R. Sriandal Esakkirani (2013) in her research work entitled “Performance Evaluation of Agro based Small Scale Industries”, studied performance of SSI units engaged in agriculture related business in Tuticorin district. A sample of 10 agro-based SSI units were chosen representing data for a nine-year period from 1997 to 2005. The work had four major objectives viz. to study the evolution of agro-based SSI units in the study area, to identify the scope of commercial activities of those units, to appraise their operating efficiency and performance and to identify hindrance factors to performance in managerial, personnel and economic areas. The units were classified based on three broad parameters such as investment, employee base and type of management. Performance factors were linked to employment generation, unit based productivity and level of capital investment. The study found out that units which had scope for forward or backward integration were well positioned for competitiveness. Yet, lack of concrete personnel policies, high employee turnover ratio, incompatible chain of vendor-supplier-customer relations, almost non-functional regulatory body, unwarranted diversifications, impulsive and intuitive management and many others affected their structural performance ratios and rate of growth. In this regard, the author recommended scientific administration in areas such as resource utilisation, personnel

recruitment, customer identification, financial management, logistical planning and channels of operation. (34)

### **3.3 A CRITICAL LOOK AT THE REVIEWS**

From the later part of the 1990's, the time when the effect of globalisation and liberalisation was begun to be felt across the continents, the facade of social, economic and cultural life of individuals, groups, communities, societies and nations changed forever for the worse. So has the schools of thought and interpretations regarding entrepreneurship. The reviews too show the change in the perspective, that is, from a purely psychological based approach to the one that puts emphasis on context, environment and education. Also, in much of the literature on entrepreneurship, there is consistent interest in identifying the factors that transform a person into an innovative venture developer.

Some other literatures attribute the frailness in student motivation towards entrepreneurship to the existing economic system, which is based on spending and consumption. Its uneven working, unjust yield pattern, and unfair prolongation are criticised. This, in addition, is exacerbated by poor but wilful implementation of namesake entrepreneurship development programmes. In this regard the literatures emphasise the need for enhancement, changeover or complete revamp of the existing system for it to be efficient and productive. This is to be done both at micro and macro levels, and both internally and externally. More clearly, be it thoughts or execution thereof, or, physical structures or contributive forces thereof, both domains should change across the board in an interdependent manner.

Yet other literatures emphasise scientific management, forward planning, adoption of new and updated technological solutions, innovations and above all, relinquishment of ulterior and corruptive motives in all endeavours. Moreover,

although the studies admit that reality is quite different from theoretical approaches, they call for minimising the gap therein by being self-responsible. Role of the governing bodies in allocating resources is also stressed at most places. Relatedly, the importance of entrepreneurial training, guidance and research is also underscored.

Finally, quite a section of the studies, especially research papers, undertake entrepreneurship research only to show their statistical prowess. Complex but assumptions-rich statistical tools are employed to arrive at otherwise obvious solutions. Moreover, women entrepreneurship is vastly covered, but not in the true sense of entrepreneurship, but in a manner to project the predominantly clerical and service based ventures such as food chains, beauty parlours, documentation job works, tailoring and many other routine and semi-skilled vocational lines as entrepreneurship. Some other works are heavily psychological and do not fit into the local geographical or cultural contexts.

### **3.4 CONCLUSION**

Analysing entrepreneurship is a very complex task. As diverse attitudes, factors and aspects come into play, any study attempting on the same falls short of expectations. Yet, many researchers tried to understand entrepreneurs and entrepreneurship. Obviously they are incomplete in the sense they narrow their scope to a particular geographic region, sample base or analytical approach. Moreover, very few studies focussed on entrepreneurial propensity and intent of students. They attempted to assess which of the three determinants of entrepreneurial intention namely demography, psychology and context, remained the most relevant among the students. Areas covered in the literature review other than entrepreneurship motivation too provided an objective framework for the cause of the study problem.

## CHAPTER - IV

# THE ENVIRONMENT OF ENTREPRENEURIAL MOTIVATION

### 4.1 INTRODUCTION

With the theoretical, conceptual and literary background provided so far, it is now possible to study the opinion of the students about entrepreneurial motivation. As the first step, the environment which motivates or demotivates students toward entrepreneurship is given contemplation. In this regard, personal and family conditions of the respondents and the related social environment are put to analysis. While values and attitudes determine work choices and career preferences of students, such values and attitudes are largely shaped by socio-cultural and economic conditions of families and communities in which the students grow. Therefore the study of entrepreneurial motivation is not standalone but governed by many personal and social factors. In this regard the respondents are categorised on the basis of these factors and analysis is undertaken with respect to their age, gender, religion, education, community, marital status, handicap status, native area, kind of family, employment of parents, monthly family income and additional income sources. This will show what the overall picture is as regards the students' family and social conditions. Data was collected from 450 students by way of questionnaire and interview schedule and was classified based on the need of the analysis. Throughout the chapter, 'respondent' refers to a student who sat for the personal interview and filled the administered questionnaire completely.

### 4.2 DYNAMICS OF ENTREPRENEURIAL MOTIVATION

Motivational development for boys and girls in entrepreneurship and self-employment is identified with changed cultural, social and economic conditions. In contrast to the 19th and 20th centuries, opportunities for advancement of students in

entrepreneurial and self-employment ventures are tremendous. Even more, the last twenty years have witnessed a substantial increase in the number of people in enterprising careers. This is particularly true of women, who opt for more serious careers and positions as men do. Today's commerce, industry and services are more focussed on profit figures, competitiveness, effectiveness and overall organisational or institutional growth. Moreover, workplace dynamics are centred on performance and qualification rather than values and qualities. Government policies too are aimed a lot nowadays at developing women, the underprivileged and rural students in entrepreneurship and self-employment.

However, when probed deeply, some facts pertaining to discrimination are revealed that go hand-in-hand with the perception of people in relation to their personal, family and socio-economic qualities. To be clear, identities such as individual appearance, religion, locality and gender precede qualitative and competitive attributes in professional and public arenas. Although many changes have occurred in the facade of entrepreneurship, traditional values and approaches still continue to define and determine the lines of men and women. Furthermore, family conditions, availability of local resources, cultural, caste and racial identities, the macro-economic environment and even media influence supersede the personal preferences of students, both boys and girls, in deciding for or against entrepreneurship and self-employment. Shattering the artificial Glass Ceiling to their advancement to higher or influential positions still remains elusive.

Glass Ceiling is an invisible barrier prevalent in families, organisations, communities and societies. It is imposed upon individuals and or groups on the basis of certain characteristics and attributes such as sex, community, religion, nativity, complexion and the like. This barrier precludes those individuals or groups to top and

influential positions in organisations and society. Here, the important point is that they are prevented in a preemptive manner owing to animosity and/or disdain. Thus, they are regarded unworthy and unfit due to the perception that they lack capability or quality. For example, a look at the higher echelons of polity, judiciary, public administration, business corporations and religious establishments will show very poor representation of women. However, they will be in the forefront when talking about women empowerment. Another aspect is that there will never be a concrete proof to verify or establish the existence of Glass Ceiling. Therefore, equality and optimal representation in entrepreneurial and self-employment activities will be hindered by the perceived differences in students as male and female, worthy and unworthy and the like.

Pursuantly, the facade and premises of education have witnessed dramatic changes these years. Fast paced technological advancements, heightened competition, stagnant economy, dynamism of culture, shrinking access to earthly resources and need for updated information have placed numerous demands on students and their education. Urgency for students' being effective and smart gets more pronounced than ever. Unlike the pre-liberalised era, education is now an industry, not the sector. Therefore, like any other industry, educational system is also functioning in a demanding environment and is exposed to various challenges. This in turn imposes many constraints upon students and keeps on obliging them to enhance their standards and performance in order to survive and grow. To be clear, as the educational system is the subset of society, constraints imposed upon it by the latter ultimately affect student motivation and performance in a positive or negative manner. Therefore, institutional climate is one of the most important factors leading to enhanced or diminished entrepreneurial motivation in students. However, it is the responsibility of the

institutions to identify and act upon it so that the effective environment becomes more conducive for student motivation.

Also, family values die hard and invariably come against the entrepreneurial motivation of students. Unlike students from rural villages and remote hamlets, those in urban and semi urban areas have better access to education and career prospects irrespective of gender. Yet, for career-oriented students, marriage leaves them at crossroads. For, wedlock and job are antithetical for many female students. While most of the Indian families plan their boy child's future with his career in mind, they plan their girl child's future with her marriage in mind. Although it is changing, predominant percentage of boys are still not willing to marry highly qualified, career oriented and better earning girls. This brings down the entrepreneurial spirit of many female students, for they fear that they could lose an otherwise good spouse for the sake of entrepreneurship. On the other hand, a girl is easily convinced to marry one who is less qualified and thus earns less. Also, distribution of work at home too is heavily skewed towards the girl student irrespective of her course of study. Therefore, being fully dependent on family in decision making and functional performance is often detrimental to career planning and advancement.

Finally, quite a percentage of students are also to blame in this regard for their lack of motivation. Aversion to risk taking or fear to a false sense of status impels them to avoid a good opportunity in entrepreneurship or self-employment. They want to limit themselves with a stable job or income and do not strive beyond that. The case of female students is much weaker. Unlike males who take their career seriously, females regard their earnings only as additive. Moreover, as only a few make it to good positions in entrepreneurship, girls are left with a scanty number of role models to offer moral support. Furthermore, after marriage, a predominant percentage of girls either

terminate or shift their career. Business trips, long working hours and night shifts in a woman's life do not come easy. Thus, for enterprising and career-oriented girls, the focus shifts to family once they get married in order that they get accepted without friction. Therefore, they intentionally refuse to utilise good opportunities.

#### **4.3 ANALYTICAL FOUNDATIONS**

In 1991, India signed agreement with the World Trade Organisation (WTO) to open up its banking, economy, resources, labour force and culture to the Western nations. This facilitated Foreign Direct Investment (FDI) in government, private and community projects for transnational corporations of America and Europe and their international bankers. The period since then is called the post-liberalised era. Pursuantly, the terms and conditions of commerce and administration are governed by the International Monetary Fund (IMF) and World Bank agreements and guidelines. This led to the exponential growth of the service sector, which gradually suppressed the contribution of other sectors. More clearly, from a natural production and manufacturing based system, the economy has gone to a system heavily relied on services, virtual products (that exist only on paper and bears the pledge that it is owned by a particular person), speculative trade and commodity futures market. More than that, until that time, various sectoral programmes favoured education and socioeconomic development. On the contrary, after the entry of multinational corporations, it was a completely commercial and profitability affair, driven by mere pursuit of pleasure, money and entertainment. Thus traditional ventures gave in to the pressure of service based businesses.

Thereafter, the facade of Indian socioeconomic system that had hinged on rural and village based employment and vocations changed dramatically for the worse. Performance and operational efficiency of entrepreneurs and self-employed persons

involved in tiny, small and medium businesses and vocations were affected. It however was a mixed scenario. More clearly, entrepreneurial activities related to agriculture and farm products, herding, palmyra and coconut palm, coir, salt, seafood, secondary food items, handicrafts, wire works, sanitation and ornamental products, salt, and the like gave way to cable and Direct To Home (DTH) television operations, on-line advertising agencies, financial franchises, telecoms service providers, beauty parlours, automobile sales and service, real estate, academic and consulting services, Self Help Group (SHG) activities and many other lines. Thus some thrived, some others survived and the remaining died. As the occupational patterns changed dramatically, its effect was felt across the social spectrum in employee morale, labour turnover, role of middlemen, lack of or excessive regulatory framework, imperious power centres, corruption, unwarranted migrations, unsurmountable debt of individuals, family and even communities and bureaucratic intervention even in everyday activities.

On the other side, India has the second largest education system after the United States. India's commitment to the spread of knowledge and freedom of thought among its citizens is enshrined in her Constitution. Thus, rejecting the justified cause of education amounts to denying the student's basic right. Therefore, keeping the high illiteracy rate prevalent in many states in mind, the State and Central governments allowed starting of self-finance educational institutions based on the New Education Policy, 1986. While it is criticised to have been imposed as an offshoot of the agreement with the WTO, it is true that awareness to education has reached new heights in parents as well as students, especially girls. The Policy deviated much from the recommended Common School System and paved way for the mushrooming of private institutions without adequate infrastructure and faculty. Thus, declined educational quality and gross commercialisation are bitter facts. However, while some scholars

argue that a sort of education is preferable to no education at all, others disagree with it by the standpoint that illiteracy is better off than education without value. Regardless of that, educational quality and design have high correlation to the socio-economic conditions of people.

To be precise, although transition from a time-honoured system to a neo-capitalistic one has caused individual and family values regarding education and society to change to an extent, it has not been a complete turnabout. Contrarily, seeing this social, cultural, economic and family degeneration and conscious not to get swept away by the imperious waves of homogenisation, many have reinforced within themselves their age old values besides tightening their traditional bonds with family, community and religion. Moreover, this condition gave them opportunity to weigh the strengths and weaknesses of various lines of education in light of the opportunities and threats they presented to self and community development. A spirit awakening and conscience based conflict erupted between traditional and modern mindsets. Yet, both extremes are competing one another in a ceaseless fight. That is, those who are cosmopolitan and liberal strive to prevail upon those who are endemic and conservative.

For students, their entrepreneurial motivation has behavioural basis in this respect. It shall be explained in two broad categories. First, education and the macro socioeconomic environment are the two vital factors that either inspire students for entrepreneurship or restrain their budding motivation. That is, in addition to inherited competencies and innate characteristics, education and the macro socio-economic environment work in synergy to engender positive or negative attributes in students with regard to entrepreneurial motivation. While better education provides students with managerial, administrative and practical skills, better macro socioeconomic

environment provides them with manpower, resources, materials and finance. Thus the student's contents in terms of demographic and personal factors should optimally blend with the context of external operating environment for a perfect entrepreneurial motivation.

Second, being a successful entrepreneur is different from being a good entrepreneur, which in turn is different from being a vocational entrepreneur. More clearly, sacrificing human and spiritual values at the altar of profit is one extreme and sacrificing oneself for those values is another extreme. The student ought to know first where he or she stands in relation to this continuum of values. This determines his or her direction and choice. The student shall be driven by profit motive, community motive, social motive or self-actualisation motive. The choice of occupation comes automatically thereafter. For their part, students also should understand that capital and finance are the result of development, not the source of development. The true resources are human power and the natural resources on earth including the earth itself.

In this regard, the analysis of numbers, rankings and dependencies presented in this and the following two analytical chapters should be seen in relation to this macro perspective. Instead of leading to certain conclusion in a desired manner based on complex testing procedures, the tests attempt to reflect the real environment. As every data item from the responses of the sample respondents is important, tests dealing with nested data that lose accuracy due to many generalisations and assumptions of homogeneity are dispensed with. For example, within a particular community circle, the personal, family and social conditions are homogeneous. However, if various such circles are considered, the conditions are heterogeneous. Thus, within-group uniformity and between-group diversity not at all warrant such intricate tests as real conditions easily negate or nullify it. Furthermore, with a very strong community orientation

bound by culture, family values, caste, peer influence, religious practices and marriage affiliations, entrepreneurial motivation in students is not white and black. Therefore, unlike clinical trials and psychometric tests, the real environment engendering entrepreneurial motivation needs to be considered in a qualitative manner rather than relying upon numbers. Merely taking sides or extremes or plainly saying yes or no will serve no purpose. Hence the intended message hidden behind the rankings and ratings is important. It should be considered along with the opinions by the student respondents during the interview schedule. Later, if necessary, it shall be verified for consistency and conformity. In a nutshell, arriving at superficial conclusions upon number-crunching is not done here. Instead, quantitative analysis only augments the qualitative study.

#### **4.4 ANALYSIS OF RESPONDENTS' PERSONAL ATTRIBUTES**

##### ***4.4.1. Age***

New Education Policy, 1986, sowed the seeds for commercialisation of education. It paved way for starting self-financing educational institutions against the backdrop of globalisation and liberalisation. Thus after 1991, the facade of educational institutions changed forever in many respects. Of that the composition of males and females with different age groups was one of the most prominent changes. In this regard analysis of student distribution with respect to age will serve as a pointer to many useful indicators such as percentile of concentration, possible median age of getting into future entrepreneurship and polarisation if any in the study area. As the final year undergraduate students have been purposely taken for the study, no age – wise classification of respondents is given.

#### 4.4.2 Gender

There are important reasons behind classifying students according to their sex. More clearly, balancing an otherwise skewed gender ratio may be needed in accordance with existing academic and socioeconomic conditions. This shall be done with regard to the geographical area, institutional set-up or any other parameter. This equalisation helps in future social and administrative planning. Also, extent of challenges, place and nature of study or work and compliance with law necessitate a particular gender mix. In this regard Table 4.1 provides sex based classification of respondents.

**TABLE 4.1**  
**CLASSIFICATION BY GENDER**

<b>S. No.</b>	<b>Sex</b>	<b>No. of Respondents</b>	<b>Percentage</b>
1.	Male	223	49.56
2.	Female	227	50.44
<b>Total</b>		<b>300</b>	<b>100</b>

(Source: Primary Data)

The table shows that female students outnumber males by about one percent. If this data is truly representative of the wider student population, it means that women are coming out for education and work equally with, or more than, men. This applies even to the underdeveloped and remote territories. Further, governmental policies too are in favour of women as regards jobs and vocations and related training and development, in the guise of women empowerment. Yet, influence of this near-equal percentage on performance, power and decision making should be ascertained by studying aspects in their entirety.

It is therefore observed that females dominate the sample with 50.44 percent composition.

#### 4.4.3 Religion

In this subsection respondents are classified based on their religion. Religion plays a crucial role in the students' mind when selecting a line of work. Either they tend to avoid a work in the future if their religion abhors it or immediately embrace a work if their faith exalts it. For, religious values inculcated in them from the early childhood have overbearing effect on their work choice and behaviour. Very few are exception in this regard. Hence analysis of religion will help to know, in combination with other aspects, whether religion influences entrepreneurial motivation. Table 4.2 has details.

**TABLE 4.2**  
**CLASSIFICATION BY RELIGION**

<b>S. No.</b>	<b>Religion</b>	<b>No. of Respondents</b>	<b>Percentage</b>
1.	Hindu	208	46.22
2.	Muslim	37	8.22
3.	Christian	205	45.56
<b>Total</b>		<b>450</b>	<b>100</b>

(Source: Primary Data)

Hindus and Christians are almost equal in percentage. However Muslims constitute only 8.22 percent of the sample. The figures are in conformity with the demographic structure of the study area. The respondents were of the view that religion played an important role in shaping their education, work and career options. In this regard, Hindus preferred farming, agriculture and allied activities, hereditary vocations and small businesses. Christians, on the other hand, gave importance to education and corresponding employment or entrepreneurship. Muslim students were not as enthusiastic as others as regards their occupation. Yet, quite a section of them preferred cooperative self-employment or going abroad for further study or work. Moreover

Muslim students have better entrepreneurship inclination, which has strong familial orientation, in which they preferred to handle quite risky items such as glass, electronic gadgets and exotic goods. Therefore, if the mix of opportunities, local resources and religious faith are concordant, the students are sure to excel in their line of work.

Hence it is clear that Hindus are in majority with 46.22 percent.

#### ***4.4.4 Education***

Here respondents are categorised on the basis of their education. Education plays a vital role in a student's career. Although education may not result in corresponding occupation or profession, it raises the confidence level of students when entering employment or work. More clearly, attitudes, skills and knowledge gained through education facilitate better performance in most work related activities. Their learning curve is not as steep as illiterate and/or poorly educated persons and errors and omission associated with work behaviour are low. In addition innovativeness of highly educated students is consistently higher. For example, while a woman only with a Degree is likely to settle in a low-paid job or vocation with all its disadvantages, one with higher professional education strives to settle in a scholarly or highly paid job and in turn educates her children at least as much as her. Hence, study of respondents' education shows entrepreneurial development, professional standard or occupational pattern in a particular social division. As the final year undergraduate students have been purposely taken for the study, no education – wise classification is given.

#### ***4.4.5 Marital Status***

Marital status, along with other personal and social factors, bears upon a student's behaviour, performance and choice, as marriage exerts substantial pressure on both the sexes. It greatly influences the working pattern of males and females. In particular, marriage dramatically changes a female student's priorities and preferences.

At one side a student's new marital obligations and preferences drive him or her to perform even better in his or her studies and thereafter motivate for entrepreneurship or self-employment. At the other side however the problems and responsibilities demotivate the student, cause to reduce performance and finally force him or her to play safe to the extent of seeking or settling in just an employment. Also, being unmarried well beyond marriageable age or loss of spouse influences motivation and performance in a positive or negative way, relative to environmental conditions. Moreover many studies show only a few girls take their career seriously immediately after marriage. Furthermore, the span of married life and family support are also important factors affecting entrepreneurial motivation. As the final year undergraduate students have been purposely taken for the study, no marital - status wise classification is given.

#### ***4.4.6 Handicap Status***

Persons with disabilities are proved to have skills and abilities that compensate for their disability. Therefore they are called differently-abled persons. However, acceptable performance in study or work is different from being extraordinary in areas which are independent of or not related to academic or entrepreneurial domain. Therefore, only if the person with handicap equalises in that arena, he or she will be successful. Inability to get suitable employment or expectation of governmental or other favours should not be mistaken for entrepreneurial motivation. For differently-abled persons, in addition to normal challenges, have to overcome their handicap in the right sense. Table 4.3 has details about handicapped students.

**TABLE 4.3**  
**HANDICAP STATUS**

S. No.	Handicap Status	No. of Respondents	Percentage
1.	No	444	98.67
2.	Yes	6	1.33
<b>Total</b>		<b>450</b>	<b>100</b>

(Source: Primary Data)

About 1.33 percent of the respondents are differently-abled. If a job in private or public sector is not a viable option for them, they should be motivated for self-employment or entrepreneurship. The educational institutions and peer group ought to take steps in this regard.

Further the percentage of handicap is another matter of concern. Students with higher percentages of handicap need to be appraised and trained differently. Additionally the nature of disability needs to be looked into along with the percentage.

Table 4.4 has details.

**TABLE 4.4**  
**HANDICAP PERCENTAGE**

S. No.	Handicap Percent	No. of Respondents	Percentage
1.	Less than 10	4	66.67
2.	10 - 25	2	33.33
3.	25 - 50	0	0.00
4.	More than 50	0	0.00
<b>Total</b>		<b>6</b>	<b>100</b>

(Source: Primary Data)

Table shows that no one has so severe a handicap that goes to the extent of affecting his or her motivation and performance. While the four respondents in the first category are almost normal, only two respondents in the second category have quite a percentage of disability, which too is manageable.

#### **4.5 ANALYSIS OF RESPONDENTS' SOCIAL AND FAMILY ATTRIBUTES**

##### ***4.5.1 Community***

Community, along with religion, plays an important role in a student's education and pursuant work. Caste and community based reservations and quotas have become a social necessity now. Therefore governmental orders, reservations, loans and subsidies are determined taking community into consideration. On the other side, institutions should ascertain and measure the sensitivity of every student to his or her community in relation to other communities. This is due to the sad fact that such sensitivity differs greatly between communities. Furthermore, non-polarisation of students community-wise is a very positive linker between the society at large and the institution. Hence, it is the institutional obligation to have a balanced, concordant and performing body of students of different communities so that in the future they build a better functioning society with productive employment and entrepreneurial activities. Finally, women empowerment is to some extent tied with community. More clearly, some communities are yet to come to terms with the concept of letting women in their family to go out for work. In this regard, analysing the respondents on the basis of community is worthwhile. Table 4.5 has details.

**TABLE 4.5**

**CLASSIFICATION BY COMMUNITY**

<b>S. No.</b>	<b>Community</b>	<b>No. of Respondents</b>	<b>Percentage</b>
1.	Forward	89	19.78
2.	Backward	207	46.00
3.	Most Backward	71	15.78
4.	Scheduled	79	17.56
5.	Tribal	4	0.89
<b>Total</b>		<b>450</b>	<b>100</b>

(Source: Primary Data)

The numbers show the predominance of Backward Community in the study area. About one in every two respondents belongs to that community. Leaving that, all other communities except Tribal have fairly equal representation. Thus while Backward Community is unique for its predominance Tribal Community is unique for its near absence. Moreover it is observable that community based distribution of students in the institutions of study area show equitable representation without any undue concentration. This also hints at the weak correlation between backwardness and community. Therefore, it is desirable that regional entrepreneurship programmes shall be proportionately (re)oriented to suit the needs and preferences of individual communities.

Thus it is evident that Backward Community is the predominant social class in the study area with 46 percent of respondents.

**4.5.2 Native Area**

Native area of a student in this times has weak correlation to entrepreneurial motivation. This is due to the globalisation and liberalisation efforts of the 1990's. Since then the distinction between rural and urban localities has got blurred as any

place of material, utility, strategic or resource value has been exploited by corporates and governments in the name of development. In addition, cultural homogenisation enforced upon individuals and communities lead to the loss of characteristics, qualities and values peculiar to rural and urban areas. Further, the reach of print and electronic media and associated technological innovations to people in every nook and cranny of the country has weakened the social and cultural diversity. Identification and utilisation of local opportunities in rural areas too require knowledge and technology that come from urbanised centres. Notwithstanding, with respect to the distinctions based on nativity, while students hailing from rural areas are suitable for high intensity work and hard bargains, those from urban areas are efficient in communication and building acquaintances. However the transition from a rural to urban orientation and very unlikely in the reverse direction, for a student comes with effort and practice. Here the choice of the line of work should be done carefully in order to succeed as different lines of works need different approaches for success. Table 4.6 has details.

**TABLE 4.6**

**NATIVE AREA**

<b>S. No.</b>	<b>Native Area</b>	<b>No. of Respondents</b>	<b>Percentage</b>
1.	Hamlet	7	1.56
2.	Panchayat	34	7.56
3.	Taluk	143	31.78
4.	Municipality	159	35.33
5.	Municipal Corporation	102	22.67
6.	Metropolitan	5	1.11
<b>Total</b>		<b>450</b>	<b>100</b>

(Source: Primary Data)

Respondents from administrative divisions of both extremes constitute a very small percentage. Thus close to 90 percent of the respondents hail from semi-urban or urban areas. This pattern is consistent with the population distribution and density of the State. This mix lends opportunity for pooling of human abilities and resources for collective action. More clearly, with such a diverse and optimum mix of students, cooperative ventures and self-help groups preferably in tiny, small and medium enterprises will be a great success. This is due to the fact that with synergic teamwork of students from various backgrounds, where positive aspects shall be optimally utilised and negative aspects be eliminated, the skills and productivity are complemented in a glorious manner, resulting in all round sustained development. However as people in India and in particular Tamilnadu are both averse to and incompetent in cooperative teamwork, educational institutions for their part shall encourage the same by conducting intensive workshops, brainstorming sessions, seminars, and the like.

Therefore it is clear that for majority of the students, that is as much as 35.33 percent, Municipality is the native area.

#### ***4.5.3 Kind of Family***

Family's influence on student motivation and performance is rather incidental, because nuclear and joint families have their own merits and demerits. Studies show that students from joint families, especially females, perform well as they have members in home to share their burden. On the other hand, students in nuclear families have more freedom to behave and choose as in joint families the traditional patriarchal set-up still prevails. In joint families, as control is top-down and income is from many sources or from common business, those in command are either not inclined to allow

their wards to get along as they wish or extremely choosy in their study and career. Yet impact of the environment along with individual values and attitudes precedes everything and such stereotyping should not be done before undertaking an in-depth performance and behavioural research. Responses are tabulated in Table 4.7.

**TABLE 4.7**  
**KIND OF FAMILY**

<b>S. No.</b>	<b>Kind of Family</b>	<b>No. of Respondents</b>	<b>Percentage</b>
1.	Nuclear Small	167	37.11
2.	Nuclear Medium	121	26.89
3.	Nuclear Large	61	13.56
4.	Joint Small	44	9.78
5.	Joint Medium	39	8.67
6.	Joint Large	18	4.00
<b>Total</b>		<b>450</b>	<b>100</b>

(Source: Primary Data)

The numbers are in decreasing order when going from the most modern family establishment to the most traditional one. That is, down the categories, the more traditional the kind of family becomes the lower the percentage of respondents. Moreover not even a quarter of the respondents live in joint family system. Individualistic values of the present day society are exposed here. In addition, vanishing of joint family system as well as the non-sharing of individual burdens should render the socioeconomic condition of the respondents much weaker. Especially

for students who are on the verge of completing their study and entering the process of family building, hindrance factors to their work motivation and efficiency starts even from this point itself. For married students living in nuclear family, the task of staying afloat in this era of unseen inflation and expenditure becomes even worse. This is evident in the present social order with regard to individual, family and community behaviour. Thus kind of family, with its high associativity to economic condition, affects entrepreneurial motivation in a negative way by keeping a student from taking risks even with patronage of any kind.

Therefore it is inferred that respondents living under nuclear family with medium number of members constitute the largest category with 26.89 percent.

#### ***4.5.4 Employment of Parents***

Leaving exceptions of sporadic nature, employment of parents is one of the cardinal determiners of the future of children. Financial support, moral guidance and links of influence of well placed parents open up many opportunities for their children. These are unavailable to their not so lucky counterparts. The pertinent point here is that only when entrepreneurial motivation is augmented by necessary human and physical support, the task of venture development will be successfully realised. Thus employment status of parents correlate in a highly positive manner to the future entrepreneurial or career success of students in this era of materialistic, individualistic and capitalistic values prevalent in society and economy. In this regard Tables 4.8 and 4.9 provide employment details of father and mother respectively.

**TABLE 4.8**  
**FATHER'S EMPLOYMENT**

<b>S. No.</b>	<b>Father's Employment</b>	<b>No. of Respondents</b>	<b>Percentage</b>
1.	Government Employee	70	15.56
2.	Private Employee	101	22.44
3.	Own Business/Family Concern	73	16.22
4.	Self-employed	52	11.56
5.	Professional	41	9.11
6.	Entrepreneur	8	1.78
7.	Daily Wage Labourer/Coolie	43	9.56
8.	Pensioner	39	8.67
9.	Unable to work due to injury, disease	4	0.89
10.	Seeking to (re)settle in work	10	2.22
11.	Father is no more	9	2.00
<b>Total</b>		<b>450</b>	<b>100</b>

(Source: Primary Data)

TABLE 4.9

## MOTHER'S EMPLOYMENT

S. No.	Mother's Employment	No. of Respondents	Percentage
1.	Government Employee	39	8.67
2.	Private Employee	76	16.89
3.	Works with father	19	4.22
4.	Self-employed	36	8.00
5.	Professional	17	3.78
6.	Entrepreneur	1	0.22
7.	Daily Wage Labourer/Coolie	20	4.44
8.	Pensioner	33	7.33
9.	Unable to work due to injury, disease	2	0.44
10.	Seeking to (re)settle in work	2	0.44
11.	No, Housewife	197	43.78
12.	Mother is no more	8	1.78
<b>Total</b>		<b>450</b>	<b>100</b>

(Source: Primary Data)

Percentages in the two tables show that respondents are predominantly from lower-middle to middle class background. That is, those with stable job and/or secure income like government employment, professional practice, pension income and both-parent earnings altogether constitute only a minority. To be more clear, in the continuum between the positive and negative extremes of work stability and security, most of the respondents are clustered just about the negative side of the median. However this should be seen in relation to the monthly family income of the respondents so that anything in this regard is decisively stated.

Hence it is clear that for majority of the respondents their fathers were private employees and their mothers were housewives.

#### **4.5.5 Monthly Family Income**

Family or individual income is invariably analysed as one of the most important elements under personal attributes. Yet, quality of work can not be measured by this element alone as, in our society, correlation between income and performance attributes like integrity, promptness, industriousness, and the like are weak. Also, some factors like a mindset of selfless service, burden of debt, skewed expenditure pattern and unwillingness to get compensated for some work or service further weaken the influence of mere quantity of income. Moreover, income is neither a decisive factor to choose a line of study or work nor a motivator for innovative ventures. More clearly money is not the source of development but the result of development. Therefore qualities and skills acquired through diligence and experience are the determinants of a student's present performance in study and future performance at work. Therefore merely the magnitude of income cannot be directly correlated with entrepreneurial motivation. Table 4.10 shows the monthly family income of the respondents in rupees.

**TABLE 4.10**  
**MONTHLY FAMILY INCOME**

<b>S. No.</b>	<b>Monthly Family Income</b>	<b>No. of Respondents</b>	<b>Percentage</b>
1.	Below 10,000	87	19.33
2.	10,000-20,000	211	46.89
3.	20,000-30,000	77	17.11
4.	30,000-40,000	45	10.00
5.	Above 40,000	30	6.67
<b>Total</b>		<b>450</b>	<b>100</b>

(Source: Primary Data)

A near-inverse proportion is observed between income category and number of respondents. That is, leaving the exception category '10,000-20,000', as the income tab goes up, number of respondents comes down. While little lower than half of the respondents, that is about 46.89 percent, are concentrated on the category '10,000-20,000', On the whole however, 83.33 percent of the respondents have income of not more than 30,000 a month. This affirms that the respondents predominantly belong to lower-middle or middle class families, as previously exhibited in the analysis of parents' employment. Yet when this data is seen in combination with 'Employment of Parents', a conflicting picture emerges. That is, the inferable aggregate percentage of respondents whose parents have the possibility of earning more than Rs. 30,000/- per month including government employees, professionals, entrepreneurs, persons with lucrative shops and establishments, working parents and possibly pensioners of high graded posts is far higher than the 16.67 percent of them actually claiming to have a monthly family income of Rs. 30,000/- and more. It shall weaken the inference, albeit partially, of respondents' being predominantly from lower-middle to middle class families. Instead this reveals that they are hesitant to identify themselves with higher income groups. It should be noted that being conservative in disclosing income is characteristic to Indian population.

Thus it is evident that for 46.89 per cent of the respondents their monthly family income is between Rs. 10,000/- and 20,000/-.

#### ***4.5.6 Additional Income Sources***

This is the time when many families seek income sources to augment their revenue in addition to what comes from their main occupation. This however plays a negative role in entrepreneurship motivation of students in that family. Entrepreneurship is not about investment or multiplication of money and wealth.

Instead it is an undertaking of venture development and sustainment achieved by cooperative and collaborative teamwork. Moreover it requires collective action wherein local opportunities are identified and executed with associated risks, trials, challenges and errors. While the entrepreneur will have to think globally, he or she has to act locally, thereby contributing to the development of the locality, area and community. Thus any other regular income for the family that enhances financial safety means a self-serving negative complacency with decreased entrepreneurial motivation for the members. Table 4.11 has details.

**TABLE 4.11**  
**ADDITIONAL INCOME SOURCES**

<b>S. No.</b>	<b>Additional Income Source</b>	<b>No. of Respondents</b>	<b>Percentage</b>
1.	Agricultural, natural yields	17	3.78
2.	Income from rent, lease	99	22.00
3.	Dividend. commission from bond, share, insurance	11	2.44
4.	Side business	74	16.44
5.	Other	15	3.33
6.	No other income source	229	50.89
7.	Do not know/Unable to say	5	1.11
<b>Total</b>		<b>450</b>	<b>100</b>

(Source: Primary Data)

Table shows that those having any source of augmented income are about equal in strength with those not having any such source. Thus in the family of one in every two students the members are engaged in income generation activities that go in parallel with their primary occupation. The possibility of quite a section of them even using their main occupation as a vehicle for realising their aims in their secondary income generating activities shall not be ruled out. Some others are possibly going to the extent of relegating their duties and responsibilities for the sake of moneymaking by such sources and means, thereby both betraying their vocational dignity and pulling down their efficiency. Ultimately this shows the direction the society is pursuing. That is, mere pursuit of money, power, pleasure and entertainment precedes in priority a productive and peaceful life. This has direct bearing on socioeconomic conditions and brings many social evils including avarice and inequality. Giving themselves excuses and superficial justifications people inordinately expand the needs of consumption and in turn make money to fulfil that consumption. It is a vicious and never ending cycle that engenders social destruction. Pertinently it damages the innovative qualities and motivation required for entrepreneurship endeavours that are aimed at community development.

Therefore it is evident that respondents whose families do not have any additional source of income constitute the single largest category with 50.89 percent.

#### **4.6 CONCLUSION**

In this chapter personal and family conditions of the respondents and the related environment were put to analysis. It showed that the respondents were in the process of building their personal and professional life. They chiefly came from lower-middle or middle class families with acceptable or satisfactory socioeconomic conditions. Overall the conditions will not be a hindrance to the students' entrepreneurial motivation. Yet

whether they themselves are innately motivated is a questionable aspect. This is due to that they themselves have the possibility of shying away from entrepreneurship and give importance to moneymaking and income generating activities owing to family's influence or their own inner reservations towards entrepreneurship. Thus in line with the current social trend they give value rather to the pursuit of money than sustained and equitable social and economic development. Hence the students should be analysed in depth in order to unravel whether they have a sustained motivation in this regard.

## CHAPTER - V

# BORN VALUES AND ATTITUDES

### 5.1 INTRODUCTION

Now the social environment of the students is known, time has ripened to analyse their born values and attitudes that invariably sway their inner self in matters of work and career. More clearly, motivation and perseverance, the two key factors for success in venture development, are the fruits of one's values and attitudes. For students, as many challenges and obstacles will need to be overcome in their future entrepreneurial process, anyone not having necessary motivation or having irresolute mindset is bound to end up with incomplete or failed entrepreneurship. Therefore a student's dreams, and efforts directed at accomplishing those dreams are strong predictors of future entrepreneurial growth. Thus entrepreneurial motivation and venture success are very highly positively correlated. Moreover, although entrepreneurial motivation has formed and is active within students, it should get reinforced in a sustained manner so that students show perseverance in their future endeavours. More clearly, students themselves, either as individuals or as a group, will have to build the venture and create procedures, goals and culture therein. This is an entire process of life by itself which is propelled or moderated by family, community, economic, religious, social, legal and administrative forces in addition to individual initiative. Motivation and perseverance play a key role here too as these forces of environment have imperious sway over the survival or otherwise of a budding entrepreneur, let alone success. The composition of influence of these environmental aspects however varies between communities, societies and nations due to different natural, social, economic and cultural settings.

In this regard this chapter is devoted to the analysis and possible measurement of entrepreneurial motivation in students based on born values and attitudes. As these values and attitudes contribute enormously to the cause of entrepreneurial motivation, they are analysed in a very detailed manner in three stages. The first stage ranks the nine factors of born values and attitudes based on student opinion and analyses every one of them individually. The second stage categorises the opinions into three levels and find their dependence to the personal and socioeconomic attributes of the respondents. The third and final stage measures entrepreneurial motivation following a sensitivity analysis. Data was collected from 450 students by way of questionnaire and interview schedule and was classified based on the need of the analysis. Throughout the chapter, 'respondent' refers to a student who sat for the personal interview and filled the administered questionnaire completely.

## **5.2 TOOLS OF ANALYSIS**

### **Ranking**

Data analysis in this chapter is based on Ranking and Chi Square based Hypothesis Testing. As far as Ranking Analysis is concerned, Opinion Factors are rated by the respondents on a Point Scale. The ratings are converted into scores by assigning appropriate weight points on the basis of Likert Scale. Summing up a row gives Factor Score and summing up the column for a respondent gives Individual Aspect Score. While Factor Scores are ranked and critically analysed, Individual Aspect Scores are divided into three opinion categories and put to Chi Square dependency tests. The Schema of Analysis presented after this subsection elaborates on that.

### **Hypothesis Testing**

Hypothesis testing is used to conclude on certain property of a data set based on the analysis of a sample taken from it. It begins with an assumption about any

parameter like mean, standard deviation or proportion of the data set. This assumption is called a hypothesis. To test the validity of the assumption, sample data is gathered and calculations are made to set lower and/or upper limits under the desired significance level. Normally, hypothesis tests are performed at 95% significance level to leave 5% error margin. The higher the significance level, the more accurate the test becomes. The sample value corresponding to the parameter is tested against the limits. If the value is within the limits, the test is not significant and the hypothesis is accepted. If the sample value lies outside the limits, the test is significant and the hypothesis is rejected.

### **Chi-Square Test**

Chi-square Test is used to test hypotheses in which two or more sample proportions are to be analysed for dependence. Here, therefore, the hypothesis will remain analogous irrespective of the problem. That is, the hypothesis always attempts to find if the sample proportions are equal (independent), or unequal (dependent).

In Chi-Square Test, data is subjected to basic arithmetic operations to find out two types of frequencies namely Observed and Expected frequencies. Observed frequencies are original sample values of the data sets and Expected frequencies are the ratios of the multiplication of corresponding row and column totals of a data value to the grand total (that is, the total number of observations) of the data sets. The chi-square statistic is calculated by the following formula.

$$x^2 = \sum \left[ \frac{(f_o - f_e)^2}{f_e} \right] \text{ where } f_o \text{ and } f_e \text{ are respectively Observed and Expected frequencies}$$

A Chi Square Statistic of 20 would indicate substantial difference between the Observed and Expected frequencies. Conversely, a Chi Square Statistic of zero

indicates that the observed frequencies exactly match the expected frequencies. However, the Chi Square Statistic is checked against a table value called Chi Square Value for conformity. The Chi Square Value serves as the acceptance limit of the hypothesis. It is got from the Chi Square Distribution table based on appropriate Degrees of Freedom. The Degrees of Freedom, in this regard, is calculated using the formula below.

$$\text{Degrees of freedom} = (\text{No. of rows} - 1) \times (\text{No. of columns} - 1)$$

Thus, based on the place of Chi Square Statistic in relation to Chi Square Value, the test is adjudged significant or insignificant. If the Chi Square Statistic is less than the Chi Square Value, the test is not significant and the hypothesis is accepted. It shows the data sets are independent of each other and any interrelation among them is only by chance. On the contrary, if the Chi Square Statistic is greater than the Chi Square Value, the test is significant and the hypothesis is rejected. It shows the data sets are dependent of each other and hence influence one another.

### **Simple Correlation and Regression**

Simple Correlation and Regression are statistical procedures applied to determine the linear statistical relationship between two data sets of different variables and the nature, strength and degree of the relationship thereof. A numeric value called the '*Coefficient of Determination*' is got using appropriate steps. Its magnitude gives qualitative information about the relationship. In general, the '*Coefficient of Determination*' will be between 0 and +1, however, based on the nature/behaviour of the sample data a negative value may occur which indicates inverse relationship. That is, the dependent variable decreases with the increase in the independent variable and vice versa. Here, the greater the value the stronger the correlation between the two data sets. For example, if the coefficient comes around 0.25, it can be said that the strength

of relationship between the two data sets is weaker, and the correlation is not good. On the other hand, it can be said stronger, for example, if the coefficient is around 0.90.

The coefficient of determination is symbolically represented as  $R^2$  whereas its square root  $R$  is called the '*Correlation Coefficient*'. The formulae used to determine these values are presented in the box below.

$$r^2 = 1 - \frac{a\Sigma y + b\Sigma xy - ny^2}{\Sigma y^2 - ny^2} \qquad a = \bar{y} - b\bar{x} \qquad b = \frac{\Sigma xy - n\bar{x}\bar{y}}{\Sigma x^2 - n\bar{x}^2}$$

2.  $x$  is the independent variable which is already known
3.  $y$  is the dependent variable whose strength of relationship is to be found out with  $x$ .
4. Any symbol with a bar on it represents average of the corresponding variable.
5. The symbol  $\Sigma$  represents the sum of the variables inside it. It can be either sum of individual  $x$ 's or  $y$ 's, or their product.

### Multiple Regression and Analysis of Variance

For one independent and one dependent variable namely  $x$  and  $y$ , the regression equation is  $y = a + bx$ , which is the equation of a straight line where  $a$  is the  $y$  intercept and  $b$  is the slope of that line. The same  $a$  and  $b$  have been used in both lower and upper cases. In mathematical notations the straight line equation will be often referred to as  $y = mx + c$ . However if the nature of relationship between a dependent variable and two or more independent variables is to be found out, simple correlation/regression must be replaced by multiple correlation/regression. These procedures have more than one  $b$ -value, according to the number of independent variables. Here the regression equation will be of the form,  $y = a + b_1x_1 + b_2x_2 + b_3x_3 + \dots + b_ix_i$  where  $i$  is the

number of independent variables. If more than two independent variables are involved, the modelling becomes much complex and it is called multiple regression modelling.

This concept, along with the *F-test* (a hypothesis testing based on F-distribution) is called '*Analysis of Variance*' (often abbreviated as Anova). The categories of sample data are subjected to two important estimators of variance, the '*Between-Column Variance*' and the '*Within-Column Variance*', using the conventional formula for sample variance with some weight added to the number of samples. The '*F Statistic*' is calculated as the ratio of '*Between-Column Variance*' to '*Within-Column Variance*'. Although it is an estimator for inference (i.e. the more it tends to be nearer to 1, the higher the chance for accepting the Null Hypothesis), the *F Distribution* is used for more accurate result. The *F Statistic* is checked for conformity within the acceptance level, having the '*F Value*' as the upper limit where the '*F Value*', that corresponds to the degrees of freedom of the numerator and denominators, is calculated from the *F Distribution* table.

### **5.3 SCHEMA OF ANALYSIS**

The study is of logical and descriptive nature based on survey method. The schema provided here applies only to this analytical chapter. This chapter analyses the opinion of respondents towards entrepreneurial motivation under a major aspect namely 'Born Values and Attitudes'. Within that, nine factors contributing to the measurement of entrepreneurial motivation in a positive or negative way were ascertained, listed and rated with respondent opinion. The rating of each factor was on a five point scale ranging from 'Very High' to 'Very Low', that corresponds to five levels of opinion.

More importantly, positive and negative factors are mixed up under Born Values and Attitudes. That is, some factors will reveal that a respondent has very low entrepreneurial motivation if they are rated as ‘Very High’. Contrarily, some other factors will reveal that a respondent has very high entrepreneurial motivation if they are rated as ‘Very Low’. Therefore, as the respondents were cautioned about rating such factors on the five point scale, it is up to them to understand and comprehend the substance of the factor and rate it accordingly. Thus, genuine ratings should lead to deduce the extent of influence (from hardly any influence or overbearing influence) a factor exerts upon the respondent with respect to entrepreneurial motivation.

After rating, the factors are ranked according to the importance score. More clearly, for a factor, according to its opinion level assigned by the respondents, a rank score is calculated based on Likert Scale. In this case, the highest importance score is 5 for ‘Very High’ and the lowest importance score is 1 for ‘Very Low’. The incremental or decremental difference is 1. Thus, number of responses in a cell is multiplied by the importance score for that column to get the score. These scores along the row are summed up to get the factor score for a particular factor. The rankings are critically analysed to understand the mindset of the respondents with respect to ‘Born Values and Attitudes’.

Rankings are not for merely finding whether one factor precedes in importance over another. Contrarily rank and point differences show the relative position of individual factors wherein the respondents’ decisiveness or indifference in rating a factor is revealed. More clearly if respondents leaned toward or shied away from a factor in a decisive way by assigning it an extreme or near-extreme score, this qualitatively denotes that the respondents’ attitude with regard to that factor is hardened and not changeable. This when combined with the motivational state of the factor

shows the condition of entrepreneurial motivation. That is, if it is a positive factor the student is motivated for entrepreneurship, or if it is a negative factor the student is demotivated for entrepreneurship. When the respondents refuse to give a factor high or low opinion, it shows their indecisiveness or indifference. There is a third but unlikely possibility. That is, the respondent did not comprehend in the real sense the factor's core message, its relevance for self or its subtle difference with another. If that is true, such a central tendency is seen in combination with the respondent's opinions and scores in other factors and aspects. Horizontal differences, that is the point difference between any factor and that follows it, are also taken into consideration. High difference points to the respondents' keenness in distinguishing factors. Low difference points to either the respondents' homogeneity or their lack of interest. Intermediate differences are reality which need to be analysed carefully in standalone and interdependent manners.

After the initial ranking analysis, the Individual Aspect Score for every respondent is calculated by summing up individual scores he or she got for every factor. As there are nine factors, the highest a respondent can get is  $9 \times 5 = 45$ , and the lowest he or she can get is  $9 \times 1 = 9$ . Thus, from the 450 Individual Aspect Scores, the Arithmetic Mean (AM) and Standard Deviation (SD) are calculated. Based on the values of AM and SD, Aspect Scores are divided into three Opinion Levels namely Low, Medium and High by setting lower and upper limits. The procedure is furnished in Table 5.1.

**TABLE 5.1**

**INDIVIDUAL ASPECT SCORES AND CORRESPONDING LEVELS OF OPINION**

<b>Level of Opinion</b>	<b>Condition</b>
Low	Individual Aspect Score $< (AM - SD)$
Medium	$(AM - SD) \leq$ Individual Aspect Score $\leq (AM + SD)$
High	Individual Aspect Score $> (AM + SD)$

Pursuantly, Individual Aspect Scores are categorised on the basis of eleven personal and family attributes namely age group, sex, religion, education, community, marital status, no. of family members, occupation status of parent(s), monthly family income, native area and additional income source. Here, the first six attributes are of personal and the remaining five are of family. As respondents will not be alike as regards their requirements and expectations on entrepreneurship and career as a whole, it should be ascertained whether they significantly vary in rating the factors under relevant aspects. This leads to the hypothesis test of independence based on Chi Square Distribution. More clearly, the eleven personal and family attributes are tested for dependence against the three levels of opinion to find out whether the respondents' opinion under 'Born Values and Attitudes' are influenced by their personal and family conditions. While ranking provides analytical inferences from the standpoint of individual factors, the Chi Square Test gives the overall picture for the aspect in question. After the ranking and the test of independence, a collective summary is provided, which may reveal the general outlook of the respondents' entrepreneurial motivation.

However, one caveat remains with the dependence tests. If the number of observations is considerably low, there is a chance for getting invalid or misleading results. In that case, three solutions exist. First, some related or near-similar categories may be grouped and considered as one category. Second, the sample size could be increased and the data might be reworked. Third, hypothesis tests based on Student's T Distribution shall be performed for any two categories at the time and the results could be looked in an overall perspective. The first solution leads to loss of accuracy. The second solution greatly increases time and cost. The third solution is too tedious and monotonous. (Richard I. Levin and David S. Rubin, *Statistics for Management*, 5th Edition, Prentice Hall of India Private Limited, August 1991. Pp. 426) Therefore, all the three solutions are out of the scope of the research and the tests are performed using data as it is, but the caveat remains.

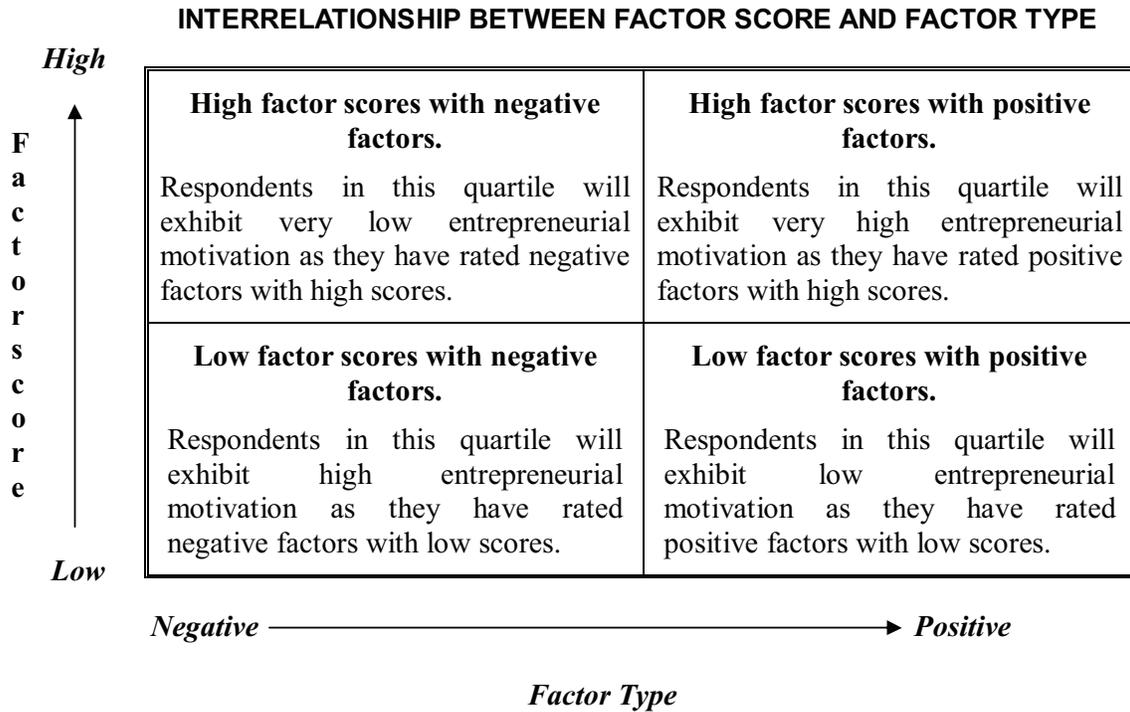
However here in relation to the questionnaire, not all factors thus ascertained are ranked with respect to opinions. More clearly, every aspect of response need not remain so structured or designed that opinions thereon should be sought and ranked on a point scale. Thus as analysis of opinions alone will not provide comprehensiveness to the study, aspects that need to be analysed in a standalone or relational manner are so dealt with. This is done in the sequential order of the questionnaire. Moreover qualitative information is also provided whenever necessary to augment the analytical study. In this way the analytical approach takes into consideration both the content and context.

#### **5.4 ANALYTICAL FRAMEWORK**

The nine factors within the aspect of 'Born Values and Attitudes' are meant to measure the entrepreneurial motivation of students. In this regard, rankings here are not to measure the relative importance of a factor based on the intensity of responses.

Contrarily, it is done in order to know the polarisation if any of the responses with respect to factors. To be clear, if a positive factor gets the top most rank, it shows that a component measuring entrepreneurial motivation has high incidence of occurrence within the sample. This in turn reveals that the students are highly motivated for entrepreneurship with regard to this component. However, this alone is not sufficient to conclude that they are highly motivated and will become successful entrepreneurs. Likewise, if a negative factor gets the top most rank, it shows that a component that contributes to entrepreneurial motivation is heavily suppressed within the respondents by family and peer influence, values and attitudes and other socioeconomic factors. Moreover, it could also convey that majority of the respondents are so conditioned that they are demotivated for entrepreneurship and unable to overcome this. This in turn shows that they will desist from entrepreneurial activities even if their qualities and strengths warrant otherwise. Furthermore, polarisation in any of the quartiles will show where the respondents are in their entrepreneurial spirit. More clearly, when factor scores are plotted against the type of factor in a grid like structure, they will get distributed along the four quartiles. The distribution pattern including concentration in any of the quartiles, polarisation in a particular area, scattering throughout the grid and dispersion along a certain line will yield different inferences and meanings. Thus, different positions denote different motivational levels of the respondents as regards entrepreneurship. Therefrom, the overall pattern could be deduced. Hence the rankings and their relative positions should be analysed as a cluster, but not in a standalone manner.

FIGURE. 5.1



Here the intensity of negativity is considered higher in the case of respondents' rating negative factors with high factor score than rating positive factors with low factor scores. In a common discretionary approach, both are equal. However, assigning a high positive value to a factor against entrepreneurship motivation is a mindset manifesting itself clearly against it. On the other hand, the respondents' rating a positive motivational factor with low scores shall otherwise be interpreted as the unimportance and irrelevance assigned to the factor in relation to his or her personal preferences, values and attitudes. Constrained by their strengths and weaknesses, they likely have deduced it as insignificant and trivial. If so, it is a pointer that they are not fully demotivated against entrepreneurship. Therefore the former has high intensity of negativity.

### 5.5 BORN VALUES AND ATTITUDES

Values are qualities regarded by a person or group as important and desirable for life. They are a set of standards and principles that often define the characteristics of

individuals or persons identified by any social, economic or cultural division. Moreover, as values system is a permanent belief about what is appropriate and what is not, it guides the attitudes, actions and behaviour of human beings. Values can be equated to an ideology that permeates everyday decisions. Also, human values are self-generated in the sense they are created within individuals and groups as a result of their traditions and lifestyles. Human values are incremental in nature. That is, they do not become scarce after sharing.

Men and women exhibit careful adherence to the social values. In addition, as a social member, they identify themselves with the values and even sacrifice personal preferences for the sake of those values. From childhood onwards, boys and girls learn to accept the values, trust the family and society and vow not to do anything against the values. College or university education and work or employment in distant places never nullify the values. Thus, students are not at all exception here. They will always respond to socially approved values in their endeavours of education, employment and entrepreneurship. However, values need to be reinforced through rewards, incentives, ceremonies, stories and symbolic actions.

Students' values help shape their perception of a situation, influence their analysis of solutions to a problem and finally have an effect on the ultimate decision. Thus values will also influence the managerial and entrepreneurial capabilities of students. To be more clear, how they react to a problem situation, how they accept authority, how they regard the power distance between individuals and how they exhibit loyalty and commitment towards work have very strong correlation to their values. Such values and manifestation thereof differ across cultures. While some students will emphasise productivity, profitability and achievement, some others will lean towards equity, fairness and morality. Thus, materialistic, pragmatic and moralistic

values bring different cause-effect relationships in terms of performance, productivity, profit maximisation, equality and welfare of others. This ultimately affects the motivations of entrepreneurship and self-employment.

As far as attitudes are concerned, they provide people with a basis for expressing their values. An attitude can be defined as a persistent tendency to feel and behave in a particular way toward people, situation or object. Attitudes are complex cognitive process but can be characterised three ways. First, they tend to persist unless something is done to change them. Second, attitudes can fall anywhere along a continuum from very favourable to very unfavourable. Third, attitudes are directed toward people, situation or object by a person only if the person has feelings and beliefs about the people, situation or object. Behavioural scientists see the various dimensions of attitudes including its basic components, formations and functions, and thus attempt to change them for positive development.

Attitudes have emotional, informational and behavioural components. Emotional component includes the person's positive, neutral or negative feelings about anything. The informational component consists of beliefs and information the individual has about a person, object or situation. It makes no difference whether or not the information is empirically real or correct. Thirdly, the behavioural component consists of a person's tendencies to behave in a particular way toward that person, object or situation. It is important that of the three components of attitude, only the behavioural component can be directly observed. One cannot see another person's feelings (the emotional component) or the beliefs and informational component. These two components can be only inferred through research and long-term studies.

Past experience, available information and generalisations lead to some beliefs, which in turn shape attitudes. As they are a result of beliefs, change in attitude follows when the beliefs are belied. To mention a relevant case, if a student with entrepreneurial zeal believes that the education he or she is currently undergoing will provide him or her with the skill and training necessary to be an entrepreneur, the resulting attitude towards that education will be positive. As a result, the student will strive to pass the education with productive behaviour. However, there are two basic barriers to attitudinal change. One is prior commitments such as family influences, preconceived notions and preformed opinions. Second barrier arises out of insufficient information. As the barriers themselves show, providing new information, use of fear, resolving discrepancies, influence of friends and peers and cooperative teamwork shall lead to change in attitudes. Therefore, in a nutshell, while the values system is fairly permanent, attitudes on the other hand can be changed.

## **5.6 FACTORS AND ATTRIBUTES**

The nine factors that contribute to the measurement of entrepreneurial motivation within 'Born Values and Attitudes' are listed and explained under respective subheadings.

### ***1. This education is consistent with my values and attitudes***

Values and knowledge provided by education should be used in future work situations so that the work is done efficiently and productively with its fruits leading to self, family and community development. Here when a student says that the education he/she is pursuing is consistent with his/her values and attitudes, it means that the education itself has not become a demotivating factor for the student. Moreover education that in no way contributes to self development of the student but forces upon him/her abstract knowledge, unnecessary complexity, empty calculation, deceptive

theory, conceptual falsify or vain rhetoric will make him/her weaker with respect to the education. This besides resulting in wastage of precious time and effort also burns down the student's spirit. Therefore rating of this opinion factor will show the student's perception towards the education as to where it stands in being conformity with his/her values and attitudes. Here the values and attitudes correspond to self development and growth at one side and morality and ethics on the other. Thus the higher the rating the more the student's belief that the education will satisfy his/her aspirations and dreams. Now, this factor relates to entrepreneurial motivation when accompanied by an extreme rating, either positively or negatively. More clearly the belief that the education is (in)consistent with his/her values and attitudes and the truthful admission thereof should have come after a period of contemplation and evaluation. Therefore it is highly possible that the student is (un)successful in that education. Either way the student should have a clear commitment and aim in relation to that education. Either the student settles in a good job wherein he or she exhibits entrepreneurial qualities such as innovativeness and diligence or have plans for entrepreneurship or cooperative self-employment. Thus a very negative score accompanied by a negative performance in education leads the student to the search of alternative forms of work than that provided by the education. On the other hand a very positive score accompanied by a positive performance in education leads him or her to settle in a loved job wherein he or she is sure to exhibit entrepreneurial qualities.

## ***2. Family decides for me to choose education and career options***

This factor shows the intensity of bonding and cohesion within the family of the student. Moreover it insinuates at the extent of influence of the patriarchal system upon the family, and as a whole, within the society. While this on one side makes the student to forgo innovative spirit, on the other, sustains community values, hereditary ventures,

family businesses and household edicts. This helps for entrepreneurial motivation in the sense that it makes better out of the student in executing the family and community lines of occupation or vocation. More clearly with the help of attitudes, knowledge, skills, opportunities and acquaintances acquired through his/her education, which were unavailable to the elders, the student will be able to execute tasks in the venture in a sophisticated and enhanced manner. This however should be seen in relation to the previous factor that the education must be perceived as consistent with the student's values and attitudes.

### ***3. Realise my standing in education and skills in relation to fellow students***

Realisation of oneself in relation to others from the same socioeconomic environment steers a student in the right direction. This helps to see things in proper perspective. The student is able to weigh his/her strengths and weaknesses as against the opportunities and threats the environment has to offer. This in turn moderates the behaviour, keeps from undue risk taking, leads to avoid overstepping, and finally enables to foresee the near future with some degree of accuracy. Thus self-realisation has direct correlation with entrepreneurial motivation, for the student shall be right in judging and deciding between entrepreneurship and employment as his or her fittest career choice. Furthermore this factor engenders within the student the much needed qualities of entrepreneurship such as restraint in expenditure, prudence in financial matters, deliberation in building relationships and balance in work behaviour. This way he or she preemptively avoids debt burden and undue stress that affect health and motivation. Therefore such a student will be motivated for successful entrepreneurship.

#### ***4. Can apply this education to practical work situations in future career***

This factor implies three possibilities. First, it shows the extent to which a student regards this education as pertinent to the growth and development of his or her personal and professional life. Thus rather than future applicability, the student considers the education as a means to achieve his or her goals. For, educational qualification gives social status and enhanced worth or marketability to self and family members. Such students will rate this factor higher irrespective of its practical relevance. Second, a student sees a clear relation between what he/she studies and what he/she intends to do in the future. More clearly he or she has chosen the education in a premeditated and shrewd manner so that it is helpful in his or her future career. Such students also will rate this factor higher without seeing its pertinence to real life working situations. Thirdly and finally, the student really sees and believes that the curriculum is so set that it makes him or her employable or workable in the future. Thus employment oriented students, seeing this education to be satisfying their intentions, will rate this factor high. In summary, this is more of a negative factor wherein the higher the rating the lower the student's entrepreneurial motivation.

#### ***5. Have already started my career planning***

Entrepreneurship is a process which evolves over time. Unlike job it obliges the subject to encounter many actions, events, situations and conditions starting from the identification of local opportunities until the successful implementation of venture. Thus entrepreneurship needs time and perseverance to yield fruits. When a student says he or she has already started career planning by rating this aspect high he or she intends either of the following two things. One is that the student has already identified the possibilities and opportunities of entrepreneurship and is making movements towards that direction. The other is that the student has a particular job or position in mind and

is pursuing in that path. Here the first probability is very unlikely given the attitude, skill and knowledge level of most students. That is, up to their maturity level students are incapable of mobilising resources, strengthening contacts and saving money for a risky future venture. Therefore the second contention is the most plausible answer. Hence, students will greatly differ between them in this factor. That is, while quite a section of families and individuals are calculative to the extent of planning for contingencies 20 years hence, people in the mainstream leave it to prevailing conditions, the wish of their wards, the advice of elders or even God's will. Thus this too is a negative factor wherein those who have already started career planning should clearly contrast with those who have not, within the limitations of data representativeness and comprehensiveness.

***6. Will readily switch career based on situations and conditions in future***

This attitude, once hardened, becomes a value. It is highly unfavourable to entrepreneurial motivation. To claim the possibility of a student being pulled toward entrepreneurship based on future circumstances as positive for entrepreneurship is misplaced. After completion of study, if a student finds the job market against him or her, he or she is naturally desperate for work. If this mindset impels the student to look for possible self-employment or entrepreneurship opportunities, this is not entrepreneurial motivation. For, entrepreneurship is neither a last resort nor an alternative, but a vocation to be pursued resolutely. It needs values and attitudes that are so constant that the person abhors jobs and salaries. Thus switching career based on convenience and circumstance not at all guarantees success but negates the very purpose of entrepreneurship. Such persons, on seeing the challenges of

entrepreneurship, will surely attempt to effect switchover to another occupational line within a shorter period. Thus their flippancy, pertness, remorselessness, crave for easy money and self-serving nature will lead them into more instability and debt trap.

Although a particular target group cannot be pinpointed as possessing this attitude/value, most persons possessing this attitude/value are from lower middle class families. Moreover they are suitable for semiskilled jobs or individual self-employment, and switch occupation even by whims. Electrician, broker, plumber, appliance/vehicle mechanic, mason, driver, computer/hardware serviceman and that in clerical or secretarial job are some examples of such persons. Also a section of middle and upper middle class families that prostrate at the feet of mammon exhibit similar characteristics. Even in the job, their learning history will be inconsistent as they only look for the magnitude of material worth in job content and context rather than productivity. Hence for them monetary and fringe benefits outweigh any other thing. Their steadfastness, tolerance limit, resistance to temptation and self esteem will be low. Likewise their loyalty to homeland, mother tongue and class and community are abysmally poor. Instead of valuing work as a vocation for self and community development, they treat it a way for making money even with rapacious means. Even more, another's distress is an opportunity for them to take spoil. As their foremost priority is self gratification they easily get swayed away by sensual and sensuous thrust as well as by outer or external appearance. In this regard they easily admire those with money, power and appearance even when other life qualities are low in those persons. Their conscience will be so low that values like truthfulness, honesty and diligence are antithetical to them. They are very unlikely to reciprocate goodness for goodness. Moreover they invariably fail to see the writing on the wall as their ability to foresee the future is obscured by their failure to see present things in perspective. Overstepping

or premature retreating is common with them as they do not self-realise their strengths and weaknesses in relation to opportunities and threats of the environment. Finally therefore reversal of gender roles is common with this population. That is, if someone is a male with this attitude/value, he will be effeminate and if it is a female, she is hoyden. Therefore students from such a family background are vacillant, and hardly have entrepreneurial motivation. On the contrary, motivated principally by money, they always aim for self-serving or short term gains.

In this regard the case of an automobile mechanic shall be taken for productivity analysis. For mending a punctured tyre, which takes 30 minutes, he charges Rs. 70/-. For engine overhaul, which takes 14 hours, he charges Rs. 1,500/-. Therefore for a hourly labour he earns Rs. 140/- from tyre puncture and about Rs. 107/- from engine overhaul. Thus the first job is more than 30 percent profitable than the second. However as seen around, many mechanics slight that job with aversion and disregard the earnings therein.

#### ***7. Will go against family wishes in choosing the career***

Although family advises or guides a student to choose a career path, actual work selection comes from the student. Thus when a student goes against family wish in choosing a career for a justifiable reason his motivation and drive should not be blamed. For parents characteristically want to play safe or have many other preferences in mind. Therefore a family's insistence upon a student to choose against his/her will by invoking the traditional authority means defying the spiritual and physical individuality provided to every human being by the Creator. Here when a student is at crossroads to decide between family's compulsion and own initiative with regard to the career, the motivational strength exerted upon the student by the career plays a key role. That is when an inner voice tells him or her to pursue a path for which the family remains a

hindrance then the student is to hear that inner voice. Also when the family obliges the student to go a way that is at odds with the student's wish, he or she is duty bound to win over the parents and family with maximum effort. Either way, only the student decides ultimately. Therefore in summary, it is not going against the family but against the prevalent opinions and notions of the family's dominant member(s) in relation to the children's career. Such opinions and notions have high possibility for being misconceptions when seen against the vocational thirst of students and contemporary socioeconomic conditions. For example, while some families prefer government jobs, some others equate it to slavery. Likewise while some families prefer entrepreneurship, some others equate it to mercantilism. This leads to the inference that students who succumb to the pressure of the family and who show only a passive resistance will have low entrepreneurial motivation. While the former set of students will rate this factor very low, the latter set of students will exhibit central tendency.

***8. Take any risk to settle in my most preferred career***

This factor is not in any way related to the previous one. While the previous factor corresponds to the conflict in attitudes and values between generations that is of constructive nature in a society, this one relates to an overzealous and aggressive trait found within a section of persons. These persons are determined in a headstrong manner whose actions more often than not offend others. Even their success in entrepreneurship or employment will be of little use to the community. Only persons of low morale will be able to deal with them. Their pursuit of money, power and control far outweighs their religious faith, family values and community orientation. They attempt deeds a normal human being hesitates to do without even the slightest of guilt. As given to audacity, even their entrepreneurial motivation is counterproductive and inequitable. Thus they will be in either of the extremes of the normal distribution curve.

This trait is on the increase in society and is exacerbated by mass media. Therefore if students rating this high are large in number it shows a degenerate social condition with misplaced values and priorities.

To mention a related case, unlike anytime in human history many children are now diagnosed with ADHD (Attention Deficiency and Hyperactivity Disorder). Medical experts solely attribute this disorder to parenting. That is, parents, for the sake of work or even self, leave their infants at the mercy of maids or crèches. When such a caretaker is not empathetic enough but leaves the child unattended for prolonged periods, the child develops an intense feeling of insecurity. At the next stage when the child realises that its weeping and agony for attention and care are sure to go unheeded, its psychological limits of safety and endurance get broken. This extreme condition impels the baby to go into trance (a state of detachment from one's physical surroundings with inadequate response to stimuli) which later exhibits as this disorder.

***9. Local opportunities are not compatible with my career requirements***

Earth is abundant with resources which are almost equally distributed throughout. Human labour within spiritual and moral precepts produce abundant fruits. It is therefore incumbent upon the people to unearth resources and opportunities. The study area, Tirunelveli, and its adjoining district, Tuticorin, are bestowed with a lengthy coastline and many natural resources. The Port of Tuticorin, one of the eleven major seaports in India, is only about 45 km east from Tirunelveli. This geographical region has enormous potential for industries and vocations in salt, seafood, export and import, shipping and allied services, peripheral transport operations, palmyra palm products and cash crops. In addition, with the perennial Tamiraparani river there is room for large scale agriculture, farming and herding activities. Furthermore, mineral resources provide their own line of industrial and vocational opportunities. Even the desert like

arid lands along the coast in the region have enormous resources and potential including cashew, cactus, gypsum, limestone and herbs of medicinal and therapeutic value.

Leaving all these behind, many students go to Chennai, Bangalore and other metropolitans to settle in jobs that are equivalent to slavery. They are hard inclined toward white collared jobs. For them education is a ticket for employment rather than a tool for self development. Even worse, students and their families alike look such entrepreneurial endeavours with disdain. Above anything else, when asked about salary, they multiply their real salary by two, three or even four, according to person and situation. Thus they are taught to cherish jobs and positions right from their childhood. which are often meant to serve corporates, bankers and the elite. They are even proud of that. While on one side they exhibit unquestioned subordination, on the other, they show inordinate arrogance and disdain. Moreover qualities like intelligence, tolerance and cooperation are greatly misplaced in the sense that such persons act and react very positively or very negatively where they ought not. That is, they are diffidently prostrate before people who are fierce, rich and powerful in countenance. In order to offset for such indignity, they are arrogantly shrewd towards people who are good and just. Like an equine that has adapted to desert life, they are averse to hard work and labour but glorify modern slavery for its easy and assured money. In this regard they negate the very purpose of God-provided knowledge and power, which otherwise is meant for self, family and community development.

On the other side, there is a concerted effort to weaken the affinity of people, especially the young, to native place and community, which has high positive correlation to entrepreneurial motivation. More clearly, in every sphere of public life including administration, armed services, education, medicine, law, entertainment and

religion, a section of people works hard to ruin individual conscience, break family values, destroy community life and bring social degeneration by advocating diabolic concepts and ism's. In this regard cultural homogenisation is enforced upon individuals and communities, more vigorously after the globalisation and liberalisation efforts of the 1990's, with the help of media, communication and related technology. Hence the reach of mass media in every nook and cranny of the country has caused mind control of unimaginable proportions. The media, besides promoting sensationalism, determines the good and bad behaviours and choices for the viewer by placing/associating personalities, actions, events, situations and conditions in/to either good or bad contexts. Thus the young, especially students, learn to be part of the in-group or smart people besides turning against values and attitudes that promote community oriented vocations and entrepreneurship. Fight for peanut, murder for a penny, twist of tongue for a meal and enmity for three generations over a tiny piece of land are manifestations of this reality. Therefore this is a decisive factor in the sense that a student very positively rating this factor will not have entrepreneurial spirit.

In short Table 5.2 summarises the factors in positive or negative domain with some explanations.

**TABLE 5.2**

**BORN VALUES AND ATTITUDES - MOTIVATIONAL STATE OF FACTORS**

<b>Factor</b>	<b>Motivational State</b>
1.This education is consistent with my values and attitudes	Positive only when accompanied by an extremely positive or extremely negative rating. Otherwise, mildly negative.
2.Family decides for me to choose education and career options	Positive only when family has affirmative attitude towards entrepreneurship.
3.Realise my standing in education, skills in relation to fellow students	Very Positive.
4.Can apply this education to practical work situations in future career	Negative as theoretical education barely teaches entrepreneurship or motivation thereof. Only lately are such curricula emerging worldwide.
5.Have already started my career planning	Negative as mostly employment oriented students plan their entire career at this stage itself.
6.Will readily switch career based on situations and conditions in future	Negative as it negates the perseverance and risk taking abilities required for entrepreneurship and success.
7.Will go against family wishes in choosing the career	Positive as going against family often shows one's self motivated initiative on a vocational line.
8.Take any risk to settle in my most preferred career	Negative as rapacious opportunism will serve no collective or community endeavours.
9.Local opportunities are not compatible with my career requirements	Very negative and explained in detail under the subheading.

These nine factors are tested for dependence against eleven attributes listed in Table 5.3.

**TABLE 5.3**  
**PERSONAL AND FAMILY ATTRIBUTES**

Personal Attributes	Family Attributes
1. Age Group 2. Sex 3. Religion 4. Education 5. Community 6. Marital Status	1. Kind of Family 2. Occupation Status of Parents 3. Monthly Family Income 4. Native Area 5. Additional Income Source

**5.7. ANALYSIS OF FACTOR SCORES AND RANKS**

Now the responses and the corresponding Factor Scores are tabulated in Table 5.4. At times factor descriptions are pruned for spacing and formatting convenience.

**TABLE 5.4**  
**FACTOR SCORES AND RANKS**

S. No.	Factor	Very True	True	Neutral	False	Very False	Total/ Score	Rank
1.	This education is consistent with my values and attitudes	28 (140)	202 (808)	149 (447)	52 (104)	19 (19)	450 (1518)	I
2.	Family decides for me to choose education and career options	71 (355)	145 (580)	101 (303)	98 (196)	35 (35)	450 (1469)	IV
3.	Realise my standing in education and skills in relation to fellow students	79 (395)	90 (360)	224 (672)	29 (58)	28 (28)	450 (1513)	III
4.	Can apply this education to practical work situations in future career	18 (90)	125 (500)	39 (117)	107 (214)	161 (161)	450 (1082)	IX
5.	Have already started my career planning	18 (90)	55 (220)	286 (858)	78 (156)	13 (13)	450 (1337)	V
6.	Will readily switch career based on situations and conditions in future	51 (255)	105 (420)	101 (303)	120 (240)	73 (73)	450 (1291)	VI
7.	Will go against family wishes in choosing the career	22 (110)	80 (320)	117 (351)	137 (274)	94 (94)	450 (1149)	VIII
8.	Take any risk to settle in my most preferred career	28 (140)	76 (304)	98 (294)	191 (382)	57 (57)	450 (1177)	VII
9.	Local opportunities are not compatible with my career requirements	90 (450)	91 (364)	170 (510)	91 (182)	8 (8)	450 (1514)	II

*(Source : Primary Data)*

*(Note : Main figures represent No. of Respondents and the numbers in brackets represent corresponding Scores)*

In the table, 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 450 respondents was 26.78 and its standard deviation was 7.12. Thus the standard deviation is 26.59 percent of the mean value. These numbers point to the fact that respondents 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. Precisely, their family and economic conditions form the bedrock for entrepreneurial motivation or otherwise.

As far as factor scores and ranks are concerned, 'This education is consistent with my values and attitudes' gets the first rank with 1,518 points. It is closely followed by 'Local opportunities are not compatible with my career requirements' with 1,514 points and 'Realise my standing in education and skills in relation to fellow students' with 1,513 points. Between them, these three factors have only very low difference in points. When considering 'This education is consistent with my values and attitudes', although this factor is ranked first among the nine, it is due to the concentration of respondents in the 'True' opinion state. Contrarily respondents rating this factor in an extremely positive way are very low in number. It has such a weak 'Very True' to 'True' ratio (1 : 7+) that only the last ranked factor 'Can apply this education to practical work situations in future career' partakes of similar unfavourable value. This shows that the respondents hope for good in their education but are not completely sure either about its efficacy in fulfilling their aspirations or its compatibility with their beliefs and expectations. Although they have chosen this education after contemplation

and evaluation, they are unsure of the environment as to where it fits in their work and family life. They are thinking on a line that this education is sure to get them to employment and feed them securely in the future. Alternatively, had the first rank of this factor been out of a substantial number of extremely positive ratings, the outlook would have been different. More clearly, if the respondents decisively stated that this education was consistent with their values and attitudes, they would see the purpose of this education in their life and prepare their selves for work opportunities based on an optimum mix of this education and their values and attitudes. In this way they would have settled in their hearts with respect to this aspect and would have rated it very high. Thus it is clear that only from the standpoint of employment they have rated it high but are hesitant to rate it very high. For, a non-vacillant and open minded response should have resulted in an extreme positive rating, which is not the case here. Therefore their line of thinking that the education is not consistent enough with their values and attitudes to credit it with an extremely positive score is clearly exhibited here. On the other hand they are more of adaptive to the pros and cons of education. In summary opinions in this factor are highly at the negative side of entrepreneurial motivation.

The second and third ranked factors namely 'Local opportunities are not compatible with my career requirements' and 'Realise my standing in education and skills in relation to fellow students' differ from the first ranked one in the distribution of responses at positive opinion levels. However they are fairly similar between them in that regard. When considering 'Local opportunities are not compatible with my career requirements', the opinions are highly at the negative side of entrepreneurial motivation. That is, more than three quarters of the respondents, which is 78 percent, are concentrated in positive and neutral domains. Thus they are clearly not at the side of regarding local opportunities to be compatible with their career requirements. Therefore

it evolves that a section of students are clearly against entrepreneurship. Lack of knowledge in identifying local opportunities, mobilising resources and implementing ventures is the key reason for the disquiet of students towards entrepreneurship. For their part government and administration too rather focus on strengthening urban infrastructure. Moreover banks and financial institutions conspicuously keep themselves from the arena of credit, subsidy or financial help for micro, small and medium enterprises in rural areas. Therefore migration from villages to nearby towns and cities has become the order of the time for earning and growth prospects. Finally, only 8 out of the 450 respondents coming forward to state unwaveringly that local opportunities are available at their places for utilisation shows the imperious power of the environment upon students.

When considering the third ranked factor, 'Realise my standing in education and skills in relation to fellow students', it shows positive responses far outweighing the negative ones despite about two quarters of the respondents being at the median. This again emphasises the play of external forces upon student entrepreneurial motivation. That is, when this factor is seen against the first and second ranked factors, it has got more number of extremely positive ratings than any other. More clearly, the first ranked factor, being positive for entrepreneurial motivation by an extreme rating on either side, has 47 such extreme ratings. The second ranked factor, being positive for entrepreneurial motivation by an extreme rating on the negative side, has only 8 such extreme ratings. Therefore those positively motivated for entrepreneurship are to logically opt for extreme rating in the three aspects. Therefore number of extreme ratings in the aspects ought to have shown some parity, which is missing. Qualitatively, local opportunities, or lack thereof, should have contributed to shaping the student's values and attitudes as he or she grew. Meanwhile choice of education and afterwards

evaluation of the education with values and attitudes of self make one appraise his or her strengths and weaknesses in light of opportunities and threats provided by the environment. Finally this leads to the realisation and truthful admission of one's standing in relation to others. When relating this here, although students realise their standing, they are neither extremely appreciative/contemptuous of their education nor are able to fully comprehend the local opportunities for self and community development. Thus apart from values, attitudes, local opportunities and abstract realisations many external real world forces shape their responses, especially when they should opt for an extreme rating. Hence this results in the failure to have a substantial number of them in extreme ratings, besides the disparity thereon. Therefore this factor is an important parameter to measure entrepreneurial motivation and it shows that although more than one third of the students are positively motivated for entrepreneurship, the environment weighs down their spirit very hard.

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. Here when considering the fourth ranked factor 'Family decides for me to choose education and career options', it exhibits that the students are more dependent upon the family. To be clear, except for extreme negative rating, all other opinion states are interpreted to have family's influence or consent which however varies in intensity. Therefore leaving the 35 respondents, which is only 7.88 percent, all others involve their family in decision making with varied degrees of involvement. Therefore career decisions are not standalone for at least 9 out of 10 respondents. One to one correspondence of positive and negative responses also show that students of most families can not do away with family's decision in matters

of education and career although they can prevail upon their elders. In this regard family's inclination to let their wards choose entrepreneurship oriented ventures gains importance. Yet based on what has been brought to light until now, despite individual motivation, this sample is at the median-negative side of entrepreneurial motivation. Hence majority of the families of sample respondents are possibly preferring their children to have a job oriented career.

When considering the fifth ranked factor 'Have already started my career planning', it reveals the undecided mindset of the students. That is, being at the median position in ranking, this factor is characteristically exhibiting central tendency of the respondents. The following two facts substantiate this. One is that students have predominantly, to the extent of 63.56 percent, had recourse to neutral response. This is the highest among the nine factors. Second, in line with this, of the five response states, neutral responses alone contribute 64.17 percent to the factor score. Therefore the respondents collectively convey the message that they are in no haste to plan their career as of now. Furthermore, similar to the first ranked factor, number of extreme positive ratings are very low in this factor, which is only 4 percent. Extreme negative ratings are even poor, to the extent of 2.89 percent. These numbers lead to the fact that most of the respondents are not able to see beyond the education right now. Successful completion of the education or more precisely the qualification conferred upon them by this education is their only incumbent priority. Therefore their looking for direction from the family on one side and the uncertain socioeconomic environment on the other has brought them to this ambivalent state of mind. In summary, it is high time to sow the seeds of motivation for entrepreneurship within the students.

When considering the sixth ranked factor 'Will readily switch career based on situations and conditions in future' it shows that respondents who go behind

opportunities and circumstances are about equal in number to respondents who have a clear objective and mission regarding their career. Yet the sample slightly inclines in favour of the latter segregate of respondents. However the percentage of respondents having clear aim as regards career does include those who are solely job-oriented. More clearly although students at the positive side of entrepreneurial motivation, that is those who never want to switch career, are higher in number to the extent of 8.22 percent (37 respondents) than those at the negative side, it is true that those aiming a particular job in teaching, government, public service or the like also do not think about effecting career changeover. Thus leaving room for them leads to a near equal proportion of opportunity seekers with goal pursuers. It is unfortunate that even an educated population like this has about half of its people rather wanting to fit themselves in opportunities than resolving to create opportunities. It shows the deterioration of individual, community and social values. To be clear, this is a condition in which a section of people lack morale and initiative but unduly and shamelessly rely on public institutions and organised establishments, which more often than not are inefficient, corrupt, imperious and parasitic in nature, even for trivial and basic requirements. Here it is obvious that this section will always seek to ingratiate themselves with powers that be for work and compensation. Therefore it is unlikely that they will exhibit entrepreneurial motivation and spirit. Although at one side some powers want to create big governments wherein people are always supine, people can overcome that by community and cooperative teamwork with examples from China, Indonesia and many other countries. In this way they will be able to prevent the power centres from destroying traditional ventures, small and medium businesses, middle class families and any other identity of the socioeconomic heartland. However with the degenerate socioeconomic order the percentage of students who want to run after opportunities is

set to increase in the near future. That is, when at least 34.67 percent of the respondents are quite sure of switching career based on situations and conditions in the future, contribution of neutral category to this negative side of entrepreneurial motivation will eventually make things worse.

When considering the seventh ranked factor 'Take any risk to settle in my most preferred career', it reveals that majority of the respondents are not ready to risk their family and social relations to settle in their most preferred career. Only 23.11 percent of the respondents state that they will take any risk to settle in their most preferred career. Even within that, only little more than a fourth, that is 26.92 percent, is in the extremely positive opinion. Contrarily those averse to such risk are 55.11 percent, which is 2.38 times higher. One to one correspondence of positive and negative opinion states too exhibits a near proportionate change. That is those in the extreme negative and negative opinions are respectively 2.04 and 2.51 times higher than those in the extreme positive and positive opinions. Thus respondents are fairly inclined towards the negative side of the opinion, that is they prefer to take risk within the bounds of personal, family and social values. Further, qualitatively extrapolating this condition after including neutral responses, it shows that at least two third of the respondents are valuing their home and community more.

When considering the eighth ranked factor 'Will go against family wishes in choosing the career' it shows a near similar response pattern to the seventh ranked factor, that is, 'Take any risk to settle in my most preferred career'. Here too respondents in the negative domain of opinion are more than two times higher compared to respondents in the positive domain. However, inclination towards the right is more intense here as, as against the seventh ranked factor, respondents showing up in the extremely negative opinion are 64.91 percent more here. Thus the overall

perspective is not in favour of entrepreneurial motivation. More clearly, respondents preferring extreme positive opinion, who are the ones that see their work as God provided vocation upon earth and thus are determined to the extent of going against family, are at a meagre 4.89 percent. In addition, slanting of more than three quarters of respondents (that is 77.33 percent) towards neutral and negative opinion states reveal that students, especially females, have qualms about transgressing their familial boundaries. These facts lead to the inference that any indecisiveness on the part of majority of the respondents to choose between two adjacent opinion states tilts in favour of the negative side. To be clear, if a student, at the edge of his or her opinion, has chosen 'True', his or her disposition to the positive side is weaker than to the negative side. Therefore in all probability, if the student were to give an emphatic second opinion, he or she will more likely choose 'Neutral', not 'Very True'. This further leads to that males and females considerably differ in their opinions, at least in their values and attitudes regarding family. However only the dependence tests should establish that. Finally it is also observable that a section of the respondents has seen the two factors in an interrelated and indistinct manner. That is, they are concentrated from neutral rightwards the negative in the same manner for a factor of positive entrepreneurial motivation and for a factor of negative entrepreneurial motivation. Although this confused mindset shows that the patriarchal system of the family has weakened to some extent, the student are still under the grips of family, motivated and confused at the same time. This ambivalence is counterproductive for entrepreneurial motivation, but can be easily overcome by counselling and guidance.

When considering the ninth ranked factor 'Can apply this education to practical work situations in future career' it shows the decisiveness of the respondents with regard to the utility value of education they pursue. That is, of the nine factors, this has

the smallest percentage of 'Neutral' responses. The next smallest percentage of 'Neutral' responses that comes from the seventh ranked factor 'Take any risk to settle in my most preferred career' is 2.51 times higher than this one. Hence the respondents see the worth or otherwise of their education unambiguously and state it unequivocally. Moreover, while 31.78 percent of the respondents acknowledge that their education can be used in future work situations, another 59.56 percent of the respondents realise its vanity. This shows that predominantly students aiming a particular job in relation to their education have rated it positively. Therefore students motivated for entrepreneurship should come from the other segregate as they do not have any preformed opinion regarding their career. Even students not having any such motivation within this category can be encouraged for entrepreneurship with guidance and assistance. 'Neutral' responders are inferred not to have done yet an evaluation of the education in relation to career. They therefore are either students who have just started their college education or those without any strong work pull at present. In summary at least half of the students are motivated for entrepreneurship or can be done so if they are provided with right opportunities and direction.

## **5.8 ANALYSIS OF OPINION LEVELS AND DEPENDENCE**

As the second stage of analysis, the responses are examined against personal and family attributes of the respondents. Analysis of factor scores and ranks up to this showed that the requirements of respondents vary with respect to their education and career. Therefore, in order to ascertain whether the responses are influenced by the students' socioeconomic conditions, the opinions are divided into three levels namely high, medium and low, and dependence analysis is performed based on chi square test. First in this regard, the differences and similarities of opinions between the respondents in accordance with their personal attributes are put to analysis. Table 5.5 has details.

TABLE 5.5

## OPINION LEVELS ON PERSONAL ATTRIBUTES

Attribute	Category	No. of Respondents in Opinion Level			Total
		High	Medium	Low	
1. Gender	Male	101	23	99	223
	Female	121	72	34	227
	<b>Total</b>	222	95	133	<b>450</b>
2. Religion	Hindu	55	67	86	208
	Muslim	6	10	21	37
	Christian	70	74	61	205
	<b>Total</b>	131	151	168	<b>450</b>
3. Community	Forward	18	51	20	89
	Backward	40	119	48	207
	Most Backward	19	31	21	71
	Scheduled	28	31	20	79
	Tribal	1	2	1	4
	<b>Total</b>	106	234	110	<b>450</b>

(Source: Primary Data)

As far as 'Gender' is concerned, male and female students substantially differ in their opinions. While 89.69 percent of male students are in high and low opinion levels with a fairly even distribution between the two, 85.02 percent of female students are in high and medium opinion levels with substantial concentration in the high level. Thus males and females, besides being brought up with dissimilar values and attitudes, are differently influenced by the factors. This also shows they are differently motivated for entrepreneurship. However the differences do not point to absolute contrariness in male and female values but denote a shrinkage of attitudinal differences influenced by the macro environment including the media, government policies and judicial decrees.

As far as 'Religion' is concerned, respondents are distributed in a near even manner across the three opinion levels. Yet, Muslim respondents are substantially low in the high opinion level, that is only 16.22 percent, with its shortfall having shifted to the low opinion level. Thus Muslim respondents are predominantly concentrated in medium and low opinion levels. However as they are relatively very low in number in the sample, even moderate and unpolarised variations will exhibit higher percentage differences. Therefore notwithstanding this variation there is high possibility for the respondents to be alike in their responses irrespective of religion.

As far as 'Community' is concerned, it does not show any major variation among students of different communities in their opinions. The only conspicuous difference is in the high opinion level. Among the three, this level has the highest mean to standard deviation ratio of 25.46 percent (in percentages, not mere numbers). In addition backward and forward caste students are comparatively low in number in this level. Therefore if the combined weight of the nine factors pulls toward the negative side, then such a low score will lead to high entrepreneurial motivation among backward and forward caste students, and vice versa. Also variations in the high level of opinion resulted in adjustments in the medium level, which is why it also shows some prominent contributory fluctuations. Low opinion level, on the other hand, has its percentages more evenly distributed across the communities with about one fourth of the respondents in every one of it. In summary, this pattern hints at the weak association between community and entrepreneurial motivation.

Pursuant to the analysis of personal attributes, the differences and similarities of opinions between the respondents in accordance with their family attributes are put to analysis. Table 5.6 has details.

**TABLE 5.6**  
**OPINION LEVELS ON FAMILY ATTRIBUTES**

Attribute	Category	No. of Respondents in Opinion Level			Total
		High	Medium	Low	
1.Kind of Family	Nuclear Small	75	47	45	167
	Nuclear Medium	48	57	16	121
	Nuclear Large	40	11	10	61
	Joint Small	4	24	16	44
	Joint Medium	4	10	25	39
	Joint Large	1	1	16	18
	<b>Total</b>		172	150	128
2.Occupation Status of Parents	Revenue by father and mother	77	41	44	162
	Revenue only by father	70	56	54	180
	Revenue only by mother	28	29	22	79
	No revenue from father, mother	9	9	11	29
	<b>Total</b>		184	135	131
3.Monthly Family Income	Below 10,000	30	39	18	87
	10,000-20,000	121	68	22	211
	20,000-30,000	25	32	20	77
	30,000-40,000	13	12	20	45
	Above 40,000	14	10	6	30
	<b>Total</b>		203	161	86
4.Native Area	Hamlet	2	3	2	7
	Panchayat	9	14	11	34
	Taluk	40	60	43	143
	Municipality	71	62	26	159
	Municipal Corporation	33	50	19	102
	Metropolitan	1	1	3	5
	<b>Total</b>		156	190	104
5.Additional Income Source	Yes	45	80	91	216
	No	86	83	60	229
	Do Not Know/Unable to Say	3	1	1	5
	<b>Total</b>		134	164	152

*(Source: Primary Data)*

As far as 'Kind of Family' is concerned, the family environment greatly affects a student's values and attitudes, which in turn motivates the student for or against entrepreneurship. Here while students from nuclear families are concentrated in high and afterwards medium opinions, students from joint families are concentrated in low and afterwards medium opinions. Thus if the combined weight of the nine factors pulls towards the negative side, it shows that students from joint families have positive entrepreneurial motivation owing to their low scores. Contrarily, if the combined weight of the nine factors pulls towards the positive side, it shows that students from nuclear families have positive entrepreneurial motivation owing to their high scores. Yet in reality as income is from many sources or from a collective venture, joint family system enhances cooperation, raises confidence, promotes industriousness and leaves room for more risk taking. Also in joint family system, the patronage, care, reprimands, advices and even stories passed on by the elders help the students grow in courage, strength and honesty. On the contrary, as nuclear families are socially less secure, members therein will have high incidence of fear and timidity until the period of stabilisation. Therefore students from that environment, for all probability, will lack initiative at least with regard to risky ventures of self employment or entrepreneurship. Differing of opinions based on size even within nuclear families lends further credence to this fact.

As far as 'Occupation Status of Parents' is concerned, respondents exhibit the same pattern of opinion irrespective of the income source. They are widely and fairly evenly distributed along the categories both horizontally and vertically. One minor exception is that students from families where both the parents earn are in majority at the high opinion level (47.53 percent) and contrarily students from families where none of the parents earns are in majority at the low opinion level (37.93 percent). Thus

financial security, magnitude of income and absence of parent(s) at home affect the opinion of the students. Leaving that the source of income is not substantially altering the opinion level of students with regard to entrepreneurial motivation. Hence occupation status of parents has weak correlation to both the career guidance ability of parents and choice of the line of work of students.

As far as 'Monthly Family Income' is concerned, respondents exhibit a heterogeneous pattern in their responses. Their opinions greatly differ according to family's income. In addition to the family's income, their pursuant standing in the society highly affects their values and attitudes, which in turn heavily bears upon their rating of the nine factors. More clearly, hailing from diverse economic backgrounds, respondents look the factors from their own standpoints and here the burden of studies and career in relation to their family's income and social status makes them more unfeigned and objective in evaluating the nine factors. Thus, a level of income guarantees a corresponding level of opinion, for it is seen in relation to the individual respondent's affluence, relative worth, expenditure pattern and socioeconomic status. That is why here, income and opinions are highly interrelated.

As far as 'Native Area' is concerned, a mixed and confusing pattern of opinions is observed. Here students from rural areas such as tiny villages, panchayats and taluks are similar in their responses. Even students from municipal corporations register their opinions almost in the same manner. In these four categories at least two out of five students are in the medium opinion level. However students from municipality areas stand odd against the rest of them. That is 'Municipality' category has the highest and lowest percentages of respondents in respectively high and low opinion levels. Students from municipalities and municipal corporations come alike in low opinion level. Notwithstanding, quite some deviations across all the three opinion levels make

‘Municipal Corporation’ as an in-between category which does not associate itself with any other category in a decisive way. Finally, as only five respondents are from metropolitan area, percentages therein are not considered against others, leaving the fact that three out of five in them are in low level of opinion. In summary it is deduced that native area has weak association to the values and attitudes that shape entrepreneurial motivation. However students from townships of possibly high growth potential are different from students of saturated metropolitans or municipal corporations and potential-less rural areas.

As far as ‘Additional Income Source’ is concerned, students whose families have the privilege of additional income vary in their opinions with students whose families have not any additional income. In this regard responses in the high and low opinion levels have reversed. While in the ‘Yes’ category majority of the respondents, which is 42.13 percent, are in low opinion level, in the ‘No’ category majority of the respondents, which is 37.55 percent, are in high opinion level. Respondents however are in about equal percentage at the medium opinion level. The third category of respondents, who are unaware or not sure of their family’s additional income sources, are in majority at the high opinion level. However as they are at bare minimum relative to the other two categories, their numbers only facilitate higher association between the categories. In summary, high distribution across the three levels and parity at the medium level cause to deduce that although additional income is a factor that affects the determinant and contributory values and attitudes of entrepreneurial motivation, it is not at all a decisive one.

Now, the eleven personal and family attributes are put to dependence tests against the three opinion levels. This shows whether opinion of the respondents about 'Born Values and Attitudes' is influenced by personal and family attributes. Table 5.7 has details.

**TABLE 5.7**  
**BORN VALUES AND ATTITUDES - DEPENDENCE TESTS**

S. No.	Factor	DF	Acceptance Limit	Chi Square	Sig. Prob.	Result
1.	Sex	2	9.210	58.81	0.0000	Highly significant
2.	Religion	4	13.277	13.17	0.0105	Not significant, but barely at the limit
3.	Community	8	20.090	13.22	0.1046	Not significant
4.	Kind of Family	10	23.209	114.68	0.0000	Highly significant
5.	Parents Occupation Status	6	16.812	6.72	0.3473	Highly insignificant
6.	Monthly Family Income	8	20.090	44.56	0.0000	Highly significant
7.	Native Area	10	23.209	21.05	0.0208	Not significant, but barely at the limit
8.	Additional Income Source	4	13.277	21.02	0.0003	Significant

**Table Notes**

1. The tests were performed at 1 percent Significance Level to have 99 percent accuracy.
2. DF refers to Degrees of Freedom.
3. Level of Acceptance is the Chi Square Table Value against a corresponding Degrees of Freedom that serves as the upper limit. If a Chi Square Statistic, that is the General Association Value, lies beyond this limit the Null Hypothesis is rejected.
4. P Value refers to the Significance Probability. It is the probability level on or above which the Null Hypothesis is accepted. More clearly, if the Significance Probability is less than the Significance Level, the test is significant.
5. If even the highest possible Significance Level, that is 99 percent, fails to make the Null Hypothesis accepted, the test is said to be 'highly significant'. Contrarily, even if lowering the Significance Level to 90 percent is not sufficient to reject the Null Hypothesis, the test is said to be 'highly insignificant'.

Table 5.7 reveals, in conformity with the analysis of opinion levels, that Sex, Kind of Family, Monthly Family Income and Additional Income Source influence the opinion of the respondents. This shows that values and attitudes are shaped, nurtured and reinforced by these attributes. Within that, while a student's sex, kind of family and monthly family income contribute in a very influential manner, additional income source of the family contributes in a marginal manner in affecting the student's values and attitudes. This in turn motivates or demotivates the student towards entrepreneurship. 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. Even the intensity with which an attribute influences the values and attitudes of a student varies. Some attributes influence (or fail to influence) in a substantial way, some others in a moderate way and the remaining at the border. Thus entrepreneurial motivation or otherwise shows up with high intensity in a student within a particular personal and family setting. The tests thus validate the qualitative analysis done previously.

#### **5.9 RESPONSE SENSITIVITIES AND MOTIVATION MEASUREMENT**

As the third stage of the analysis, an attempt is made to ascertain where this sample of students stand and fit in the grid (Fig 4.1 provided in the analytical framework) so that their entrepreneurial motivation is measured in relation to their values and attitudes. This is arrived at based on the relative distance and concentration of respondents to the extreme values as well as the conversion of positive and negative factors into numeric indicators. This helps to have a clear and broad picture of the

students' entrepreneurial motivation in relation to their born values and attitudes. Thus all these analyses should lead to the measure of entrepreneurial motivation with regard to this sample of respondents.

As the first step in this stage the factor scores and ranks are analysed. Here initially the percentage decrease of factors relative to one another is considered, which shows the variations in a vertical manner. As positive and negative factors are mixed, this shows the sensitivity of students in rating the aspects. That is, the distance of the actual factor score from the minimum and maximum possible scores shows the concentration of respondents in a particular quartile. This in turn shows how students collectively see a factor as affecting them in their real life or how they react to an aspect as touching their conscience. Central tendency on the other hand shows that the respondents are undecided or ambivalent thereby letting the environment play a role on their destiny. Therefore the scores serve as a useful indicator to the weight respondents assign for every value and attitude as against ideals that promote or discourage entrepreneurship. In this regard Table 5.8 has the percentage decrease of factors relative to one another.

**TABLE 5.8****RANK AND SCORE ANALYSIS**

<b>Rank</b>	<b>Factor</b>	<b>Score</b>	<b>% Decrease</b>
I	This education is consistent with my values and attitudes	1518	-
II	Local opportunities aren't compatible with my career requirements	1514	0.26
III	Realise my standing in education and skills in relation to fellow students	1513	0.07
IV	Family decides for me to choose education and career options	1469	2.91
V	Have already started my career planning	1337	8.99
VI	Will readily switch career based on situations and conditions in future	1291	3.44
VII	Take any risk to settle in my most preferred career	1177	8.83
VIII	Will go against family wishes in choosing the career	1149	2.38
IX	Can apply this education to practical work situations in future career	1082	5.83

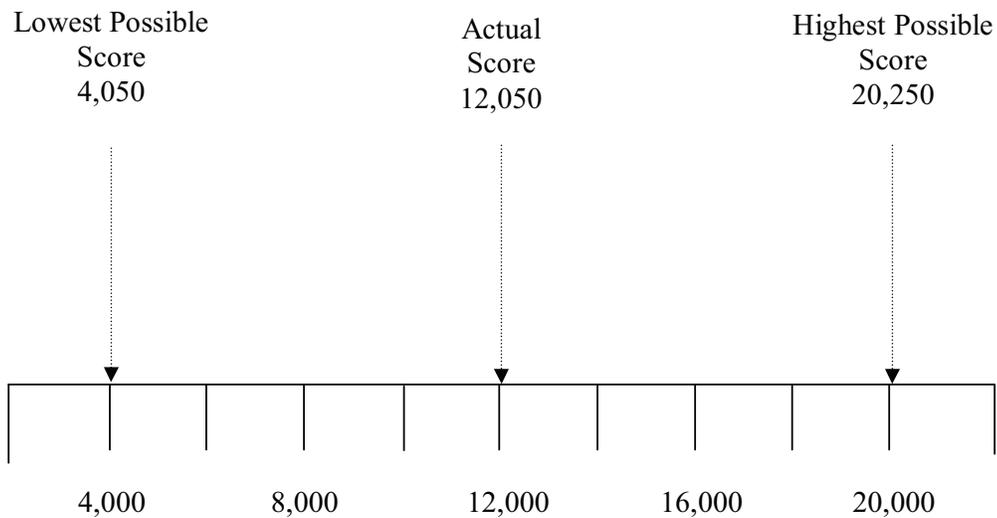
The nine factor scores have a sum of 12,050, mean value of 1,338.89 and a standard deviation of 173.4. The standard deviation is 12.95 percent of the mean. In addition, with the first three factors, the factor scores are too close to one another to distinguish their rankings given the number of respondents and the magnitude of scores. These facts therefore establish that although the respondents are widely varied in their opinions with respect to the nine factors, as a whole they are close to the median value. Further, when a factor is intended to seek opinion on their person, education or their independent assessment of the environment, they rate it with confidence, but when it comes to family or career options they greatly hesitate taking extremes and prefer intermediate positions. Furthermore the steep fall of percentages at

the fifth and seventh ranked factors show that career decisions are more of collective nature involving elder family members and the student's influence therein is largely ineffective. Moreover, such abrupt and high percentage variations between adjoining factors point to the consciousness of a section of respondents, who in all probability are decisively for or against entrepreneurship and venture development, in reacting unequivocally to the factor thereby perverting the course of the opinion factor and its score.

Additionally when the sum of factor scores is plotted between the theoretically possible extreme values, as provided in Fig. 5.2, it is just above the median value. As negative factors outweigh the positive ones, it shall be interpreted that the overall concentration of respondents is close to the negative-middle side of entrepreneurial motivation. Thus majority of the respondents have not prepared themselves for entrepreneurship, at least as of now.

**FIGURE. 5.2**

**RANKING BASED EXTREME AND ACTUAL FACTOR SCORES**



As the second step in this stage, opinions in the nine factors are quantified to have a measure of entrepreneurial motivation in relation to the values and attitudes of the respondents. Until this time the positiveness or negativeness of a factor is considered only partially. Therefore here according to the motivational state of the factor, a point is assigned for a opinion state. That is, if a factor is negative for entrepreneurial motivation, extremely positive opinion therein is given the most negative mark. Conversely if a factor is positive for entrepreneurial motivation, extremely positive opinion therein is given the most positive mark. Intermediate opinion states are awarded points accordingly. The pattern of scoring is presented in Table 5.9.

**TABLE 5.9**  
**MOTIVATIONAL STATES AND POINTS FOR OPINION**

<b>Motivational State of Factor</b>	<b>Point for Opinion</b>				
	<i>Very True</i>	<i>True</i>	<i>Neutral</i>	<i>False</i>	<i>Very False</i>
Positive	1	0.5	0	-0.5	-1
Neutral	0	0	0	0	0
Negative	-1	-0.5	0	0.5	1

When the above scoring pattern is applied to the factors of Born Values and Attitudes, it looks as in Table 5.10.

TABLE 5.10

FACTOR SCORE ACCORDING TO FACTOR TYPE

Factor	Opinion Weight					Factor Type
	Very True	True	Neut.	False	Very False	
1. This education is consistent with my values and attitudes	1	-0.5	0	-0.5	1	Positive in extremes, otherwise mildly negative.
2. Family decides for me to choose education and career options						Calculated based on a combination of factors.
3. Realise my standing in education, skills in relation to fellow students	1	0.5	0	-0.5	-1	Very Positive
4. Can apply this education to practical work situations in future career	-1	-0.5	0	0.5	1	Negative
5. Have already started my career planning	-1	-0.5	0	0.5	1	Negative
6. Will readily switch career based on situations and conditions in future	-1	-0.5	0	0.5	1	Negative
7. Will go against family wishes in choosing the career	1	0.5	0	-0.5	-1	Positive
8. Take any risk to settle in my most preferred career	-1	-0.5	0	0.5	1	Negative
9. Local opportunities are not compatible with my career requirements	-1	-0.5	0	0.5	1	Very negative

Three things need elucidation here. First, 'Neutral' opinion states are left out. Two justifications are given for that. One, they were analysed in detail, along with others, in factor rankings and dependence tests. The other, possibly an in-depth social study, which is beyond the scope, can do something with the students who are ambivalent or undecided. Second, some factors are more intense in their negativeness

or positiveness than others. This however is not taken into consideration as the extent of positiveness or negativeness is ephemeral, dynamic and dependent in nature and bound by many conditions of the environment. Third, eight out of the nine factors are quantifiable according to their motivational state. However the factor 'Family decides for me to choose education and career options' is positive only when the family has affirmative attitude towards entrepreneurship. It has got the fourth rank with a factor score of 1,469. Therefore in addition to students having entrepreneurial motivation, the number of families having an affirmative attitude towards their child's entrepreneurship is to be determined. Here questions related to father's employment (q. 1.13) and innate motivation for entrepreneurship (q. 3.17) have key to that. First, based on father's employment, a percentage was arrived at that showed how many of the fathers in a particular line of work would accept or motivate their ward's entrepreneurship wishes. Although this percentage had no scientific basis, it was based on a pilot study, interview with a little more than one tenth of the respondents' parents (48 in this case) and opinions from academic scholars and resource persons. Moreover here, only the father's preference is taken as influencing the decision upon the student. Although in quite some families it is a joint decision, provisions for margin of error arising therefrom is not made as it will unnecessarily complicate the analysis. Therefore father's decision holds. Now Table 5.11 has percentages of fathers in every line of work that would accept their child's entrepreneurship.

**TABLE 5.11**  
**FATHER'S LINE OF WORK AND ACCEPTANCE OF CHILD'S**  
**ENTREPRENEURSHIP**

S. No.	Father's Line of Work	No. of Respondents	Accept Child's Entrepreneurship	
			Percent	No.
1.	Government Employee	70	40	28
2.	Private Employee	101	55	55.55
3.	Own Business/Family Concern	73	70	51.1
4.	Self-employed	52	50	26
5.	Professional	41	60	24.6
6.	Entrepreneur	8	90	7.2
7.	Daily Wage Labourer/Coolie	43	45	19.35
8.	Pensioner	39	35	13.65
9.	Unable to work due to injury, disease	4	35	1.4
10.	Seeking to (re)settle in work	10	65	6.5
11.	Father is no more	9	50	4.5
<b>Total</b>		<b>450</b>		<b>237.85</b>

The table shows that 238 out of 450 fathers (or in general, families) allow or encourage their children to pursue entrepreneurship. Thus those allow turn up with those do not in the ratio of 1 : 0.8919. As it is unknown which families allow and which do not, this ratio is equally distributed across the five levels of opinion. More clearly, all the five opinion levels are divided into two groups based on this ratio.

On the other hand, even though the families prefer their sons and daughters to do entrepreneurship, the latter themselves could be against that. When this condition is taken into consideration, the question related to innate motivation for entrepreneurship helps. In that question there are seven opinion states ranging from 'Absolutely yes' to 'Absolutely no'. They are compressed into five states by the following arrangement:

‘Absolutely yes’ corresponds to ‘Very True’

‘Yes’ and ‘May be’ correspond to ‘True’

‘Do not know’ corresponds to ‘Neutral’

‘No’ and ‘May not be’ correspond to ‘False’

‘Absolutely no’ corresponds to ‘Very False’

Thus student opinion is tabulated in a revised manner in Table 5.12.

**TABLE 5.12**

**INNATE MOTIVATION FOR ENTREPRENEURSHIP - REVISED  
OPINION STATES**

<b>Opinion</b>	<b>Respondents</b>
Very True	77
True	134
Neutral	40
False	152
Very False	47
<b>Total</b>	<b>450</b>

Here too the ratio of 1 : 0.8919 is equally distributed across the five levels of opinion. Thus responses from the two questions are divided into two sets within each of the five opinion states. Therein the ‘Family’s Acceptance’ columns are rather added (than averaged) to have a sum of respondents across the five opinion states which is double the original size. This addition is for want of a simple manipulation, which is explained after Table 5.13. In Table 5.13 the blend of the responses relating to the two questions is presented in a lucid manner.

TABLE 5.13

**FAMILY'S DECISION AND INNATE MOTIVATION - RESPONSE COMBINATIONS**

Opinion State	Family decides for me to choose education and career options		Have Innate Motivation for Entrepreneurship	
	Family's Acceptance	Family's Rejection	Family's Acceptance	Family's Rejection
Very True	37.53	33.47	40.7	36.3
True	76.64	68.36	70.83	63.17
Neutral	53.38	47.62	21.14	18.86
False	51.8	46.2	80.34	71.66
Very False	18.5	16.5	24.84	22.16
<b>Total</b>	<b>450</b>		<b>450</b>	

Before arriving at the final numbers these two sets of figures are seen in relation to the opinions in the factor 'Will go against family wishes in choosing the career'. This factor got eighth rank with a factor score of 1,149. Moreover therein  $80+22=102$  respondents said that they would go against family wishes in choosing the career. Here there is no need to include both students who do not go against family wish and families that already accept their child's career choice. Equally, respondents having innately low entrepreneurial motivation or those at neutral opinions also need not be considered. Only students who are determined to go on with their entrepreneurial spirit despite their parents' rejection are to be transitioned from the rejection zone into the two positive opinion states. Thus with the 102 respondents, or 22.67 percent of the sample, there is a possibility for the same percent of students in every opinion state to go against family wishes in choosing his or her career. Thus they are combined into ten conditional states as in Table 5.14.

**TABLE 5.14**  
**CONDITIONAL STATES AND RESPONSE TRANSITIONS**

S. No.	Conditional State	Constrained to Go as Entrepreneur against Family	No. of Respondents	Transition Possibility	Result
1.	Innate Very High Motivation + Family's Acceptance	No Need	78.23	-	$(78.23 + 15.82)/2 = 47.02$
2.	Innate Very High Motivation + Family's Rejection	Yes	69.77 (15.82+ 53.96)	15.82 goes to Conditional State 1	
3.	Innate High Motivation + Family's Acceptance	No Need	147.47		$(147.47 + 29.81)/2 = 88.64$
4.	Innate High Motivation + Family's Rejection	Yes	131.53 (29.81+ 101.72)	29.81 goes to Conditional State 3	
5.	Innate Neutrality + Family's Acceptance	No Need	74.53	-	$(74.53 + 66.47 + 53.96 + 101.72)/2 = 148.34$
6.	Innate Neutrality + Family's Rejection	No Need	66.47 (15.07+ 51.41)	-	
7.	Innate Low Motivation + Family's Acceptance	No Need	132.14	-	$(132.14 + 117.86)/2 = 125$
8.	Innate Low Motivation + Family's Rejection	No Need	117.86 (26.72+ 91.15)	-	
9.	Innate Very Low Motivation + Family's Acceptance	No Need	43.34	-	$(43.34 + 38.66)/2 = 41$
10.	Innate Very Low Motivation + Family's Rejection	No Need	38.66 (8.76+29.9)	-	
<b>Total</b>			<b>900</b>		<b>450</b>

Thus the scores of the nine factors shall now be considered based on the scoring pattern provided in Table 5.9 titled 'Motivational States and Points for Opinion'. Table 5.15 has details.

**TABLE 5.15**

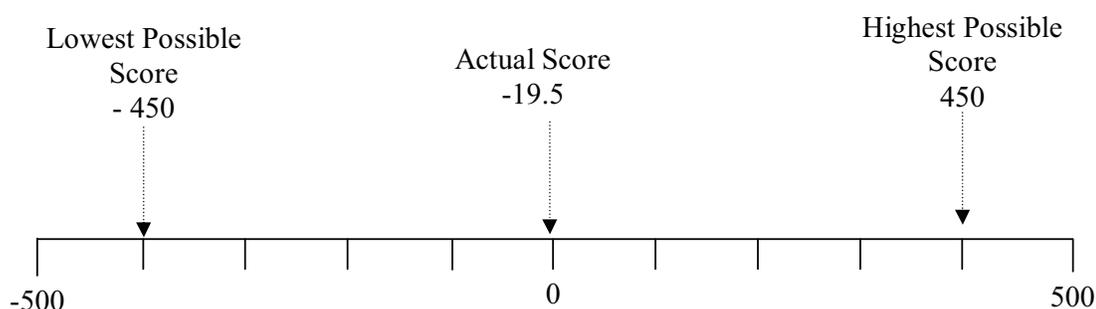
**SCORES BASED ON POSITIVENESS OR NEGATIVENESS OF FACTORS**

<b>S. No.</b>	<b>Factor</b>	<b>Score</b>
1.	This education is consistent with my values and attitudes	-80.0
2.	Family decides for me to choose education and career options	-12.0
3.	Realise my standing in education, skills in relation to fellow students	67.0
4.	Can apply this education to practical work situations in future career	134.0
5.	Have already started my career planning	6.5
6.	Will readily switch career based on situations and conditions in future	29.5
7.	Will go against family wishes in choosing the career	-169.0
8.	Take any risk to settle in my most preferred career	86.5
9.	Local opportunities are not compatible with my career requirements	-82.0
<b>Total</b>		<b>-19.5</b>

While the previous score was just above the median value, this score is just below the median value. It emphasises again the fact that 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, like leaven that ferments the entire dough, thereby pulling down majority of the student population into the negative side of venture development. This sum of factor scores is also plotted between the theoretically possible extreme values in Fig. 5.3.

FIGURE. 5.3

**POLARITY BASED EXTREME AND ACTUAL FACTOR SCORES**



Upon concluding this stage, all the values arrived at so far are plotted in the grid in order to ascertain where this sample of students stand with regard to entrepreneurial motivation based on their values and attitudes. Fig. 5.4 has details.

FIGURE. 5.4

**CONCENTRATION AND SCORES IN QUARTILES**

F a c t o r s c o r e  ↑  ↓  Low	<b>High factor scores with negative factors (Very low entrepreneurial motivation)</b>  No. of Respondents: 124 Quartile Score (Ranked): 3,046 Quartile Score (Polarised): -179 At Boundary (Vertical/Horizontal): 4/4	<b>High factor scores with positive factors (Very high entrepreneurial motivation)</b>  No. of Respondents: 101 Quartile Score (Ranked): 3,290 Quartile Score (Polarised): 201.5 At Boundary (Vertical/Horizontal): 4/2
	<b>Low factor scores with negative factors (High entrepreneurial Motivation)</b>  No. of Respondents: 103 Quartile Score (Ranked): 3,006 Quartile Score (Polarised): 122 At Boundary (Vertical/Horizontal): 4/6	<b>Low factor scores with positive factors (Low entrepreneurial motivation)</b>  No. of Respondents: 106 Quartile Score (Ranked): 2,708 Quartile Score (Polarised): -164 At Boundary (Vertical/Horizontal): 6/2
	Negative —————→ Positive	
	<b>Factor Type</b>	

In Fig. 5.4, 'Quartile Score (Ranked)' refers to the factor scores got in the first stage of the analysis. 'Quartile Score (Polarised)' refers to the scores got in the third stage of the analysis after assigning appropriate weights for opinion states based on the positiveness or negativeness of a factor. 'At Boundary (Vertical/Horizontal)' refers to the number of respondents who share the same score across vertical and horizontal boundaries of the four quartiles. It is observed from the figure that the respondents are fairly equally distributed across the four quartiles. Another conspicuous aspect is that respondents at the boundary are very minimal. Thus the sample respondents, as a collective force, pull to the negative side of entrepreneurial motivation, but are not far deep into the demotivated domain. That is, while the imperious presence of neutral and intermediate positions has caused the scores to deflect towards the negative side, the highly motivated entrepreneurial spirit of quite a section of the students has helped to offset the negativity and pull the score back to a level of near equilibrium. In summary, 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. Consistent efforts on attitudinal change in favour of cooperative and collective venture development on tiny and small scales with guidance and support from educational institutions and community and religious groups is needed to enable the student to get going unswayed by the bad precedent and/or ulterior influence of extraneous forces, a section of which is vigorously active in the media, judiciary, corporates, government and even in religious establishments.

### 5.10 ANALYSIS OF DIFFERENCE BETWEEN MALES AND FEMALES IN OPINIONS

As the fourth and final stage of the analysis, the difference in opinion between males and females is analysed in order to ascertain whether both the sexes are differently motivated for entrepreneurship, or in general, for career. In the analysis of opinion levels based on personal attributes itself (Table 5.5 titled ‘Opinion Levels on Personal Attributes’) males and females varied substantially in their opinions. In line with this, the extent of opinion difference is examined using 2-way Anova and Multiple Regression tests. Tests are rather confirmatory as seeing Table 5.16 itself shows males and females vastly differing in their values and attitudes that form the bedrock for entrepreneurial motivation.

**TABLE 5.16  
RANKED AND POLARISED SCORES OF MALES AND FEMALES**

S. No.	Factor	Ranked		Polarised	
		Male	Female	Male	Female
1.	This education is consistent with my values and attitudes	910	608	-52	-28
2.	Local opportunities aren't compatible with my career requirements	794	720	-65	-17
3.	Realise my standing in education and skills in relation to fellow students	1003	510	41	26
4.	Family decides for me to choose education and career options	481	988	-30	18
5.	Have already started my career planning	581	756	-10.5	17
6.	Will readily switch career based on situations and conditions in future	823	468	7.5	22
7.	Take any risk to settle in my most preferred career	697	480	21.5	65
8.	Will go against family wishes in choosing the career	962	187	27	-196
9.	Can apply this education to practical work situations in future career	297	785	48	86
<b>Total</b>		<b>12,050</b>		<b>-19.5</b>	

The Anova tests were performed with and without factor (row) differences. That is, variations in scores with regard to every factor are considered in addition to variations of scores between each other. They are presented in Table 5.17.

**TABLE 5.17**  
**DIFFERENCE IN OPINIONS BETWEEN MALES AND**  
**FEMALES - 2-WAY ANOVA TESTS**

<b>Without Factor Differentiation</b>				
<i>Source of Variation</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>p&gt;F</i>
Ranked - Male	8	26095.69	1.44	0.2544
Column	2	1125163.36	62.04	0.0000
Error	16	18135.78		
<b>With Factor Differentiation</b>				
<i>Source of Variation</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>p&gt;F</i>
Factor	8	7515.03	0.2	0.9873
Column	3	1369084.47	37.13	0.0000
Error	24	36876.75		

Table 5.17 shows that the test results are highly significant. In both the tests, the F values are greater than 20, the conventional upper value denoting high dependence. It means that male and female students substantially differ in rating the nine factors of born values and attitudes. Thus between them, values and attitudes that shape the motivation for entrepreneurship differ considerably. Therefore males take entrepreneurship in a very different manner compared to females. Hence finally, job and career preferences of both the sexes are dissimilar.

Secondly the results of Multiple Regression are presented in Table 5.18. In the model, any one variable is made to covariate with a control variable of the corresponding sex to show all possible situations. Otherwise the model and results will be misleading.

TABLE 5.18

DIFFERENCE IN OPINIONS BETWEEN MALES AND  
FEMALES - MULTIPLE REGRESSION

S. No.	Rotation		Coefficients			R <sup>2</sup>	F	P
	Dependent	Control (Covariate)	Intercept	IV-1	IV-2			
1.	Ranked -Male	Polarised -Male	1336.17	-1	0.24	0.7200	6.43	0.0415
2.	Polarised -Male	Ranked -Male	215.47	0.21	-0.21	0.6097	3.9	0.0952
3.	Ranked -Female	Polarised -Female	1031.20	-0.58	-2.93	0.7394	7.09	0.0347
4.	Polarised -Female	Ranked -Female	-228.43	1.03	0.05	0.2694	0.92	0.4563

The entire model leads to deduce four things. First, correlations are significant with high possibility for inverse relationship except when the dependent variable is 'Polarised-Female'. In this regard, individual correlation values between males and females being -0.73 for ranked scores and 0.13 for polarised scores add credence to this assertion. That is, the ranked score has high negative correlation and the polarised score has very weak positive correlation. More clearly, in the ranked score, there is inverse relationship explainable at least 73 percent. It denotes that when a male rates a factor with positive opinion score it is highly possible that a female will rate it with negative opinion score. On the other hand, in the polarised score, there is very weak direct relationship which shows that only 13 percent of variations can be explained between male and female scores. Second, although the tests are mostly significant at the

standard 5% significance level, it does not show a complete reversal of roles between males and females in relation to entrepreneurship and career choices. That is the unexplained percent of correlation ( $1-R^2$ ) coupled with a more stringent significance level, possibly at 99%, bends the inference in favour of the state of considerably reduced difference in opinion between both the sexes, although certainly not in favour of a near-equitableness. When this is fit into the current socioeconomic scenario it denotes that females are also equally coming out with men and the gap caused by gender differences upon career roles and choices is not as wide as ideally expected. Third, odd results generated by having 'Polarised-Female' as dependent variable explains the factor differences across rows. More clearly, as positive and negative factors are mixed and as males and females rate quite many of them in a near-inverse manner, the association (that is, correlation) is weak when polarised scores are taken as they, unlike ranked scores, differentiate between positive and negative factors. This qualitatively means that polarised female scores are an apt choice for dependent variable. Even more, polarised female scores can be considered as a standardised measure and any other score shall be seen in relation to this in order to observe how the latter associates with it. Fourth, the results of multiple regression strengthen that of Anova tests. While Anova showed the depth of difference between the opinions of male and female students, multiple regression showed the direction of those differences. Hence male and female students are either independent or, even more, 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. To be precise, it is inappropriate to expect a 'Very False' rating by females if males rated that factor as 'Very True'. Conversely, the approach and pursuant rating of factors by females either contradict or deviate from

that of males. For example, it is reasonable to say that when males tend to rate a factor beyond the median value, females tend to rate it up to the median value, and vice versa. Here thus the association of male students to a factor shall not be as strong/weak as female students. Further, 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. Therefore in summary, 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.

### **5.11 CONCLUSION**

This chapter analysed and measured entrepreneurial motivation of the sample students based on born values and attitudes. Rating and ranking of factors without the consideration of positiveness or negativeness showed the extent of variation among the factors. This in turn lead to deduce the respondents' sensitivity in rating every factor. Moreover the opinion pattern of respondents helped to unravel many but latent information regarding their born values and attitudes that shape entrepreneurial motivation. On the other hand, rating of the factors after considering positiveness or negativeness provided a quantitative value that served as a pointer of student entrepreneurial motivation. Also it showed how intensely a student rated a factor relative to another. In summary, while rankings facilitated the analysis of between-factor variations, polarisation scores facilitated the analysis of in-factor variations. Finally, statistical tests showed considerable difference between male and female students in rating the factors.

However one caveat remains that these rankings, dependence tests, sensitivity analysis and modeling are pertinent to this sample and reflect the current environment in the study area. Thus it is a generic model with its advantages and disadvantages which shall not be applied as is to other situations. However, this could be taken as a generalised conceptual framework or prototype. The rationale behind this caveat lies in the fact that it is almost impossible to predict human mind and behaviour which adapts and reacts in an unimaginably complex way.

## CHAPTER - VI

# GROUP DYNAMICS AND MOTIVATION FOR ENTREPRENEURSHIP

### 6.1 INTRODUCTION

Having provided the environment and context for student entrepreneurship motivation, this chapter attempts to analyse group dynamics and its contributive nature to the cause of that motivation. This is a logical continuation of the previous two analytical chapters. To be clear, Chapter IV unravelled who the students were and what their personal, family and social environment was. Chapter V showed what their values and attitudes were, that were shaped by and within that environment. Thus logically, this chapter analyses student motivation for entrepreneurship in a direct and straightforward manner, both as a continuation and as the final part of analysis. In addition, it attempts to find whether the students are eligible for group and community endeavours rather than competition based individualistic works. This way it attempts to validate or reinforce what was ascertained previously. Data was collected from 450 students by way of questionnaire and interview schedule and was classified based on the need of the analysis. Throughout the chapter, 'respondent' refers to a student who sat for the personal interview and filled the administered questionnaire completely.

### 6.2 RELEVANCE OF GROUP DYNAMICS TO ENTREPRENEURSHIP

Persons are attracted to one another on the basis of similar attitudes toward commonly relevant objects and goals. Such similar attitudes and common goals, arising out of religion, politics, lifestyle, caste and community, marriage, work and authority, force individuals to interact and form a relationship group with others. Hence more than mere propinquity, that is geographical proximity or closeness, group formation comes based on activities, interactions and sentiments. In this regard, group dynamics

refers to the systemic and interactive behaviours occurring within a social group. It is an influential interpersonal processes as the tendency to join with others in groups is the most important characteristic of human beings. Group behaviours, and in general the groups, leave an overbearing imprint on the society. Also, group dynamics is at the core of understanding many social functions and divisions.

As group dynamics demands attending not only to the individual but also to the larger dynamics between people, working in groups requires a whole different perception, adaptation and cohesiveness. Instead of focussing on one person, the group behaviour focusses on multiple people and interactions. That is, although people pursue their own best interests and fulfill their needs, in most work situations, they have to derive satisfaction from working with other people and belonging to a group. This is due to the fact that collaboration, as much as individualistic competition, is also a part of human endeavour. Therefore students should be trained to work with others in an interacting and interdependent manner so that they develop the ability to behave as a unified force to accomplish a shared purpose or objective. This way students should be able to balance competition and individualism with collaboration and cooperation.

In entrepreneurship, the impact of group dynamics reflects in organisational effectiveness. To be precise, many entrepreneurial tasks cannot be accomplished by individual effort. Moreover, successful entrepreneurship needs to bring a number of skills and talents together to bear on complex and difficult tasks. Here a better group behaviour provides a platform that achieves, in a synergic manner, tasks and projects otherwise impossible for individuals. As it permits multiple and conflicting views to be aired and considered, the decision making process will be far better in cohesive groups. Also it provides an efficient means for the control of employee, customer, client and vendor behaviour. For an individual student, as a future entrepreneur, acceptable group

behaviour provides him or her a better learning experience of the work and its environment, helps to gain new skills, and satisfies him or her with valuable rewards that are not easily accessible for oneself individually. Finally and more importantly, entrepreneurship, as a group activity, satisfies important personal needs such as social acceptance and affiliation. That is, when students understand group dynamics and learn to react positively for group endeavours, it increases social stability by transmitting shared beliefs and values.

### **6.3 SUCCESSFUL GROUP ENTREPRENEURSHIP MODELS**

There are many exemplary cases of success in entrepreneurship attributable to group behaviour, community orientation and cohesiveness. In Japanese culture the group plays a dominant role. The Japanese always tend to do things in groups. Even more, they place a high value on group membership and strive to be as cohesive as possible. Groups have become a way of life in professional and industrial life in Japan.

Another very important example is Tirupur. The garment exporting units of Tirupur have a very strong cluster activity orientation, which is bound by culture, caste, dialect and marriage affiliations. The entire project of garment making is subdivided into activity clusters like yarn purchase, dyeing, bleaching, knitting, fabric printing, garmenting, embroidery, compacting, calendaring, finishing and assortment packaging, wherein every activity is executed in stages in respective clusters that are outside and independent of the garment exporter. Notwithstanding, the exporters have engendered a unique pattern of operations and consistency of attitudes across the clusters and entire industry, which makes them highly cooperative, collusive, communal and interdependent. Their age-old tradition and homogeneous culture makes the units, irrespective of the sub-industry to which they belong, closely interwoven in terms of social, cultural and business affiliations. This bond can not be broken by any external

influence of individuals, groups or organisations. This peculiar entrepreneurial mindset with strong communication network and social affinity is the instrumental driving force that enables only them to succeed and others to follow. Thus possible successful entrepreneurs in Tirupur textile cluster, who would have hailed from other parts of Tamilnadu or India, are very minimal in percentage.

#### **6.4 TOOLS OF ANALYSIS**

This chapter attempts to analyse the group dynamics and motivation for entrepreneurship of the students. The study is of logical, descriptive and qualitative nature. However, it is strengthened by quantitative tools wherever necessary. Thus the derived conclusions and assertions are validated or negated by statistical analysis. Description of such tools is presented in this section.

##### ***Hypothesis Testing***

Hypothesis testing is used to conclude on certain property of a data set based on the analysis of a sample taken from it. It begins with an assumption about any parameter like mean, standard deviation or proportion in the data set. This assumption is called a hypothesis. To test the validity of the assumption, samples are gathered and calculations are made to set lower and/or upper limits under the desired significance level. Normally, hypothesis tests are performed at 95% significance level to leave 5% error margin. The higher the significance level, the more accurate the test becomes. The sample value corresponding to the parameter is tested against the limits. If the value is within the limits, the test is not significant and the hypothesis is accepted. If the sample value lies outside the limits, the test is significant and the hypothesis is rejected.

##### ***Rank Correlation***

Rank correlation and hypothesis testing based on that are non-parametric tests, which do not consider the population be normally distributed. It is rather concerned

about individual ranks than the value of a given population parameter. This method effects a correlation analysis when the data are not available to use in numerical form but when information is sufficient to rank the data. This test does not require to make any assumption about the population parameter's distribution. First, the rank correlation is worked out by the following formula.

$$\text{Ranking Correlation } r_s = 1 - \left[ \frac{6\sum d^2}{n(n^2-1)} \right]$$

Where n = number of paired observations

d = difference between the ranks for each pair of observation.

Then, null hypothesis is framed such that there is no correlation in the ranked data. In this research, as the value of n is less than 30, a statistical table named 'Spearman's Rank Correlation Values for Combined Areas' is used. The Limit of Acceptance, that is the value beyond which the null hypothesis is rejected, is calculated from this table. It is checked for conformity within limits with the rank correlation value. Acceptance or rejection of null hypothesis is effected and inferences are drawn accordingly. If the value of n happens to be grater than 30, it is treated like a normal distribution curve and the limits are set after calculating the standard error by appropriate formulae.

### ***Chi Square Test***

Simple hypothesis testing can not be used on two or more data sets. In that situation, concepts like Chi Square Test or Analysis of Variance are to be used. In this regard, Chi Square Test is used to test hypotheses in which two or more sample proportions are to be analysed for dependence. Here, therefore, the hypothesis will remain analogous irrespective of the problem. That is, the hypothesis always attempts to find if the sample proportions are equal (independent) or unequal (dependent).

In Chi Square Test, data is subjected to basic arithmetic operations to find out two types of frequencies namely Observed and Expected frequencies. Observed frequencies are original sample values of the data sets and Expected frequencies are the ratios of the multiplication of corresponding row and column totals of a data value to the grand total (that is, the total number of observations) of the data sets. The chi-square statistic is calculated by the following formula.

$$\chi^2 = \sum [(f_o - f_e)^2 / f_e] \text{ where } f_o \text{ and } f_e \text{ are respectively Observed and Expected frequencies}$$

A Chi Square Statistic of 20 would indicate substantial difference between the Observed and Expected frequencies. Conversely, a Chi Square Statistic of zero indicates that the observed frequencies exactly match the expected frequencies. However, the Chi Square Statistic is checked against a table value called Chi Square Value for conformity. The Chi Square Value serves as the acceptance limit of the hypothesis. It is got from the Chi Square Distribution table based on appropriate Degrees of Freedom. The Degrees of Freedom, in this regard, is calculated using the formula below.

$$\text{Degrees of freedom} = (\text{No. of rows} - 1) \times (\text{No. of columns} - 1)$$

Thus, based on the place of Chi Square Statistic in relation to Chi Square Value, the test is adjudged significant or insignificant. If the Chi Square Statistic is less than the Chi Square Value, the test is not significant and the hypothesis is accepted. It shows the data sets are independent of each other and any interrelation among them is only by chance. Contrarily if the Chi Square Statistic is greater than the Chi Square Value, the test is significant and the hypothesis is rejected. It shows the data sets are dependent of each other and hence influence one another.

### ***Multivariate Analysis of Variance***

Similar to Chi Square Test, Analysis of Variance is applied to test for the equality of more than two population or sample means. That is, if the nature of relationship between a dependent factor and more than two independent factors are to be found, Analysis of Variance is used. The categories, that is the factors, are subjected to estimators of variance like Between-Column Variance, Within-Column Variance and Total Group Variance using the conventional formula for sample variance with some weight added to the number of samples. The F statistic is calculated as the ratio of Between-Column Variance to Within-Column Variance. Although it is an estimator for inference (that is, the more it tends to be nearer to 1, the higher the chance for relationship between the categories), the F distribution is used for more accurate result. The F statistic is checked for conformity within the acceptance level, having the F value as the upper limit where F value, that corresponds to the degrees of freedom of the numerator and denominators, is got from the F distribution table.

Multivariate Analysis of Variance is the multiple variable generalisation of univariate Analysis of Variance. It studies the interaction between two or more sets of variables and assesses main effects therein in a combined and composite manner. Its objective is to maximally discriminate between two or more distinct groups on a linear combination of quantitative variables. For example, if the pattern of variations between male and female students in more than three categorical scores or opinion levels is to be ascertained, Multivariate Analysis of Variance is employed. Thus mean differences between multiple groups on a combination of dependent variables are examined on two or more measures. Afterwards it tests whether those mean differences are likely to occur by chance. In general there are two approaches in this test. One is, a Canonical Variate is formed by making a linear combination of two or more variables, which thus

facilitates splitting up a data set into two parts, a dependent and an independent part. It is analogous to factors and covariates respectively in Factor Analysis and Multiple Regression Models. Second, if two or more dependent variables are highly correlated, a new dependent variable is created that is a linear combination of the individual dependent variables that maximises the difference between groups. This general linear form is mathematically expressed as below.

$$Y_1 + Y_2 + Y_3 + \dots + Y_n = X_1 + X_2 + X_3 + \dots + X_n$$

Here, the Y values are continuous and the X values are discrete. Moreover, the total structure correlations are calculated based on the correlation between the original variable and the composite structure of all variables, thereby providing a more stable source of information about the relative contribution of each variable to the cause of dependence.

Multivariate tests are sometimes powerful because they take the correlation among dependent variables into account. Also, it helps to protect against Type I error, that is, rejecting the Null Hypothesis when it is true. However, the same test can be done using univariate tests multiple times if a more conservative alpha level is wanted or if the dependent variables are not too highly correlated. Finally, Multivariate Analysis of Variance assumes normal distribution of the population parameters, homogeneity of the covariance matrices and independence of observations.

## **6.5 MOST LIKED WORK SET-UP**

Students begin to prefer a work set-up starting from the age of college education and make up their minds towards it. Their dreams are also centred on that. Education is also contributing to this liking. For example a student about to become a highly qualified professional is not encouraged, both intrinsically and extrinsically, to work in a rural based vocation, but to go to urban centres of elite employment. Government

intervention is another factor. When a government, in its policy, purposely develops urban infrastructure but neglects rural areas, migration of people to cities is unavoidable, leaving a dent in rural entrepreneurial and vocational activities. Here it is also possible that insufficient knowledge of the environment, advertisements and family influence make students aspire in a particular way, which is even contrary to their inner self. Hence although personal and environmental factors play a role here, the student's spirit of determination to overcome anything in setting up a venture prevails finally, for anyone running behind the job market and altering ways according to situations and demands is not suitable for entrepreneurship. Table has details.

**TABLE 6.1**  
**MOST LIKED WORK SET-UP**

<b>S. No.</b>	<b>Most Liked Work Set-up</b>	<b>No. of Respondents</b>	<b>Percentage</b>
1.	Village and rural based vocations	31	6.89
2.	Tiny or small-scale industries, businesses	61	13.56
3.	Medium-sized, semi-urban industries	53	11.78
4.	Hi-tech, capital-intensive, urban set-up	133	29.56
5.	Government controlled establishments	172	38.22
<b>Total</b>		<b>450</b>	<b>100</b>

(Source: Primary Data)

Table shows the mindset of the progeny of this times. Secure, highly paid, elitist job is the choice of majority of the students. More clearly, about 67.78 percent of the students, which is close to three quarters, prefer either jobs in government or large industrial sector. Thus the environment has imperious control over their actions and preferences. It is therefore difficult to find entrepreneurs in these two categories, that is,

categories 4 and 5, although quite a percentage of them could have entrepreneurial spirit. Their thirst for position and material wealth, along with its temporal benefits and advantages, leads to a self centric attitude which both overcomes and puts off their entrepreneurial spirit. Thus they commit their labour and skills to the gratification of the self, the expansion of the wealth of the ruling class and/or the growth of the already developed urban system. By wanting to be identified or counted as part of the clique of modern day slaves, they wilfully choose to condition their minds to loathe being the king of their own enterprise. As a smoking wick is let to be quenched they let their own flame of entrepreneurship die in their career building process, if one exists. Whether their stride towards the most preferred future work fructifies is a different thing, but they have revealed for themselves where they stand in respect of their interaction with the society. Leaving them, the remaining three categories, that is, the first three ones, shall be taken to comprise students mostly of enterprising nature. There is high possibility that they will stay back in their localities and communities either to create opportunities or enhance existing ones. As they prefer developing 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 both they shall excel in their ventures and contribute to local development.

It is therefore evident that majority of the students, to the tune of 38.22 percent, prefer to work in government controlled establishments.

## 6.6 SOCIAL AFFILIATION

Affiliation of the respondents to their community, native place and religion are analysed in this section. As 88 percent of students in this sample are less than 30 years of age, any sort of social affiliation shall not be taken as a hard set value or at least, attitude. For, experiences and lessons from reality often shake such affiliations, thereby either undermining or reinforcing it. Hence building of affiliations is a process of the lifetime, closely related to one's conscience, which eventually sets as a value only in the latter years of one's career and family life. Similarly, unlike many other values and attitudes, the role of external influence and conscience are more with such affiliations. Hence it takes time to harden to become a value. Secondly, such affiliations show the extent of influence of family, community and religion. Overzealous and extreme affiliations are often negative to entrepreneurship for it engenders a trait of superior or inferior exclusivity within an individual or group that serves as a stumbling block for team spirit, collective action and cooperative endeavour. Likewise apathetic, non-affiliated state is born out of individualism and selfishness. Therefore extreme values are hindrances to entrepreneurial activities, but a normal affinity, which shows a student is taking the middle path, is conducive for productive ventures. Thirdly, affiliation is more than affinity in the sense that a student sees he/she is subservient to the cause of the community, native place or religion. Unlike affinity wherein the association is natural and personal, in affiliation the association is subordinative in nature. Finally, responses with regard to these three social units are treated distinctively so that difference in affiliation among the students towards to the three units, if any, shall be analysed with the help of a dependence test. This way it can be found whether affiliation to any one of the three is unduly high or low. Table 6.2 has details.

TABLE 6.2

## SOCIAL AFFILIATION

S. No.	Social Affiliation	No. of Respondents		
		Community	Native Place	Religion
1.	Very high and zealous	79	20	107
2.	High emotional attachment	86	115	181
3.	Normal affinity	207	218	84
4.	Not so much	44	39	61
5.	Such divisions are immaterial to me	34	58	17
<b>Total</b>		<b>450</b>	<b>450</b>	<b>450</b>
<b>General Association: <math>\chi^2(10) = 188.81</math> with <math>p = 0.0000</math></b>				

(Source: Primary Data)

Table shows that students' affiliation to community, native place and religion are entirely different. Students are more strongly affiliated to religion than to community or native place. Community too differs from native place in the manner that number of respondents having very high zeal to their native place is only about one fourth of those having such a zeal to the community. Another conspicuous aspect is that zealots show no hesitance to hide their unrestrained affinity to community, native place or religion. Moreover in this regard, when the five opinion states are compressed into three levels of affiliation namely High, Normal and Low, the picture gets clearer. That is done by combining the two affinity categories above and below 'Normal affiliation' into respectively 'High' and 'Low' levels and retaining 'Normal affiliation' as 'Normal' level. Although some degree of accuracy in opinion intensity is lost, it shows the inclination of students in a broad way. Thus the restructured table looks like this.

**TABLE 6.3**

**APPROXIMATE AFFILIATION LEVELS**

<b>Affiliation Level</b>	<b>Community</b>	<b>Native Place</b>	<b>Religion</b>	<b>Percentage</b>
High	165	135	288	43.56
Normal	207	218	84	37.70
Low	78	97	78	18.74
<b>Total</b>	<b>450</b>	<b>450</b>	<b>450</b>	<b>100</b>

This table too establishes that respondents' affiliation to religion is quite different from their affiliation to community or native place. While there is some parity of opinion among the respondents with regard to community and native place, the religion category proves an exception. More clearly, religious affiliation is so high that only about a third of the respondents want themselves be identified with both 'Normal' and 'Low' affiliation levels. This way, not only has religion pushed up the percentage of 'High' affiliation level, but also pulled down the percentage of 'Normal' affiliation level. Had it not been the case, concentration at the 'Normal' affiliation level would have been much higher in the above table. This qualitatively means that community and native place are not as much divisive as religion is. Even, in a vehement manner, were it not the negative influence of religion, the respondents would be better off with more inclusive and society oriented entrepreneurial spirit. This affiliation is sure to reflect in future work endeavours as anyone not of one's religion or anyone perceived to be against one's religion is seen with disdain and enmity and counted out for venture related activities, be it as a vendor, customer, employee or even a benefactor. Moreover although majority of the respondents identify themselves with 'Normal' affiliation level with regard to community and native place, those with 'High' affiliation is consistently higher across the spectrum with conspicuously low number of them in 'Low' affiliation

level. These conditions lead to a descending order of influential divisive elements as religion, community and native place. Furthermore as entrepreneurial motivation is to be found only within those having normal affiliation, close to half of the respondents, with right inputs, can be moulded for future entrepreneurship. With others, as their vision and scope of activities are obscured and narrowed down, enormous opportunities for community growth will be lost. Thus exclusivity and perceived superiority has strongly rooted already in the society, which fails many by not letting them see the goodness in others, thereby ultimately damaging the very purpose for which God created man and woman upon earth.

#### **6.7 IMPORTANCE OF WORK PARAMETERS**

The importance respondents prefer to assign for various work parameters in their future career is put to analysis here. Seven parameters were identified, which correspond to any of the fruits of labour that a respondent primarily expects from his or her job such as material benefit, individual worth, development of skills and knowledge, attitudinal compatibility or manifestation of spiritual quality. Here the sixth parameter namely 'Social convenience' refers to such qualities as health, safety, proximity to family, and the like. The parameters are rated on a three point scale having values High, Medium and Low. This importance, along with the nature of the parameter, shows how much the respondents are varying in their personal, social and work characteristics and preferences. This relates to entrepreneurial motivation in such a way that both rating intensity of a parameter and its conduciveness to entrepreneurship are to be considered. More clearly, in order to decide upon the respondent's motivation, his or her rating of the parameters in a peculiar way should manifest either the respondent is more inclined toward personal benefit or he/she prefers to grow in vocational activities. For example, when a respondent assigns high

importance to income and benefits but low importance to autonomy and convenience, he or she, after studies, will not be struggling in venture development but will prefer to settle in a job with stable income regardless of its being routine and monotonous. Thus the overall response pattern should show who, or not, is willing to take risk, has the initiative to lead, has zeal to innovate and is determined not to get swayed away by the mainstream tide, thereby differentiating between those with entrepreneurship motivation and those without. Finally, whether boys and girls differ in their rating is also statistically tested.

**TABLE 6.4**  
**IMPORTANCE OF WORK PARAMETERS**

S. No.	Parameter	No. of Respondents			Total
		High	Medium	Low	
1.	Growth opportunities	177	233	40	<b>450</b>
2.	Higher income and benefits	245	158	47	<b>450</b>
3.	Enhanced status	161	231	58	<b>450</b>
4.	Work dedication and commitment	186	171	93	<b>450</b>
5.	Autonomy to perform	159	195	96	<b>450</b>
6.	Social convenience	145	165	140	<b>450</b>
7.	Opportunities to learn and acquire skills	122	184	144	<b>450</b>
<b>Total</b>		<b>1,195</b>	<b>1,337</b>	<b>618</b>	<b>3,150</b>

(Source: Primary Data)

Table shows that while the respondents, in majority, have rated the parameters that are conducive to entrepreneurial motivation with ‘Medium’ or ‘Low’ opinions, they have rated the parameters that are detrimental to entrepreneurial motivation with ‘High’ or ‘Medium’ opinions. Hence it exhibits in a broad way the individual-centric motivation of the respondents as far as work and group behaviour are concerned. They assign much more weight to material and temporal benefits than community and

spiritual values. More clearly, if a parameter relates to work context such as income, benefit or status, the students rate it high. When the content and context overlap, or if the parameter gives them sufficient individual space so that they can detach whenever they want, they rate it medium. When it comes to individual responsibility and accountability, or if the parameter touches upon their individual self or status, or if that leaves no room for individual space, they readily rate it low. This is irrespective of the gender of the students, as exhibited in Table 6.5.

**TABLE 6.5**

**IMPORTANCE OF WORK PARAMETERS - CLASSIFIED BY GENDER**

<i>Parameter</i>	<i>High</i>		<i>Medium</i>		<i>Low</i>		<b>Total</b>
	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	
Growth opportunities	88	89	119	114	16	24	450
Higher income and benefits	115	130	82	76	26	21	450
Enhanced status	75	86	117	114	31	27	450
Work dedication and...	93	93	86	85	44	49	450
Autonomy to perform	82	77	89	106	52	44	450
Social convenience	71	74	83	82	69	71	450
Opportunities to learn...	55	67	98	86	70	74	450
<b>Total</b>	<b>579</b>	<b>616</b>	<b>674</b>	<b>663</b>	<b>308</b>	<b>310</b>	<b>3,150</b>

(Source: Primary Data)

This table shows that there exists some difference between males and females in rating the seven parameters. Yet, the extent of variation is not as convincing to decisively state that males and females are entirely different and independent of one another in evaluating these work parameters in today's environment. In this regard, a Multivariate Analysis of Variance is performed to statistically conclude whether male and female students differ from one another in evaluating the seven parameters. Table 6.6 has details.

TABLE 6.6

IMPORTANCE OF WORK PARAMETERS - MULTIVARIATE TESTS

Discrete Values								
	<i>F1</i>	<i>F2</i>	<i>F3</i>	<i>F4</i>	<i>F5</i>	<i>F6</i>	<i>F7</i>	<i>CV Deflection</i>
Mean - 2	2.29	2.48	2.26	2.19	2.15	2.01	1.97	0.08
Mean - 1	2.32	2.4	2.2	2.22	2.13	2.01	1.93	-0.09
Overall	2.3	2.44	2.23	2.21	2.14	2.01	1.95	0
Variances and Probabilities								
Total SS	175.29	204.88	195.42	259.78	246.18	284.94	264.92	451.23
Between SS	0.15	0.74	0.44	0.08	0.01	0	0.15	3.22
Within SS	175.14	204.14	194.98	259.7	246.17	284.94	264.78	448
F	0.38	1.62	1.01	0.13	0.02	0	0.25	
P	0.54	0.2	0.31	0.72	0.88	0.95	0.62	
Total Structure	-0.35	0.71	0.56	-0.2	0.09	0.03	0.28	
Exact Significances for CV								
<i>Wilk's Lambda</i>	<i>Rao F</i>	<i>DF</i>	$\eta^2$	<i>P</i>	<i>Pillai's Trace</i>	<i>F</i>	<i>DF</i>	<i>P</i>
0.99	0.46	N=7 D=443	0.01	0.87	0.01	0.46	N=7 D=443	0.87
<b>Table Notes:</b>								
1. Canonical Variate (CV) is Gender Code - 1 for Male, 2 for Female								
2. DF-N means Degrees of Freedom for Numerator.								
3. DF-D means Degrees of Freedom for Denominator.								
4. Fn refers to a Factor where n = 1 to 7								

The table shows that the overall model is not significant for the data sets as the Significance Probabilities (P values) of the two multivariate indicators, namely Wilks' Lambda and Pillai's Trace, are substantially higher than all customary levels of significance (such as 0.10 for 90%, 0.05 for 95% and 0.01 for 99%). It reveals that statistically there exists no difference between male and female students in rating the importance of the seven work parameters. In addition,  $\eta^2$  (pronounced 'Eta Squared') = 0.01, denotes that only one percent of variance in gender difference is associated with

or accounted for by the seven work parameters. Hence, 99 percent of mean differences among the seven work parameters (which are the independent variables), cannot be explained by gender difference (which is the Canonical Variate group factor). Therefore, as the values of both Wilk's Lambda and Pillai's Trace show that gender difference fails to significantly discriminate the whole set of work parameters, it is concluded that male and female students are equal in rating the importance of seven work parameters.

Another important divulgence is that the correlation for CV in the Total Structure is unusually high only for the second factor, 'Higher income and benefits'. It indicates that the respondents consider this factor as redundant. More clearly, for them, 'Higher income and benefits' cannot be rated, nor ranked as a distinct factor related to work, but ought to be seen as the very component of the work itself. Furthermore, according to them, it is an obvious and indispensable reality of work, not a factor, which is beyond the scope of measurement or valuation. In this way, rather than regarding this factor as intended, that is as an adjudicative scale that measures whether one has the trait of assigning priority to the absolute magnitude/quantity of monetary, material and fringe benefits, the respondents, both males and females, have stumbled on this stone by readily treating work and monetary benefits as indistinct. It shows that the respondents do not value work as a God-provided vocation but as only a means of securing money and benefits. Except this, the entire sets of data are very weakly correlated with much lower deflection. This condition shows that no category in the data set is either a subset of another or non-convergent. To elucidate, such a low, and at times negative, correlation strengthens the veracity of the independent and dependent variables, besides the overall model, in the sense that the data were drawn from truthful and real population.

All these things denote that work does not mean differently to male and female respondents. On the contrary, students of both the sexes so converge in their opinion that they wilfully submit themselves to be overcome by the values and attitudes promoted by the present day system that adores appearance, position, money, power and pleasure. Except for a little percentage, majority of males and females want to be part of that system. This further insinuates that even those willing to take part in entrepreneurial activities in the future are heavily pulled down and suppressed by this majority influence. Therefore this sample of respondents at large is good at works that accumulate personal gain, but unfit for vocational and group activities. Furthermore, declining of gender roles and male-female differences is exposed here, wherein women are coming out equally with, or more vigorously than, men and even forcibly taking men's part, space and share.

#### **6.8 PREFERRED COMPENSATION/REWARD SYSTEM**

The type of compensation/reward system students prefer most in their future work life is put to analysis here. Truthful opinion in this regard will be a strong indicator of entrepreneurial motivation, for how one prefers to get his or her bread-winning income tells about both what he/she deserves in and expects from the society. In addition, that attitude motivates and leads the student to slip into the same work slot he/she expected and deserved in the society in a near-automatic manner. Here the fourth category 'Based on behaviour and social skills' shows situations wherein the compensation comes as a reward for soft social skills largely in the form of commission, benefit or gain that may be legal but not always moral. Such situations arise out of adaptation, collusion, cooperation, and the like between individuals, groups or communities. Table has details.

TABLE 6.7

PREFERRED COMPENSATION/REWARD SYSTEM

S. No.	Preferred Compensation/Reward System	No. of Respondents	Percentage
1.	Based on seniority and experience	163	36.22
2.	Based on education and merit	164	36.44
3.	Based on performance and effort	89	19.78
4.	Based on behaviour and social skills	34	7.56
<b>Total</b>		<b>450</b>	<b>100</b>

(Source: Primary Data)

The table reveals that majority of the respondents, that is close to three quarters, incline towards stable job and regular income. On the other hand, respondents who prefer only entrepreneurship wherein any reward or compensation comes solely by way of performance and effort are about a fifth of the sample, that is 19.78 percent. There are even respondents who have made up their minds in a way that brokerage, commission or gain of any sort is the best rewarding strategy in today's predominantly service based economic set-up. While the first and fourth categories cannot have students with entrepreneurial motivation, the second category has possibly quite a substantial percentage of students motivated for entrepreneurship. Only the macro socioeconomic environment demotivates them to take recourse in regularly paid jobs. This is owing to the fact that those within this second category, unlike those in the first or fourth, do not blindly expect income from a job which requires some initial effort to get into but demands no efficiency or performance thereafter. On the contrary, they assign due importance to education and merit, both of which do not come without a

base level effort. Thus they blend income stability with quality and not rapaciously expect monetary and fringe benefits without any useful input.

Therefore it is inferred that majority of the respondents, to the tune of 36.44 percent, prefer a compensation/reward system that is based on education and merit.

## **6.9 SPARE TIME JOB**

In this section it is analysed whether the respondents are working at a spare-time job besides their study. It is not that students who are introduced to enterprising activities at their formative years are predestined to be entrepreneurs. One exception however is that when students of like interest have come together to form a cohesive group that engages in some sort of profit making or innovative activities, there is high possibility for the birth of entrepreneurship in that group. Yet it is different from an individual's summer or part-time job, which he or she undertakes mainly due to necessities and compulsions. Therefore here it is of importance to know the extent to which this generation of students is exposed to the economic and social realities of the time. Moreover their inner motivation, both individually and as a group, to participate and work in productive tasks so as to taste the works of their hands shall be ascertained. Collective results with heavy skewing, if any, shows the overall preferences and direction of the society with respect to student group behaviour and entrepreneurship motivation. Table has details.

**TABLE 6.8**  
**SPARE TIME JOB**

<b>S. No.</b>	<b>Spare Time Job</b>	<b>No. of Respondents</b>	<b>Percentage</b>
1.	Nothing	289	64.22
2.	Only during summer/semester holidays	38	8.44
3.	Regular evening job	22	4.89
4.	Occasional part-time job	11	2.44
5.	Self-employed from home	27	6.00
6.	Small level sales/commission business	31	6.89
7.	Work in business of family/friend/relative	32	7.11
8.	Any other	0	0.00
<b>Total</b>		<b>450</b>	<b>100</b>

(Source: Primary Data)

The table shows that only little more than a third of the respondents work in spare time jobs. They too are widely distributed across six categories, that is from category 2 to category 7. This leads to a condition wherein the categories are almost weightless and non-inferable. However when the responses are divided between boys and girls, the picture is rather different, as shown in Table 6.9.

**TABLE 6.9**  
**SPARE TIME JOB - PROPORTION OF MALE AND FEMALE STUDENTS**

<b>Gender</b>	<b>Total</b>	<b>Work in a Spare Job</b>			<b>Do not Work in a Spare Job</b>		
		<i>No.</i>	<i>Ratio</i>	<i>%</i>	<i>No.</i>	<i>Ratio</i>	<i>%</i>
Male	223	135	5.19	60.54	88	1	39.46
Female	227	26	1	11.45	201	2.28	88.55

The table shows the figures are unduly skewed at the side of male students, even with almost equal distribution of boys and girls in the sample. While boys and girls involved in any spare time job show up in the ratio of 5.19 : 1 (that is, 135 boys against 26 girls), those not involved in it show up in the ratio of 1 : 2.28 (that is, 88 boys against 201 girls). Thus girl students by and large desist from engaging in any earning or profit making activity during their studies. For them, study is the primary concern, irrespective of motivations and compulsions. Further, this indirectly denotes that most of them are readying themselves for jobs, not entrepreneurship.

#### **6.10 ACQUIREMENT OF ADDITIONAL SKILLS**

The acquirement, if any, of additional skills by the respondents that are needed for vocational and enterprising activities is analysed here. Practical and working knowledge related to mechanical, electrical and electronics, software development, computer hardware assembling and maintenance, plumbing, and the like lines shall be said to constitute such skills. Not only do such skills enhance the employability of an individual, but also greatly helps in one's self development and quality enhancement. More clearly, these skills add quality to one's life, become a source of self worth and come as a great avenue of stress relief and refreshment. Moreover this relates to entrepreneurial motivation in an obvious way that unlike job seekers, entrepreneurs need to have multifaceted skills as not even a penny comes without effort and result. It is true that today's job seekers restrict their scope of skills and activities only to the job content. To be candid, an engineer is the one who assembles or disassembles an engine at will. Strangely however, a student graduated in Electrical Engineering is not able to restore a melted electrical fuse. Likewise a Computer Engineering graduate is not able to identify a Hard Disk Drive inside a Personal Computer. Therefore, for anyone motivated for entrepreneurship that is not the way to go. Instead he or she should

acquire as much skills as possible before venturing into the an enterprise. Or at least, the student should be in the process of acquiring a skill of some sort. It is also true that, unlike the past, opportunities are abound now for learning, acquiring and increasing knowledge and skills. Table has details.

**TABLE 6.10**  
**ACQUIREMENT OF ADDITIONAL SKILLS**

<b>S. No.</b>	<b>Acquirement of Additional Skills</b>	<b>No. of Respondents</b>	<b>Percentage</b>
1.	Yes, and already earn by way of that	37	8.22
2.	In the process of acquiring	101	22.44
3.	Undecided until this moment	113	25.11
4.	Do not have any such skill	86	19.11
5.	Not at all interested, only studies	113	25.11
<b>Total</b>		<b>450</b>	<b>100</b>

(Source: Primary Data)

The table shows a mixed pattern of response from which no logical inference shall be made. Yet it is clear that most students are not having any such skill until the moment. Even more, 7 out of every 10 students are not having that penchant at all. Either they know not its importance or are complacent in this regard, oblivious of the reality. Their reckoning is that it is enough now to focus on study,

It is hence evident that students not at all interested in anything other than studies and students undecided until this moment regarding acquiring any additional skills are at majority, with each of them having 25.11 percent composition.

## 6.11 TAKING OF NEGATIVE FEEDBACK

Students give feedback to and get feedback from teachers, family, friends, fellow students, relatives and others on educational, behavioural and vocational matters. From a student's standpoint, feedbacks let himself or herself know his or her strengths and weaknesses. Besides, it serves as an opportunity to correct previous errors of judgement in action, behaviour and attitude. In addition, feedbacks provide moral stimulus and warning of possible impending failures. Thus, for both the giver and the taker, feedback is an agent of self analysis and correction. Despite its being positive or negative, feedback often comes from a sense of belonging and care one has towards another. Therefore, taking feedback in the right sense will reinforce that (sense of belonging and care) forever. As far as negative feedback is concerned, it has high correlation to motivation and performance and is one of the cornerstones of social and community relations. More clearly, negative feedbacks mostly vanish with dignified response and positive behaviour thereafter. In addition, severity or intensity of negative feedback is inversely proportional to time if the responder, and to some extent the originator, do not aggravate the situation. If blame follows heart-pricking and/or correction rather than slander or retribution, an enhanced learning takes place at both the sides. This leads to better relations and a cordial environment for cooperation, innovation and growth. This forms the bedrock for future social entrepreneurial activities that exalt the individual, community and national image. Here the respondents need to reveal their mental state when they take any negative feedback from others. As the four mental states provided in the table are self-explanatory, elucidation of the same is forgone. Table has details.

**TABLE 6.11**

**TAKING OF NEGATIVE FEEDBACK**

<b>S. No.</b>	<b>Taking of Negative Feedback</b>	<b>No. of Respondents</b>	<b>Percentage</b>
1.	Do not seek feedback for anything from anyone	74	16.44
2.	If need be, I will change myself thereafter	106	23.56
3.	After initial anger, deliberate on what went wrong	101	22.44
4.	Ignore or take it easy	104	23.11
5.	Do not tolerate negative feedback	65	14.44
<b>Total</b>		<b>450</b>	<b>100</b>

(Source: Primary Data)

Here too the respondents are widely distributed across the categories. However, a predominant percentage of the respondents, to the tune of 69.11 percent, have opted for any of the three categories, that is, category 2, 3 or 5, possibly in an attempt to show themselves in favourable light. Yet, whether they have dubiously softened their stand upon negative feedback should be a case of theoretical debate. Instead, taking as is, those in the first and last categories, whom altogether constitute 30.89 percent of the sample, are unfit for entrepreneurship. This is due to that, while those in the first category are either overbearing or extremely negligent, those in the last category are either used to invariably taking others for granted or imperiously unwieldy. Hence respondents in both of these categories fail to utilise the natural correction mechanism of feedback even at least for aspects that affect them profoundly. Fitting here the fact that entrepreneurship starts from within, not without, they show themselves not worthy to be counted for entrepreneurship. Entrepreneurs therefore should be looked for in categories 2, 3 and 4. Furthermore, the response pattern in the table shows that nearly

all respondents are used to getting feedback from others. This otherwise is a healthy distribution of students where at least half of them, with right direction and guidance, shall be motivated for entrepreneurship.

Therefore it is observable that students who prefer to change themselves after a negative feedback are in majority with 23.56 percent.

### 6.12 CAREER PREFERENCE RANKINGS

The respondents are required to rank the provided seven career options in their most-preferred order. This is one of the few very direct questions asked about their motivation towards entrepreneurship. Every career option has the possibility of getting any rank between 1 and 7 from the 450 respondents. Weights are assigned for the ranks based on their relative distance. That is, the highest weight of 7 is assigned for the first rank,  $R_1$  and the lowest weight of 1 is assigned for the last rank,  $R_7$ . Incremental or decremental difference is 1. Therefore for every career option, the number of respondents who opted for a particular rank must be multiplied by the corresponding weight. Sum of these seven multiplications is the Score for the particular career option. More clearly,

$R_i$	= Rank whereas $i = 1$ to $7$
$W_i$	= $i^{\text{th}}$ Weight for $i^{\text{th}}$ rank whereas $7 \geq W_i \geq 1$ with incremental/decremental difference = 1.
$N_i$	= Number of Respondents, who opted for $R_i$
Score	$= \sum_i N_i W_i$

Density of responses in a particular area determines the relative position of a career option among the seven. To be clear, if most of the responses are concentrated within the first two rankings, the career option will get a high score. If most of the responses are concentrated at the last two rankings, the career option will get a low score. If the responses are distributed throughout, the career option will get almost a median score.

Moreover, of the seven, two categories need elucidation. The fifth category, 'Family business', also includes hereditary occupations. The seventh category, 'Religion, politics, etc', denotes any form of social service in which there is much lower sensitivity towards income and benefits, albeit initially. Finally, as the responses exhibit only ordinal association, central tendency and parametric measures are avoided. Table 6.12 presents the details.

**TABLE 6.12**  
**CAREER PREFERENCE - OVERALL RANKINGS**

S. No.	Career Option	No. of Respondents Ranking the Option as							Total	Score	Rank
		1st	2nd	3rd	4th	5th	6th	7th			
1.	Government job	234	144	66	0	6	0	0	450	2,850	I
2.	Private sector job	172	177	34	29	18	11	9	450	2,637	II
3.	Entrepreneurship	102	152	41	4	24	87	40	450	2,133	III
4.	Self-employment	72	84	93	69	101	24	7	450	2,107	IV
5.	Family business	65	127	77	89	14	13	65	450	2,091	V
6.	Work abroad	77	74	39	122	90	46	2	450	2,030	VI
7.	Religion, politics, etc	17	37	44	64	107	60	121	450	1,379	VII

(Source: Primary Data)

The table clearly establishes the preferences of the respondents. It shows that government job or private sector job is the most preferred career option for majority of the respondents. The crave for government job is so great that virtually no respondent dares ranking it beyond the third position. Moreover the percentage of decrease of a career option against its immediate predecessor abruptly shoots up when it is from private sector job to entrepreneurship, but stabilises thereafter until just before the last category. It qualitatively means that any other career option is not as appealing for the respondents as a government or stable private sector job is. Another perceptible element is the close score differences among categories 3 until 6, with an average decrease of 1.67 percent. This is substantially lower than the percentage difference between the scores of government job and private job itself, which stood at 8.08 percent. Thus, more than half of the respondents are predetermined to pursue a government or good private sector job. Only if this self and/or family proclaimed topmost priority does not fructify, they are ready to look for and settle in, according to them, the lesser alternatives like entrepreneurship, self-employment or others. That too not because of conscious selection but as a necessity of secondary and default nature. More clearly, if it is not a government or good private sector job, then anything else is acceptable without much of a preferential order. This indifference or lack of zeal 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. Thus, as an intermediate and most probable value, 205 students, that is the average of (102+152) and (72+84), are inferred to have true motivation towards enterprising activities. This is, as confirmed in Born Values and Attitudes, less than half of the sample. In a nutshell, a tilt of the respondents towards job is observed here.

Although the overall rankings helped to understand the mindset of the respondents, the gender factor was not considered. The 227 girls constituting 50.44 percent of the sample are capable of swaying the pattern of response. Therefore difference, if any, between male and female students in ranking the career options ought to be ascertained lest the above results should mislead. Tables 6.13 and 6.14 show the career preference rankings of males and females separately.

**TABLE 6.13**

**CAREER PREFERENCE RANKINGS - MALE STUDENTS**

S. No.	Career Option	No. of Respondents Ranking the Option as							Total	Score	Rank
		1st	2nd	3rd	4th	5th	6th	7th			
1.	Government job	78	91	48	0	6	0	0	223	1,350	I
2.	Private sector job	67	103	30	11	8	2	2	223	1,311	III
3.	Entrepreneurship	69	112	30	4	4	4	0	223	1,341	II
4.	Self-employment	51	40	66	29	33	0	4	223	1,146	V
5.	Family business	63	95	38	8	4	10	5	223	1,270	IV
6.	Work abroad	55	40	20	64	21	21	2	223	1,088	VI
7.	Religion, politics, etc	10	19	14	28	55	41	56	223	669	VII

(Source: Primary Data)

TABLE 6.14

CAREER PREFERENCE RANKINGS - FEMALE STUDENTS

S. No.	Career Option	No. of Respondents Ranking the Option as							Total	Score	Rank
		1st	2nd	3rd	4th	5th	6th	7th			
1.	Government job	156	53	18	0	0	0	0	227	1,500	I
2.	Private sector job	105	74	4	18	10	9	7	227	1,326	II
3.	Entrepreneurship	33	40	11	0	20	83	40	227	792	VI
4.	Self-employment	21	44	27	40	68	24	3	227	961	III
5.	Family business	2	32	39	81	10	3	60	227	821	V
6.	Work abroad	22	34	19	58	69	25	0	227	942	IV
7.	Religion, politics, etc	7	18	30	36	52	19	65	227	710	VII

(Source: Primary Data)

From the tables it is clear that the opinion of female students tilt hard the overall rankings not only to their side of preferences but also against entrepreneurship. Close to three quarters of them are clearly against entrepreneurship. For them, even self-employment is a safer career option than entrepreneurship. This is despite today's forcefully changed social and economic order, which is largely in favour of women. Thus, regardless of many initiatives and measures by the government, women are still hesitant to venture into enterprising activities. The reasons thereupon should be unravelled to have a better understanding of their stand towards entrepreneurship. Further, although entrepreneurship still remains a manly domain, the crave for government job or a good private sector job stays within both the sexes. This is confirmed by the unqualified first rank provided to government job even by males. Even more, in their ranking, males do not provide private sector job a distant last but

keep it just after the second-ranked entrepreneurship. The broad picture therefore is that entrepreneurship as a career option is the pivot of opinion change between male and female students. This is validated by the rank differences provided in Table 6.15, which shows that highest deflection of rank occurs in and around entrepreneurship.

**TABLE 6.15**  
**RANK DIFFERENCES BETWEEN MALE AND FEMALE STUDENTS**

S. No.	Career Option	Overall Ranking	Ranking - Male	Ranking - Female	Rank Difference (Male-Female)
1.	Government job	I	I	I	0
2.	Private sector job	II	III	II	1
3.	Entrepreneurship	III	II	VI	-4
4.	Self-employment	IV	V	III	2
5.	Family business	V	IV	V	-1
6.	Work abroad	VI	VI	IV	-2
7.	Religion, politics, etc	VII	VII	VII	0
<b>Rank Correlation Coefficient (r<sub>s</sub>) = 0.54</b>					

The Rank Correlation Coefficient of 0.54 suggests a fairly positive association between male and female students in ranking the seven career options. However, significance of the association has to be ascertained using a hypothesis test. Table 6.16 has the test performed at 95 percent level of significance.

TABLE 6.16

RANK DIFFERENCES - HYPOTHESIS TESTING

Hypothesis	Rank Coefficient	Limit of Acceptance	Result
<p><b>Null (<math>H_0</math>):</b> There is no correlation in the ranked data. Male and female respondents are independent of one another in ranking the seven career options.</p> <p><b>Alternative (<math>H_1</math>):</b> There is correlation in the ranked data. Male and female respondents show significant association between them in ranking the seven career options.</p>	0.54	0.7450 at $n = 7$ and $\alpha = 95\%$	Accept $H_0$ . The test is not significant. Rankings are independent.

Testing of hypothesis shows that the association between male and female students in ranking the seven career options is not significant. That is, males and females have ranked in an independent manner and the ranking pattern of one gender has in no significant way influenced that of the other. Thus career preferences of male students are different from that of female students with major differences being in entrepreneurship, self-employment and working abroad. Moreover the similarity in ranking government job, that too with substantial polarisation, is not sufficient to offset the preferential differences of males and females. This leads to the fact that male and female students are influenced in different ways when choosing their career options. While male students largely choose between government job and entrepreneurship, female students predominantly choose between government job and private sector job.

It is hence clear that entrepreneurship stands as the point of contradiction between male and female students, based on the rank of which, the fall or rise of almost all other career options comes about.

### 6.13 MOST PREFERRED LINE OF WORK

Pursuantly, the respondents are required to choose their most preferred line of work. Although, at the outset, this aspect seems rather associated with career preferences, it is not so. Conversely, it is more about values and affiliations. That is, occupational pattern and occupational concentration of a particular group or community have close relation to the collective values and affiliations of that group or community. For example, Anglo Saxons naturally prefer to live in temperate zones, lead a rational way of life, have flair for science and technology, and value achievements and innovations. That is why the United Kingdom has more than 65 percent of its people in manufacturing and public sector jobs as against only 2 percent in agriculture. Nomadic people like Mongols, on the other hand, prefer a natural way of life characterised by bravery and sportiveness. Thus God, in every generation upon earth, maintains gender ratio, distributively provides various skills to individuals and communities, and see that everyone stands in his or her proper slot. This way everything is in order and works for the overall good of the generation. Any contradiction or forced change in this regard leads to social friction and disorder. The homogenisation enforced upon peoples and communities, especially after the World Wars, bears testimony to this eternal truth. Therefore choosing a preferred line of work is not only incumbent upon individual values and attitudes, but also the collective conscience and affiliations of a community or society.

Further, the most preferred line of work not only comprises in its scope the tasks and activities but also the context and environment within which those tasks and activities are performed. For example, when a student is hellbent on migrating to cities to work in an imperious and capital-intensive setting, he or she is unfit for the development of local area or community. Likewise, if a student assigns more

importance to quantity than quality, he or she will not be struggling with low income activities possibly in agriculture, farming and herding. Contrarily if one values job satisfaction and community affiliation more, utilising the local resources is the way to go. Therefore, unlike career preferences that are individual choices, here the responses should be seen collectively, besides the fact that the respondents have to choose only one category. In this way the importance given by the students to community affiliation and social values shall be unravelled. Finally, work descriptions of various lines of work that are not self-explanatory are presented in the Questionnaire in Appendix. Table has details.

**TABLE 6.17**  
**MOST PREFERRED LINE OF WORK**

<b>S. No.</b>	<b>Most Preferred Line of Work</b>	<b>No. of Respondents</b>	<b>Percentage</b>
1.	Agriculture, Farming, Herding, Allied	27	6.00
2.	Teaching, Education, Research	117	26.00
3.	Industrial Plant, Manufacturing	96	21.33
4.	Self Help Group, Cooperatives	22	4.89
5.	Branded/Unbranded Wholesale, Retail	29	6.44
6.	Professional, Consulting	90	20.00
7.	Organised Services	44	9.78
8.	Unorganised Sector	4	0.89
9.	Religion, Social Service, Politics	21	4.67
10.	Any other	0	0.00
<b>Total</b>		<b>450</b>	<b>100</b>

(Source: Primary Data)

The table shows that respondent concentration is higher in white collared lines. Thus the influence of western culture is well reflected in the responses. Moreover for

majority of the respondents college education is a ticket both to a job and an enhanced social status. The attitude of holding one line of work high and another low runs deep into the minds of the respondents.

Therefore it is clear that ‘Teaching, Education, Research’ is the most preferred line of work for majority of the respondents, with 26 percent having opted for the same.

#### 6.14 AWARENESS OF GOVERNMENTAL SCHEMES

Respondents awareness of self-employment and entrepreneurship schemes offered by the State and Central governments is analysed in this section. This awareness shows their exposure and/or interest to such schemes. This possibly invokes motivation towards entrepreneurship when combined with the knowledge of the attractiveness and/or advantages of the scheme(s) and success stories of enterprising men and women. Moreover this gets passed on from one to another thereby making many informed and reactive to such schemes. Table has details.

**TABLE 6.18**

#### **AWARENESS OF GOVERNMENTAL SCHEMES**

<b>S. No.</b>	<b>Awareness of Governmental Schemes</b>	<b>No. of Respondents</b>	<b>Percentage</b>
1.	Yes, I took initiative to know	74	16.44
2.	Yes, family members, friend, relatives have availed	74	16.44
3.	Yes, see government notifications, advertisements	41	9.11
4.	No, neither interested nor had opportunity	261	58
<b>Total</b>		<b>450</b>	<b>100</b>

(Source: Primary Data)

The table shows that respondents who know about governmental schemes and respondents who are not are fairly equally divided. However those taking initiative to know about the schemes are relatively less in number, with 16.44 percent. Similarly

respondents whose family members have availed for themselves such government schemes are also as much in percentage. These respondents, working out to 32.89 percent of the sample, can be motivated for venture development activities. Hopefully they are already having such motivation. Respondents in the third category are different in the sense there is high possibility for most of them being preparers for competitive examinations to positions in government or large private sector organisations. This is owing to the fact that deliberate perusal of such news items as government notifications and advertisements related to entrepreneurship and self-employment is very unlikely to the preference level of students. More clearly, students are the very unlikely age and target group of such notifications and advertisements. Finally, respondents the last category, that is the 58 percent who are unaware of anything in this regard, can not be disregarded altogether as not having any motivation. Quite a percentage of them shall have motivation but only their preparedness and knowledge of the environment are low, which is not unbecoming of their age and maturity level. Thus in total, close to half of the respondents have positive motivation to venture development.

It is hence clear that respondents who are neither having curiosity to get to know about schemes offered by the State and Central governments for entrepreneurship and self-employment nor having any opportunity to get to know anything in this regard are at majority with 58 percent.

#### **6.15 STATEMENTS OF CONVICTION ABOUT ENTREPRENEURSHIP AND MOTIVATION**

As the concluding section of this chapter, the respondents are to put forward their bare and direct opinions on two questions regarding entrepreneurship and the related motivation. This is intended to serve both to uncover the exact mental condition, if any, of the respondents and to logically close the entire body of analysis. Although

they are not going to expose anything not exposed until now, these straightforward questions must fit into the whole picture and validate the entire analysis done up to here. In this regard, first, a respondent is to state which statement exactly describes his or her mindset. Second, the respondent has to disclose whether he or she believes to have innate motivation for entrepreneurship. Tables 6.19 and 6.20 have details

**TABLE 6.19**

**EXACT STATEMENT ABOUT ENTREPRENEURSHIP**

<b>S. No.</b>	<b>Exact Statement about Entrepreneurship</b>	<b>No. of Respondents</b>	<b>Percentage</b>
1.	I myself dislike entrepreneurship, self-employment and business	127	28.22
2.	I fear about viability because of social discrimination based on community, sex, etc	54	12.00
3.	My family needs my help. I don't want to take risk	32	7.11
4.	Identity and status for entrepreneurship or self-employment are low in society and community	41	9.11
5.	I will not be able to invest the much-needed initial capital	44	9.78
6.	In this social and business conditions, starting of small and medium enterprises involves high risk	58	12.89
7.	No demotivating factors. I will anyway be an entrepreneur, have my own office	94	20.89
<b>Total</b>		<b>450</b>	<b>100</b>

(Source: Primary Data)

**TABLE 6.20**

**INNATE MOTIVATION FOR ENTREPRENEURSHIP**

<b>S. No.</b>	<b>Innate Motivation for Entrepreneurship</b>	<b>No. of Respondents</b>	<b>Percentage</b>
1.	Absolutely yes	107	23.78
2.	Yes	47	10.44
3.	May be	13	2.89
4.	Do not know	66	14.67
5.	May not be	16	3.56
6.	No	80	17.78
7.	Absolutely no	121	26.89
<b>Total</b>		<b>450</b>	<b>100</b>

(Source: Primary Data)

Barring minor aberrations that can be safely attributed to response errors, the assertions are largely in conformity with what has been analysed so far. 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 the entrepreneurial spirit of the respondents and largely weigh down their motivation regarding enterprising activities. In particular, governance and policy models, unrestrained population growth, depleting resources, unequal allocation/distribution of wealth, deteriorating human qualities, inordinate social disparities, mind control by the electronic and print media and evil inclination to corrupt or change the order and times are the reasons that weigh down the spirit of the students. However every change creates new opportunities for growth and refinement. It is only incumbent upon every student to fight with motivation and determination and win, thereby seeing his or her triumph of spirit at the end for the good.

## 6.16 CONCLUSION

This chapter analysed group dynamics and its contributive nature to the motivation for entrepreneurship of students. It showed that, irrespective of gender, the students were more job oriented with individual-centric motivation in work and group behaviour. They, irrespective of gender, assigned importance to work parameters that enhanced their personal and career life. However, as regards career preference, although males and females were similar in ranking government job as the best career option, they substantially differed with respect to entrepreneurship and self-employment. While quite a section of male students worked in spare time jobs, girls paid attention only to studies.

These results however do not mean that students do not have entrepreneurship motivation. The macro environment, which is uncontrollable, works against their motivation and zeal. Still, with extraneous inputs like direction and guidance and intrinsic inputs like perseverance and integrity, they can overcome the hurdles and become entrepreneurs.

## 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,

self-employment or others without much of a preferential order.

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.

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# A STUDY ON ENTREPRENEURIAL MOTIVATION AMONG COLLEGE STUDENTS IN TIRUNELVELI DISTRICT

## QUESTIONNAIRE

### Personal and Family:

1. Name
2. Sex
  - Male
  - Female
3. Religion
  - Hindu
  - Christian
  - Muslim
  - Other (Please specify)
4. Community
  - Forward
  - Backward
  - Most Backward
  - Scheduled
  - Tribal
5. Are you a handicapped person?
  - Yes
  - No
6. If yes, percentage of handicap
  - Less than 10%
  - 10% - 25%
  - 25% - 50%
  - More than 50%

7. Details of native place

Name of the Place	District	Size
		<input type="checkbox"/> Hamlet <input type="checkbox"/> Panchayat <input type="checkbox"/> Taluk <input type="checkbox"/> Municipality <input type="checkbox"/> Municipal Corporation <input type="checkbox"/> Metropolitan

8. Kind of family

9.

Family Type	Size
<input type="checkbox"/> Nuclear Family	<input type="checkbox"/> Small (Not more than 5 members) <input type="checkbox"/> Medium (5-8 members) <input type="checkbox"/> Large (more than 8 members)
<input type="checkbox"/> Joint Family	<input type="checkbox"/> Small (Not more than 7 members) <input type="checkbox"/> Medium (7-12 members) <input type="checkbox"/> Large (more than 12 members)

10. Monthly family income (Rs.)

- Below 10,000
- 10,000-20,000
- 20,000-30,000
- 30,000-40,000
- Above 40,000

11. Employment of parents (select appropriate entry in both columns. Please carefully read descriptions of the reference marks)

Father's Work	Mother's Work
<input type="checkbox"/> Government Employee <input type="checkbox"/> Private Employee <input type="checkbox"/> Seeking to (re)settle in work/employment* <input type="checkbox"/> Own Business/Family Concern** <input type="checkbox"/> Self-employed*** <input type="checkbox"/> Professional**** <input type="checkbox"/> Entrepreneur***** <input type="checkbox"/> Unable to work due to injury or disease <input type="checkbox"/> Pensioner <input type="checkbox"/> Father is no more	<input type="checkbox"/> Housewife <input type="checkbox"/> Government Employee <input type="checkbox"/> Private Employee <input type="checkbox"/> Own Business/Family Concern* <input type="checkbox"/> Self-employed** <input type="checkbox"/> Professional*** <input type="checkbox"/> Entrepreneur**** <input type="checkbox"/> Works with father <input type="checkbox"/> Mother is no more
<p>* To mean he is currently unemployed.            ** Should have a shop, establishment, unit, institution or concern.            *** Like electrician, broker, plumber, appliance mechanic, computer hardware/software support person and similar ones who need no office or shop, and even works from home.            **** Doctor, Lawyer, Engineer, Consultant, Architect and the like.            ***** A person organising and undertaking any relatively risky venture. He may be agricultural landlord, large scale farmer, owner of a unit under Small and Medium Enterprises (SMEs) including Small Scale Industries (SSI), Vocational Industrial Units or Village Cottage Industries, logistical service provider for shipping/export/import, and the like.</p>	

12. Any other regular income for family

- Agricultural or natural yields
- Income from rent, lease and the like
- Dividend or commission from bonds, shares or insurance policies
- Side business
- Other (please specify):
- Do not know/Unable to say

**Born Values, Attitudes and Preferences:**

13. Who influenced you into this line of education?

- Own interest
- Parents, family members
- Friends, relatives, well-wishers
- Advertisement

14. Purpose of this education for you
- Social status value
  - Knowledge value
  - Career/family betterment
  - Only job in mind
  - Just a way out
15. If you were to appraise you, do you know where you stand in relation to others?
- I am fully aware of my educational and social standing
  - I know to some extent my strengths and weaknesses
  - I cannot say anything in this regard
  - I do not give importance to these things
  - I care not at all about where I stand
16. Is this line or field of education consistent with your values and attitudes?
- Certainly yes, I love this education and chose it fully out of my own motivation and interest. I don't care about job or career opportunities to come.
  - Yes, I have seen my family members, relatives and friends in a better position after studying this. This field has high job and career opportunities. Hence, I chose it.
  - Neutral (Unable to say anything decisively)
  - No, although my preference was a different field, I failed to get to that for some uncontrollable reasons and constraints (such as marks, money, family conditions, being swayed away by friends, relatives or advertisement, and the like.)
  - Certainly no, it is antithetical to my values and attitudes. Only the coercion of parents has brought me here.
17. Do you think you can apply your knowledge from this study to practical work situations of your future career?
- Definitely without any doubt
  - I think so
  - Neutral (Unable to say anything decisively)
  - Afraid not
  - This education is utterly useless for practical work situations

18. Have you already started planning your career after the studies?
- Verily yes, I am active in the process
  - Yes, to some extent
  - Neutral (Unable to say anything decisively)
  - Not much bothered about it at present
  - Why should now?
19. Between job and business, what would you choose?
- Only job
  - Only business
  - Undecided
20. Will you, based on situations and conditions that arise in the future, switch career options?
- Yes, always
  - Yes
  - Neutral (Unable to say anything decisively)
  - No
  - Never
21. After study, do you want to migrate to large or metropolitan cities in search of better prospects?
- Yes
  - No
  - Do not know
22. If yes, do you think local resources in your native place or surroundings are not sufficient to generate employment and livelihood opportunities?
- What ever is there in this inanimate and dull land and locality?
  - Better to quit this area and migrate to better places
  - Neutral (Unable to say anything decisively)
  - I prefer to stay here and find some opportunities even if it is hand to mouth
  - Our area is sure to have potential, I will definitely stay here to search and find income generating activities, or create opportunities anew if there is none

23. The influence of your family in deciding your career options?
- Very high
  - High
  - Normal
  - Low
  - Very low
24. Will you go against your family wishes in choosing your career?
- Yes always, for vocation is God given
  - Yes mostly I will, for I do not want the family meddling in my choice
  - Undecided
  - I am hesitant to come out of family bonding
  - Never, family is of paramount importance to me
25. How much risk will you take to settle in the most preferred career of your choice?
- Take any risk, I will sacrifice anyone/anything for my career
  - Take calculated risk, I will try my best
  - Try normally, but with some pragmatic conscience
  - Won't take much risk but will let the reality guide me
  - Avoid pernicious risk taking but work within the bounds of moral, ethical and age-old principles

### **Group Dynamics and Motivation**

26. What work setup do you like most?
- Village and rural based vocations
  - Tiny or small-scale industries and businesses
  - Medium-sized industries in a semi-urban setup
  - Hi-tech, heavy industry and service based capitalistic setup in cities
  - Predominantly government controlled establishments

27. Your affiliation to your community, native place and religion.

Social Unit	Affiliation Level				
	<i>Very high and zealous</i>	<i>High emotional attachment</i>	<i>Normal affinity</i>	<i>Not so much</i>	<i>Such divisions are immaterial to me</i>
Community					
Native Place					
Religion					

28. In your future career, the importance you will assign to the following work parameters.

<i>Parameter</i>	<i>High</i>	<i>Medium</i>	<i>Low</i>
1. Growth opportunities			
2. Higher income and benefits			
3. Enhanced status			
4. Work dedication and commitment			
5. Autonomy to perform			
6. Social convenience (health, safety, proximity to family, etc)			
7. Opportunities to learn and acquire skills			

29. What type of compensation/reward system you prefer most in your future work?

- Based on seniority and experience
- Based on education and merit
- Based on performance and effort
- Based on behaviour and social skills (like adaptation/collusion/cooperation)

30. Are you working at a spare-time job in addition to study

- Nothing
- Only during summer or semester holidays
- Regular evening job
- Occasional part-time job
- Self-employed from home
- Small level sales or commission business
- Look after a business of family, friend, relative or other for remuneration
- Any other (please specify)

31. Have you acquired additional vocational skills such as mechanical, electrical, electronic works, software development, computer hardware maintenance, plumbing, and the like?

- Yes, I have practical skills and already earn by way of that.
- I am in the process of acquiring some sort of skills.
- Undecided until this moment.
- Do not have any such training or skill
- Not at all interested in anything other than studies.

32. How do you take any negative feedback from others?

- I do not seek feedback for my behaviour/performance/actions from anyone
- If need be, I will change myself thereafter
- After initial outburst of anger, I deliberate on where I went wrong
- Ignore or take it easy
- I do not tolerate negative feedback

33. Rank your most preferred career option?

<b>S. No.</b>	<b>Career Option</b>	<b>Your Rank</b>
1.	Government job	
2.	Private job	
3.	Entrepreneurship	
4.	Self-employment	
5.	Family/hereditary business	
6.	Work abroad	
7.	Social service (religion, politics, etc)	

34. Your most preferred line of work

Category	Work Description
<input type="checkbox"/> Agriculture, Farming, Herding and Allied <input type="checkbox"/> Teaching, Education, Research <input type="checkbox"/> Industrial Plant, Manufacturing <input type="checkbox"/> Self Help Group, Cooperatives <input type="checkbox"/> Branded/Unbranded Wholesale, Retail <input type="checkbox"/> Professional, Consulting (Law, Medicine, Architecture, Management, Auditing) <input type="checkbox"/> Organised Services (Uniformed Services, Public Utilities, Large Private Services such as Banking, Insurance, IT and Computers, Telecommunications, Health Care, Logistics, Shipping, Export and Import) <input type="checkbox"/> Unorganised Sector (Construction and Real Estate, Courier, Cargo and Transport, Beauty and Fashion, Catering and Eateries, Franchise Services, Media and Entertainment, Medical and Small Health Care) <input type="checkbox"/> Religion, Social Service, Politics <input type="checkbox"/> Other (please specify)	

35. Are you aware of self-employment and entrepreneurial schemes offered by the state and central governments?

- Yes, I took initiative to know
- Yes, family members, friend, relatives have availed
- Yes, see government notifications, advertisements
- No, neither interested nor had opportunity

36. Which statement exactly describes your mindset?

- I myself dislike entrepreneurship, self-employment and business
- I fear about viability because of social discrimination based on community, sex, etc
- My family needs my help. I don't want to take risk
- Identity and status for entrepreneurship or self-employment are low in society and community
- I will not be able to invest the much-needed initial capital
- In this social and business conditions, starting of small and medium enterprises involves high risk
- No demotivating factors. I will anyway be an entrepreneur, have my own office

37. In short, do you believe you have innate motivation for entrepreneurship?

Absolutely yes

Yes

May be

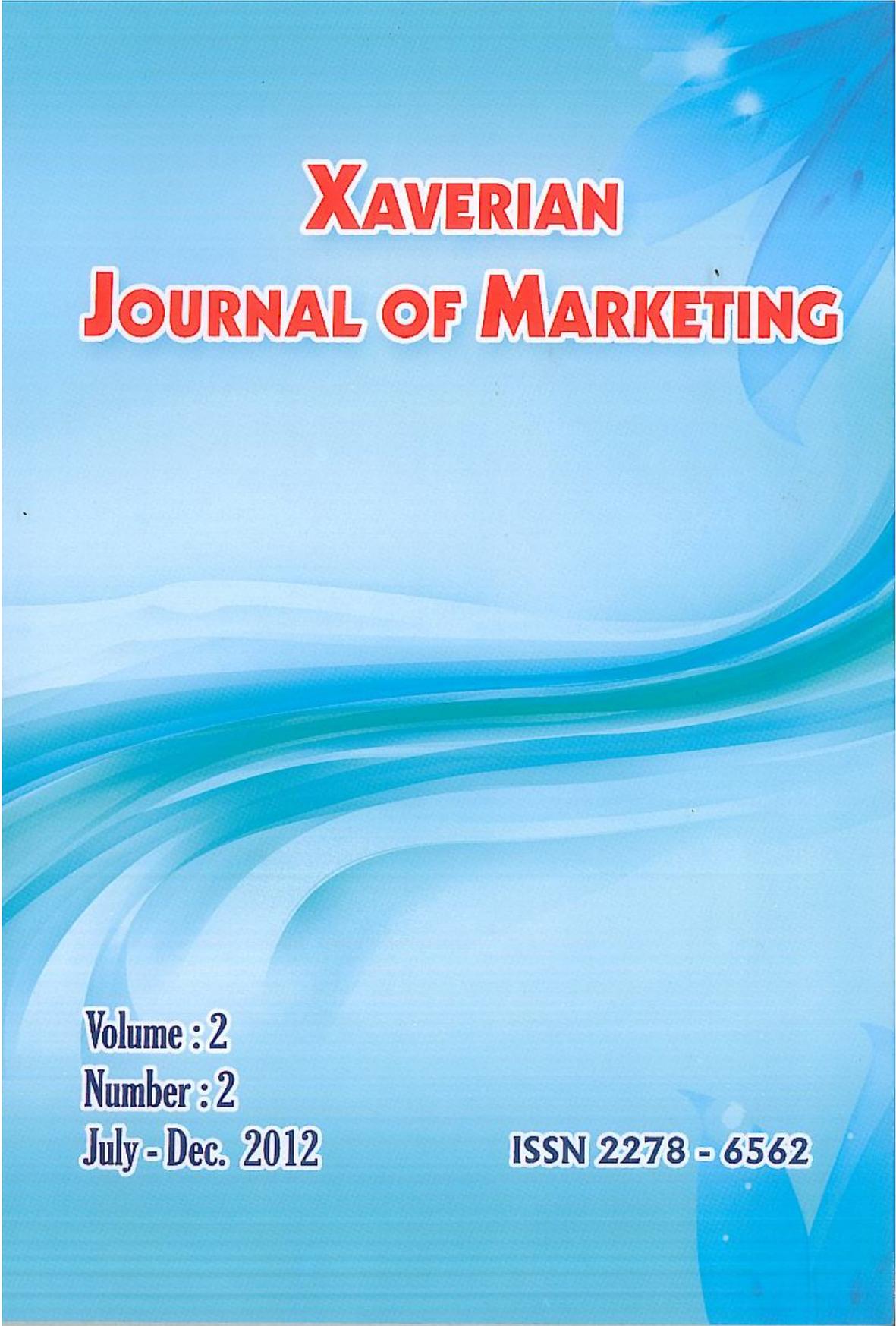
Do not know

May not be

No

Absolutely no

38. Any other information:

The cover features a light blue background with abstract, flowing, wavy lines in shades of blue and teal. The title is prominently displayed in the upper center in a bold, red, sans-serif font with a white outline. The volume and issue information are located in the bottom left, and the ISSN is in the bottom right, all in a dark blue, serif font with a white outline.

# **XAVERIAN** **JOURNAL OF MARKETING**

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U.Saranya

**A STUDY ON GROUP DYNAMICS FOR ENTREPRENEURIAL MOTIVATION  
AMONG ARTS AND SCIENCE COLLEGE STUDENTS**

**WITH REFERENCE TO TIRUCHENDUR**

\*R.Tamilselvi

\*\*Dr. C. Eugene Franco

**Introduction**

Persons are attracted to one another on the basis of similar attitudes towards commonly relevant objects and goals. Such similar attitudes and common goals, arising out of Religion, Politics, Life Style, Cast and Community, Work and Authority eventually establish relationship with others. Group dynamics refer to the behavior occurring within a social group.

**Objectives of the study**

1. To analyse the types of compensation / reward systems students prefer in their future work.
2. To know the spare time job besides their study-Proportion of Male and Female Students.
3. To study the career preferences.

**Methodology of the Study**

This study is based on both primary and secondary data. The primary data were collected by the researcher from the women entrepreneurs. The secondary data were collected from internet, books and journals.

**Sampling Design**

The method of sampling used in this study was convenient sampling.

**Scope and Limitations of the Study**

The study covers compensation and reward, spare time job and career preferences of the students.

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### Preferred Compensation and reward System

The Table covers the compensation and reward system preferred by the students

Table. 1

#### Preferred Compensation and reward System

S.No	Preferred Compensation and reward System	No.Of Respondents	Percentage
1.	Based on seniority and experience	6	24
2.	Based on Education and Merit	8	32
3.	Based on Performance and effort	4	16
4.	Based on behavior and Social skills	7	28
Total		25	100

Source: Primary data

The table reveals that majority of the respondents are under the category of Education and Merit.

Table. 2

#### Spare Time Job

S.No	Spare Time Job	No.Of Respondents	Percentage
1.	Only during summer/ Semester Holidays	5	20
2.	Regular evening job	4	16
3.	Self-Employed from Home	6	24
4.	Occasional Part-Time Job	10	40
Total		25	100

Source: Primary data

The above table stated that majority of the respondents prefer Self Employed from home.

Table: 3

#### Career Preferences

S.No	Career Preferences	No.Of Respondents	Percentage
1.	Government Job	4	16
2.	Private Sector Job	5	20
3.	Entrepreneurship	10	40
4.	Self-Employed	6	24
Total		25	100

Source: Primary data

The above table stated that majority of the respondents prefer Entrepreneurship.

**Table: 4**

**Career Preference Rankings-Male Students**

S.No	Career Option	Ranking options of the respondents				Total	Score	Rank
		1	2	3	4			
1.	Government Job	10	5	3	7	25	57	II
2.	Private Sector Job	5	9	4	7	25	63	I
3.	Entrepreneurship	15	3	2	5	25	37	IV
4.	Self-Employed	13	7	3	2	25	44	III

Source: Primary data

The above table stated that Private Sector job is preferred by most of the Male students.

**Table: 5**

**Career Preference Rankings- Female Students**

S.No	Career Option	Ranking options of the respondents				Total	Score	Rank
		1	2	3	4			
1.	Government Job	5	4	6	10	25	71	II
2.	Private Sector Job	6	7	8	4	25	60	IV
3.	Entrepreneurship	3	2	5	15	25	82	I
4.	Self-Employed	5	5	7	8	25	68	III

Source: Primary data

The above table stated that most of the Female Students comes under the category of Entrepreneurship.

**Table: 6**

**Rank Differences between male and Female Students**

S.No	Career Option	Ranking options of the respondents				Total	Score	Rank
		1	2	3	4			
1.	Government Job	5	4	6	10	25	71	II
2.	Private Sector Job	6	7	8	4	25	60	IV
3.	Entrepreneurship	3	2	5	15	25	82	I
4.	Self-Employed	5	5	7	8	25	68	III

Source: Primary data

**Suggestions and Conclusions**

To become a successful entrepreneur, one needs to undergo training. Government should promote more awareness to women entrepreneurs to aware of the financial institutions and assistance. Orientation and enrichment programme should be arranged to make them aware about new technologies this study focuses on socio – economic conditions of women entrepreneurs. According to the US Government statistics, the number of women entrepreneurs is increasing dramatically be it for professional growth, independence, more control over their financial future.

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