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## A STUDY ON BRANCH OF STUDY OF COLLEGE STUDENTS AND ENTREPRENEURIAL SKILLS

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**Abstract:** *Despite vigorous entrepreneurship initiatives unleashed by the Government through its organizations like UGC, Department of MSME, entrepreneurship Institutes and by Non-Governmental organizations at college and university campuses across the country, their assimilation and adaptability of concept of entrepreneurship by students differ from one another. One of the reasons, among others, is the impact of branch of study they undergo during their college days. It is given to understand that the course content of some branches motivate its students to take up entrepreneurship as a career, while others either disallow or create disinterest over entrepreneurship and making them as mere job-seekers. The present paper has analyzed this factor of influence on two dimensions. One has focused over analyzing as to what type of entrepreneurial skills the students generally possessed and the other gone deep into measuring how these students differ over the possessed entrepreneurial skills based on their branch of study*

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## **INTRODUCTION**

Despite vigorous entrepreneurship initiatives unleashed by the Government through its organizations like UGC, Department of MSME, and Entrepreneurship Institutes and by Non-Governmental organizations at college and university campuses across the country, their assimilation and adaptability of concept of entrepreneurship by students differ from one another. One of the reasons, among others, is the impact of branch of study they undergo during their college days. It is given to understand that the course content of some branches motivate its students to take up entrepreneurship as a career, while others either disallow or create disinterest over entrepreneurship and making them as mere job-seekers. Studies by Ramayeh and Zainon Harun (2003) of Malaysia, Elke Schroder (2005) in the University of Jena, Germany, Urve Venessar (2006) at Tanninen University of Technology, Eving Marion-Kauffman Foundation of USA (2007), Luke Pittaway (2007) Gallaway (2007) and some other researchers in the field found that the entrepreneurial intention among college students was positively related to the course content or training they underwent. Therefore, it is intended to study this factor with a view to prevail upon the policy makers and educators a point that while implementing the entrepreneurship programmes at campuses, the impact of branch of study deserves serious consideration.

The present paper has analyzed this factor of influence on two dimensions. One has focused over analyzing as to what type of entrepreneurial skills the students generally possessed and the other gone deep into measuring how these students differ over the possessed entrepreneurial skills based on their branch of study.

## **OBJECTIVES AND METHODOLOGY**

The following are the major objectives of the study.

1. To know the profile of college students of arts and science colleges located in Chennai city.
2. To identify the influential set of entrepreneurial skills possessed by the sample respondent-college students located in the study area.
3. To find out whether the sample respondents differ significantly or not over the influential entrepreneurial skills based on their branch of study, and
4. To suggest right type of motivated methods to be adopted at campuses.



To achieve the objectives of the study, a sample of 300 final year students from 18 colleges offering all the three branches of study (Commerce & Management, Science and Arts) located in Chennai city were taken for the analysis. Two stages random sampling technique was used to choose the sample respondents of the study. Required data were collected from the respondents using the well designed and pre-tested schedule containing 100 statements expressing the basic ten entrepreneurial skills. They are

1. Innovation
2. Hard work
3. Leadership
4. Need for achievement
5. Risk-taking
6. Decision-making
7. Problem solving
8. Information seeking
9. Inter-personal skills and
10. Positive self-concept

The respondents have been taken on five degree Likert's Scale

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

## **RESULTS AND DISCUSSION**

Table 1 shows the profile of sample respondents across their socio-economic factors.



**TABLE 1 Profile of the Sample Respondents**

Socio-economic Factor	Categories	Number of respondents	Percentage
Age	Up to 20	198	66.00
	Between 21&23	102	34.00
Sex	Male	147	49.00
	Female	153	51.00
Branch of study	Commerce & Management	122	40.70
	Arts	96	32.00
	Science	82	27.30
Level of study	Under Graduate	238	79.30
	Post Graduate	62	20.70
Father's Occupation	Government employed	54	18.00
	Privately employed	61	20.30
	Self employed	105	35.00
	Others	80	26.70
Mother's Occupation	Government employed	51	17.00
	Privately employed	55	18.30
	Self employed	91	30.30
	Others	103	34.30
Place of residence	Rural	117	39.00
	Urban	183	61.00

Source: Primary data

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

The results of the Factor analysis are presented in Table 2

**TABLE 2 ROTATED FACTOR MATRIX FOR ENTREPRENEURIAL SKILLS**

Sl. No.	Entrepreneurial skill	Rotated Factor Matrix			h <sup>2</sup>
		F1	F2	F3	
1	Need for achievement	<b>0.949</b>	0.198	-0.132	0.957
2	Risk Taking	<b>0.948</b>	0.202	-0.133	0.957
3	Positive self concept	<b>0.945</b>	0.205	-0.131	0.952
4	Innovation	<b>0.809</b>	0.180	-0.142	0.707
5	Hard work	<b>0.730</b>	-0.150	0.227	0.607
6	Decision-making	0.057	<b>0.886</b>	0.185	0.823
7	Problem solving	0.276	<b>0.575</b>	-0.355	0.533
8	Inter-personal skills	-0.057	0.046	<b>0.931</b>	0.872
	Percentage of variance	<b>49.53</b>	<b>16.19</b>	<b>14.38</b>	
	Cumulative percentage of variance	<b>49.53</b>	<b>65.72</b>	<b>80.10</b>	

Source: Primary data



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

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

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

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

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

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

Sl. No.	Entrepreneurial Skill	Mean Rank Values			Calculated value of H	Result of Chi-Square
		Comm. & Mgt	Arts	Science		
1	Need for Achievement	215.98	122.34	86.05	125.613	Rejected
2	Risk Taking	216.36	122.08	85.85	126.963	Rejected
3	Positive self-concept	215.26	121.32	88.31	121.706	Rejected
4	Innovation	190.00	152.36	89.56	66.246	Rejected
5	Hard work	157.12	144.21	148.01	1.300	Accepted
6	Decision-making	173.13	146.16	121.92	17.858	Rejected
7	Problem solving	173.50	173.08	89.85	57.867	Rejected
8	Inter-personal skills	141.66	143.66	171.67	7.298	Rejected
Degrees of freedom: 2			Table value of Chi-Square: 5.99			

Source: Primary data



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

The analysis further revealed that the respondents belonging to the Commerce & Management branch possess the entrepreneurial skills like Need for Achievement, Risk-Taking, Positive self-concept, Innovation, Decision-making and Problem Solving at higher level as their mean-rank values are higher. In respect of “Inter-personal skill” the respondents belonging to Science branch are excelling,

Finally it is evident from the analysis that the students of Commerce & Management branch are smarter than the students of the branches in possessing the all the entrepreneurial skills except “Inter-personal skill”. The major reason for this amassing presence of these skills by the students of that branch could be attributed to the entrepreneurship theme, stimulation and exposure, the course content they underwent has.

## **SUGGESTIONS AND CONCLUSION**

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

Programmes that teach the basic entrepreneurial skills would be of great value for students majoring Arts and Science. If possible, entrepreneurship subject may be included in their curricula so as to foster and develop entrepreneurial mindset and skill-set in them. The students majoring Commerce & Management may be given advanced training over generation of business idea, searching for and evaluation of business opportunities about the process of starting business as they are well ahead of other major students in possessing majority of the entrepreneurial skills. Therefore, it could be rightly recommended that the Government measures and all other activities aiming at improving the entrepreneurial skills among students should be of “student branch-specific” rather than student-specific.

At last, it may be earnestly said that in India identifying and nurturing entrepreneurial potential among youth has become a central point of focus today for the Government and educators. It is now the college students who are targeted and with the help of well



conceived and well directed entrepreneurship programmes, a future could be created for the youth of this country.

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