

# **A STUDY ON ENTREPRENEURIAL TRAITS AMONG THE WOMEN COLLEGE STUDENTS- WITH SPECIAL REFERENCE TO DINDIGUL DISTRICT**

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**DOCTOR OF PHILOSOPHY IN COMMERCE**

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**CHAPTER-VI**  
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## **CHAPTER–VI**

### **SUMMARY OF FINDINGS, CONCLUSION AND SUGGESTIONS**

#### **6.1 INTRODUCTION**

This research analysed entrepreneurial traits of women college students with special reference to Dindigul District. Various tests are applied for assessing the association and inter relatedness of the variables on one another. The study has brought out several interesting findings. A summary of findings are presented in this chapter.

#### **6.2 SUMMARY OF FINDINGS**

**Percentage analysis was used for the study variable based on socio-economic factors.**

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**Percentage analysis was used for the study variable based on socio-economic factors.**

- ☞ It was observed that majority (81.4 Percentage, N=407) of the respondents are above 21 years. (Table 4.2.1)
- ☞ It was observed that majority (87.6 Percentage, N=438) of the respondents are Hindus. (Table 4.2.2)
- ☞ It was observed that majority (61.8 Percentage, N=309) of the respondents are from Backward Class. (Table 4.2.3)
- ☞ It was observed that majority (35.6 Percentage, N=178) of the respondents have Four Members in their Family. (Table 4.2.4)
- ☞ It was observed that majority (88.4 Percentage, N=442) of the respondents are Undergraduates. (Table 4.2.5)
- ☞ The majority is (53.4 Percentage, N=267) of the respondents are from Arts and Commerce group. (Table 4.2.6)
- ☞ The majority is (81.08 Percentage, N=409) of the respondents are from Tamil Medium. (Table 4.2.7)

- ☞ The majority is (64.2 Percentage, N=321) of the respondents are from Nuclear Family. (Table 4.2.8)
- ☞ It was observed that majority (64.0 Percentage, N=320) of the respondents Father's Occupation is Self Employed. (Table 4.2.9)
- ☞ It was observed that majority (54Percentage, N=270) of the respondents Mother's Occupation is belong to others. (Table 4.2.10)
- ☞ It was observed that majority (57.6 Percentage, N=288) of the respondents career choice is selected through Professors. (Table 4.2.11)
- ☞ It was observed that majority (67.8 Percentage, N =339) of the respondents are from panchayat. (Table 4.2.12)
- ☞ It was observed that majority (55.8 Percentage, N=279) of the respondents studied entrepreneurship at school level. (Table 4.2.13)
- ☞ It was observed that majority (69.8 Percentage, N=349) of the respondents studied entrepreneurship at college level. (Table 4.2.14)

**Mean, standard deviation and co-efficient of variance have been calculated to know the rank of factors determining Entrepreneurial Traits.**

- ☞ It was observed that most of the respondents have given 1<sup>st</sup> rank to make use of their talent (Mean=4.16, Standard deviation=0.784622, Co-efficient of variance=18.8611). (Table 4.3.1)
- ☞ It was derived that most of the respondents have given 1<sup>st</sup> rank wish to relate with all support the same views (Mean=4.06, Standard deviation=0.705262, Co-efficient of variance=17.37099). (Table 4.3.2)
- ☞ It was found that most of the respondents have given 1<sup>st</sup> rank to trust in their own belief (Mean=4.44, Standard deviation=0.0829322, Co-efficient of variance =18.67843). (Table 4.3.3)
- ☞ It was observed that most of the respondents have given 1<sup>st</sup> rank for their creativity (Mean=4.4, Standard deviation=0.721832, Co-efficient of variance=16.40528). (Table 4.3.4)

- ☞ It was enumerated that most of the respondents have given 1<sup>st</sup>rank for their dependent best use of opportunities. (Mean=4.14, Standard deviation=0.872882, Co-efficient of variance=21.08412). (Table4.3.5)
- ☞ It was clear that most of the respondents have given 1<sup>st</sup> rank for their friendship circle is wider. (Mean=4.46, Standard deviation=0.727639, Co-efficient of variance = 16.31478). (Table 4.3.6)
- ☞ It was derived that among five factors for risk taking and tolerance, most of the respondents have given 1<sup>st</sup>rank to take decision without knowing outcome. (Mean=3.7, Standard deviation =0.944343, Co-efficient of variance=25.52278). (Table 4.3.7)
- ☞ It was found that most of the respondents have given 1<sup>st</sup> rank to balance their own stress (Mean=4.04, Standard deviation=0.662781, Co- efficient of variance = 16.40547). (Table 4.3.8)
- ☞ It was clear that most of the respondents have given 1<sup>st</sup> rank to plans which are systematic and reasonable (Mean=3.74, Standard deviation=1.231028, Co-efficient of variance=32.9152). (Table4.3.9)
- ☞ It was found that most of the respondents have given 1<sup>st</sup>rank to their plans are formal (Mean =4.02, Standard deviation =0.787935, Co-efficient of variance =19.60038). (Table 4.3.10)
- ☞ It was clear that most of the respondents have given 1<sup>st</sup>rank to find chances where others was lacking (Mean=4.12, Standard deviation=0.840841, Co-efficient of variance =20.40877). (Table 4.3.11)
- ☞ It was revealed that most of the respondents have given 1<sup>st</sup>rank to represent their problems to higher authorities (Mean=4.1, Standard deviation=1.154411, Co-efficient of variance =28.15637). (Table 4.3.12)
- ☞ The study highlights that most of the respondents have given 1<sup>st</sup>rank to problems solved with usual solutions (Mean=4.22, Standard deviation=0.856193, Co-efficient of variance =20.28893). (Table 4.3.13)
- ☞ It was clear that most of the respondents have given 1<sup>st</sup>rank to do things at less cost (Mean =3.98, Standard deviation=1.225808, Co- efficient of variance =30.7992). (Table 4.3.14)
- ☞ It was found that most of the respondents have given 1<sup>st</sup>rank to work according their expectation (Mean =4.02, Standard deviation=0.9703, Co-efficient of variance =24.13683). (Table 4.3.15)

**Rank correlation was used to measure the most influencing factor of entrepreneurial traits. The total scores for the five factors are considered as selection criteria.**

**Five point Likert Scale was used for the study variable based on scores obtained for entrepreneurial traits.**

- ☞ It was observed that the respondents scores based on independence, I don't like to work under others get the maximum score of 1,083.(Table5.2.2)
- ☞ It was clear that the respondents scores based on persistence and determination, convince others of ideas get the maximum score of 1,134. (Table 5.2.4)
- ☞ It was found that the respondents scores based on self-confidence, have the positive attitude gets the maximum score of 1,008. (Table 5.2.6)
- ☞ It was revealed that the respondents scores based on creativity, I want to do adventures gets the maximum score of 1,070. (Table 5.2.8)
- ☞ It was clear that the respondents scores based on organized and goal oriented, make daily schedules to attain goals get the maximum score of 1,189. (Table 5.2.10)
- ☞ It was found that the respondents scores based on visionary, courtesy towards dignity of labour get the maximum score of 1,035. (Table 5.2.12)
- ☞ It was found that the respondents scores based on risk taking and tolerance capable of taking risk in relationship gets the maximum score of 1,072 . (Table 5.2.14)
- ☞ It was clear that the respondents scores based on perseverance and hard work, realize my failure and can stand on my own stress gets the maximum score of 1,152. (Table 5.2.16)
- ☞ It was found that the respondents scores based on commitment, plans are systematically and reasonably gets the maximum score of 1,147. (Table 5.2.18)

- ☞ It was revealed that the respondents scores based on honesty and honour, believe in accurate information gets the maximum score of 1,168. (Table 5.2.20)
- ☞ It was observed that the respondents scores based on personality, find chance where others are lacking gets the maximum score of 1,504. (Table 5.2.22)
- ☞ It was revealed that the respondents scores based on leadership, motivate others for their best gets the maximum score . (Table 5.2.24)
- ☞ It was clear that the respondents scores based on problem solving, selected an approach to solve the problem at any cost I won't change gets the maximum score of 1,483. (Table 5.2.26)
- ☞ It was found that the respondents scores based on efficient, complete my task to the most out of the money gets the maximum score of 1,5160. (Table 5.2.28)
- ☞ It was found that the respondents scores based on assertiveness, disagree with others and change their attitude gets the maximum score of 1,485. (Table 5.2.30)

**Mean and standard deviation has been calculated to know the overall view of the respondents score and level of entrepreneurial traits of sample respondents.**

- ☞ It was clear that majority of the respondents have given maximum score to self-confidence (Mean=21.26, Standard Deviation =3.552. (Table 5.3)
- ☞ It was found that majority of the respondents have fall in the medium level of entrepreneurial traits 332 (66.4 Percentage). (Table 5.4)

**Kruskal Wallis one way Anova was used to know the relationship between personal factors and entrepreneurial traits.**

- ☞ The study reveals that the college students possessing maximum of 21.98 Percentage as self-confidence trait are upto 21 years. The college students possessing maximum of 21.10 Percentage as self-confidence trait are above 21years. (Table 5.5.1)



- ☞ The significant scores for all the factors except second factor (Persistence and Determination) is greater than 0.05. Age influence among the women college students to become an entrepreneur. (Table 5.5.2)
- ☞ It was clear that majority of the women college students possessing maximum of 21.28 percentages as the self-confidence trait. The respondents possessing maximum of 22.02 percentages as the self-confidence trait. The respondents possessing maximum of 21.81 percentages as persistence and determination trait. (Table 5.5.3)
- ☞ The significant scores for all the factors except persistence and determination and self-confidence is greater than 0.05. It is found that religion of the respondents have an impact on entrepreneurial traits of the college students. (Table 5.5.4)
- ☞ It was revealed that majority of the women college students possessing maximum of 21.37 percentage. The respondents possessing maximum of 20.24 percentage as risktaking and tolerant. The respondents possessing maximum of 23.24 percentage as self-confidence trait. The respondents possessing maximum of 23.67 percentage as creativity trait.(Table 5.5.5)
- ☞ The significant scores for all the factors except Independence, persistence and determination, self-confidence and creativity is greater than 0.05. The community of the respondents influences the entrepreneurial traits of the women college students. (Table 5.5.6)
- ☞ It was found that the college students possessing maximum of 20.96 percentage as self-confidence trait. The college students possessing maximum of 22.01 percentage as self-confidence trait. (Table 5.5.7)
- ☞ The significant scores for all the factors except Independence, persistence and determination, self-confidence, creativity and organized and goal-oriented is greater than 0.05. The level of study does not influence the entrepreneurial traits of the women college students. (Table 5.5.8)

- ☞ The study highlights that the college students possessing maximum of 20.86 percentage as self confidence trait. The college students possessing maximum of 21.96 percentage as self-confidence trait. (Table 5.5.9)
- ☞ The significant score for all the factors except Independence, persistence and determination, creativity is greater than 0.05. So the branch of study does not have great impact on entrepreneurial traits of the college students. (Table 5.5.10)
- ☞ It was found that the college students possessing maximum of 21.47 percentage. The respondents possessing maximum of 23.25 percentage as creativity. (Table 5.5.11)
- ☞ The significant scores for persistence and determination and creativity is greater than 0.05. Hence it is concluded that the medium of instruction upto +2 level of respondents does not influence entrepreneurial traits of the college students. (Table 5.5.12)
- ☞ It was concluded that the college students possessing maximum of 21.49 percentage as selfconfidence trait. The respondents possessing maximum of 20.85 percentage as self-confidence trait. (Table 5.5.13)
- ☞ The significant scores for independence and organized and goal oriented is greater than 0.05. So the type of family of respondents does not have impact on entrepreneurial traits of the women college students. (Table 5.5.14)
- ☞ It was concluded that the college student father's occupation with maximum of 20.54 percentage as persistence and determination trait. The respondents father occupation with maximum of 23.90 percentage. The respondents father occupation with maximum of 20.90 percentage as self-confidence. So the respondents father's occupation maximum with 23.14 percentage as creativity and minimum of 15.16 percentage as efficient is from other category. (Table 5.5.15)
- ☞ The significant scores for independence, persistence and determination, self-confidence, creativity and organized and goal oriented is greater than 0.05. So father's occupation of respondents does not have an impact on entrepreneurial traits of women college students. (Table 5.5.16)

- ☞ It was concluded that the college students mother's occupation with maximum of 23.60 percentage as creativity trait. The respondent's mother's occupation with maximum of 22.61 percentage. The respondent's mother's occupation with maximum of 20.60 percentage as risk taking and tolerance. The respondent's mother's occupation with maximum of 22.53 percentage as self-confidence trait. (Table 5.5.17)
- ☞ The significant scores for Entrepreneurial Traits is greater than 0.05, so that there is no significant difference between the mother's occupation and entrepreneurial traits of the women college students. (Table 5.5.18)
- ☞ It was concluded that the college students' native place with maximum of 21.19 percentage as self-confidence trait. The respondents' native place with maximum of 21.84 percentage as self-confidence trait. The respondents' native place with maximum of 21.08 percentage as self-confidence trait. (Table 5.5.19)
- ☞ The significant scores for all the factor is greater than 0.05, it was revealed that the respondents does not have an impact on entrepreneurial traits of women college students. (Table 5.5.20)

**Correlation matrix was used to measure there is association among the entrepreneurial traits.**

- ☞ The study reveals that there exists a positive and significant association among entrepreneurial traits. (Table 5.6.1)

**Regression was carried out to study the relationship between independent variable and dependent variable.**

- ☞ It is found that 'R' square value is greater than 0.5, hence it is concluded that personal factors have a significant impact on entrepreneurial traits. (Table 5.7.3)

**Factor analysis was used to measure the factors influencing Entrepreneurship.**

- ☞ For analyzing expectations to run the business successfully, factor analysis was applied and the factor called “Earn Money” provides the maximum in sights of expectations factor by the women college students. (Table 5.8.6)

### **6.3 SUGGESTIONS**

On the basis of the findings of the study, the researcher has made the following suggestions.

- The colleges can provide a separate column in their application forms asking about their future business interest. The Entrepreneurship programme may be devised and implemented accordingly.
- The “Personality development programmes” must include the entrepreneurial skills of the students undertaken.
- In each and every college an “Entrepreneurial clinic” should be operated; the teachers who handle the entrepreneurship subject in the institutions should be responsible for the clinics.
- To develop the habit of managing a business the college canteens may be leased out to a group of final year students who prove their entrepreneurial talents by specifying some work able conditions.
- The colleges must invite the successful entrepreneurs to give guest lectures and interaction sessions may be arranged.
- From the first year, the entrepreneurship subject must be included for the Commerce, Management and Arts courses.
- Self-directed learning packages designed for different target groups can be made available in the colleges.
- Students may be courage to run stalls on special days ie. College day, sports day.
- “Earn while you learn” schemes can be introduced in all the colleges.

- The students may be encouraged to take up minor self-employment projects and additional credits may be given.
- On the theme of entrepreneurship, exhibitions, debates, competitions and seminars can be organized.
- “Entrepreneurship Award” may be given every year to one or two students who have proved their entrepreneurial talents.
- The Department of Higher Education may take an initiative to include entrepreneurship as a subject in arts and vocational group.
- A parents meet may be organized in colleges to develop the entrepreneurship.
- “Entrepreneurship camps” should be conducted at the college level.
- Proper education should be given at school level under the common syllabus.
- Government organizations, commercial banks and financial institutions may lend loans to the young entrepreneurs and they can conduct programmes like chamber of entrepreneurship.

The colleges can offer courses to create awareness about entrepreneurship. The last semester can be used for doing specific projects. Those who wish to run their own business could be helped in all possible ways, after the completion of course.

#### **6.4 SUGGESTIONS FOR FURTHER STUDY**

- A comparative analysis of entrepreneurial traits among men and women college students within a district.
- A comparative analysis of entrepreneurial traits among women college students of different districts.
- Problems and prospects of women college students in Dindigul district.
- Contribution of colleges towards entrepreneurship.
- Subsidies given by the governments, programmes organized by the governments, special policy framed by the governments for women entrepreneurs.

The researcher will feel amply rewarded if the present study paves way for such and many similar studies in the future.

#### **6.5 SOCIETAL IMPLICATIONS**

- The unemployment problem is reduced to some extent if the women college students possess entrepreneurial traits.
- The schools and colleges are conducting the NSS Camps they can create an awareness among the villages about entrepreneurship.
- Mobilization of resources can be availed by the women college students.
- Marketing strategy can be adapted by the women college students.

#### **6.6 CONCLUSION**

As there are emerging needs, the field of education demands an appropriate curriculum to satisfy the demands of the students. Today most of the students pursue higher education in order to acquire jobs or be independent financially. If education can be offered with entrepreneurship orientation it would wipeout the rush for jobs, as women would take up self help careers; such an option would help the family and indirectly the society also.

Liberative education like entrepreneurship is a means to higher status of independence and empowerment. The existing colleges should be shaped into high performing institutions with a commitment to help the potential entrepreneurs within the four walls of the institutions.

In the prevailing scenario the entrepreneurial traits of women college students is rather inadequate and it depends on various personal and other factors. The burning desire within the students is the starting point of all accomplishments. Hence it is essential to induce this desire. The factors to induce them to accomplish better could be motivating factors and motivators. Motivated students indeed become committed to the entrepreneur and involve themselves wholeheartedly in their work.