

A Study on Students' Perception on Entrepreneurship Education in Higher Learning Institutions

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The purpose of this study is to analyze the Students' perception towards Entrepreneurship Education in Higher Learning Institutions (HLI). Students perception has been studied with the help of primary data collected from 305 students who belonging to the Department of commerce and management from Arts and Science Colleges, and who are studying Entrepreneurship as one of their subject in Tamil Nadu and Puducherry. Data were collected using a structured questionnaire. The study used Mann whitney U test, Kruskal Wallis test, Correlation and Regression analysis. This study ascertains whether the students are appropriately developed by colleges towards entrepreneurship as a career option. The findings of the study show that the encouragement and mentoring given by the teachers has influenced Entrepreneurship Education when compared with Gender and Age of the students. With regard to correlation analysis there is a positive relationship between new venture creation, Prior Experience, Social norms, Entrepreneurship subject, and Entrepreneurship activities. Multiple Regression analysis shows that the Entrepreneurship Activities received by students from colleges towards entrepreneurship education are the most influencing factors of entrepreneurship education as per students' perception.

Key words: Students' perception, Entrepreneurship Education (EE), Higher Learning Institution (HLI), Entrepreneurial activities.

JEL classification: L26, I21

INTRODUCTION

The study of entrepreneurship courses in higher learning institutions is one of the most interesting and challenging areas of research for universities, governments, and industrial sectors. Entrepreneurial activities and entrepreneurship education are considered crucial to the economic development of nations. These activities are not only the incubators of technological innovation;

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they provide employment opportunities and increase competitiveness. Furthermore, entrepreneurship education is more than just learning about business management. It is a human capital investment to prepare a student to start a new venture through the integration of experience, skills and knowledge to develop and expand business. The expectation that more and better entrepreneurship education through proliferation of entrepreneurship courses in universities would result in producing more and better entrepreneurs.

REVIEW OF LITERATURE

Many researchers have conducted several studies on various aspects of students' perception on Entrepreneurship Education in HLI in the past. This study before analyzing the Primary data makes an attempt to understand the contents of studies undertaken by various authors.

- **N. Nandanamoorthy (2013)** examined the impact of personal traits, demographic characteristics and entrepreneurship education on entrepreneurial intentions of postgraduate students in cuddalore district. Data were collected from a sample of 100 postgraduate students of various colleges in cuddalore district, Tamil Nadu. Data were analyzed using Pearson chi-square. Results show strong relationship between innovativeness and entrepreneurial intentions. But some demographic characteristics i.e. Gender and age, were insignificant with the intention to become entrepreneurs, but prior experience, family exposure to business and level of exposure inclines students to become entrepreneurs.
- **Amma Varghese thresi and Fahad Hamadi (2013)** investigated four traits connected with entrepreneurship, namely the need for achievement, autonomy, risk-taking and self-confidence. The present research is based on a small scale social survey. This method is considered appropriate for the present research as being of a descriptive character. A sample of 200 students was selected using the stratified random sampling technique. The study findings show that three of the four perceptual components were significant: achievement need, risk taking and autonomy while self-confidence is non-significant in determining the student's intention to start a business.
- **Mumtaz Begam Bt Abdul Kadir et. al. (2010)** examined the factors contributing towards entrepreneurial intention among Mara Professional College Students. Data were collected through responses to a questionnaire obtained from 181 students of three different programmes offered in MARA Professional Colleges. The study utilized correlation and regression statistics to analyze the data. The findings showed a significant relationship between attitudinal factor, behavioral factor and educational support towards the entrepreneurial intention. It is suggested that

educational support through professional education in these colleges is an efficient way of obtaining necessary knowledge about entrepreneurship. The results of the study have valuable implications for policy makers in Higher Education Division, college administrators and educators.

- **Prince Famous Izedonmi and Chinonye Okafor (2010)** examined the effect of entrepreneurial education on students' entrepreneurial intentions, and also to determine whether such intention usually gives rises to entrepreneurial start-up among students. Primary data were collected from 250 students who currently have entrepreneurship as one of their courses in their Institution. A model of regression analysis was considered most appropriate for the data analysis of the study used. The results of the regression analysis revealed that students' exposure to entrepreneurship education has a positive influence on the students' entrepreneurial intentions.
- **Purna Prabhakar Nandamuri (2013)** determined the impact of the independent variable - gender, on the dependent trait - entrepreneurial resourcefulness of management students. A sample of 200 final year postgraduate management students are selected randomly from a leading Management Institute in Warangal region which brings out around 2000 management graduates every year who face a bleak opportunity for entrepreneurship, and look for employment. The responses were tested with ANOVA and t-test with the help of SPSS-19. The findings establish that gender had a profound impact on entrepreneurial resourcefulness. The male group establishes a comparatively stronger preference for resourcefulness than their counterparts.

OBJECTIVES OF THE STUDY

General objective:

to examine the students' perception on Entrepreneurship Education in Higher Learning Institutions.

Specific Objectives:

- To find out the relationship between new venture creation and Entrepreneurship Education.
- To find out the relationship between Prior experience and Entrepreneurship Education.
- To find out the relationship between Social norms and Entrepreneurship Education.
- To find out the relationship between Entrepreneurship subject and Entrepreneurship Education.

- To find out the relationship between Entrepreneurship activities and Entrepreneurship Education.
- To analyze the influencing factors of Entrepreneurship Education.

STATEMENT OF THE PROBLEM

- At present in most of the nations, the problem of unemployment has become a serious issue and drives the countries towards economic disaster.
- Entrepreneurial skill development through education will advance the economy of the nation.
- If unemployment prevails in the country that will create violence, poverty and segregation amongst citizens.
- To overcome this problem there is an immediate need for creating more industries in India so as to enable the ever growing young Human Resource population to seek suitable jobs after their graduation.
- This is possible only when HLIs in India take up the issue more seriously and take initiatives for the creation of entrepreneurial culture among the students.

HYPOTHESES

- H_0^1 : There is no significant difference between gender and Entrepreneurship Education.
- H_0^2 : There is no significant difference between different age groups of students and Entrepreneurship Education.
- H_0^3 : There is no significant relationship between new venture creation and Entrepreneurship Education.
- H_0^4 : There is no significant relationship between Prior experience and Entrepreneurship Education on students' perception in HLI.
- H_0^5 : There is no significant relationship between Social norms and Entrepreneurship Education.
- H_0^6 : There is no significant relationship between Entrepreneurship subject and Entrepreneurship Education.
- H_0^7 : There is no significant relationship between Entrepreneurship activities and Entrepreneurship Education.
- H_0^8 : There is no significant impact on Entrepreneurship Education factors and Entrepreneurship Education.

RESEARCH METHODOLOGY

Data Source

The study is based on primary data, and personal survey method is used to collect the data with the help of a structured questionnaire from 305 students from arts and science colleges in Tamil Nadu and Puducherry, who are studying entrepreneurship as one of their subjects in their curriculum.

Research Methods
To achieve the aforementioned research objectives Mann-Whitney U Test is employed for testing Ho1 and Kruskal Wallis H Test is used for testing Ho2. Further, Correlation is used for testing Ho3 to Ho7, and Regression is used for testing Ho8.

I. MANN-WHITNEY U TEST

Mann-Whitney U Test is used to study whether there is a significant difference between genders with regard to factors influencing the students' perception on Entrepreneurship Education in HLI.

Mann-Whitney U Test formula is as follows:

Where,

U=Mann-Whitney U test

n1 = sample size one

n2= Sample size two

Ri = Rank of the sample size

$$U_1 = n_1 n_2 + \frac{n_1(n_1 + 1)}{2} - R_1$$

$$U_2 = n_1 n_2 + \frac{n_2(n_2 + 1)}{2} - R_2$$

II. KRUSKAL WALLIS H TEST FORMULA

Kruskal Wallis H Test is used for comparing more than two samples that are independent, or not related. This test is used to study whether the students' perception is varying with age. Kruskal Wallis H Test formula is as follows:

$$H = \left(\frac{12}{N(N+1)} \sum_{j=1}^k \frac{R_j^2}{n_j} \right) - 3(N+1)$$

Where,

R = Sum of rank of each group

N = Total number of observations

n = Number of observations in each group

k = Number of groups

IV CORRELATION AND REGRESSION MODEL

Correlation analysis is used to find out the relationship between the variables. This study is used to study the relationship between Entrepreneurship

Education factors and overall students' perception on Entrepreneurship Education. **Regression analysis** is used to study the influencing factors of entrepreneurship education from the students' perception.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \dots + \beta_n X_n + E$$

Y = is the dependent variable

β = are the regression model coefficients determined in the analysis

X = are the dependent variable

e = is the residual error or the difference between the observed and estimated dependent variable.

RESULTS AND DISCUSSION

Reliability Test:

The research conducts the pre- testing to ensure the questionnaire's reliability and to make sure that measures are free from error and therefore yield consistent result. The reliability of the questions for each of the variables is obtained when cronbach's alpha is at least 0.6. And the consistency and reliability of the questions will be higher, if the result is near to 1.

Here, the reliability value was found to be 0.765 (see table1 (a)). As the reliability value is more than 0.6. It is considered good. Thus the validity of the questions in the schedule was found to be high.

Table 1(a). Result of Reliability test

Cronbach's Alpha	Items
0.765	23

Factor Analysis:

Factor analysis using principal component, varimax rotation is applied on the raw scores of 23 items related to entrepreneurship education on students' perception in HLIs. To reduce the items in the questionnaire this test is employed. Based on the factor loading the 23 questions were divided into five factors, they named as new venture creation, Prior experience, Social norms, Entrepreneurship subject, Entrepreneurship activities. The factors and their Cronbach's alpha value are given in table 1(b)

Table 1(b). Shows the factors.

Factors	Cronbach's Alpha
New venture creation	0.781
Prior experience	0.612
Social norms	0.757
Entrepreneurship subject	0.651
Entrepreneurship activities	0.748

Descriptive analysis:

Table 2 shows the descriptive statistics of the variables. This shows the average indicators of variables computed from the surveyed data.

Table 2. Result of Descriptive statistics

Particulars		Respondents	%	Cumulative%
Gender	Male	156	51.10	51.10
	Female	149	48.90	100.00
	Total	305	100.00	
Age	19-20	163	53.40	53.40
	21-22	108	35.40	88.90
	23-24	34	11.10	100.00
	Total	305	100.00	
Religion	Hindu	194	63.60	63.60
	Muslim	52	17.00	80.70
	Christian	59	19.3	100.00
	Total	305	100.00	

Table 2 shows the total number of sample size in student dimension collected was 305 out of which 156 (51.10 %) were male students and 149 (48.90 %) were female students. The majority of the participants were male students. Next the age group of the respondents is shown that 53.40 % (n=163) respondents were between the age group of 19-20 years, 35.40 % (n=108) were between the age of 21-22 years and 11.10 % (n=34) were in the age group 23-24. Thus out of 305 sample size most of the students belonged to the age group of 19-20 years & 21-22 years respectively. The third item shows religion it is having 63.60% (n= 194) Hindus, 17.00% (n=52) Muslims and 19.30% (n=59) belongs to the group of Christians.

RESULTS OF MANN WHITNEY U TEST

H₀¹: There is no significant difference between gender and Entrepreneurship Education.

Mann Whitney U test is used to study whether there is any significant difference in EE on gender of the students of HLIs. The result of the analysis is given in table 3(a) and 3(b).

Table 3(a). shows Test Statistics of Mann Whitney U test

Particulars	New venture creation	Prior experience	Social norms	Entrepreneurship subject	Entrepreneurship activities
Mann Whitney U Test	11116.500	9977.500	10333.000	10387.000	10851.500
Wilcoxon W	23362.500	22223.500	21508.000	21562.000	23097.500
Z	-.663	-2.142	-1.686	-1.614	-1.016
Asymp. Sig(2tailed)	.007	.032	.002	.023	.040

Source: Computed result based on survey data. Grouping Variable: Gender*Significant @5%level

Table 3 (b) shows the result of Mann Whitney U test

Particulars		N	Mean Rank	Sum of Ranks
New venture creation	Male	156	149.76	23362.50
	Female	149	156.39	23302.50
	Total	305		
Prior experience	Male	156	142.46	22223.50
	Female	149	164.04	24441.50
	Total	305		
Social norms	Male	156	161.26	25157.00
	Female	149	144.35	25157.00
	Total	305		
Entrepreneurship subject	Male	156	160.92	25103.00
	Female	149	144.71	21562.00
	Total	305		
Entrepreneurship activities	Male	156	148.06	23097.50
	Female	149	158.17	23567.50
	Total	305		

Tables 3(a) and (b) indicate that there is a significant difference for the factors "New venture creation, Prior experience, Social norms, Entrepreneurship subject, and Entrepreneurship activities". Since the P value for New venture creation (0.007), Prior experience (0.032), Social norms (0.002), Entrepreneurship subject (0.23) and Entrepreneurship activities (0.040) is less than 0.05, the null hypothesis is rejected @5% level. Therefore, it can be concluded that there is a significant difference in EE on gender of the student in HLIs.

RESULTS OF KRUSKAL WALLIS TEST

H₀²: There is no significant difference between different age groups of students and Entrepreneurship Education.

Kruskal Wallis Test is used to study whether there is any significant difference in OE on different age group. The result of the analysis is given table4 (a) and (b).

Table 4 (a). shows the result of Kruskal Wallis test

Particulars		N	Mean Rank
New venture creation	19-20	163	148.26
	21-22	108	161.77
	23-24	34	147.87
	Total	305	

Prior experience	19-20	163	141.91
	21-22	108	169.66
	23-24	34	153.26
	Total	305	
Social norms	19-20	163	142.18
	21-22	108	169.50
	23-24	34	152.46
	Total	305	
Entrepreneurship subject	19-20	163	147.21
	21-22	108	159.76
	23-24	34	159.26
	Total	305	
Entrepreneurship activities	19-20	163	139.07
	21-22	108	174.83
	23-24	34	150.44
	Total	305	

Table 4(b). Shows Test Statistics Kruskal Wallis test

Particulars	New venture creation	Prior experience	Social norms	Entrepreneurship subject	Entrepreneurship activities
Chi- Square	1.687	6.466	6.318	1.525	11.032
Df	2	2	2	2	2
Asymp. Sig(2tailed)	.000	.039	.042	.040	.004

Source: Computed result based on survey data. Grouping Variable: Age*Significant @5% level

The results of table 4(a) and 4(b) show that there is a significant difference for the factors "New venture creation, Prior experience, Social norms, Entrepreneurship subject, and Entrepreneurship activities". Since the P value for New venture creation (0.000), Prior experience (0.039), Social norms (0.042), Entrepreneurship subject (0.40) and Entrepreneurship activities (0.004) is less than 0.05, the null hypothesis is rejected @5% level. Therefore, it can be concluded that different age groups of students studying entrepreneurship education has a positive opinion on different factors of entrepreneurship education.

RESULTS OF CORRELATION

H₀²: There is no significant relationship between new venture creation and Entrepreneurship Education.

Table 5. Shows result of Correlation

Particulars		New venture creation	Overall students' perception on Entrepreneurship Education in HLI
New venture creation	Pearson correlation	1	.616**
	Sig.(2tailed)		0.000
	N	305	305
Overall students' perception on Entrepreneurship Education in HLI	Pearson correlation	.616**	1
	Sig.(2tailed)		0.000
	N	305	305

Source: Computed result based on survey data. **significant @1%

Table 5 shows the analysis of the relationship between new venture creation and Entrepreneurship Education factors. The above table's significance (p) value is less than 0.01, the null hypothesis is rejected. The correlation between new venture creation and Entrepreneurship Education factors is 0.616; it means there is a good relationship between them. We can conclude that the entrepreneurship education influences the students towards new venture creation.

H₀⁴: There is no significant relationship between Prior experience and Entrepreneurship Education.

Table 6. Shows result of Correlation

Particulars		Prior Experience	Overall students' perception on Entrepreneurship Education in HLI
Prior Experience	Pearson correlation	1	.640**
	Sig.(2tailed)		0.000
	N	305	305
Overall students' perception on Entrepreneurship Education in HLI	Pearson correlation	.640**	1
	Sig.(2tailed)		0.000
	N	305	305

Source: Computed result based on survey data. **significant @1%

Table 6 shows the analysis of the relationship between Prior Experience and Entrepreneurship; Education factors. The above table's significance (p) value is less than 0.01, the null hypothesis is rejected. The correlation between Prior Experience and Entrepreneurship Education factors is 0.640 it means there is a good relationship between them. We can conclude that the entrepreneurship education influence the students towards start ups by using their prior entrepreneurial experience.

H₀⁵: There is no significant relationship between Social norms and Entrepreneurship Education.

Table 7. Shows result of Correlation

Particulars		Social norms	Overall students' perception on Entrepreneurship Education in HLI
Social norms	Pearson correlation	1	.532**
	Sig.(2tailed)		0.000
	N	305	305
Overall students' perception on Entrepreneurship Education in HLI	Pearson correlation	.532**	1
	Sig.(2tailed)	0.000	
	N	305	305

Source: Computed result based on survey data. **significant @1%

Table 7 shows the analysis of the relationship between Social norms and Entrepreneurship Education factors. The above table's significance (p) value is less than 0.01, the null hypothesis is rejected. The correlation between Social norms and Entrepreneurship Education factors is 0.532; it means there is a moderate relationship between them. So we can conclude that the Social norms influence the students to have entrepreneurial attitude.

H₀⁶: There is no significant relationship between Entrepreneurship subject and Entrepreneurship Education.

Table 8. Shows result of Correlation

Particulars		Entrepreneurship subject	Overall students' perception on Entrepreneurship Education in HLI
Entrepreneurship subject	Pearson correlation	1	.482**
	Sig.(2tailed)		0.000
	N	305	305
Overall students' perception on Entrepreneurship Education in HLI	Pearson correlation	.482**	1
	Sig.(2tailed)	0.000	
	N	305	305

Source: Computed result based on survey data. **significant @1%

Table 8 shows the analysis of the relationship between Entrepreneurship subject and Entrepreneurship Education factors. The above table's significance (p) value is less than 0.01, the null hypothesis is rejected. The correlation between Entrepreneurship subject and Entrepreneurship Education factors is 0.482; it means there is a low relationship between them. We can conclude that the entrepreneurship subject gives low awareness regarding entrepreneurs.

H₀⁷: There is no significant relationship between Entrepreneurship activities and Entrepreneurship Education.

Table 9. Shows result of Correlation

Particulars		Entrepreneurship activities	Overall students' perception on Entrepreneurship Education in HLI
Entrepreneurship activities	Pearson correlation	1	.661**
	Sig.(2tailed)	305	0.000
	N		305
Overall students' perception on Entrepreneurship Education in HLI	Pearson correlation	.661**	1
	Sig.(2tailed)	0.000	
	N	305	305

Source: Computed result based on survey data. **significant @1%

Table 9 shows the analysis of the relationship between Entrepreneurship activities and Entrepreneurship Education factors. The above table's significance (p) value is less than 0.01, the null hypothesis is rejected. The correlation between Entrepreneurship activities and Entrepreneurship Education factors is 0.661; it means there is a good relationship between them. So we can conclude that the students receive entrepreneurship activities through entrepreneurship education.

RESULTS OF REGRESSION ANALYSIS

H₀⁸: There is no significant impact on Entrepreneurship Education factors and Entrepreneurship Education.

The purpose of multiple regressions is to learn more about the relationship between one dependent variable and more than one independent variable.

Table 10. Shows result Multiple Regression

Factors	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
(Constant)	3.304	.000		.000	1.000
New venture creation	.143	.000	.235	1.893	.000
Prior experience	.258	.000	.234	1.824	.000
Social norms	.169	.000	.243	2.081	.000
Entrepreneurship subject	.198	.000	.255	2.226	.000
Entrepreneurship activities	.156	.000	.272	2.183	.000
		R	0.828		
		R ²	0.895		
		Adjusted R ²	0.795		
		F	(7.820)		
			0.000		

The β - values in the above table co-efficient of the regression model represents the relationship between entrepreneurship education and each predictor (i.e. entrepreneurship education variables). If the value is positive we can say there is a positive relationship between the predictor and the outcome whereas negative co-efficient represents a negative relationship. Higher beta value signifies stronger correlation with the dependent variable. In the above table Entrepreneurship activities aspect have the highest beta (0.272) followed by Entrepreneurship subject (0.255), Social norms (0.243), new venture creation (0.235) and Prior experience (0.234). This represents if the HLI increase the entrepreneurship activities towards entrepreneurship then the entrepreneurship education is effective by 0.272, if the students receive updated entrepreneurship subject (curriculum) which will also increase the effectiveness of entrepreneurship education on students perception and so on. From the result of multiple regressions, we can conclude that the entrepreneurship activities are the most influencing factors of entrepreneurship education on students' perception.

FINDINGS OF THE STUDY

The objective of the study is to analyze the perception of students towards entrepreneurship education in HLI. For this purpose, Mann-Whitney U Test, Kruskal Wallis test correlation analysis and multiple regression analysis were used.

The findings of the study reveal that the factors of New venture creation, Prior experience, social norms, entrepreneurship subject and entrepreneurship activities are influenced by Entrepreneurship Education when compared with Gender and Age.

With regard to correlation analysis there is a relationship between new venture creation, prior experience, social norms, entrepreneurship activities and overall perception of entrepreneurial education.

Multiple Regression analysis shows that the entrepreneurship activities towards entrepreneurship education are the most influencing factors of entrepreneurship education on students' perception.

CONCLUSION

The primary objective of the study is to analyze the perceptions of students' towards Entrepreneurship Education in Higher Learning Institutions. Relatively, hypotheses were framed and tested using Mann-Whitney U Test, Kruskal Walli test, Correlation and Multiple Regression. The data (sample of 305 respondents) are collected through the structured questionnaire method. The results prove that there is a significant influence of gender on students' perception on Entrepreneurship Education in HLI, and different age groups

of students studying entrepreneurship education have positive opinion on different factors of entrepreneurship education. Correlation analysis concludes that the students' perception on entrepreneurship education influence the students towards new venture creation, students can start new business by using their prior entrepreneurial experience, Social norms influence the students to have entrepreneurial attitude, entrepreneurship subject gives low awareness regarding entrepreneurs, students receive entrepreneurship activities through entrepreneurship education. The result of multiple regressions is that the entrepreneurship activities are the most influencing factors of entrepreneurship education on students' perception in HLI.

LIMITATIONS OF THE STUDY

1. The sample size is limited to 305 respondents only.
2. The respondent contacted belongs to Puducherry and Tamilnadu only.

SUGGESTIONS AND SCOPE FOR FURTHER STUDIES

Students studying entrepreneurship education must be motivated by teachers towards entrepreneurship. If students receive good entrepreneurial activities from their college, this will help them to start a new venture on their own. Though prior experience and social norms influence the students towards new venture creation the entrepreneurship subject and entrepreneurship activities also plays a vital role for new business. Students who are undergoing Entrepreneurship education are more interested to become an entrepreneur. But after completion of their PG degree they have to implement their ideas and views into action rather than going for employment. They must provide employment to the society. HLIs must concentrate more on EDP, and give training to the students while they are studying. The present study is limited to the students in Puducherry and Tamilnadu. The results may vary, if a similar study is conducted elsewhere. The study could also be extended to other state also, by focusing on other aspects also. The present study focused only on students' perception on Entrepreneurship Education in HLI. Hence, further studies could also be made by concentrating on several HLIs with a larger size sample.

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