SUMMARY AND CONCLUSION

In any real and living economy, every actor is always an entrepreneur and speculator.

Ludwig von Mises, Human Action.

In an environment where skills lead to high value addition, education is the key for national growth. Inspired, self-confident, talented and enterprising graduates are more likely to develop and lead dynamic new ventures and transform any organization they join or manage.

Developing entrepreneurial graduates are therefore essential for our future success. Universities and other Higher Educational Institutions (HEIs) are ideally placed to expose students to environments which foster entrepreneurial mind-set. Hence the study on Entrepreneurial Skills for Graduate Students was conducted to gather the necessary information regarding the entrepreneurial skills of graduate students. The study was conducted using the standardized scale as a tool under survey method. The major findings of the present study are as follows:

Equal percent of the respondents were from both the genders and were in between 20 and above 20 years of age group. 55.6% of the respondents have younger siblings while 53.3% of the respondents have older siblings.

The majority of the respondents were from private colleges and were studying. While only a small percent 7.9% of the respondents were both studying and working.

Almost equal percent of the respondent’s Parents were either in business or skilled workers. 23.5% of the respondent’s Parents were in
service. Only a small percent of the respondent’s Parents were retired or deceased. The majority of the respondents have their own house while 40.4% of the respondents live in rented houses.

The majority of the respondents were from rural areas, while 31.9% of the respondents were from urban areas. 77.3% of the respondents have access to computers/two wheeler/cars, while 22.7% of the respondents do not have access to computers/two wheelers/cars.

The majority of the respondents do not belong to business families, while only 29.2% belong to business families.

The majority of the respondents have given similar statements regarding the general dimension of their entrepreneurial skills. 56.7% of the respondents have strongly agreed that they are the individuals who are ready to take up responsibility, followed by 55.4% of the respondents who have opined that they feel responsible for their mistakes and they would like make corrections and that they will persevere till they achieve their dream.

55.6% of the respondents have revealed that they are flexible and able to take advice. They have support, a network of friends, family and advisors. They have also self confidence, self esteem and have a strong need to work independently, to be able to adapt to new circumstances, to work accordingly, and they often consult their friends when necessary.

50.6% of the respondents have strongly agreed with the managerial dimensions of their entrepreneurial skill such as, working with other people, easily delegating work to people, enjoying supervision of people,
monitoring their progress, enjoying the challenges involved in solving a tough problem and dealing with new ideas and situations. They are also good at organizing things and seeing tasks to completion, good at managing their time, finding new ways to solve problems. They know how to assemble, motivate, and empower an effective team and they believe in organizing their tasks before getting started and in planning their work in advance.

53.5% of the respondents has given homogeneous statement regarding their manufacturing dimension of their entrepreneurial skills. The respondents have strongly agreed that they are curious to learn new aspects, and are able to convey their ideas clearly. They are good listeners and they enjoy doing something just to prove whatever they can, their physical capability is their strong point. They are not afraid of taking risks, are proactive in tasks. They know how and where to find information and they can easily imagine many ways to satisfy a need.

42.5% of the respondents believe that they can give suggestions to their friends about how to improve things, and how to evaluate the quality of their own work, and how to be the first or the best in their area of competency and how to work for someone without hesitation or problem. They firmly believe in making use of new technology for investment and in their own ability to understand the psychology of a person. The majority of the respondents have strongly agreed that they have got marketing dimension of their entrepreneurial skills.
The majority (74.7%) of the graduate respondents possesses manufacturing skills followed by 73.5% of the graduate respondents who possess general skills, while 72% of the respondents have overall entrepreneurial skills.

Majority 76.5% of the male graduate respondents possesses manufacturing skills while 76.2% of the male graduate respondents possess general skill followed by managerial skills and marketing skills. The overall entrepreneurial skills of a male individual student is 74.1%

72.9% of the female graduate respondents possess manufacturing skills followed by 70.8% general skills, managerial skills and marketing skills, while the overall entrepreneurial skill of a female individual respondent is 70.2%.

The majority (65.8%) of the respondents has agreed that they possess manufacturing skills while 24.8% of the respondents have disagreed that they any possess manufacturing skills. 59.2% of the respondents have agreed that they possess managerial skills, whereas 50.4% of the respondents have agreed that they possess marketing skills.

The above 20years of age respondents have expressed high agreement with respect to their entrepreneurial skills. (411.55± 133.8) when compared to 20 and below respondents (382.35± 139.24).

The male respondents (407.82± 131.90) expressed high agreement towards their entrepreneurial skills in comparison to female respondents.
Entrepreneurial skills, according to older sibling of respondents, those who have older siblings (404.21±139.02) have expressed high agreement towards their entrepreneurial skills when compared to the respondents who do not have older siblings.

The majority of the respondents who have younger sibling have expressed high agreement towards their entrepreneurial skills (397.23±139.08) when compared to the respondents who do not have younger siblings (396.73±135.92). There is no significant difference between in having younger siblings and entrepreneurial skills.

It is interesting to note that the respondents from arts stream (376.26±150.04) obtained a low score on entrepreneurial skill when compared to the other streams. The respondents from science stream (419.09±126.53) have scored high when compared to the other streams.

The respondents from a Government College have more entrepreneurial skills (423.74±127.61) when compared to respondents from a private college (580.00±140.50).

The majority of the respondents who pursue only studies have obtained a low score on entrepreneurial skills (394.29±137.17) when compared to the respondents who do both study and work. (427.84±135.31) Marketing skill is statistically significant to respondent’s occupation.

The respondents whose Parents are unskilled workers (422.00±116.56) have expressed high agreement towards the entrepreneurial skills they possess.
The majority of the respondents who live in their own houses (401.6±134.23) have expressed high agreement towards their entrepreneurial skills when compared to those who live in rented houses (390.08±141.5).

The majority of the respondents who are from semi urban and metropolis have expressed high agreement towards their entrepreneurial skills when compared to rural and urban.

The respondents who have access to computers/two wheelers/cars (398.89±136.9) have expressed high agreement towards their entrepreneurial skills when compared to those who do not have access to these things.

The respondents who are from non business families (394.73±135.87) have less entrepreneurial skills, when compared to respondents who are from business families. They have more entrepreneurial skills.

The respondents who do not have relatives doing business (397.41±134.64) have expressed high agreement towards their entrepreneurial skills, when compared to those who have relatives doing business.

The majority of the respondents (62.2%) below 20 years of age have disagreed on the general dimension of their entrepreneurial skills when compared to respondents above 20 years of age (37.8%).
Most of the female respondents (55.4%) have disagreed on the general dimension of their entrepreneurial skills, when compared to male respondents (44.6%).

The respondents from private colleges (58.9%) were more in agreement with the general dimension of their entrepreneurial skills when compared to respondents from government colleges (41.1%).

53.9% of the respondents under 20 years of age have disagreed with the managerial dimension of their entrepreneurial skills when compared to 46.1% of the respondents who have disagreed with above 20 years of age. The female respondents 55.3% are more towards to disagreement when compared to the male respondents 44.7%. The respondents who only study has high agreement (91.2%) with the managerial dimension of their entrepreneurial skills when compared to respondents who do both study and work (8.8%).

57.1% of the respondents who disagreed with the manufacturing dimension of their entrepreneurial skill are from under 20 years of age, while 42.9% of the respondents who have disagreed are from above 20 years of age.

56% of respondents under 20 years of age have disagreed regarding marketing dimension of their entrepreneurial skills, while 44% of the respondents are from above 20 years of age.

56.6% of the respondents below 20 years of age disagree when compared to above 20 years of age (43.4%) of overall entrepreneurial skills.
The result of the regression analysis reveals that the independent variable correlates towards the dependent variable (general skill). The analysis shows that age is significant towards general skill at P<003. The analysis shows the negative beta score for age <20 are beta= -3.02. The respondents from science discipline have a positive score (beta= 1.77, p=0.077) when compared to other disciplines. While the respondents from the private colleges have a negative beta score (beta= -2.06, p=0.040) when compared to respondents from the government colleges.

The regression analysis also reveals that the independent variables are correlated towards the dependent variable i.e. managerial skills. The analysis shows the negative beta score for age <20 are beta= -0.86, p=0.388. While the negative beta score for age <20 from regression analysis for manufacturing skills were beta= -1.66, p=0.098.

The independent variables are correlated towards the dependent variable i.e. marketing skills. The analysis shows the negative beta score for age <20 are beta= -1.39, p=0.166. While the regression analysis for overall skills shows that the independent variables are correlated towards the dependent variable. The negative beta score for age <20 are beta= -200, p=0.047.
CONCLUSION

Entrepreneurship education is crucial in assisting graduate students to develop entrepreneurial skills, attributes and behaviours as well as to develop enterprise awareness, to understand and to realize entrepreneurship as a career option. Entrepreneurship education in universities should consider teaching techniques that require students’ to have “hands on” enterprise experience as well as to practice entrepreneurial directed approach in improving the university students’ entrepreneurial mindset. To correct the curricular inadequacy in meeting employment problem through entrepreneurial studies, in an attempt to reverse graduate unemployment trend by offering training in entrepreneurial skills to students for setting up ventures and to consider self employment as a viable career option. Entrepreneurship education should not only focus on theoretical and technical aspects of venture creations but it should also strengthen students' self confidence to become entrepreneurs through offering them variety of learning opportunities. It was clear that some skills and abilities lend themselves to developing at colleges, provided students are made aware of their importance, and are given opportunities to practice them throughout their degree programs and in an authentic workplace setting.

This study helps to develop and stimulate the entrepreneurial process to further enable them to engage in income generating ventures. There is a positive relationship between education system and graduate entrepreneurial skills. The majority of the graduate students possessed general skill, managerial skill, manufacturing skill and marketing skill. Male graduate students, science stream students and government college students have more entrepreneurial skill in comparison.
The respondents (graduate students) who are from business family have more entrepreneurial skills than graduate students from non business family. Different dimension of skills has a significant decisive impact on the graduate student’s entrepreneurial skills.

The respondent’s graduate students appreciated the four dimensions of entrepreneurial skills designed to raise awareness of entrepreneurship. It can be concluded that entrepreneurship skill development program should be a compulsory aspect of all graduate programs. It should be the priority of educational institutions to provide liaison between the academic program and industry requirement by starting entrepreneurial skill development program and setting up incubation units. To ensure that every student acquires a good grasp of entrepreneurial skill so as to be able to start an enterprise.
RECOMMENDATION

Based on the finding of the present study the following recommendations are offered:

The entrepreneurial skill program should be a compulsory part of all undergraduate courses. Entrepreneurship education should be practical oriented so as to sustain student interest.

- A study on the micro credit facilities offered to young trained graduates.
- A survey of the Financial and credit facilities given to manufacturing enterprises for business upstarts.
- The impact of innovation on student’s entrepreneurial mindset.
- A case study of the innovative practices of marketing managers in medium sized business.
- A study on the importance of skill training program for young entrepreneurs.
- A study on the nature & type of support system in place for women entrepreneurs.
- A case study of women entrepreneurs who have defied gender stereotyping.
- A study on the success rate of business incubator.
- A study on the intersect between religion & entrepreneurship.
- The same study can be done on established entrepreneurs.
- A study on the relationship between industrial linkage (MoU) and education system.