



INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, ECONOMICS AND MANAGEMENT

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STUDENTS PERCEPTION TOWARDS ENTREPRENEURIAL TRAITS AND THEIR COMPETITIVENESS: AN EMPIRICAL STUDY

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ABSTRACT

Entrepreneurs play an important role in any given economy and are the prime movers of economic development. However, the concept of entrepreneurship is complex phenomenon and difficult to determine entrepreneurial behaviour for innovation and business competitive. Competitiveness is viewed as a threefold concept comprising the potential, the process and the performance. To remain competitive, a firm needs to satisfy the four conditions of sustainability, controllability, relativity, and dynamism. The potential dimension of entrepreneurial traits like Initiative, See and act on opportunity, Self confidence, assertiveness and persuasion were taken into consideration and questionnaire was developed to identify entrepreneurial traits and its linkage with firm's performance as perceived by students. This study examined relationships among entrepreneurial traits and their performance using survey data from 326 students doing professional courses in various management, engineering, law and medical colleges of Uttarakhand and aspiring to become entrepreneurs. The study indicates a dominant and close relationship between the entrepreneurial traits across the parental background and across the professional courses. However study reveals that in spite of high entrepreneurial traits more students are inclined to join government sector as well as public sector job as compared to private sector. Majority of the students are of the opinion that entrepreneurial traits and firm's competitiveness are closely related to each other.

KEYWORDS

Entrepreneurship, Entrepreneurial Traits, Entrepreneurial Success, Entrepreneurial success, Motives, Professionalism, Competitiveness.

INTRODUCTION

Entrepreneurship is the process of wealth creation and individuals referred to as entrepreneurs create this wealth by being innovative operating competitive businesses. They assume the major risks in terms of equity, time, and/or career commitment of providing value for some product or service. In entrepreneurship and small business research, firm performance is often considered as the ultimate criterion for research. The entrepreneur's demographic, psychological and behavioral characteristics as well as his or her managerial skills and technical know-how are often cited as the most influential factors related to their performance and the performance of firm. In this study, an attempt was made to analyse the relationships among entrepreneurial traits and their performance as perceived by the students who are doing professional courses like engineering, management, law and medical. The various personality traits variable was constructed and students were rated these traits like initiatives, see and act on opportunities, self confidence, degree of assertiveness and the level of persuasion.

REVIEW OF LITERATURE

Entrepreneurship is a complex phenomenon, as it can be viewed from economic, psychological, sociological cultural and integrative perspectives. These different view points lead to varying definitions of entrepreneurship. Barnett (1993) after studying more than 70 viewpoints of scholars on entrepreneurs and entrepreneurship concluded that, it is not easy to come up with a consensus definition from the literature. It is people with their experience, knowledge and commitment that provide a lasting advantage to a company through their decisions which have roots in their behaviours and attitudes. Some of traits that reflect such high levels of competitiveness among people are: Entrepreneurship, Innovativeness, and self discipline. Entrepreneurship and innovativeness in the people ensures that "out of the box thinking" is at work and value innovation is an ongoing exercise in the company. Self discipline is an essential element of entrepreneurship in the companies.

Psychological view attempts to understand the mindset of the entrepreneurs, while the personality perspective examines the characteristics of the entrepreneurs. Entrepreneurial behaviour can be looked at from either internal or external viewpoints of an individual. Internal viewpoint looks at the personality traits of an individual such as, locus of control, risk taking, need for achievement, problem solving, innovation, creativity perception and work values. While external viewpoint examines things like, culture, role models, work experiences, education and environment. McClelland (1961) says that entrepreneurs are persons who have a high need for achievement. He goes on to explain that, individuals with a high need to achieve will exhibit entrepreneurial behaviour. (Casson, 1982) quotes Kets De Vries (1985) as saying that family background and work experiences were significant in forming an entrepreneurial personality, he says that individuals who have gone through hardship in childhood need to escape from their harsh background. Their aggressive behaviour forces them to start their own enterprises, instead of being employed by others. Rotter (1989) developed the concept of locus of control whereby the forces responsible for an individual's destiny are either internal or external. Individuals with a high internal locus of control are more likely to become entrepreneurs, than those of high external locus of control. Timmons (1990) refers to entrepreneurial behaviour as a way of thinking, reasoning, and acting that is opportunity directed, and leadership balanced. He acknowledged that entrepreneurship personality can be acquired or in born.

The review of the literature focuses on the definition of entrepreneurship and on why people start businesses. The review also explains some personality instruments used to identify specific traits. In the word of Peter Drucker "The entrepreneur has to create tomorrow". His definitions emphasize the theme that certain individuals play critical roles in changing stagnant bureaucracies into adaptive and creative organizations. An early and important contribution to the study of entrepreneurial individuals was David McClelland's 'The Achieving Society' (1961). McClelland argued that some societies have cultural attitudes which translate into primary socialization practices that foster entrepreneurial individuals. Kets de Vries (1977) similarly argued that the entrepreneurial personality

was the result of a particularly painful upbringing. Other researchers have sought the entrepreneurial personality in risk-taking propensity, internal locus of control, tolerance for ambiguity; over-optimism and need for autonomy (cf. Delmar 2000). Cai Li Yin Miao-miao Zhang Ying has studied on the effects of entrepreneurial traits on entrepreneurial orientation. In his study dimensions of entrepreneurial traits include need for achievement, risk propensity and locus of control; the dimensions of entrepreneurial orientation include innovativeness, risk taking and proactiveness. Their finding indicates entrepreneurial traits positively affect entrepreneurial orientation.

Aurora A. C. Teixeira² in his study on title "Entrepreneurial Potential in Engineering and Business Courses analyze the magnitude of the propensity in engineering and economics/business courses. The empirical results, based on a large-scale survey of 2430 final-year students, reveal that no statistical difference exists in entrepreneurial potential of economics/business and engineering students, and that these two latter groups have lower entrepreneurial potential than students from other courses

Yonca Gurok and Nuray Atsan in their research work on title "Entrepreneurial characteristics amongst university students in Turkey " explore the entrepreneurship orientation by comparing them with non-entrepreneurially inclined students in Turkey. The study indicates that except for tolerance for ambiguity and self-confidence, all entrepreneurial traits are found to be higher in entrepreneurially inclined students, as compared to entrepreneurially non-inclined students. That is, these students are found to have higher risk taking propensity, internal locus of control, higher need for achievement and higher innovativeness.

The changing nature of work suggests that young people may face the prospect of a "portfolio" career including periods of paid employment, non-work and self-employment, of which the latter implies greater scope for entrepreneurial activity. Roger Henderson and Martyn Robertson, in his study on title "Who wants to be an entrepreneur? Young adult attitudes to entrepreneurship as a career". examine the attitudes to entrepreneurship as a career in UK. Their finding suggests that generally positive images of entrepreneurship are hampered by a lack of identifiable role models, poor media presentation of individuals or small firms, and lack of encouragement from important influencers on career choice such as teachers and career guidance specialists

The structural tradition on the other hand seeks to understand how social, cultural and institutional factors induce entrepreneurship. Some argue that deviance and marginality encourage entrepreneurship, but most authors instead emphasize that cultural and institutional support, including good access to resources, is what encourages entrepreneurship (Martinelli 1994). Busenitz, Gomez and Spencer (2000) break this down into regulatory factors (e.g. institutions and policies), cognitive factors (e.g. knowledge of how to start ventures and obtain financial support), and normative factors (e.g. the perception of entrepreneurship as a career) which are used to explain both types and levels of entrepreneurship in different countries. Management researchers often emphasize the special influence of organizations and especially prior employment in established firms (Freeman 1986). Organizations are said to serve three critical functions: they provide opportunities to build confidence especially in the ability to create new organizations; provide general industry knowledge and specific information about entrepreneurial opportunities; and provide social networks and access to critical resources (Audia and Rider 2005).

Begley and Boyd (1987) found that risk taking had a curvilinear relationship with performance in entrepreneurial firms. Their findings suggested that entrepreneurs exhibiting moderate levels of risk taking would outperform those exhibiting either very high or very low levels of risk. The researchers concluded that "risk taking has a positive effect on return on asset" (p. 89). Palich and Bagby (1995) found that entrepreneurs tend to categorize business situations as possessing less risk than non-entrepreneurs. In other words, "entrepreneurs may not think of themselves as being any more likely to take risks than non-entrepreneurs, but they are nonetheless predisposed to cognitively categorize business situations more positively" (p. 426). Busenitz (1999) also argued that entrepreneurs tend to view situations more favorably than non-entrepreneurs, and his results indicated that entrepreneurs do indeed use representativeness more in their decision making and are more overconfident than managers in large organizations" (p. 325).

Successful distance learners and entrepreneurs may be similar in that they seek out and capitalize on opportunities and marshal resources to achieve their goals. Further, entrepreneurial behavior is a vital asset in the rapidly changing global knowledge economy of the 21st Century. *James W. King, John E. Foster, Susan M. Fritz, Steven S. Waller* in their paper presents a theoretical framework for examining the characteristics of successful distance learners through the lens of entrepreneurship. The proposed theoretical framework suggests a relationship between the entrepreneurial personalities, which is the combined score of locus of control, need for achievement and risk taking propensity, with success and persistence in the academic environment.

To categorize entrepreneurs, some researchers provide novel, functional personality theories. One of these approaches creates four categories of entrepreneurs: finders, binders, grinders, and minders (Singer, 1990). Briefly, finders create new products, services and processes; grinders generate a new use for a product or service; binders replicate an existing product; and binders synthesize a number of ideas. Another approach recognizes that each entrepreneur has a behavioral pattern that motivates him or her to start a business (Carland & Carland, 1992) (i.e., certain types of personality characteristics are associated with entrepreneurs). Other research (Kendrick & Funder, 1988) provides evidence that people have an innate capacity to be satisfied with specific kinds of behavior. This propensity represents a need that guides individuals to select occupations and situations consistent with genetic predispositions.

PRESENT STUDY

The present study is a focus on student's perception towards entrepreneurial traits and their competitiveness. The researcher has focused on the assessment of entrepreneurial traits among the students doing professional courses in Uttarakhand State. An attempt was also directed to analyse the relationships among entrepreneurial traits and their performance as perceived by the student doing professional courses Uttarakhand state. It tries to assess the student's demographic profile, their attitude and preference towards different types of organization they opt after completion of their present professional education. In this study, the students who are doing professional courses like engineering, management, law and medical were rated on the five personality traits such as initiatives, see and act on opportunities, self confidence, degree of assertiveness and the level of persuasion.

METHODOLOGY

Present study is an exploratory research study. For this purpose of the study, a structured questionnaire was designed using open ended and close ended questions and likert scale was developed to rate their personality on the basis of their perceived behavioural pattern. Three hundred and twenty six students were selected at random from various institutes imparting professional courses in Uttarakhand state. The data was systematically arranged, tabulated and appropriate analysis was carried out. The uni variate and bi variate analysis using SPSS-15 was used to analyse the data received from the respondents. Results thus received are evaluated and analysis was conducted.

TABLE – 1: DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

	Categories	Count	Percentage
Age	Upto 20 Years	81	24.8
	20 to 25 years	221	67.8
	More than 25 years	24	7.4
Gender category	Male	234	71.8
	Female	92	28.2
Education Level	Upto Matric	4	1.2
	Upto Intermediate	129	39.6
	Upto Graduation	174	53.4
	Post Graduate and Others	19	5.8
Monthly Income	Upto Rs. 15000PM	137	42.0
	From Rs,15000 to Rs, 25000PM	108	33.1
	Rs.25000 and above	81	24.8
Father Education Qualification	Illiterate	9	2.8
	Upto matriculate	57	17.5
	Upto Intermediate	45	13.8
	Upto Graduation	135	41.4
	Post Graduate and Others	80	24.5
Fathers' Profession	Farmer	16	4.9
	Businessman	107	32.8
	Engineer	8	2.5
	Doctor	27	8.3
	Manager	12	3.7
	Teacher	46	14.1
	Others	110	33.7

INFERENCE

A demographic characteristic of the respondents reveals that majority of the respondent's falls in the age between 20 to 25 years. Almost three fourth students (71.8%) belong to male respondents. Sample is dominated by those respondents who are educated up to graduation. Parental back ground of the respondents indicates that more than two third respondent are either graduate or post graduate. One third respondent (32.8%) belong to business category.

TABLE – 2: TYPES OF COURSE DOING AT PRESENT

SI NO	Description	No of respondents	Percentage
A	Engineering	26	8.0
B	Management	197	60.4
C	Law	22	6.7
D	Medical	77	23.6
E	others	4	1.2
	Total	326	100.0

For the development of entrepreneurship, it is necessary to understand where entrepreneurship comes from. If entrepreneurial skills, for example, are innate, active promotion policies have a small role to play. If instead, only certain entrepreneurial characteristics are innate, then active promotion policies can contribute to entrepreneurship development in the community in the region and in the nation, since entrepreneurial skills can be acquired through training, various institute promoted by government at national, regional or local, should target their promotional efforts through different professional course. Keeping this into consideration, an attempt was made to know which type of courses the students are doing at present for acquiring entrepreneurial traits. The study indicates that 60.4% student are doing management courses. It was followed by 23.6% student who are doing medical courses. 8% respondent belongs to engineering courses and 6.7% respondent belongs to Law courses. Very few students indicate other unspecified course under taken to acquire entrepreneurial knowledge and skill.

TABLE – 3: INTENTION TO JOIN AFTER COMPLETION OF PRESENT COURSE

SI NO	Description	No of respondents	Percentage
A	Start own business	21	6.4
B	join private sector organisation	91	27.9
C	Join Public Sector organisation	17	5.2
D	Join Govt sector organisation	150	46.0
E	Thinking to go abroad	21	6.4
f	others	26	8.0
	Total	326	100.0

The process of globalisation and liberalisation has started from has generated substantial amount of job in private sector as compared to the government. These policies have stimulated the youth to choose their aspired profession. Keeping this into consideration an attempt was made to explore the mood of the student to choose the job after completion of their present professional education. Analysis reveals that 27.9 percent respondent opted private sector job after completion of their study. 5.2% respondent indicated that they want to join public sector job. 46% are of the opinion that they want to join government sector job after completion of their education. 12.8% respondents are equally divided in their opinion to start their own business or they are willing to go abroad. Remaining 8% indicated other choice of their profession.

TABLE -4 TYPES OF COURSE DOING AT PRESENT * INTENTION TO JOIN AFTER COMPLETION OF PRESENT COURSE

		Intention to join after completion of present course						Total
		Start own business	Join private sector organisation	Join Public Sector organisation	Join Govt sector organisation	Thinking to go abroad	others	
Types of Course Doing At Present	Engineering	0	0	4	13	7	2	26
	Management	17	63	10	83	14	10	197
	Law	2	9	3	7	0	1	22
	Medical	2	18	0	44	0	13	77
	others	0	1	0	3	0	0	4
Total		21	91	17	150	21	26	326
Pearson Chi-Square		66.704(a)						

An attempt was made to assess degree of association between student choice of profession with the nature of professional course they are doing at present. The calculated value of the Chi Square test statistics (χ^2) = 66.704 at 5 percent level of significance is greater than the tabulated value (26.2962) with 20 degree of freedom. Hence the hypothesis is rejected indicating that nature of course opted by the students is dependent to their aspiring organisation.

TABLE – 5: INTENTION TO START OWN BUSINESS

SI NO	Description	No of respondents	Percentage
A	Yes	149	45.7
B	No	177	54.3
	Total	326	100.0

The process of liberalization is on. Since the inception of Uttarakhand state, the state is trying its best with the various plans and policies to develop the entrepreneurial skill in the mind of youth of the state. This will not only help the student in securing their job but also help the migration of youth to other state in search of their livelihood. Keeping this into consideration, an attempt was made to know the mood of student whether they were having any intention to start their own business after completion of their present professional courses. The analysis reveals that 45.7% respondents indicated that they intention to start their own business. On the other hand majority of them indicated negatively.

TABLE – 6: NATURE OF BUSINESS INTENDING TO START

SI NO	Description	No of respondents	Percentage
A	Trading	66	44.295302
B	Manufacturing	83	55.704698
	Total	149	100

An attempt was made to know from those respondent who were aspiring to start their own business that what type of business they want to do in future. Information pertaining to this indicates that 44.29% in the sample wanted to do trading job where as 55.70% indicated that they want to start manufacturing job in future.

TABLE – 7: REASONS OF NOT STARTING OWN BUSINESS

SI NO	Reasons	No of respondents	Percentage
A	Parent does not support it	11	6.21468927
B	Lack of Technical know how	42	23.7288136
C	Lack of Finance	24	13.559322
D	Not willing to take Risk	90	50.8474576
E	Other Reasons	10	5.64971751
	Total	177	100

An attempt was also made to know the reasons from those respondents who were not aspiring to start their own business. The information pertaining to this indicates that 6.21 % respondents were not willing to start their own business as their parent are not supporting to this. Almost one fourth (23.72%) respondents in the sample indicated that they were not willing to start their own business because they are lacking the technical knowhow of the business. 13.55% respondent indicated lack of finance as the reason of not starting their own business. It is significant to know that majority of the respondent in the sample (50.84%) were not willing to start their own business as they are not willing to take the business risk. Very few 5.64% indicated other reason of not starting their own business.

TABLE – 8: ROLE OF INSTITUTE IN IMPROVING ENTREPRENEURIAL TRAITS

SI NO	Role of Institute	No of respondents	Percentage
A	To a great Extent	36	11.0
B	to a considerable extent	95	29.1
C	To a some extent	38	11.7
D	To a little extent	107	32.8
E	Not at all	50	15.3
	Total	326	100.0

The debate whether entrepreneurs are born or made has been the matter of hot discussion for a long period of time. Many social and academic scientists using academia to develop the talents of social entrepreneurs. Vivek Wadhwa, an entrepreneur turned academic, just wrote a thought provoking piece on TechCrunch on the subject, arguing that entrepreneurs are made, not born. In line with this many technical and professional institutes at national and international level has been developed to nurture the entrepreneurial traits among the student. Keeping this into consideration, an attempt was made to know the students the student's perception about the role of professional institute in improving entrepreneurial traits among them. The information in this respect reveals that very few students (11%) feel that institute plays a great role in improving entrepreneurial traits among students. In comparison to this almost half of them feels that institute plays a little role in developing entrepreneurial traits among students

TABLE 9: TYPES OF COURSE DOING AT PRESENT * ROLE OF INSTITUTE IN IMPROVING ENTREPRENEURIAL TRAITS CROSS TABULATION

		Role of Institute in improving Entrepreneurial traits					Total
		To a great Extent	to a considerable extent	To a some extent	To a little extent	Not at all	To a great Extent
Types of Course Doing At Present	Engineering	14	0	2	3	7	26
	Management	21	94	21	31	30	197
	Law	1	0	15	2	4	22
	Medical	0	1	0	71	5	77
	others	0	0	0	0	4	4
Total		36	95	38	107	50	326
Pearson Chi-Square		316.118(a)	16				

An attempt was made to test the hypothesis regarding perception towards role of Institute in improving Entrepreneurial traits across the student's different stream. Chi-square test was used to test the hypothesis. The Calculated value of chi-square is 316.118. Chi-square value at 5% significance level and 16 degrees of freedom is 26.2962. As calculated value of chi-square is higher than the critical value, null hypothesis is rejected indicating that perception towards role of Institute in improving Entrepreneurial traits across the students of different stream differs significantly.

TABLE – 10: LEVEL OF ENTREPRENEURIAL TRAIT AMONG THE STUDENT OF DIFFERENT PARENTAL EDUCATION LEVEL

Father Education qualification level	Initiative	See and act on opportunity	Self confidence	assertiveness	persuasion
Illiterate	4.06666	4.68888	3.31112	2.97778	3.53334
Upto matriculate	3.61754	4.12982	3.58596	3.46316	3.84912
Upto Intermediate	3.51556	4.10666	3.60444	3.43112	3.54666
Upto Graduation	3.6726	4.08444	3.50962	3.32592	3.42074
Post Graduate and Others	3.63	4.0575	3.4575	3.1775	3.72
Total	3.64172	4.10552	3.5178	3.3184	3.58958

INFERENCE

As is evident from the mean ratings of various entrepreneurial traits across five different parental educational back ground student have high initiative and see and act on opportunity traits among them even if their father is illiterate. The student have got high rating of see and act on opportunity among all the education level of parental education as compared to other entrepreneurial traits.

TABLE -11: LEVEL OF ENTREPRENEURIAL TRAITS AMONG DIFFERENT PROFESSIONAL COURSES

Types of Course Doing At Present	Initiative	See and act on opportunity	Self confidence	assertiveness	persuasion
Engineering	3.24616	3.81538	3.46924	2.97692	3.3077
Management	3.53198	4.12588	3.48122	3.33402	3.51574
Law	3.61818	3.9909	3.7	3.28182	3.4091
Medical	4.04416	4.18442	3.58962	3.41818	3.93766
others	3.75	4.1	3.35	2.7	3.35

INFERENCES

As is evident from the mean ratings of various entrepreneurial traits across five different professional courses medical and management courses student have high initiative and see and act on opportunity traits. Engineering student has got poor ratings on initiative and self confidence. Also a comparative analysis of the five entrepreneurial traits, the assertiveness was rated lowest among the entire student.

TABLE 12: ANOVA WITH DIFFERENT PROFESSIONAL COURSE

		Sum of Squares	df	Mean Square	F	Sig.
Initiative	Between Groups	455.442	4	113.860	13.098	.000
	Within Groups	2790.374	321	8.693		
	Total	3245.816	325			
See and act on opportunity	Between Groups	75.969	4	18.992	2.384	.051
	Within Groups	2557.282	321	7.967		
	Total	2633.252	325			
Self confidence	Between Groups	40.250	4	10.062	1.389	.237
	Within Groups	2324.670	321	7.242		
	Total	2364.920	325			
assertiveness	Between Groups	136.480	4	34.120	3.092	.016
	Within Groups	3542.260	321	11.035		
	Total	3678.739	325			
persuasion	Between Groups	335.397	4	83.849	9.515	.000
	Within Groups	2828.716	321	8.812		
	Total	3164.113	325			

One way ANOVA has been applied to test the significance of the difference between mean values of various entrepreneurial traits across five various professional courses. Assuming null hypothesis as Null Hypothesis (H_0): There is no significant difference on the persuasion dimension between the different professional courses.

Since calculated value is greater than tabulated value therefore null hypothesis (H_0) is rejected. Hence there is significant difference on persuasion traits between the students of different professional course.

The prime motive of any business is to earn profit and sustained growth. The entrepreneur is characterized principally by innovative behavior and will employ strategic management practices in the business to remain competitive. This innovativeness approach distinguished the entrepreneur from a small business owner. The business must be the primary source of income and will consume the majority of one's time and resources. The owner perceives the business as an extension of his or her personality, intricately bound with family needs and desires. And this personality trait of an entrepreneur is closely associated with the firm's competitiveness. Keeping these factors into consideration, an attempt was made to know about opinion of student about relationship between entrepreneurial traits and firm's competitiveness. Analysis indicates that sample is dominated by those students who are of the opinion that firm's competitiveness is dependents to a great extent on the entrepreneurial traits the entrepreneur.

TABLE 13: STUDENTS THINKING ABOUT ENTREPRENEURIAL TRAITS AND FIRM'S COMPETITIVENESS

Sl NO	entrepreneurial traits and firms competitiveness	No of respondents	Percentage
A	To a great Extent	98	30.1
B	to a considerable extent	81	24.8
C	To a some extent	57	17.5
D	To a little extent	54	16.6
E	Not at all	36	11.0
	Total	326	100.0

TABLE 14: TYPES OF COURSE DOING AT PRESENT * THINKING ABOUT ENTREPRENEURIAL TRAITS AND FIRMS COMPETITIVENESS CROSS TABULATION

		thinking about entrepreneurial traits and firms competitiveness					Total
		To a great Extent	to a considerable extent	To a some extent	To a little extent	Not at all	To a great Extent
Types of Course Doing At Present	Engineering	3	4	4	9	6	26
	Management	84	50	26	15	22	197
	Law	5	4	6	6	1	22
	Medical	4	23	20	23	7	77
	others	2	0	1	1	0	4
Total		98	81	57	54	36	326
Pearson Chi-Square		69.397(a)	16				

An attempt was made to test the hypothesis regarding thinking of students regarding relationship between about entrepreneurial traits and firm's competitiveness across the student's different stream. Chi-square test was used to test the hypothesis. The Calculated value of chi-square is 69.397. Chi-square value at 5% significance level and 16 degrees of freedom is 26.2962. As calculated value of chi-square is higher than the critical value, null hypothesis is rejected indicating that significant difference of opinion across the students of different stream.

CONCLUSION

The importance of entrepreneurship for economic development has been widely acknowledged in recent years. Entrepreneurship is assumed to be a major source of innovation job creation and growth. Traditionally, the educational system has inhibited the development of entrepreneurial qualities because it taught young people to obey, reproduce facts and to engage in wage employment after finishing their education. In contrast, entrepreneurs tend to rely on their own judgment, learn through the process of trial-and-error and create and facilitate their own job-environment. The present research reveals significant difference in the entrepreneurial traits among the students of different stream. The dominant and close relationship between the entrepreneurial traits across the parental background and across the professional courses infers that entrepreneurial traits can be developed by giving suitable training and development thorough creating learning environment. The study indicates that perception towards role of Institute in improving Entrepreneurial traits across the students of different stream differs significantly. The survey also project the students thinking regarding relationship between entrepreneurial traits and firms competitiveness across the students of different stream differs significantly. Entrepreneurial factors influence the level of entrepreneurship in a person or a community or a country. The integration and the inter-dependence of two or more determinant factors in a person give rise to a complex phenomenon of entrepreneurship. The general finding about the determinants of entrepreneurial behaviour, is very important for policy makers and will enable the policy makers to come up with viable interventions to stimulate entrepreneurial behaviour in our economies and thus bring economic growth and development and consequently better livelihood outcomes of the people. By comparing the answers given to an entrepreneurial intentions questionnaire by students aspiring to become entrepreneur and taking education and professional training in different stream, a few differences were spotted. A larger sample and future research may provide more information about the matching proportion of entrepreneurs' personality's traits on different dimension.

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