

The Entrepreneurial Competencies of Engineering Students in Knowledge Institute of Technology, Salem: An empirical Study

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ABSTRACT

Indiaan attractive place for investors whereas of basis 32% investors have an idea to invest concerning 62% in manufacturing sector, 42% in service sector and 21% in sales and marketing. India is a technical education hub with innumerable engineering colleges and producing myriad engineering students with good communication and innovation skills. The elucidation to overcome that meticulous problem is where the young generation of skilled and qualified people necessitates starting business in generating employment. Now it is time for universities, educational institutions to step at the forefront to fill the gap by providing education and training to engineering students in entrepreneurship and innovation to revolutionize their mindset from job seeker to job provider. This empirical study provides an initiative for trainers to know where students are deficient in a competency which in turn helps trainers to guide and encourage students to make their mindset to choose entrepreneurship as their career. Data is collected from Students in Knowledge Institute of Technology, Salem by adopting a self-rating questionnaire which has reliability and validity. Questionnaire contains 70 questions which covers 13 entrepreneurial competencies of a student to develop entrepreneurial skills. The 13 competencies are initiative, sees and act on opportunity, persistence, information seeking, concern for high quality of work, commitment for work, efficiency orientation, systematic planning, problem solving, self confidence, assertiveness, persuasion, and use of influence strategies. The questionnaire we use is designed by Entrepreneurship Development Institute of India (EDI), Ahmedabad. This study is restricted to Students in Knowledge Institute of Technology, Salem. Students of various engineering discipline are involved in this study.

Keywords: Competencies, Entrepreneurship, Education, India

INTRODUCTION

Entrepreneurship education the new era booming to promote entrepreneurial ecosystem in India. Entrepreneurship has been the key attention for the last few years, but still there are difficulties to identify right students to nurture into entrepreneurship. Entrepreneurship plays a major role in boosting economic development of a country. Though variety of approaches practiced to inculcate entrepreneurship education among students each method has its own flaws, hence the teachers are struggling to identify the right potentials and abilities of students towards

entrepreneurship. In past two decades many institutions and universities are establish different supporting and supporting forums at different national and international levels. Experts from various countries address developmental challenges in innovative approach (innovation and venture creation, October 2009). Global entrepreneurship monitor study (Bosma and levie, 2009) reported entrepreneurial activities getting declined. In India to encourage entrepreneurship government introduces various new policies such as start-up India and stand-up India, make in India.

Entrepreneurship development institute of India taking numerable measures to promote entrepreneurship among Indian students. This survey is made with hundred and ten Students in Knowledge Institute of Technology, Salem irrespective of the branch they belong to; this study helps to briefly study the entrepreneurial characteristics among students. This study will help to frame a policy to promote state level entrepreneurship for our current and coming generations of Tamil Nadu, so that they can be developed as successful entrepreneurs.

LITERATURE REVIEW

Entrepreneurship has been an area of interest for many research scholars across India due to government's importance given to entrepreneurship, entrepreneurial activity has seen a mean of revitalizing economy and helps to reduce unemployment problems. (Jack and Anderson 1999; Muller and Thomas 2000). Entrepreneurial activity is health of economy as it simulates and fosters economic growth. Physiological characteristics related with entrepreneurship such as locus of control, need for achievement, tolerance for ambiguity, innovation, self-confidence and propensity to risk taking (Gurol and Astan, 2006; Yusof et al., 2007). The above mentioned characteristics are focus of this study (Koh, 1996), need for achievement, locus of control finding their place in the entrepreneurship literature (Shaver and Scott, 1991). Beyond these after several rounds of research entrepreneurship development institute of India proposed 13 major competencies to be possessed by students to be an entrepreneur such as initiative, sees and act on opportunity, persistence, information seeking, concern for high quality of work, commitment for work, efficiency orientation, systematic planning, problem solving, self-confidence, assertiveness, persuasion, and use of influence strategies.

AIM OF THE STUDY

This study has the aim of testing the entrepreneurial competencies of Students in Knowledge Institute of Technology, Salem to get a clear vision about

where they stand and where they need to improve according to the self-rating questionnaire designed by entrepreneurship development institute of India, Ahmedabad.

DESIGN AND METHODOLOGY

This study analyses the entrepreneurial characteristics of engineering college Students in Knowledge Institute of Technology, Salem. The assumption for this study is certain entrepreneurial characteristics encourage students to be an entrepreneur.

In this study some hypothesis are tested based on the framework of variables

Hyp1. Entrepreneurially inclined students will score initiative higher than those who are not entrepreneurially inclined

Hyp2. Entrepreneurially inclined students will score sees and act on opportunity higher than those who are not entrepreneurially inclined

Hyp3. Entrepreneurially inclined students will score persistence higher than those who are not entrepreneurially inclined

Hyp4. Entrepreneurially inclined students will score information seeking higher than those who are not entrepreneurially inclined

Hyp5. Entrepreneurially inclined students will score concern for high quality of work higher than those who are not entrepreneurially inclined

Hyp6. Entrepreneurially inclined students will score commitment for work higher than those who are not entrepreneurially inclined

Hyp7. Entrepreneurially inclined students will score efficiency orientation higher than those who are not entrepreneurially inclined

Hyp8. Entrepreneurially inclined students will score systematic planning higher than those who are not entrepreneurially inclined

Hyp9. Entrepreneurially inclined students will score problem solving higher than those who are not entrepreneurially inclined

Hyp10. Entrepreneurially inclined students will score self-confidence higher than those who are not entrepreneurially inclined

Hyp11. Entrepreneurially inclined students will score assertiveness higher than those who are not entrepreneurially inclined

Hyp12. Entrepreneurially inclined students will score persuasion higher than those who are not entrepreneurially inclined

Hyp13. Entrepreneurially inclined students will score use of influence strategies higher than those who are not entrepreneurially inclined

The sample of the study comprises the engineering Students in Knowledge Institute of Technology, Salem. The data were collected through a seventy questions framed as questionnaire. A five point linker scale was used to obtain the responses of the students, there they have to state that the extent to which they agreed or disagreed with the statements in the questionnaires. A total of hundred and ten responses were received. To determine the interest of students a question do you wish to take entrepreneurship after graduation was asked, out of hundred and ten, twenty six replied positively. Comparatively these twenty six students had score more in entrepreneurial competencies.

FINDINGS AND DISCUSSIONS

A seventy set questionnaire was used for catching the responses of the students comprising variables to measure competencies such as initiative, sees and act on opportunity, persistence, information seeking, concern for high quality of work, commitment for work, efficiency orientation, systematic planning, problem solving, self-confidence, assertiveness, persuasion, and use of influence strategies. The scoring sheet which was designed by entrepreneurship development institute of India (EDI, Ahmedabad) is used to evaluate the

competencies of the respondents. This scoring sheet also includes certain set of questions in the questionnaire for correction factor to accurately determine the competency level of the respondents. Separate analysis were made between the respondents who answered YES to take entrepreneurship after graduation and answered NO to take entrepreneurship after graduation. The below table illustrates the competency level of all hundred and ten respondents.

Table 1: The elements of entrepreneurial competency

	Respondents have wish to take entrepreneurship		Respondents have no wish to take entrepreneurship	
Variables	Mean	SD	Mean	SD
Initiative	23.8	2.51	15.4	1.89
Sees and act on opportunity	22.9	2.47	22.1	1.99
Persistence	23.6	2.54	14.3	1.85
Information seeking	24.1	2.63	15.6	1.82
Concern for high quality of work	22.5	2.58	15.8	1.96
Commitment for work	23.7	2.52	21.2	2.01
Efficiency orientation	22.4	2.54	18.2	1.95
Systematic planning	21.7	2.61	15.9	1.86
Problem solving	24.1	2.56	16.7	1.88

Self confidence	24.3	2.58	16.2	1.84
Assertiveness	22.9	2.49	15.3	1.95
Use of influence and strategies	22.6	2.48	14.8	1.82

From table 1 we can interpret the students who wish to take entrepreneurship are having high entrepreneurial competencies when compared to the students those who have not opt to take entrepreneurship after graduation, this shows the hypothesis what we have made earlier. By interpreting the above table briefly we came to know that the primary skills of an entrepreneur such as initiative, information seeking and problem solving skills are more vibrant with the Students in Knowledge Institute of Technology, Salem. The results shows that entrepreneurially inclined students are comparatively more initiative, informative and are motivated. However the result shows that there is not much difference between the inclined and non-inclined students with regard to sees and acts on opportunity and commitment for work this could be that Students in Knowledge Institute of Technology, Salem have high potential of becoming entrepreneurs. This study is limited to Students in Knowledge Institute of Technology, Salem out of hundred and ten only twenty six are at the higher rate of having entrepreneurial competencies is because of traditional family backgrounds who always prefer to go jobs rather to take entrepreneurship. More probabilistic view is that Students in Knowledge Institute of Technology, Salem constitutes a significant pool of potential young generation which can be converted to futuristic entrepreneurs. The further study has to develop a clear cut policy for entrepreneurship education. This study limits to fewer sample size and continual observation of students.

CONCLUSION

This study helps to provide guidance and insights to frame entrepreneurial training and education by considering the entrepreneurial competencies of the

Persuasion	22.4	2.57	13.9	1.87
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students. In India it's the need of time to support the policies framed by our government by improving the entrepreneurial talents and potentials of young generation. The purpose of the study is to develop a state level perspective on entrepreneurship education by identifying the gap where the competencies is to be improved.

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