

A STUDY ON THE ENTREPRENEURIAL PROPENSITY OF ENGINEERING STUDENTS OF SATHYABAMA INSTITUTE OF SCIENCE AND TECHNOLOGY

Submitted in partial fulfillment of the requirements for the award of

Master in Business Administration

by

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SCHOOL OF BUSINESS ADMINISTRATION

SATHYABAMA

**INSTITUTE OF SCIENCE AND TECHNOLOGY
(DEEMED TO BE UNIVERSITY)**

**Accredited with Grade "A" by NAAC | 12B Status by UGC | Approved by AICTE
JEPPIAAR NAGAR, RAJIV GANDHI SALAI, CHENNAI - 600 119**

APRIL - 2021



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BONAFIDE CERTIFICATE

This is to certify that this Project Report is the bonafide work of **AJAY HENRY C 39410002** who carried out the project entitled "**A Study on the Entrepreneurial Propensity of the Engineering Students of Sathyabama Institute of Science and Technology**" under my supervision from January 2021 to March 2021.

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DECLARATION

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“A Study on the Entrepreneurial Propensity of the Engineering Students of Sathyabama Institute of Science and Technology” done by me under the guidance of **DR. DHIVYA SATHISH** is submitted in partial fulfillment of the requirements for the award of Masters of Business Administration degree.

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AJAY HENRY C

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A handwritten signature in black ink, appearing to read 'Ajay H C' with a stylized flourish at the end.

AJAY HENRY C

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ABSTRACT

The entrepreneurial propensity is a personal propensity to line up a brand new business, or to accelerate an enterprise's growth by asserting or developing a brand new in operation plan or live, that plays an awfully necessary role in beginning and running a business. Additionally, entrepreneurial propensity also plays a guiding role in one's entrepreneurial activity, perspective and skill, more creating folks act in setting entrepreneurial goals, organizing work and human activity with others.

This article aims to define and quantify the key indicators of the personality traits and the quality of university education that determine the perception of the entrepreneurial propensity of students in Sathyabama Institute of Science Technology for starting a new business. As a part of the interventions, there are three factors and are Feasibility, Desirability, and Intention. The research uses the Qualitative sampling method.

The data were collected from engineering students in Sathyabama Institute of Science and technology. The questionnaire circulated through Google form received 254 responses out of 760 population size. Descriptive analysis, Correlation, ANOVA, and Chi-Square were used to analyse the given data.

Keywords: Entrepreneurial Propensity, Engineering Students, Entrepreneurship, Feasibility, Desirability, Intention.

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CHAPTER - 1

INTRODUCTION

1.1 INTRODUCTION ABOUT ENTREPRENEURSHIP

1.1.1 Entrepreneurship

Entrepreneurship is that creation or extraction is useful. With this definition, entrepreneurship is viewed as modification, typically entailing risk on the far side of what's unremarkably encountered in beginning a business, which can embody different values than merely economic ones.

More slender definitions have represented entrepreneurship because the method of coming up with, launching and running a brand new business, that is usually at first a tiny low business, or because the "capacity and temperament to develop, organize and manage a business venture in conjunction with any of its risks to create a profit." Those who originate these businesses are usually said as entrepreneurs. While definitions of entrepreneurship generally specialise in the launching and running of companies, thanks to the high risks concerned in launching a, a major proportion of start-up businesses got to shut thanks to "lack of funding, unhealthy business choices, government policies, associate financial condition, lack of market demand, or a mixture of all of those."

In the field of political economy, the term businessperson is employed for an associate entity that has the power to translate inventions or technologies into merchandise and services. During this sense, entrepreneurship describes activities on the part of each established company and new businesses.

- Creation of Employment- Entrepreneurship generates employment. It provides an entry-level job, needed for gaining expertise and coaching for unskilled staff.
- Innovation- it's the hub of innovation that gives new product ventures, market, technology and quality of products, etc., and will increase the quality of living of individuals.
- Impact on Society and Community Development- A society becomes larger if the utilization base is giant and heterogeneous. It brings concerning

changes in society and promotes facilities like higher expenditure on education, higher sanitation, fewer slums, and the next level of homeownership. Therefore, entrepreneurship assists the organisation towards an additional stable and prime quality of community life.

- Increasing the commonplace of Living-Entrepreneurship helps to enhance the quality of living of an individual by increasing the financial gain. The quality of living means that, increase within the consumption of varied products and services by a home for a selected amount.
- Supports analysis and development- New merchandise and services got to be researched and tested before launching within the market. Therefore, a businessperson additionally dispenses finance for analysis and development with analysis establishments and universities. This promotes analysis, general construction, and development within the economy.

1.1.2 Propensity

Propensity, as an important notion in cognitive psychology, mainly reflects the degree of one's faith to a certain activity. The entrepreneurial propensity is a more specific tendency—individual belief to being self-employed. The entrepreneurial propensity can provide people a goal, the way of achieving such a goal, and lead to the following activities. Besides, it can also be used to analyse one's motivation to do something. So by studying the individual propensity we can predict one's activity, and that is also the main aim to study the propensity.

Propensity theories:

1. Douglas & Shepherd: The attitude toward work, risk and independency: Higher the intolerance to the risk is, more positive the attitude toward self-decision is and stronger the entrepreneurial propensity.
2. Kristiansen: One's background, personalities and the situation factors
The desire to be succeeded, the self-efficiency and the situation factors have a significant influence in the entrepreneurial propensity.
3. Zhao & Seibert: The self-efficiency, the formal perceptual study, the entrepreneurial experience, the preference to risk and the gender
Self-efficiency can be shown in the process of both perceivable study and the preference of risk influencing the entrepreneurial propensity.

4. Sequeira: The self-efficiency, the weak connection, the strong connection, gender, age and immigration

One's strong capability for communicating with others and the self-efficiency has a positive influence on the entrepreneurial propensity

5. Prodan & Drnovsek: The self-efficiency, one's interpersonal net, the communication with other academic entrepreneurs, years of working in an academic organization, one's major, the category of one's researching and the communication with the outside

Beside the factor of communicating with the relative field, other factors' influence has also been proven

6. Obschonka: One's characteristics, one's nocent entrepreneurial capability, one's ability to control the entrepreneurial belief.

The nocent entrepreneurial capability has a positive influence on the entrepreneurial propensity. And it has proven that there is an introductory effect of the entrepreneurial control ability on the nocent entrepreneurial capability and propensity.

1.1.3 Entrepreneurial propensity

- The entrepreneurial propensity is a personal propensity to line up a replacement business, or to accelerate Associate in Nursing enterprise's growth by maintaining or developing a replacement operative plan or live, that plays a really necessary role in beginning and running a business. Entrepreneurial propensity is live with three factors namely:
- Feasibility analysis is the method of deciding if a business plan is viable. It's the preliminary analysis of a business plan, conducted for the aim of deciding whether or not the concept is value following. It takes the estimate (to a precise degree) out of a business launch, Associate in Nursing provides an enterprise with a safer notion that a business plan is possible or viable.
- A strong desirability of entrepreneurship and a sound need to start out a replacement venture will result in property job creation and property business. Property job creation refers to assembling long, stable job opportunities to employment seekers and taking advantage of them. A property business is that the one that operates with success within the

economy for an extended time. For this reason, during this paper, we have a tendency to argue that the rise of desirability of entrepreneurship will generate new, long-term, stable jobs, that square measure essential for socio-economic advancement.

- Entrepreneurial intentions could also be outlined as a grip to owning a business or turning into freelance. Entrepreneurial intentions are thought of as personal orientations which could result in venture creations. This represents the individual and/or of a bunch of people's intentions to make a replacement business/idea. Such Associate in nursing intention may be an aware status that precedes the action and directs attention towards the goal of creating a replacement business.

Entrepreneurial propensity would tend to focus on the phenomenon in developed countries. There is a limited research on entrepreneurial intention of female college students from developing nations. This article aims to close this gap by providing Some insights into female students 'entrepreneurial propensity in a developing country like India. In India, the development of entrepreneurship became a national agenda and priority in both UPA and NDA Governments. The issue of graduate unemployment and attitude of current graduates who were seen to be pampered and dependent on the private & government organizations for employment were therefore considered a major concern in the developing countries.

An entrepreneur can be defined as a person who creates a new business in the face of risk and uncertainty for the intention of achieving profit and growth by identifying opportunities and assembling the needed resources to capitalize on them. Whereas, entrepreneurship is the process of creating something new with value by devoting the needed time and effort, assuming the accompanying financial, psychic, and social risks, and receiving the ensuing rewards of the pecuniary and individual satisfaction and independence.

Entrepreneurship is a multifaceted activity that has been defined by Timmons (1989) as the ability to create something from practically nothing. Entrepreneurship is defined as initiating and building an enterprise rather than watching onell. Thus, it is the knack of sensing opportunities in

the society where others see chaos, contradiction, and confusion. The entrepreneurship is the ability to build a start-up team 'to complement your own skills and talents. It is the knowledge to find, marshal, and control the resources effectively. Finally, it is a readiness to take risks. Entrepreneurship needs to be encouraged and promoted among Indian universities and college students so that they have more options upon graduation. In this context, it is more appropriate for the academic researchers to determine whether our existing university and college Students are inclined toward entrepreneurship. This will help in building a clear cut policy to promote entrepreneurship at the national level so that upcoming generations of the graduates can be highly encouraged and motivated to become highly successful entrepreneurs. Since entrepreneurship has been accepted as the potential catalyst & incubator for technological progress, product, and market innovation, we believe these benefits will help augment country economy as well. Entrepreneurship contributes to the nation's economy by promoting innovation, engendering competition, creating employment and thus contributes to the economic affluence and spending power. Entrepreneurship is considered to be a business process whereby entrepreneurs discover, evaluate and exploit opportunities to create future goods & services.

Entrepreneurs are generally called as the engine of the nation's economic growth and development. They have brought enormous positive contributions to a country's economic growth and social development. Among those, the most important contributions are the innovation and job creation. The field of entrepreneurship has evolved through different paradigms in the global era of business. As entrepreneurship is synonymous with self-employed, it is viewed to be the effective strategy in handling the issue of employability, particularly among young generation. The entrepreneurial intention needs to be measured on the incorporation of insights from the psychological and behavioral approach.

1.2 INDUSTRY PROFILE

India has the biggest ranges of engineers still because the largest number of engineering education institutes and infrastructure within the world. In 2021, Bharat annually produces a Meg engineering graduates, has 3500 engineering schools, 3400 polytechnics, and two hundred colleges of designing and design, and lots of times a lot of Industrial coaching institutes. Combination of those impart college man and graduate courses in design, engineering, applied engineering and sciences.

Of the one million engineering graduates made per annum, but 100% of the engineers square measure made by the pan-India national level autonomous institutes created by the acts of parliament, like the Indian Institutes of Technology (IITs) and National Institutes of Technology (NITs). The remaining over ninetieth of the engineering graduates square measure made by the non-autonomous state level engineering education institutes that should get the approval from the administrative body All Bharat Council for Technical Education (AICTE) to run such courses before they begin admitting students.

There is a long history of science and technology within the Indian landmass. The western vogue engineering education commenced throughout the British dominion as a necessity for the coaching of overseers for construction and maintenance of public buildings, roads, canals, and ports, and for the coaching of artisans and craftsmen for the utilization of instruments, and equipment required for the military, the navy, and therefore the survey programme. Whereas superintending engineers were largely recruited from the UK, lower grade craftsmen, artisans and sub-overseers were recruited domestically. the requirement to form them a lot of economical, junction rectifiers to the institution of business colleges hooked up to the Ordnance Factories Board and alternative engineering institutions.

In 1847, India's primary engineering school Thomason School of technology (now referred to as IIT Roorkee) was established at Roorkee in gift day Uttarakhand state for the coaching of Civil Engineers. It was followed by School of Engineering, Pune's precursor, The Poona Engineering category and Mechanical College in July

1854. Universities and institutes deemed to be universities square measure approved by the University Grants Commission. In 2021, there will be nearly 900 government and universities and forty five, schools connected to those universities.

All institutes, universities engineering schools still as government or in camera funded engineering schools connected to the colleges, should get associate degree approval from the AICTE that licenses and regulates the institutes, not the people or practitioners, which supply the engineering and/or technical education. IITs, IIITs and NITs, etc don't need approval from UGC or AICTE because these square measures were created as autonomous organizations through the act of parliament, therefore they need full autonomy to make your mind up about their teaching standards, course style, curriculum, fee, etc. Engineering schools go by the Central Universities, that weren't created because the autonomous institutes on the lines of IITs, IIITs or NITs, should conjointly get AICTE approval.

1.3 COMPANY PROFILE

Sathyabama is a prestigious institution which excels in the fields of Engineering, Science and Technology for more than three successful decades. It offers multidisciplinary academic programs in various fields of Engineering, Science, Technology, law, Dental Science, Pharmacy, Nursing, Management, Arts and Science and Allied Health Sciences. It is established under Sec.3 of UGC Act, 1956 and is been Accredited with 'A' Grade by the National Accreditation and Assessment council. The Institution persistently seeks and adopts innovative methods to improve the quality of higher education and is responsive to the changes taking place in the field of education on a global scale. The Institution has a team of dynamic and outstanding faculty, innovative pedagogical practices , state of the art infrastructure and world class Research Facilities. This glorious Institution is functioning under the dynamic leadership of Dr. Mariazeena Johnson, Chancellor, Dr. Marie Johnson, President and Ms. Maria Bernadette Tamilarasi Johnson, Vice President.

Sathyabama has a good presence in rankings and ratings at National and International level. The Institution has been ranked in 39th position by the National Institutional Ranking Framework (NIRF), Government of India among the Universities in India for the year 2020 and ranked one among the top 50 Universities for five consecutive years. Sathyabama is ranked among the Top 5 Institutions in the Country for Innovation by ATAL ranking of Institution for Innovation Achievements, Govt. of India. Times Higher Education and QS has ranked Sathyabama among the top Institutions worldwide. Sathyabama Institute of Science & Technology has alliances with leading Universities and research establishments at National and International Level. It is a research intensive University with world class laboratories and research facilities and is involved in research in the emerging areas of Science and Technology. Sathyabama has undertaken various sponsored and collaborative R&D projects funded by National and International Organizations. Sathyabama has written a special page in the history of space research on 22nd June 2016 with the launch of "SATHYABAMASAT" in association with ISRO.

1.4 STATEMENT OF THE PROBLEM

Key indicators of the impact of entrepreneurship on the entrepreneurial propensity of the students of Sathyabama Institute Of Science And Technology to start a new business in India or abroad.

A study on entrepreneurial propensity has become extensively a topic of town today by many researchers in social sciences due to its importance to the development of an economy by way of job creation and wealth creation. Today, Indian economy is emerging as a leading economy in the world as the Honorable Prime Minister of India has recently initiated national level campaign called Make in India to encourage organizations and entrepreneurs to manufacture their products in India. Make in India is an initiative program of the Government of India designed to encourage entrepreneurship in the minds of the people. The crux of the Make in India campaign is to transform India into global entrepreneurship hub. The economists have predicted that the number of companies in India is expected to grow rapidly as a result of the national level program Make in India. Thus, India is now becoming a center of new business opportunities as domestic and international investors have begun to view India as the place to invest their money and establish their business ventures. India has emerged as a front runner to magnetize large amounts of domestic and foreign investment. This has made the development of Entrepreneurship Development Cell (EDC) as one of the significant agenda of the educational institutions in India. Entrepreneurship education has become a part of academic pedagogy in the higher education institutions in India. This has paved the way for the researchers to explore whether the female engineering students in South India are more inclined about becoming successful entrepreneurs and to highlight the motivators which encourage them to become entrepreneurs and obstacles which may prevent them from the intent of becoming entrepreneurs.

1.5 OBJECTIVES OF THE STUDY

1.5.1 Primary Objective

- To study on the entrepreneurial propensity of engineering students of Sathyabama Institute Of Science And Technology.

1.5.2 Secondary Objective

- To study the self-efficacy of the engineering students in Sathyabama Institute of Science and Technology.
- To analyse the level of persistence and level of innovation in becoming an entrepreneur.
- To identify the feasibility rate, desirability rate and intention of students in relation to demographic factors.

1.6 NEED FOR THE STUDY

This research has been done to find out the true capabilities of a student that is what he/she really is capable of. The survey answers the following questions like 'Is the student really interested in or not?', 'If he/she is interested in doing so, then what's stopping them to do so?', 'If they can really pitch out their ideas?' their communicative tendency towards the faculty and students, their leadership skills towards entrepreneurship. Overall it brings out the self - efficacy of the students, their intentions on various activities, desirability to bring out an asset and the feasibility to showboat their skills in the respective college.

1.7 SCOPE OF THE STUDY

The scope of the study is to study the entrepreneurial propensity of engineering students of Sathyabama Institute of science and technology and to measure the knowledge of awareness of start-up projects available to new entrepreneurs and their involvement in those programs. The entrepreneurial propensity is an individual propensity to set up a new business, or to accelerate an enterprise's growth by putting forward or developing a new operating idea or measure, which plays a very important role in starting and running a business.

CHAPTER – 2

REVIEW OF LITERATURE

2.1 REVIEW OF LITERATURE

Baron (2004) or Shaver & Scott (1991), highlights the importance of cognitive variables in understanding this personal decision among other researchers. In their view, this cognitive focus provides additional insights into the complex process of entrepreneurship, over and above those offered by others. Some studies have simply omitted social norms while others found them to be non-significant since a preliminary test on construct validity and psychometric properties of the EIQ has already been carried out, we will center the analysis here on testing the model through a structural equation design. Methodologies used so far to study the entrepreneur have been changing along the years (Santos and Liñán).

(Gartner, 1985, 1989; Robinson et al., 1991) shows that traits and demographic variables differentiating entrepreneurs from non-entrepreneurs were initially looked both lines of analysis have allowed the identification of significant relationships among certain traits or demographic characteristics of the individual, and the fulfillment of entrepreneurial behaviors. However, their predictive capacity has been very limited (Reynolds, 1997). On the theoretical side, many authors have criticized those approaches, so much for their methodological and conceptual limitations as for their low explanatory capacity.

(Krueger et al., 2000) From a third perspective, since the decision to become an entrepreneur may be plausibly considered as voluntary and conscious, it seems reasonable to analyze how that decision is taken. Entrepreneurship may be viewed as a process that occurs over time in this sense, entrepreneurial intentions would be the first step in the evolving and – sometimes- long-term process of venture creation (Lee and Wong, 2004). The intention to start up, then, would be a previous and determinant element towards performing entrepreneurial behaviors In addition, intentions toward a behavior would be the single best predictor of that behavior. In

turn, the intention of carrying out a given behavior may be affected by several factors, such as needs, values, wants, habits, and beliefs (Bird, 1988; Lee and Wong, 2004).

In particular, **Ajzen (1991)** calls “antecedents” the set of cognitive variables that would exert their influence on intention (personal attitude towards the behavior, perceived social norms, and perceived behavioral control). More favorable “antecedents” would make more feasible the intention of carrying that behavior out, and the other way round (Liñán, 2004). Obviously, situational factors also influence entrepreneurial intentions.

(Lee and Wong, 2004) conveys that variables such as time constraints, task difficulty, and the influence of other people through social pressure could be examples of these situational factors. Therefore, exogenous factors also influence one’s attitudes toward entrepreneurship. Even though results have always been consistent to the applicability of the Theory of Planned Behavior (TPB) to entrepreneurship, there have been some conflicts between the various studies. A good part of these differences may have been due to measurement issues. In fact, measuring these cognitive variables implies considerable difficulty (Baron, 1998). In the case of entrepreneurship, empirical tests have differed widely in this sense. Thus, Krueger et al. (2000) used single-item variables to measure each of the constructs in the model. Used a belief-based measure of attitudes. More recently, Kolvereid and Isaksen (in press) have used an aggregate measure for attitudes, but a single-item one for intention.

(Zhao et al., 2005; Kickul and Zaper, 2000; Krueger et al., 2000; Kolvereid and Isaksen, in press), used an unconditional measure of intention while others forced participants to state their preferences and estimated likelihoods of pursuing a self-employment career “as opposed to organizational employment”. After some early contribution such as the theory of the entrepreneurial event which have been proved to be highly compatible with the theory of planned behavior (Krueger et al., 2000), empirical application of the latter has been somewhat wider.

It is a theory that may be applied to nearly all voluntary behaviors and it provides quite good results in very diverse fields, including the choice of professional career **(Ajzen, 2001; Kolvereid, 1996)**. According to it, a narrow relationship would exist between the intention to be an entrepreneur, and its effective performance. Intention becomes the fundamental element towards explaining behavior. It indicates the effort that the person will make to carry out that entrepreneurial behavior (Liñán, 2004). And so, it captures the three motivational factors that influence behavior (Ajzen, 1991): This model has been adapted to study the intention to start a venture

(Liñán, 2004) in his sense, argues that an entrepreneurial intention model would make their firm- creation decision based on three elements; his personal preference or attraction towards entrepreneurship; the perceived social norms regarding that career option; and, thirdly, his perceived entrepreneurial self-efficacy. there may be reasons to consider that social norms may have an effect on both personal attraction and self-efficacy. From a social-capital point of view, a number of authors argue that values transmitted by “important others” would cause more favorable perceptions regarding personal attraction and self-efficacy describe social norms as specific forms of social capital and suggest a causation effect over the other two antecedents of intention. Their results tend to support this hypothesis. On the other hand, situational or “demographic” factors have an influence on intentions.

(Ajzen, 2002) In particular, a greater knowledge of different entrepreneurial aspects will surely contribute to more realistic perceptions about the entrepreneurial activity, thus influencing intentions indirectly. The relevance of experience and education has been widely highlighted, especially for the increased knowledge it provides In general, greater knowledge will also directly provide a greater awareness about the existence of that professional career option as may be inferred by the importance attached to the existence of role models This latter element would have an influence on self-efficacy and possibly on personal attraction and social norms as well

Kolvereid (1996), Kolvereid and Isaksen (in press), Chen et al. (1998), Kickul and Zaper (2000), Krueger et al. (2000) or Veciana et al. (2005). Therefore, it might be expected that entrepreneurial knowledge would have a distinct and significant effect on the antecedents of intention. It has been carefully cross-checked with those instruments used by other researchers, such as

Along the whole construction process, Ajzen's (1991, 2001 and 2002) work has been carefully revised to solve any discrepancy that might have arisen between the different instruments. Entrepreneurial intention has been measured through a likert-type scale with five items. These are general sentences indicating different aspects of intention. A similar system has already been used by Chen et al. (1998) or Zhao et al. (2005).

However, **Armitage and Conner (2001)** identified three distinct kinds of intention measures: desire, self-prediction and behavioral intention. This latter type seems to provide slightly better results in the prediction of behavior (Armitage and Conner, 2001: 483). In this sense, Chen et al. (1998) use a mix of self-prediction and pure-intention items, whereas Zhao et al. (2005) use "interest". Measures single-item questions have been very common in past research.

Krueger et al. (2000), Peterman and Kennedy (2003), Veciana et al. (2005) or Kolvereid have used a single-item entrepreneurial intention measure. Much discussion around entrepreneurial education contrasts between a "traditional" and an "entrepreneurial" way of teaching.

A common way to illustrate the differences is by showing a table with two columns contrasting the two modes of teaching, advocating for a paradigmatic change from traditional to entrepreneurial teaching (see for example Gibb, 1993, Johnson, 1988, Ollila and Williams-Middleton, 2011, Cotton, 1991, Kyrö, 2005, Kirby, 2004).

Standardized, content focused, passive and single-subject based curriculum in traditional education is contrasted with an individualized, active, process-based, project centric, collaborative, experiential and multidisciplinary approach in entrepreneurial education. Most of this discussion is however being held without reference to the century-long debate between traditional and progressive education

(**Labaree, 2005, Cuban, 1990, Cuban, 2007**), and the corresponding debate in philosophy between positivism and interpretivism. A few researchers have pointed out the striking similarities between entrepreneurial education and constructivist education but general awareness is very low. Other pedagogical approaches and movements with similarities to entrepreneurial education are experiential learning situated learning, service-learning, problem / project-based learning adult learning cognitive apprenticeship (Collins, 2006) and social constructivist learning. In this battle between competing positions, traditional education has remained the predominant approach in practice since more than a century.

According to **Labaree (2005)** in the end utility won over romanticism, with a message more appealing to people in power and with far more convincing quantitative test results proving the behaviorist approach originally proposed by Edward Thorndike, placing the philosophical father of entrepreneurial education John Dewey (according to Pepin, 2012) on the losing side and regarded as too

(**Ball, 2003, Apple, 2000, Biesta, 2009**) shows no sign of weakening in the current education policy climate focusing on measurement and performativity. Recent political pressure to increase emphasis on entrepreneurship in education has actually rather resulted in a value clash where teachers are reacting negatively on contradicting goals

(**Kuratko, 2005**), has seen entrepreneurial education exponential growth in higher education institutions and was in 2001 offered at around 1200 business schools only in the United States

(**Ohe, 2012, Li et al., 2003, Farstad, 2002, Mwasalwiba et al., 2012**). Shows that that on other levels of education such strong growth has not yet been seen, but development is under way with policy pressure exerted on educational institutions worldwide. Today entrepreneurial education has become an important part of both industrial and educational policy in many countries.

Entrepreneurs are considered the backbone of the industries as they come up with innovative business ideas which ultimately contribute to social and economic growth. In Italy, thousands of students graduate from universities every year, but only a few of them intend to start their own businesses. The preference for a paid job is one of the main reasons for the unemployment rate among young (25–34) university graduates which has increased from 11.5% in 2011 to 15.3% at the end of 2016 (ISTAT). The situation then becomes disturbing for young graduates, public and for government as well. The best option is thus, to move towards self-employed instead of looking for wage employment as a survival strategy.

Twaalfhoven (2003), found the evidence from OECD nations showed that less than 10% of the young population was involved in starting new ventures during early 2000s. Found that the proportions of the European students who are interested in becoming entrepreneurs within 3 years after their graduation are only 10%. The situation is not very appreciable in Italy due to the noticeable dispersion of micro-firms and self-employment in total employment. For instance, the entrepreneurial activity was found less than 5% among the adult population involved in starting and managing a new business which is significantly lower when compared to most advanced economies

(Arrighetti and Traù, 2006, 2012). Furthermore, the startup rate of new businesses has constantly decreased, whereas the mortality rate of firms has been increased which generated a destructive and growing demographic imbalance.

According to GEM (2014), among the innovation driven economies; Italy has the second lowest values for TEA (Total early-stage Entrepreneurial Activity) with the rate of 4.4%. This remained stagnant during 2016 (GEM, 2016). The perception of entrepreneurial opportunities in Italy is also quite low, about half of the average of Innovation-Driven countries which can be due to the fear of failure (GEM, 2016). The data from previous studies revealed that the TEA always remained very limited in Italy in recent years, particularly after 2007. After the very low level (3.4%) registered in 2013, it is back to 4.3% which is equal to the level seen in 2012. The latest relevant studies conducted in Italy were by Ferrante et al. (2016) and Fini et al. (2016) who described the students' entrepreneurial engagement as well as their

entrepreneurial intentions and showed a large share of intentional entrepreneurs in Italian universities.

Arrighetti et al. (2013) estimated the sources of entrepreneurial intentions, differentiating between the propensity to start a new business and the perceived likelihood of becoming an entrepreneur. The latter study specifically discusses the entrepreneurial mind-set of the students by analyzing the influencing factors and provides a valuable contribution to the literature with the set of specific variables which is not currently available. Entrepreneurship has contributed greatly to a nation's economic and non-economic development. It creates jobs, improves products and processes, establishes new business firms, changes people's life etc. However, entrepreneurial activities have also caused market failure, which has consequently reduced the quality of our environment. Various environmental problems, such as global warming and over utilization of scarce and non-renewal resources are requiring quick rectification. Unfortunately, these problems still remain unresolved although businesses have attempted to do so decades ago

(Hockerts & Wüstenhagen, 2010; O'Neil & Ucbasaran, 2011; Parrish, 2010; Tilley & Young, 2009) regarded as a cause of environmental degradation, entrepreneurs themselves have to play a part in managing the sustainability issues. The effort of linking entrepreneurship to sustainability management has developed a new discipline called "sustainable entrepreneurship". Although sustainable entrepreneurship has been popularized for years, it still receives low acceptance from small- and medium-sized business practitioners. Entrepreneurship has been considered as an important contributor to a country's economical and non-economic development recently, there is a new concept known as "sustainable entrepreneurship" which links sustainable development to entrepreneurship. Over the years, various researchers have used the term interchangeably with other terms such as "ecopreneurship", "environmental entrepreneurship" or "green entrepreneurship". This study regarded sustainable entrepreneurship as "a process in which entrepreneurs exploit the opportunities in an innovative manner for economic gains, society equity, environmental quality and cultural preservation on an equal footing."

(Krueger, Reilly & Carsrud, 2000) says that entrepreneurship is intentional and a planned behavior. Individuals would only decide to take up entrepreneurial activities after they were triggered by certain stimuli and gone through some careful mental thoughts. One psychological or cognitive aspect which deserves careful scrutiny in entrepreneurship study is entrepreneurial propensity. It is important because it influences people's behavior towards entrepreneurship, such as initiating a new venture. The same process applies to sustainable entrepreneurship as well. The cognitive process plays a vital part in making a decision to engage in sustainable entrepreneurship.

Chelariu, Brashear, Osmonbekov and Zait (2008), described entrepreneurial propensity differently. For instance, entrepreneurial propensity has been regarded as "individual's favorable predisposition towards new venture creation" Meanwhile, Wang and Wong (2004) described it as "interest in starting new business". In addition, Phan, Wong and Wang (2002) treated entrepreneurial propensity as "likelihood or interest to start business", or simply "intention to start new business". Although the above studies have dissimilar descriptions on entrepreneurial propensity, they shared one common ground. They unanimously referred the term to a person's possibility of engaging in entrepreneurial activities, such as starting a new business. Furthermore, no actual entrepreneurial actions were involved.

Ajzen (1991: 181), followed the description of Phan et al. (2002), in which propensity was treated as intention is "the indication of how hard people are willing to try or how much an effort they are planning to exert, in order to perform a behavior". It is also a good predictor of behavior. Simply put, intention leads to actual behavior. As such, this paper regarded propensity for sustainable entrepreneurship as "intention to treat the objectives of economic, social, environmental and cultural equally in an entrepreneurial business."

Individuals who possess intention towards a behavior would demonstrate a favorable evaluation or simply known as "positive attitude" on that particular behavior (Ajzen, 1991). In other words, it can be said that attitude influences a person's intention towards behaving in certain manners. In many extant literatures, attitude has been found as important factor of entrepreneurial intention In regards to environmental practices, sustainability attitude was also considered as a main

predictor of pro-environment intention. It was also an important determinant of exercising sustainability practices in businesses (Schick, Marxen & Freimann, 2005). Thus, it can be said that sustainability attitude predicts propensity for sustainable entrepreneurship.

Moriano, Gorgievski, Laguna, Stephen and Zarafshani (2012) and Kautonen, Tornikoski and Kibler (2011) found out that a person's behavior is also affected by his or her social pressures. As Ajzen (1991) asserted, pressures from society or "social norm" would determine whether or not to perform a particular behavior. Simply put, influence from others in the society could affect a person's intention to adopt a specific behavior. For instance, social norm significantly and positively related to entrepreneurial intention. As for intention towards sustainable behavior, it was significantly influenced by social pressures such as opinions from other individuals or parties. Moreover, social norm and ecological behavioral intention was also significantly and positively related to each other. It also supported that social norm was vital in affecting a person's environmental entrepreneurial actions. Therefore, social norm could be deemed as a predictor of propensity for sustainable entrepreneurship.

Shapero and Sokol (1982) and Liñán, Rodríguez-Cohard and Rueda-Cantuche (2005) have regarded that individuals' perceptions also play an important role in determining their behavioral intention. "Perceived desirability" and "perceived feasibility" were deemed as two important factors influencing individuals' entrepreneurial behavior. According to them, "perceived desirability" was related to a person's perception on attractiveness of a behavior; while "perceived feasibility" was associated with a person's perception on his or her abilities and capabilities. Perceived desirability has been confirmed as an influential factor for new venture creations. Furthermore, it was also found as a significant influence on entrepreneurial intention. To a certain extent, perceived feasibility was deemed as overlapping with "self-efficacy" introduced by Bandura (2002). As Chen, Greene and Crick (1998) mentioned, self-efficacy could be considered a good predictor for intention. In addition, Liñán et al. have also concluded that perceived feasibility (self-efficacy) was a significant antecedent to intention towards entrepreneurship or being self-employed.

CHAPTER – 3

RESEARCH METHODOLOGY

3.1 METHODOLOGY

The analysis methodology shows the ways in which and means that to be followed within the analysis activities ranging from investigation to presentation of analysis report. It includes the analysis style, population of the study, sampling framework, construct development, knowledge assortment, framework of study and limitations. The methodology followed within the gift study is summarized below.

3.2 RESEARCH DESIGN

A research style could be a framework for guiding a pursuit project. It describes the procedures essential for getting the data needed to structure and/or solve the analysis issues. It enumerates the data required, the look of the analysis, the required mensuration and scaling procedures, the development and pretest of form, the sampling method, the sample size and also the setup of knowledge analysis.

Within the gift study, the applied analysis style is Quantitative. The study satisfies all aspects associated with the characteristics of a quantitative analysis style because it has its own confined objectives and preset methodology. It portrays the demographic profile of scholars of Sathyabama Institute of Science and Technology, numerous factors resulting in Entrepreneurial propensity, and to live the data of awareness of beginning comes on the market to new entrepreneurs and their involvement in those programs.

3.3 SOURCES OF DATA

The study is totally supported by primary knowledge. Primary knowledge for the study is collected through the self-administered form that was circulated through

Google forms. The study uses Secondary knowledge for Theoretical framework of the study and Review of literature collected from journals, books, thesis and magazines.

3.4 QUESTIONNAIRE DEVELOPMENT

The structured form consisted of two sets; the primary set consisted of the demographic profile of the scholars of Sathyabama institute of science and technology, the Second set consisted of the Factors of Entrepreneurial propensity particularly Feasibility, Desirability and Intention.

The factors of Entrepreneurial Propensity were measured with the assistance of a 5-point Likert scale specifically [Strongly agree, Agree, Undecided, Disagree and Strongly Disagree] ranging from 5 to 1, respectively.

3.5 SAMPLE SIZE

A self-administered survey was ready, that was place at the side of the assistance of Google forms and was circulated to all or any of the engineering students of Sathyabama Institute of science and technology. The analysis uses Quantitative sampling technique, trying to get however Entrepreneurial propensity and its dimensions (factors) are considerably associated with one another. The form circulated through Google form received 254 responses. The analysis of the collected information was created with the help of SPSS package. The information analysis strategies dispensed for this research was descriptive analysis, ANOVA (One-way), Correlation and Chi – Square test.

3.6 PERIOD OF STUDY

The study was conducted for a period of 3 months from January 2021 to March 2021.

3.7 PROFILE AREA OF THE STUDY

The profile of the study is the engineering students Of Sathyabama Institute of Science and technology.

3.8 HYPOTHESIS

H₀₁: There is no significant difference between the factors influencing feasibility on entrepreneurial propensity of the students.

H₀₂: There is no significant difference between the factors influencing desirability on entrepreneurial propensity of the students.

H₀₃: There is no significant difference between the factors influencing intention on entrepreneurial propensity of the students.

H₁₁: There is significant difference between the factors influencing feasibility on entrepreneurial propensity of the students.

H₁₂: There is significant difference between the factors influencing desirability on entrepreneurial propensity of the students.

H₁₃: There is significant difference between the factors influencing intention on entrepreneurial propensity of the students.

CHAPTER – 4

DATA ANALYSIS AND INTERPRETATION

4.1 PERCENTAGE ANALYSIS

4.1.1 Gender Profile

The Gender of respondents have been analysed with the use of Percentage Analysis and have been interpreted in Table 4.1.1 which displays the Frequency and Percentage of Gender of Respondents.

Table 4.1.1 Frequency analysis for Gender of the Respondents

FACTORS	DIMENSIONS	NO. OF RESPONDENTS	PERCENTAGE
GENDER	MALE	106	41.5%
	FEMALE	145	57.3%
	PREFER NOT TO SAY	3	1.2%
	TOTAL	254	100%

***Significant level is tested at 0.05**

(Source: Primary data)

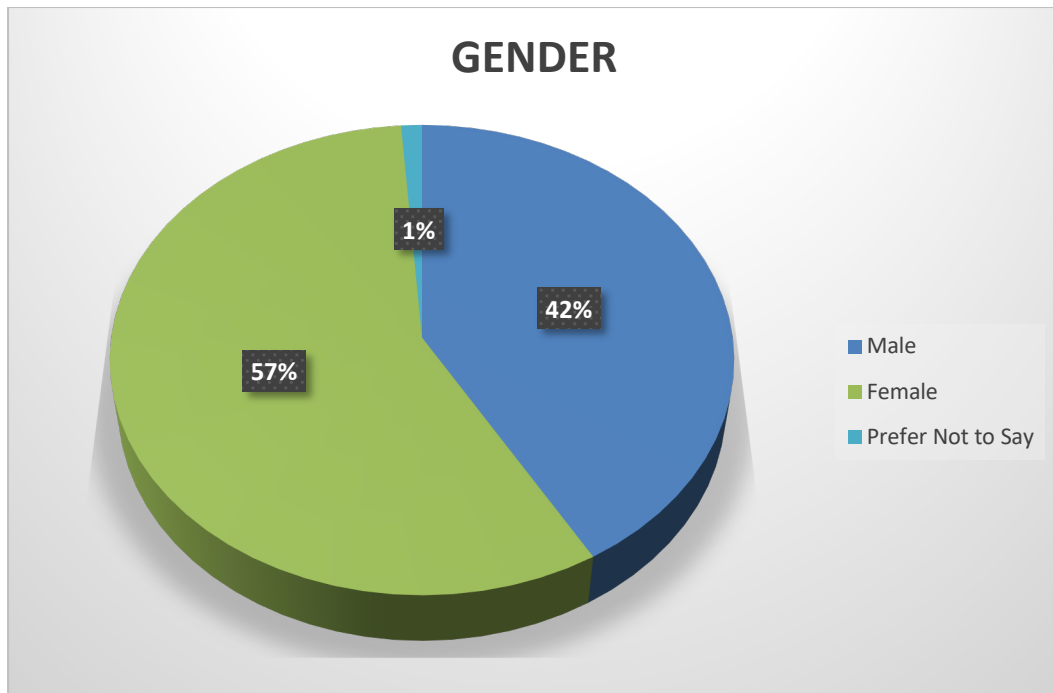


Figure 4.1.1 Gender Of Respondents

Interpretation:

From the table 4.1.1, it is known that 41.5% respondents are male, 57.3% are female and 1.2% prefer not to say their gender.

Inference:

Majority of the Respondents are Female

4.1.2 Programme Profile

Table 4.1.2 Frequency analysis for Programme of the Respondents

FACTORS	DIMENSIONS	NO. OF RESPONDENTS	PERCENTAGE
PROGRAMME	CIVIL ENGINEERING	74	29%
	BIOTECHNOLOGY	26	10.2%
	COMPUTER SCIENCE AND ENGINEERING	69	27.1%
	ELECTRONICS AND COMMUNICATION ENGINEERING	82	32.2%
	AUTOMOBILE ENGINEERING	1	0.4%
	AERONAUTICAL ENGINEERING	2	0.8%
	TOTAL	254	100%

***Significant level is tested at 0.05**

(Source: Primary data)

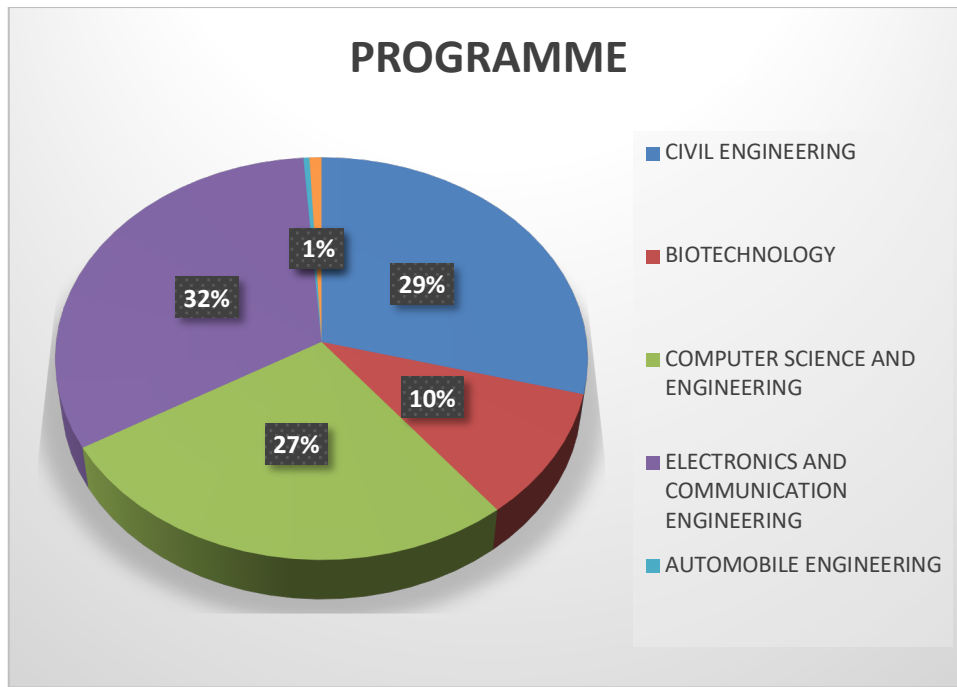


Figure 4.1.2 Programme of the Respondents

Interpretation:

From the table 4.1.2, it is known that 29% respondents are from Civil Engineering programme, 10.2% respondents are from Biotechnology programme, 27.1% respondents are from Computer Science and Engineering, 32.2% respondents are from Electronics and Communication Engineering, 0.4% respondents are from Automobile Engineering and 0.8% respondents are from Aeronautical Engineering.

Inference:

Majority of the respondents were from the Electronics and Communication Engineering.

4.1.3 Family Income Profile

Table 4.1.3 Frequency analysis for Family Income of the Respondents

FACTORS	DIMENSIONS	NO. OF RESPONDENTS	PERCENTAGE
FAMILY INCOME	LESS THAN ₹1,00,000	51	20%
	₹1,00,001 - ₹5,00,000	84	32.9%
	₹5,00,001 - ₹10,00,000	53	20.8%
	₹10,00,001 - ₹15,00,000	50	19.6%
	MORE THAN ₹15,00,00	16	6.7%
	TOTAL	254	100%

***Significant level is tested at 0.05**

(Source: Primary data)

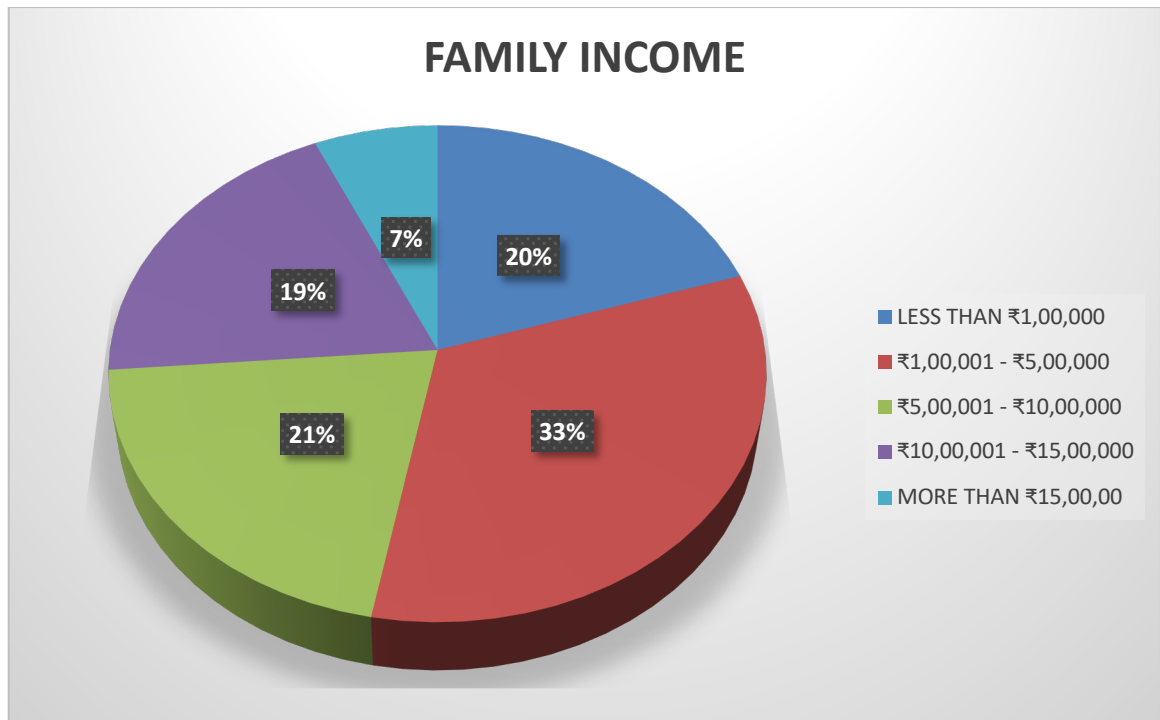


Figure 4.1.3 Family Income of the Respondents

Interpretation:

From the table 4.1.3, It is known that 20% respondents have given their family income as less than ₹1,00,000, 32.9% respondents have given their family income as ₹1,00,001 - ₹5,00,000, 20.8% respondents have given their family income as ₹5,00,001 - ₹10,00,000, 19.6% respondents have given their family income as ₹10,00,001 - ₹15,00,000, 6.7% respondents have given their family income as more than ₹15,00,000.

Inference:

Majority of the respondents' family income is been recorded as ₹1,00,001 - ₹5,00,000.

4.2 ANOVA ANALYSIS

4.2.1 ANOVA Analysis for Programme and Feasibility Factors of Entrepreneurial Propensity

ANOVA has been utilized for the analysis of Programme of the Respondents and Feasibility factors of Entrepreneurial Propensity and interpreted in Table 4.2.2.

H_0 : There is no significant difference between the programme and the factors influencing Feasibility on Entrepreneurial propensity of students.

H_1 : There is significant difference between the programme and the factors influencing Feasibility on Entrepreneurial propensity of students.

Table 4.2.1 Descriptive ANOVA Analysis for Programme and Feasibility Factors of Entrepreneurial Propensity					
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean
					Lower Bound
Electronics and Communication Engineering	82	3.7300	.66218	.07313	3.5845
Computer Science and Engineering	68	3.5385	.86954	.10545	3.3281
Civil Engineering	74	4.2717	.62365	.07250	4.1272
Biotechnology	26	3.9191	.60697	.11904	3.6739
Bachelor of Architecture	1	4.4828	.	.	.
Automobile Engineering	1	2.5862	.	.	.
Aeronautical Engineering	2	3.1034	.00000	.00000	3.1034
Total	254	3.8494	.76471	.04798	3.7549

Table 4.2.2 ANOVA Analysis for Programme and Feasibility Factors of Entrepreneurial Propensity					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	24.171	6	4.028	8.039	.000
Within Groups	123.778	247	.501		
Total	147.949	253			

***Significant level is tested at 0.05**

(Source: Primary data)

Interpretation:

From the table 4.2.2, it is known that P value is less than 0.05, Therefore there is a significant difference between the programme of the engineering students and Feasibility factor of Entrepreneurial propensity. Hence H_0 is Rejected.

Inference:

There is a difference in the significant given to the programme of the engineering students and Feasibility factor of Entrepreneurial propensity.

4.2.2 ANOVA Analysis for Programme and Desirability Factors of Entrepreneurial Propensity

ANOVA has been utilized for the analysis of Programme of the Respondents and factors of Entrepreneurial Propensity for Desirability and interpreted in Table 4.2.4.

H₀: There is no significant difference between the programme and the factors influencing Desirability on Entrepreneurial propensity of students.

H₁: There is significant difference between the programme and the factors influencing Desirability on Entrepreneurial propensity of students.

Table 4.2.3 Descriptive ANOVA Analysis for Programme and Desirability Factors of Entrepreneurial Propensity					
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean
					Lower Bound
Electronics and Communication Engineering	82	3.6972	.92328	.10196	3.4943
Computer Science And Engineering	68	3.3493	1.13380	.13749	3.0748
Civil Engineering	74	4.1971	.85202	.09905	3.9997
Biotechnology	26	3.8269	1.10803	.21730	3.3794
Bachelor of Architecture	1	4.1667	.	.	.
Automobile Engineering	1	1.9167	.	.	.
Aeronautical Engineering	2	2.5000	.00000	.00000	2.5000
Total	254	3.7484	1.03614	.06501	3.6203

Table 4.2.4 ANOVA Analysis for Programme And Desirability Factors of Entrepreneurial Propensity					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	32.753	6	5.459	5.645	.000
Within Groups	238.865	247	.967		
Total	271.617	253			

***Significant level is tested at 0.05**

(Source: Primary data)

Interpretation:

From the table 4.2.4, it is known that P value is less than 0.05, Therefore there is a significant difference between the programme of the engineering students and Desirability factor of Entrepreneurial propensity. Hence H_0 is Rejected.

Inference:

There is a difference in the significant given to the programme of the engineering students and Desirability factor of Entrepreneurial propensity.

4.2.3 ANOVA Analysis for Programme and Intention Factors of Entrepreneurial Propensity

ANOVA has been utilized for the analysis of Programme of the Respondents and Intention factors of Entrepreneurial Propensity and interpreted in Table 4.2.6.

H₀: There is no significant difference between the programme and the factors influencing Intention on Entrepreneurial propensity of students.

H₁: There is significant difference between the programme and the factors influencing Intention on Entrepreneurial propensity of students.

Table 4.2.5 Descriptive ANOVA Analysis for Programme and Intention Factors of Entrepreneurial Propensity					
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean
					Lower Bound
Electronics and Communication Engineering	82	3.4181	1.01607	.11221	3.1949
Computer Science And Engineering	68	3.5210	1.09209	.13244	3.2567
Civil Engineering	74	4.2432	.64269	.07471	4.0943
Biotechnology	26	3.5495	1.07262	.21036	3.1162
Bachelor of Architecture	1	4.1429	.	.	.
Automobile Engineering	1	3.4286	.	.	.
Aeronautical Engineering	2	3.8571	.00000	.00000	3.8571
Total	254	3.7058	1.00174	.06285	3.5821

Table 4.2.6 ANOVA Analysis for Programme and Intention Factors of Entrepreneurial Propensity					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	31.432	6	5.239	5.817	.000
Within Groups	222.448	247	.901		
Total	253.880	253			

***Significant level is tested at 0.05**

(Source: Primary data)

Interpretation:

From the table 4.2.6, it is known that P value is less than 0.05, Therefore there is a significant difference between the programme of the engineering students and Intention factor of Entrepreneurial propensity. Hence H_0 is Rejected.

Inference:

There is a difference in the significant given to the programme of the engineering students and Intention factor of Entrepreneurial propensity.

4.2.4 ANOVA Analysis for Gender and Feasibility Factors of Entrepreneurial Propensity

ANOVA has been utilized for the analysis of Gender of the Respondents and Feasibility factors of Entrepreneurial Propensity and interpreted in Table 4.2.8.

H₀: There is no significant difference between the gender and the factors influencing Feasibility on Entrepreneurial propensity of students.

H₁: There is significant difference between the gender and the factors influencing Feasibility on Entrepreneurial propensity of students.

Table 4.2.7 Descriptive ANOVA Analysis for Gender and Feasibility Factors of Entrepreneurial Propensity					
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean
					Lower Bound
Male	106	3.7027	.72199	.07013	3.5636
Female	145	3.9620	.77362	.06425	3.8350
Prefer Not To Say	3	3.5977	1.16699	.67376	.6987
Total	254	3.8494	.76471	.04798	3.7549

Table 4.2.8 ANOVA Analysis for Gender and Feasibility Factors of Entrepreneurial Propensity					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.309	2	2.155	3.765	.024
Within Groups	143.640	251	.572		
Total	147.949	253			

***Significant level is tested at 0.05**

(Source: Primary data)

Interpretation:

From the table 4.2.8, it is known that P value is less than 0.05, Therefore there is a significant difference between the gender of the engineering students and Feasibility factor of Entrepreneurial propensity. Hence H_0 is Rejected.

Inference:

There is a difference in the significant given to the gender of the engineering students and Feasibility factor of Entrepreneurial propensity.

4.2.5 ANOVA Analysis for Gender And Desirability Factors of Entrepreneurial Propensity

H₀: There is no significant difference between the gender and the factors influencing Desirability on Entrepreneurial propensity of students.

H₁: There is significant difference between the gender and the factors influencing Desirability on Entrepreneurial propensity of students.

Table 4.2.9 Descriptive ANOVA Analysis for Gender and Desirability Factors of Entrepreneurial Propensity					
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean
					Lower Bound
Male	106	3.5794	1.02149	.09922	3.3827
Female	145	3.8810	1.03859	.08625	3.7106
Prefer Not To Say	3	3.3056	.52924	.30556	1.9909
Total	254	3.7484	1.03614	.06501	3.6203

Table 4.2.10 ANOVA Analysis for Gender and Desirability Factors of Entrepreneurial Propensity					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.167	2	3.083	2.915	.056
Within Groups	265.451	251	1.058		
Total	271.617	253			

***Significant level is tested at 0.05**

(Source: Primary data)

Interpretation:

From the table 4.2.10, it is known that P value is less than 0.05, Therefore there is a significant difference between the gender of the engineering students and Desirability factor of Entrepreneurial propensity. Hence H_0 is Rejected.

Inference:

There is a difference in the significant given to the gender of the engineering students and Desirability factor of Entrepreneurial propensity.

4.2.6 ANOVA Analysis for Gender and Intention Factors of Entrepreneurial Propensity

ANOVA has been utilized for the analysis of gender of the Respondents and Intention factors of Entrepreneurial Propensity and interpreted in Table 4.2.12.

H₀: There is no significant difference between the gender and the factors influencing Intention on Entrepreneurial propensity of students.

H₁: There is significant difference between the gender and the factors influencing Intention on Entrepreneurial propensity of students.

Table 4.2.11 Descriptive ANOVA Analysis for Gender and Intention Factors of Entrepreneurial Propensity					
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean
					Lower Bound
Male	106	3.2978	1.01440	.09853	3.1025
Female	145	4.0197	.85989	.07141	3.8786
Prefer Not To Say	3	2.9524	1.69232	.97706	-1.2516
Total	254	3.7058	1.00174	.06285	3.5821

Table 4.2.12 ANOVA Analysis for Gender And Intention Factors of Entrepreneurial Propensity					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	33.632	2	16.816	19.164	.000
Within Groups	220.248	251	.877		
Total	253.880	253			

***Significant level is tested at 0.05**

(Source: Primary data)

Interpretation:

From the table 4.2.12, it is known that P value is less than 0.05, Therefore there is a significant difference between the gender of the engineering students and Intention factor of Entrepreneurial propensity. Hence H_0 is Rejected.

Inference:

There is a difference in the significant given to the gender of the engineering students and Intention factor of Entrepreneurial propensity.

4.2.7 ANOVA Analysis for Family Income and Feasibility Factors of Entrepreneurial Propensity

ANOVA has been utilized for the analysis of Family Income of the Respondents and Feasibility factors of Entrepreneurial Propensity and interpreted in Table 4.2.14.

H₀: There is no significant difference between the Family Income and the factors influencing Feasibility on Entrepreneurial propensity of students.

H₁: There is significant difference between the Family Income and the factors influencing Feasibility on Entrepreneurial propensity of students.

Table 4.2.13 Descriptive ANOVA Analysis for Family Income and Feasibility Factors of Entrepreneurial Propensity					
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean
					Lower Bound
LESS THAN RS. 1,00,000	51	3.5903	.80656	.11294	3.3634
RS. 1,00,001 - RS. 5,00,000	83	3.7345	.76273	.08372	3.5680
RS. 5,00,001 - RS. 10,00,000	53	3.8107	.82597	.11346	3.5830
RS. 10,00,001 - RS. 15,00,000	50	4.2945	.45848	.06484	4.1642
MORE THAN RS. 15,00,000	17	4.0000	.66385	.16101	3.6587
Total	254	3.8494	.76471	.04798	3.7549

Table 4.2.14 ANOVA Analysis for Family Income and Feasibility Factors of Entrepreneurial Propensity					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	14.890	4	3.723	6.966	.000
Within Groups	133.059	249	.534		
Total	147.949	253			

***Significant level is tested at 0.05**

(Source: Primary data)

Interpretation:

From the table 4.2.14, it is known that P value is less than 0.05, Therefore there is a significant difference between the Family Income of the engineering students and Feasibility factor of Entrepreneurial propensity. Hence H_0 is Rejected.

Inference:

There is a difference in the significant given to the family income of the engineering students and Feasibility factor of Entrepreneurial propensity.

4.2.8 ANOVA Analysis for Family Income and Desirability Factors of Entrepreneurial Propensity

H₀: There is no significant difference between the Family Income and the factors influencing Desirability on Entrepreneurial propensity of students.

H₁: There is significant difference between the Family Income and the factors influencing Desirability on Entrepreneurial propensity of students.

Table 4.2.15 Descriptive ANOVA Analysis for Family Income and Desirability Factors of Entrepreneurial Propensity					
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean
					Lower Bound
LESS THAN RS. 1,00,000	51	3.3693	1.19365	.16714	3.0336
RS. 1,00,001 - RS. 5,00,000	83	3.4799	1.10643	.12145	3.2383
RS. 5,00,001 - RS. 10,00,000	53	3.9654	.89282	.12264	3.7193
RS. 10,00,001 - RS. 15,00,000	50	4.2017	.65142	.09212	4.0165
MORE THAN RS. 15,00,000	17	4.1863	.72501	.17584	3.8135
Total	254	3.7484	1.03614	.06501	3.6203

Table 4.2.16 ANOVA Analysis for Family Income and Desirability Factors of Entrepreneurial Propensity					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	29.341	4	7.335	7.539	.000
Within Groups	242.276	249	.973		
Total	271.617	253			

***Significant level is tested at 0.05**

(Source: Primary data)

Interpretation:

From the table 4.2.16, It is known that P value is less than 0.05, Therefore there is a significant difference between the Family Income of the engineering students and Desirability factor of Entrepreneurial propensity. Hence H_0 is Rejected.

Inference:

There is a difference in the significant given to the family income of the engineering students and Desirability factor of Entrepreneurial propensity.

4.2.9 ANOVA Analysis for Family Income and Intention Factors of Entrepreneurial Propensity

H₀: There is no significant difference between the Family Income and the factors influencing Intention on Entrepreneurial propensity of students.

H₁: There is significant difference between the Family Income and the factors influencing Intention on Entrepreneurial propensity of students.

Table 4.2.17 Descriptive ANOVA Analysis for Family Income and Intention Factors of Entrepreneurial Propensity					
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean
					Lower Bound
LESS THAN RS. 1,00,000	51	3.3529	1.15859	.16223	3.0271
RS. 1,00,001 - RS. 5,00,000	83	3.6386	.95840	.10520	3.4293
RS. 5,00,001 - RS. 10,00,000	53	3.8275	.91874	.12620	3.5743
RS. 10,00,001 - RS. 15,00,000	50	4.1029	.81889	.11581	3.8701
MORE THAN RS. 15,00,000	17	3.5462	1.08590	.26337	2.9879
Total	254	3.7058	1.00174	.06285	3.5821

Table 4.2.18 ANOVA Analysis for Family Income and Intention Factors of Entrepreneurial Propensity					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	15.826	4	3.956	4.138	.003
Within Groups	238.054	249	.956		
Total	253.880	253			

***Significant level is tested at 0.05**

(Source: Primary data)

Interpretation:

From the table 4.2.18, It is known that P value is less than 0.05, Therefore there is a significant difference between the Family Income of the engineering students and Intention factor of Entrepreneurial propensity. Hence H_0 is Rejected.

Inference:

There is a difference in the significant given to the family income of the engineering students and Intention factor of Entrepreneurial propensity.

4.3 CHI SQUARE

The difference between each observed frequency and each expected frequency is computed. The differences are squared difference.

On the other hand, if calculated value is less than the tabulated value then the hypothesis is accepted.

$$\text{Chi – Square} = [(O - E)^2 / E]$$

Where,

O = Observed frequency

E = Expected frequency

4.3.1 The Chi – Square test for Feasibility and Desirability on Entrepreneurial Propensity of the Students

H₀: There is no significant relationship between the factors influencing Feasibility and the factors influencing Desirability on Entrepreneurial Propensity of the Students.

H₁: There is significant relationship between the factors influencing Feasibility and the factors influencing Desirability on Entrepreneurial Propensity of the Students.

Table 4.3.1 Chi – Square test 1 for Feasibility and Desirability				
FACTORS	Feasibility * Desirability			
	Value	Df	Asymptomatic Significant (2 – sided)	Significant
Pearson Chi – square	152.326	16	.000	Significant
Likelihood ratio	117.215	16	.000	Significant
Linear-by-linear association	67.567	1	.000	Significant
N of Valid cases	254			

***Significant level is tested at 0.05**

(Source: Primary data)

Interpretation:

From the table 4.3.1, It is known that the P values are less than 0.05, Therefore there is a significant relationship between the Feasibility and Desirability of Entrepreneurial propensity. Hence H_0 is Rejected.

Inference:

There is a relationship in the significant given to the Feasibility and Desirability factor of Entrepreneurial propensity.

4.3.2 The Chi – Square test for the factors influencing Feasibility and the factors influencing Desirability on Entrepreneurial Propensity of the Students

H₀: There is no significant relationship between the factors influencing Feasibility and the factors influencing Desirability on Entrepreneurial Propensity of the Students.

H₁: There is significant relationship between the factors influencing Feasibility and the factors influencing Desirability on Entrepreneurial Propensity of the Students.

Table 4.3.2 Chi – Square test 2 for Feasibility and Desirability				
FACTORS	Feasibility * Desirability			
	Value	Df	Asymptomatic Significant (2 – sided)	Significant
Pearson Chi – square	132.759	16	.000	Significant
Likelihood ratio	107.940	16	.000	Significant
Linear-by-linear association	63.284	1	.000	Significant
N of Valid cases	254			

***Significant level is tested at 0.05**

(Source: Primary data)

Interpretation:

From the table 4.3.2, It is known that the P values are less than 0.05, Therefore there is a significant relationship between the Feasibility and Desirability of Entrepreneurial propensity. Hence H_0 is Rejected.

Inference:

There is a difference in the significant given to the Feasibility and Desirability factor of Entrepreneurial propensity.

4.4 CORRELATION

4.4.1 Hypothesis

H_0 (Null Hypothesis): There is no significant relationship between the factors influencing Feasibility and the factors influencing Desirability on Entrepreneurial Propensity of the Students.

H_1 (Alternate Hypothesis): There is significant relationship between the factors influencing Feasibility and the factors influencing Desirability on Entrepreneurial Propensity of the Students.

Table 4.4.1 Correlation analysis for the Feasibility factors and the Desirability factors on entrepreneurial propensity			
Correlations			
		Feasibility	Desirability
Feasibility	Pearson Correlation	1	.498
	Sig. (2-tailed)		.000
	N	254	254
Desirability	Pearson Correlation	.498	1
	Sig. (2-tailed)	.000	
	N	254	254

Interpretation:

The p-value is 0.000 which is lesser than the alpha value (0.05), hence alternate hypothesis (H_1) is accepted. Therefore, there is a significant difference between the Feasibility and Desirability on Entrepreneurial Propensity of the Students.

4.4.2 Hypothesis

H₀ (Null Hypothesis): There is no significant relationship between the factors influencing Feasibility and the factors influencing Desirability on Entrepreneurial Propensity of the Students.

H₁ (Alternate Hypothesis): There is significant relationship between the factors influencing Feasibility and the factors influencing Desirability on Entrepreneurial Propensity of the Students.

Table 4.4.2 Correlation analysis for the Feasibility factors and the Desirability factors on entrepreneurial propensity			
Correlations			
		Feasibility	Desirability
Feasibility	Pearson Correlation	1	.471
	Sig. (2-tailed)		.000
	N	254	254
Desirability	Pearson Correlation	.471	1
	Sig. (2-tailed)	.000	
	N	254	254

Interpretation:

The p-value is 0.000 which is lesser than the alpha value (0.05), hence alternate hypothesis (H₁) is accepted. Therefore, there is a significant relationship between the Feasibility and Desirability on Entrepreneurial Propensity of the Students.

4.4.3 Hypothesis

H_0 (Null Hypothesis): There is no significant relationship between the factors influencing Feasibility and the factors influencing Desirability on Entrepreneurial Propensity of the Students.

H_1 (Alternate Hypothesis): There is significant relationship between the factors influencing Feasibility and the factors influencing Desirability on Entrepreneurial Propensity of the Students.

Table 4.4.3 Correlation analysis for the Feasibility factors and the Desirability factors on entrepreneurial propensity			
Correlations			
		Feasibility	Desirability
Feasibility	Pearson Correlation	1	.499
	Sig. (2-tailed)		.000
	N	254	254
Desirability	Pearson Correlation	.499	1
	Sig. (2-tailed)	.000	
	N	254	254

Interpretation:

The p-value is 0.000 which is lesser than the alpha value (0.05), hence alternate hypothesis (H_1) is accepted. Therefore, there is a significant relationship between the Feasibility and Desirability on Entrepreneurial Propensity of the Students.

CHAPTER – 5

FINDINGS, SUGGESTIONS AND CONCLUSION

5.1 FINDINGS OF THE STUDY

- The difference in the significant given to the programme of the engineering students and Feasibility factor of Entrepreneurial propensity.
- Difference in the significant given to the programme of the engineering students and Desirability factor of Entrepreneurial propensity has been identified.
- Significant variation has been found between the programme of the engineering students and Intention factor of Entrepreneurial propensity has been seen.
- There is a difference in the significant given to the gender of the engineering students and Feasibility factor of Entrepreneurial propensity.
- A difference in significant given to the gender of the engineering students and Desirability factor of Entrepreneurial propensity has been identified.
- There is a difference in the significant given to the gender of the engineering students and Intention factor of Entrepreneurial propensity.
- Contrasting significant was founded between the family income of the engineering students and Feasibility factor of Entrepreneurial propensity.
- Significant dissimilarity has been located between the family income of the engineering students and Desirability factor of Entrepreneurial propensity.
- Dissimilarity in the significant of the family income of the engineering students and Intention factor of Entrepreneurial propensity.
- There is a difference in the significant between the Feasibility and Desirability factor of Entrepreneurial propensity which was tested using chi – square test.
- All the factors were strongly significant between the Feasibility and Desirability factor of Entrepreneurial propensity which was tested using Correlation test.

5.2 SUGGESTIONS

- The institution must encourage more students to become an entrepreneur than just getting placed in a good reputed company.
- It not only helps the student to be successful but whereas the whole economy would be developed by that one student's success.
- Before bringing in many placement offers, the institution must bring in more venture capitalists and angel investors.
- So that the entrepreneurial students would be filtered out and they will have a chance to continue their dreams to become an entrepreneur.
- As we know it is all about risk taking in the entrepreneurial world, most of the students who are passing out have many commitments so the institution can make sure their eligibility is satisfied and hence they can take up the risk of becoming an entrepreneur.
- More scholarships for entrepreneurial ideas should be imposed.

5.3 CONCLUSION

From the above study, it shows that the engineering students have got their feasibility from the institution and they have got strong desirability and intention to become an entrepreneur. It shows the interest in students for becoming an entrepreneur which will be benefiting both the individual and the country's economy. When new inventions and ideas are encouraged and motivated, the students will reach heights is what this study tells us. As some of the suggestions are given, the institution can continue their support for the new entrepreneurs and also shall have an intention to fulfil the suggestions given.

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ANNEXURE – I

QUESTIONNAIRE

A Study on the Entrepreneurial Propensity of the Engineering Students of Sathyabama Institute of Science and Technology

1. Name

2. Gender

- a) Male
- b) Female
- c) Prefer not to say

3. Programme

- a) Computer science and engineering
- b) Electrical and electronics engineering
- c) Electronics and communication engineering
- d) Electronics and instrumentation engineering
- e) Mechanical engineering
- f) Automobile engineering
- g) Mechatronics
- h) Aeronautical engineering
- i) Civil engineering
- j) Information technology
- k) Chemical engineering
- l) Biotechnology
- m) Bio medical
- n) Bachelor of architecture
- o) Bachelor of design

4. Family Income

- a) LESS THAN ₹1,00,000
- b) ₹1,00,001 - ₹5,00,000
- c) ₹5,00,001 - ₹10,00,000
- d) ₹10,00,001 - ₹15,00,000
- e) MORE THAN ₹15,00,000

(The respondents are asked to record their level of agreement to the below statements)

5. RATE THE FOLLOWING (For Feasibility Factor)

	Extremely poor	Below Average	Average	Above Average	Excellent
I welcome others to constantly challenge my ideas and strategies					
Problem solving skills					
I enjoy setting goals for the future					
Communication skills					
Networking skills contacts known					
University environment is creative and inspires to develop business ideas					

Aid support service for new companies is accessible					
Knowledge about entrepreneurship					
Better perception of entrepreneurs					
Skills needed to be an entrepreneur					
I am able to persuade others					
I can communicate effectively					
I can build a team and inspire others					
I can solve problems and persuade others					
My decision making is strong and consistent					

6. RATE THE FOLLOWING (For Feasibility factor)

	Extremely poor	Below Average	Average	Above Average	Excellent
I enjoy problem-solving					
I often have a strong vision for my projects					
I enjoy working as part of a creative team					

I often find i get totally immersed in a creative idea					
I am resourceful and can find the materials i need.					
I typically create new ideas by systematically modifying, substituting, rearranging, elaborating an existing ideas					
I examine existing products and critically examine them					
I enjoy the process of creating new ideas whether they lead to final product or not					

7. RATE THE FOLLOWING (For Feasibility factor)

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
For me, stability and safety in my work is very important					
I would love to have a challenging,					

interesting and exciting job					
For me, it is very important to be autonomous in my work					
I really like to have authority and decision power					
I have visited industries regarding entrepreneurship					
I have done projects with innovative ideas					

8. PROGRAMMES CONDUCTED BY THE INSTITUTION DEVELOPED ENTREPRENEURIAL SPIRIT

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
Sathyabama TBI					
Entrepreneurship development cell					
Entrepreneurship club					
Entrepreneurship competitions (techno summit)					
Entrepreneurship workshop / seminar (innovation / IPR)					

Entrepreneurship conference					
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9. RATE THE FOLLOWING (For Desirability factor)

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
I have strong willingness to receive new knowledge and grasp new skills					
I would like to give up old information in time and update own ideas					
I am patient to sum up experiences from mistakes and failures.					
I am good at putting the knowledge i have into practical work.					
I like to solve problem by new approaches.					
I am used to daringly implement own ideas by breaking routine.					
I am very imaginative.					

I want to work for myself after completing school					
The idea of working for myself is very appealing to me					
I consider self-employment as very important					
My personal satisfaction with self-employment is very high					
The university entrepreneurship program effectively prepared me for an entrepreneurial career					

10. RATE THE FOLLOWING (For Intention factor)

	Very frequently	Frequently	Occasionally	Rarely	Very Rarely
I receive adequate business opportunities					
I receive entrepreneurship knowledge and skills					
I have the firm intention to start a					

business at some point					
There is high probability i will start a business within the next 5 years.					
I have a great disposition to put effort to start my own company					
I am financially stable to start my own business					
I have won prizes by pitching innovative ideas.					

11. RANK THE ORDER OF PREFERENCE REGARDING ENTREPRENEURSHIP PROMOTION AT THE INSTITUTION (1st Rank will be the HIGHEST rank and 5th rank will be the LEAST rank)

	1 st	2 nd	3 rd	4 th	5 th
Pedagogy (teaching methods)					
Curriculum					
Extra-curricular activities					
Co-curricular activities					
International exposure / studies					

12. RATE THE ORDER OF PREFERENCE REGARDING ENTREPRENEURSHIP PROMOTION AT THE INSTITUTION

13. PEDAGOGY (TEACHING METHODS)

Very weak	1	2	3	4	5	Excellent

14. CURRICULUM

Very weak	1	2	3	4	5	Excellent

15. EXTRA - CURRICULAR ACTIVITIES

Very weak	1	2	3	4	5	Excellent

16. INTERNATIONAL EXPOSURE / STUDIES

Very weak	1	2	3	4	5	Excellent

17. I AM AWARE OF THE PROJECTS AVAILABLE

- a) Swatch Bharath
- b) UBA
- c) Start-up India
- d) Make in India
- e) Seed funding of the institution

18. I AM INVOLVED IN THESE PROJECTS.

- a) Swatch Bharath
- b) UBA
- c) Start-up India
- d) Make in India
- e) Seed funding of the institution

APPENDIX – II (ARTICLE)

IMPACT OF ENTREPRENEURIAL PROPENSITY ON DEMOGRAPHIC FACTORS OF ENGINEERING STUDENTS IN CHENNAI CITY

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ABSTRACT:

The entrepreneurial propensity is a personal propensity to line up a brand new business, or to accelerate an enterprise's growth by asserting or developing a brand new in operation plan or live, that plays an awfully necessary role in beginning and running a business. As a part of the interventions, there are three factors and are Feasibility, Desirability, and Intention. The research uses the Qualitative sampling method. The data were collected from engineering students in Chennai City. The questionnaire circulated through Google form received 254 responses. Descriptive analysis and ANOVA were used to analyse the given data.

KEY WORDS:

Entrepreneurial Propensity, Engineering Students, Entrepreneurship, Feasibility, Desirability, Intention.

INTRODUCTION:

Entrepreneurship is that creation or extraction is useful. With this definition, entrepreneurship is viewed as modification, typically entailing risk on the far side of

what's unremarkably encountered in beginning a business, which can embody different values than merely economic ones.

Propensity is an important notion in cognitive psychology, mainly reflects the degree of one's faith to a certain activity. The entrepreneurial tendency is a more specific inclination —the belief of an individual being self-employed.

The entrepreneurial propensity is a personal propensity to line up a replacement business, or to accelerate associate in Nursing enterprise's growth by maintaining or developing a replacement operative plan or live, that plays a really necessary role in beginning and running a business.

OBJECTIVES OF THE STUDY:

- To study and identify the impact of the factors of entrepreneurial propensity such as feasibility, desirability and intention on demographic factors of engineering students of Chennai City.

REVIEW OF LITERATURE:

Baron (2004) or Shaver & Scott (1991), highlighted the importance of variability in the understanding of self-determination among other researchers. This case study provides further insight into the complex process of entrepreneurship. The study has removed the social norms where others have found them to be ineffective since the initial evaluation for the usefulness and effectiveness of the EIQ conducted, the study will focus on testing the model through a systematic review. Business methods have changed over the years (Santos and Liñán). (Gartner, 1985, 1989; Robinson et al., 1991) show that the behavior and demographic variability of different entrepreneurs and non-entrepreneurs in the first instance of the two studies has helped the identification of important relationships between human behavior characteristics, as well as the completion of business behavior, but the ability to report is limited (Reynolds, 1997). On the legal side, many authors criticize the methods, much to the chagrin of their methods and the limit of their ideas for their low interpretation capacity. Ajzen (1991), called “old-fashioned” set types of mental planning changes that can show their impact on purpose. other good “ancient” methods will build up another possible possibility of the practice, i.e.

different approaches are available (Liñán, 2004). Clearly, the status quo in addition affects business objectives. Clearly, location also affects business objectives.

Liñán (2004), in his opinion, argues that the type of business objective will make their firm decision based on three factors; his interest or interest in business; what people found out about other jobs and thirdly was what people found out. There may be reasons to consider that the social process may have an impact on self-interest and self-efficacy. Many authors argue that the values passed by “other important people” will lead to a better understanding of self-interest and self-corruption defining social values as some form of capital and suggests the cause of the other two objective problems. Their results support this assertion. On the other hand, geographical location or “demographic situation” has an impact on objectives. Krueger et al. (2000), Peterman and Kennedy (2003), Veciana et al. (2005) or Kolvereid has used the same material for commercial planning. Discussions about business education differentiate between “traditional” and “business” teaching methods. Balls, (2003), Apple, (2000), Biesta, (2009) show no signs of failure in current education policy with a focus on the increase in recent performance and political pressure on increased pressure on business education has indeed created a valuable problem where teachers are reacting negatively to conflicting intentions. (Kuratko 2005), has seen a growing business education in the education sector and in 2001 offered it to 1200 business colleges in the United States alone. (Krueger, Reilly & Carsrud, 2000) states that entrepreneurship is not intentional but planned. Individuals decide to start a business venture after some cause and then use some psychological reasoning. An area of mind that should be thoroughly researched in business studies is the ability to invest. It is important because it affects behavior on the part of the business, such as starting a new business. The same process applies to sustainable business. The education system plays an important role in the decision to engage in sustainable business.

RESEARCH METHODOLOGY:

The population size of the engineering students of Chennai City is indefinite. The sample size is confined to 254 respondents. The research uses Quantitative sampling method.

The study is completely based on primary data. Primary data for the study is collected through the self-administered questionnaire which was circulated through Google forms. The study uses Secondary data for theoretical framework of the study and Review of literature collected from journals, books, thesis and magazines.

The structured form consisted of two sets; the primary set consisted of the demographic profile of the scholars of Chennai City, the Second set consisted of the Factors of Entrepreneurial propensity particularly Feasibility, Desirability and Intention. The factors of Entrepreneurial Propensity were measured with the assistance of a

5-point Likert scale specifically [Strongly agree, Agree, Undecided, Disagree and Strongly Disagree] ranging from 5 to 1, respectively.

The variable in this research able to divide into 2 parts, first Independent Variables and second Dependent Variables as follows:

- Independent Variables: able to divide into 4 variables as follows:
 - a) Demographic and Consumer Behavior
- Dependent Variables
 - a) Factors influencing Entrepreneurial propensity such as Feasibility, Desirability and Intention

DATA ANALYSIS:

Demographic factors:

- Table indicating the Percentage analysis of Demographic Factors

FACTORS	DIMENSIONS	NO. OF RESPONDENTS	PERCENTAGE
GENDER	MALE	106	41.5%
	FEMALE	145	57.3%
	PREFER NOT TO SAY	3	1.2%
PROGRAMME	CIVIL ENGINEERING	74	29%
	BIOTECHNOLOGY	26	10.2%

	COMPUTER SCIENCE AND ENGINEERING	69	27.1%
	ELECTRONICS AND COMMUNICATION ENGINEERING	82	32.2%
	AUTOMOBILE ENGINEERING	1	0.4%
	AERONAUTICAL ENGINEERING	2	0.8%
FAMILY INCOME	LESS THAN ₹1,00,000	51	20%
	₹1,00,001 - ₹5,00,000	84	32.9%
	₹5,00,001 - ₹10,00,000	53	20.8%
	₹10,00,001 - ₹15,00,000	50	19.6%
	MORE THAN ₹15,00,00	16	6.7%

Relationship between demographic factors and Factors of Entrepreneurial Propensity:

- **ANOVA Analysis for Programme and Feasibility Factors of Entrepreneurial Propensity**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	24.171	6	4.028	8.039	.000
Within Groups	123.778	247	.501		
Total	147.949	253			

- ANOVA Analysis for Programme And Desirability Factors of Entrepreneurial Propensity**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	32.753	6	5.459	5.645	.000
Within Groups	238.865	247	.967		
Total	271.617	253			

- ANOVA Analysis for Programme and Intention Factors of Entrepreneurial Propensity**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	31.432	6	5.239	5.817	.000
Within Groups	222.448	247	.901		
Total	253.880	253			

- ANOVA Analysis for Gender and Feasibility Factors of Entrepreneurial Propensity**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.309	2	2.155	3.765	.024
Within Groups	143.640	251	.572		
Total	147.949	253			

- **ANOVA Analysis for Gender And Desirability Factors of Entrepreneurial Propensity**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.309	2	3.083	2.915	.056
Within Groups	143.640	251	1.058		
Total	147.949	253			

- **ANOVA Analysis for Gender And Intention Factors of Entrepreneurial Propensity**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	33.632	2	16.816	19.164	.000
Within Groups	220.248	251	.877		
Total	253.880	253			

- **ANOVA Analysis for Family Income and Feasibility Factors of Entrepreneurial Propensity**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	14.890	4	3.723	6.966	.000
Within Groups	133.059	249	.534		
Total	147.949	253			

- **ANOVA Analysis for Family Income and Desirability Factors of Entrepreneurial Propensity**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	29.341	4	7.335	7.539	.000
Within Groups	242.276	249	.973		
Total	271.617	253			

- **ANOVA Analysis for Family Income and Intention Factors of Entrepreneurial Propensity**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	15.826	4	3.956	4.138	.003
Within Groups	238.054	249	.956		
Total	253.880	253			

FINDINGS AND DISCUSSION:

- Majority of the Respondents are Female accounting to 57.3%
- Majority of the respondents were from the Electronics and Communication Engineering accounting to 32.2%
- Majority of the respondents' family income is been recorded as ₹1,00,001 - ₹5,00,000 accounting to 32.9%
- There is a difference in the significant given to the programme of the engineering students and Feasibility factor of Entrepreneurial propensity.
- There is a difference in the significant given to the programme of the engineering students and Desirability factor of Entrepreneurial propensity.

- There is a difference in the significant given to the programme of the engineering students and Intention factor of Entrepreneurial propensity.
- There is a difference in the significant given to the gender of the engineering students and Feasibility factor of Entrepreneurial propensity.
- There is a difference in the significant given to the gender of the engineering students and Desirability factor of Entrepreneurial propensity.
- There is a difference in the significant given to the gender of the engineering students and Intention factor of Entrepreneurial propensity.
- There is a difference in the significant given to the family income of the engineering students and Feasibility factor of Entrepreneurial propensity.
- There is a difference in the significant given to the family income of the engineering students and Desirability factor of Entrepreneurial propensity.
- There is a difference in the significant given to the family income of the engineering students and Intention factor of Entrepreneurial propensity.

SUGGESTIONS:

The institution must encourage more students to become an entrepreneur than just getting placed in a good reputed company. It not only helps the student to be successful but whereas the whole economy would be developed by that one student's success. Before bringing in many placement offers, the institution must bring in more venture capitalists and angel investors. So that the entrepreneurial students would be filtered out and they will have a chance to continue their dreams to become an entrepreneur. As we know it is all about risk taking in the entrepreneurial world, most of the students who are passing out have many commitments so the institution can make sure their eligibility is satisfied and hence they can take up the risk of becoming an entrepreneur. More scholarships for entrepreneurial ideas should be imposed.

CONCLUSION:

From the above study, it shows that the engineering students have got their feasibility from the institution and they have got strong desirability and intention to become an entrepreneur. It shows the interest in students for becoming an entrepreneur which will be benefiting both the individual and the country's economy. When new inventions and ideas are encouraged and motivated, the students will reach heights is what this study tells us.

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