

LINKAGE BETWEEN DEMOGRAPHIC PROFILE OF STUDENTS AND ENTREPRENEURIAL SKILLS - AN EMPIRICAL STUDY

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Abstract

Entrepreneurship is bound to play a critical and pivotal role in the growth and development of the economy in the coming years. It has been acknowledged as one of the essential factors determining the growth and development of any country. Entrepreneurs and enterprises contribute to building a competitive and dynamic knowledge based economy capable of sustainable economic growth and greater social cohesion. Entrepreneurship is a broad term encompassing a set of skills that includes creativity, leadership and communication, taking risks, persistence, hard work, motivation and teamwork. Entrepreneurship is an activity, which leads to the creation and management of a new organization designed to pursue a unique and innovative opportunity. It involves measures to encourage individuals to become entrepreneurs and equip them with the necessary skills to make successful business. In essence entrepreneurship is about spotting opportunities, creating new ideas and having confidence and capabilities to turn these ideas into working realities. Entrepreneurship is currently being encouraged and embraced by educational institutions, government, policy makers, society and corporations. It is high on the agenda of policymakers of higher education in order to encourage students in developing entrepreneurial skills in their area of specialization and thereby increasing their employment opportunities. In addition, today's world with its burgeoning population offers limited venues of employment. This makes entrepreneurship all the more necessary for self-employment and creating more employment opportunities.

Keywords: *economic growth, social cohesion, creativity, leadership, Entrepreneurship, employment opportunities*

Review of Literature

Zarafshani, Kiumars, and SomayehRajabi (2011) in their study examined the relationship between students' personality styles and their intentions to become an entrepreneur after completing a course in entrepreneurship education among a random sample of undergraduate students (n = 280) in Razi University, Iran. The researchers found that students with Extraversion and Sensing personality types had higher levels of entrepreneurial intentions than students with Introversion and Intuitive styles. Altinay, L. et al., (2012) investigated the influence of family tradition and psychological traits on the entrepreneurial intention of university hospitality students in the UK. The empirical study was predicated on the need to consider both socio-demographic variables and especially family background and personality traits. The research also tested the suggestion that risk taking propensity may act as a potential mediator. The findings of the study suggest that family entrepreneurial background and innovation influence the intention to start a new business; that there is positive relationship between tolerance of ambiguity and risk taking propensity; and a negative relationship between locus of control and risk taking propensity. Fatimah Hanim Abdul Raufet. al. (2013) examined the influence of demographic background

on Emotional Intelligence among 300 accounting students in a private university. The demographic background focused in the study was categorised into personal factors (gender, ethnicity, region of origin and hometown location), family factors (family income, parents' employment and parents' level of education) and academic factors (year of degree, academic performance, type of secondary school and prior education level). Results showed that there is a significant positive relationship between family income and level of EI among PU accounting students, indicating that students with higher family income have higher level of EI. Besides that, it is also found that there is a significant relationship between prior level of education and level of EI. Other factors; gender, ethnicity, hometown location, parents' employment, parents' education level and academic performance have been proven to have no significant influence on the level of EI. Muhammad Zaman (2013) in his study explored the entrepreneurship profile of the Pakistan university students (Peshawar region) and evaluated their entrepreneurial inclination by making comparison with non-entrepreneurially inclined students. In this study the entrepreneurial profile of the students is constituted by six traits namely need for achievement, innovativeness, locus of control, risk taking propensity, tolerance for ambiguity, self-confidence. A random sample of master students (n = 137) from two Peshawar universities was adopted for the study. The results of t-test showed that except for tolerance for ambiguity and self-confidence all entrepreneurial traits were found to be higher in entrepreneurially inclined students as compared to non-inclined students This study was restricted only to the master students only. Hattab, H.W., (2014) in his study on undergraduate students in their last year in a private Egyptian university from three faculties, found positive relationship between entrepreneurship education and intentions.

Objectives of the Study

1. To study the profile of the students and their various psychological characteristics.

Methodology

For this study, the researcher used a well-structured questionnaire to collect the data from the respondents. The questionnaire includes two parts, like demographic profile of the respondents and questions related to psychological characteristics. The researcher used anova analysis to identify the association between profile of students and their psychological characteristics. IBM SPSS 21 version was used for statistical purpose.

Association between the Profile of the Students and their Psychological Characteristics

Since the profile of the students may be associated with the psychological characteristics of the students, the present study has made an attempt to analyze it with the help of one way analysis of variables. The included profile variables are gender, nativity, age, social status, medium of instruction, nature of admission, number EDP

attended, role model, average marks scored, social interaction, type of family, size of family, number of earning members per family, family income per month and occupational background. The results are given in below Table.

Table 1 Association between Profile of Students and their Psychological Characteristics

Profile variables	F - Statistics							
	Initiative ness	Self confidence	Risk taking	Problem solving	Leadership	Motivation	Innovativeness	Creativity
Gender	3.0451	3.1245	3.2716	3.0891	3.8566*	3.1441	2.7664	2.9086
Nativity	3.1461*	3.2408*	3.4541*	3.6646*	2.9962*	3.0846*	2.8082	2.4541
Age	2.7641*	1.8443	2.0417	2.6162*	2.8084*	1.9969	2.6526	2.5692
Social status	2.8342*	2.0919	2.4089	2.7737*	2.669*	3.1414*	2.0896	2.3391
Medium of instruction	2.0991	2.6511	2.7314	3.8608*	2.7141	3.1241*	2.9962*	2.4508
Nature of admission	3.6911	4.0246*	3.9909*	3.0892	3.4544	3.8508*	3.7082	3.9961*
Nature of institute	3.8808*	2.1441	2.7661	2.0841	2.7332	1.9691	2.8224	3.1456
Number of EDP attended	2.8644*	2.9091*	2.8144*	2.5667*	2.6649*	2.8041*	3.1146*	2.9049*
Role model	2.7341*	2.8554*	2.9066*	1.8441	2.0641	1.8482	2.3994	3.5646
Average marks scored	2.8184*	2.9196*	1.8984	2.0073	2.5881*	2.7082*	1.9694	2.0884
Social interaction	2.6543*	2.7038*	2.8582	1.9667	2.4032*	2.6442*	2.5892*	2.7661*
Type of family	3.0144	3.2456	3.6086	2.9142	3.0818	3.2441	3.3396	3.2587*
Size of family	2.5084*	2.1147	1.9908	2.0417	2.2082	1.9348	2.1782	2.8708*
Number of earning members per family	2.7765*	2.9908*	3.1447*	2.0042	2.8508*	2.7336*	2.0661	2.1732
Family income per month	2.4541*	1.9691	2.0884	2.1778	2.3991*	2.6567*	3.1082*	3.2017*
Occupational background	2.6616*	2.8442*	1.9908	2.0842	2.5608*	2.7344*	2.8509*	2.7741*

Regarding the initiativeness, the significantly associating profile variables are nativity, age, social status, nature of institute, number of the EDP attended, role model, average marks scored, social interaction, size of family, number of earning members per

family, family income per month and occupational background since their respective 'F' statistics are significant at five per cent level.

The significantly associating profile variables with the level of innovativeness among the students are medium of instruction, number of the EDP attended, social interaction, family income per month and occupational background whereas in the case of creativity, these profile variables are nature of admission, number of the EDP attended, social interaction, type of family, size of family, family income per month and occupational background. In total, the significantly associating important profile variables with the psychological characteristics of the students are their occupational background, nativity and number of the EDP attended so far.

Conclusion

The entrepreneurial skills among the engineering students are moderate but these skills are not properly capitalized with their entrepreneurial behaviour and intention. The important factors influencing the entrepreneurial skills, behaviour and intention among the students are their psychological factors, entrepreneurial resourcefulness, entrepreneurial environment and emotional intelligence.

The most important variable in the above said four factors are risk taking ability, cognitive competencies, entrepreneurial environment and self motivation. In order to promote the entrepreneurship among the students, they expect some important aspects from their curriculum. These are practical knowledge, competency development and engineering enterprise programme.

The level of entrepreneurial skills, behaviour and intention among the male students is higher among the female students but the level is far behind among the female students. If the higher education authorities especially the authority in technical education take some appropriate measures to enrich the entrepreneurship especially the development of competency, soft skills, practical knowledge and emotional intelligence, they can generate so many job providers in India which is highly essential for our economic development.

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