A Study on Entrepreneurial Traits among College Students

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ABSTRACT
Entrepreneurial trait is the pattern of behavior needed for the individual to become an entrepreneur. These entrepreneurial traits help the individual not only in becoming an entrepreneur but also in the whole process of entrepreneurship till that individual become successful. Hence this study aims to identify some of the entrepreneurial traits and conducted a survey from 600 students in cuddalore district. The data collected were analyzed and results are obtained. Among the variables studied the students lack more in emotional stability and self control. Based on the results suitable suggestions are given which will make students to think independently and act accordingly and even it can guide them to start their own enterprise.

Keywords---- Entrepreneurship, own enterprise, Students, Trait.

I. INTRODUCTION
Entrepreneurship is the tendency of a person to organize the business of his own and to run it profitably, using all the qualities of leadership, decision making and managerial caliber. Entrepreneurship is concerned with the development and co-ordination of entrepreneurial functions. Entrepreneurship can be defined as the propensity of mind to take calculated risks with confidence to achieve a pre-determined business or industrial objective, which points out the risk taking ability coupled with decision making. In other words, entrepreneurship means the function of creating something new, organizing and coordinating and undertaking risk at handling economic uncertainty.

Peter F. Drucker defines, “Entrepreneurship is neither a science nor an art and it is a practice. It has a knowledge base. Knowledge in entrepreneurship is a means to an end. Indeed, what constitutes knowledge in practice is largely defined by the ends, that is, by the practice”.

II. NEED FOR THE STUDY
To create awareness about “Entrepreneurship” among students. The study checks whether the courses are really coaching the students in a way to make them entrepreneurs. At particular point of period with existing organizations the positions in the organization gets filled and the vacancy freezes. To avoid this situation the new entrepreneurs should come with some new ventures.

Entrepreneurial Traits
Trait is defined as habitual patterns of behaviour, thought, and emotion of an individual. Entrepreneurial trait is the pattern of behavior needed for the individual to become an entrepreneur. These entrepreneurial traits help the individual not only in becoming an entrepreneur but also in the whole process of entrepreneurship till that individual become successful. Some of the traits are considered here for the purpose of research. They are initiative, persistence, assertiveness, persuasion, faith, self control, realism, emotional stability, passion and risk taking behaviour.

III. REVIEW OF LITERATURE
Louw et.al., (2003) Studied developments in the global and national economies as well as the labour market, have made it necessary that more attention be paid to entrepreneurship and the updating of curricula
presented by tertiary institutions. For this purpose reliable and valid information is required. The primary objectives of the article were to report on the levels of students’ entrepreneurial traits, to establish whether these traits are interrelated, and to determine the extent of the impact that demographic variables have on these entrepreneurial traits. A convenience sampling method \((n = 1,215)\) was used. The best developed entrepreneurial traits observed included: “Competing against self-imposed standards”, “Self-confidence” and “Dealing with Failure”. Statistically significant relationships were also identified between the entrepreneurial traits of students and the tertiary institution attended, and students’ gender, race and age.

David & Kerry (2003) the usefulness of personality traits in the explanation and prediction of entrepreneurship is critically evaluated, and both contemporary theory and existing empirical findings were reviewed, emphasizing the need for conceptual clarity and methodological reform. Detailed recommendations for future research are outlined, and this critique is complemented by a detailed case study of a practical research design drawn from an ongoing project. Taken together, these provide a powerful illustration of how abstract principles can be used to enrich teaching materials and educational activities.

IV. RESEARCH METHODS

In this study, descriptive research was used, which includes survey and fact finding enquiries of different kinds. This report is prepared to define clearly as what happened and what is happening. Hence, this is a descriptive type of research. The sampling method used was convenient sampling technique. Reliability was found to be 0.91 and for the purpose of the study face content validity was done. The research involves primary data collection. The data collection method used in this research is questionnaire method. The survey was conducted among 600 college students in cuddalore district.

The variables used for the study are,


V. OBJECTIVES

The objective of the study is to identify the entrepreneurial traits prevailing among the students.

VI. DATA ANALYSIS AND DISCUSSION

The collected data were analysed using descriptive statistics (Frequency & Percentage Analysis).

The results obtained were discussed in a detailed manner.

### Table showing the Descriptive Analysis for Dimensions of the Entrepreneurial Traits of the Respondents

<table>
<thead>
<tr>
<th>Variables</th>
<th>Very well suits</th>
<th>Well suits</th>
<th>Suits</th>
<th>Somewhat suits</th>
<th>Not suits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiative</td>
<td>238 (40%)</td>
<td>156 (26%)</td>
<td>110 (18%)</td>
<td>53 (9%)</td>
<td>43 (7%)</td>
</tr>
<tr>
<td>Persistence</td>
<td>263 (44%)</td>
<td>186 (31%)</td>
<td>91 (15%)</td>
<td>47 (8%)</td>
<td>13 (2%)</td>
</tr>
<tr>
<td>Assertiveness</td>
<td>198 (33%)</td>
<td>185 (31%)</td>
<td>123 (20%)</td>
<td>60 (10%)</td>
<td>34 (6%)</td>
</tr>
<tr>
<td>Persuasion</td>
<td>196 (33%)</td>
<td>181 (30%)</td>
<td>116 (19%)</td>
<td>66 (11%)</td>
<td>41 (7%)</td>
</tr>
<tr>
<td>Faith</td>
<td>302 (50%)</td>
<td>131 (22%)</td>
<td>110 (18%)</td>
<td>37 (6%)</td>
<td>20 (4%)</td>
</tr>
<tr>
<td>Self Control</td>
<td>160 (27%)</td>
<td>172 (29%)</td>
<td>139 (23%)</td>
<td>68 (11%)</td>
<td>61 (10%)</td>
</tr>
<tr>
<td>Realism</td>
<td>266 (44%)</td>
<td>157 (26%)</td>
<td>115 (19%)</td>
<td>42 (7%)</td>
<td>20 (4%)</td>
</tr>
<tr>
<td>Emotional Stability</td>
<td>185 (31%)</td>
<td>133 (22%)</td>
<td>120 (20%)</td>
<td>67 (11%)</td>
<td>95 (16%)</td>
</tr>
<tr>
<td>Passion</td>
<td>213 (36%)</td>
<td>162 (27%)</td>
<td>129 (22%)</td>
<td>69 (11%)</td>
<td>27 (4%)</td>
</tr>
<tr>
<td>Risk taking</td>
<td>177 (30%)</td>
<td>153 (25%)</td>
<td>154 (26%)</td>
<td>86 (14%)</td>
<td>30 (5%)</td>
</tr>
</tbody>
</table>

Source: Primary Data

VII. INTERPRETATION

### Initiative

The table shows that 40% of the students say very well suits, 26% of the students say well suits, 18% of the students say suits, 9% of the students say somewhat suits, and 7% of the students say not suits.

### Persistence

The table shows that 44% of the students say very well suits, 31% of the students say well suits, 15% of the students say suits, 8% of the students say somewhat suits, and 2% of the students say not suits.

### Assertiveness

The table shows that 33% of the students say very well suits, 31% of the students say well suits, 20% of the students say suits, 10% of the students say somewhat suits, and 6% of the students say not suits.

### Persuasion
The table shows that 33% of the students say very well suits, 30% of the students say well suits, 19% of the students say suit, 11% of the students say somewhat suits, and 7% of the students say not suits.

**Faith**

The table shows that 50% of the students say very well suits, 22% of the students say well suits, 18% of the students say suit, 6% of the students say somewhat suits, and 4% of the students say not suits.

**Self control**

The table shows that 27% of the students say very well suits, 29% of the students say well suits, 23% of the students say suit, 11% of the students say somewhat suits, and 10% of the students say not suits.

**Realism**

The table shows that 44% of the students say very well suits, 26% of the students say well suits, 19% of the students say suit, 7% of the students say somewhat suits, and 4% of the students say not suits.

**Emotional stability**

The table shows that 31% of the students say very well suits, 22% of the students say well suits, 16% of the students say suit, 7% of the students say somewhat suits, and 5% of the students say not suits.

**Passion**

The table shows that 36% of the students say very well suits, 27% of the students say well suits, 22% of the students say suit, 11% of the students say somewhat suits, and 4% of the students say not suits.

**Risk taking**

The table shows that 30% of the students say very well suits, 25% of the students say well suits, 26% of the students say suit, 14% of the students say somewhat suits, and 5% of the students say not suits.

**VIII. DISCUSSION**

The result indicates that, 40% of the students have 100% of initiatiiveness and 7% of the students do not have iniciatiiveness (which is the basic trait for the entrepreneur); 44% of students have 100% of persistence with them and only 2% of the students do not have it; 33% of the students have 100% of assertiveness and persuasiveness respectively; The students of about 50% have 100% faith and 4% do not have faith; 27% of the students have 100% of self control and 10% are not having so; 44% of the students have fullest capability to understand the reality and 4% of them are not doing so; 31% of the students scored 100% in emotional stability and 16% of the students scored null; among the students, 36% of them are passionate up to 100% and 4% of them are not passionate at all; In terms of risk taking behavior, 30% of the students scored 100% and 5% of them have not scored anything.

The overall observation from the obtained result is that the students of less than 10% only are not having the entrepreneurial traits except the emotional stability going up to 16% of the students.

**IX. SUGGESTIONS**

It is clearly noted from the result that comparatively more number of students lack in emotional stability and lack of self control falls second. This may be the issue because of the respondent’s position as a student. In this age group it may be common. To overlook this issue, respondents must practice any physical exercise, meditation or yoga regularly. This makes a student to be strong both mentally and physically to face any emotional imbalance by increasing the self control. On the other side, due to lack of emotional stability and self control some of the students on completing the course may get depressed on seeing the status of job market. So it is the duty of the facilitators in the colleges and universities to clearly explain what is happening in the outside world and in job market. This makes the student to be clear about the reality. This helps the students to think independently and act accordingly and even it can guide them to start their own enterprise.

**X. CONCLUSION**

The Entrepreneurial traits are most important to each individual to think independently and act freely. Hence these traits should be cultivated during their student level itself where learning is the only job. By cultivating these traits of entrepreneurship, the individual become an entrepreneur and grows.

**REFERENCE**