

Professional Student's Perception on Effectiveness of Entrepreneurship Development



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1. Introduction

Entrepreneurship is a key factor for economic development. Public, private and governmental organizations are taking various measures to promote entrepreneurship in different countries. World class universities and colleges have implemented various postgraduate, undergraduate and diploma courses on small business management and entrepreneurship. In a developing country like India, the role of entrepreneurship development is more important than that in developed countries so far as the creation of self-employment opportunities and reduction of unemployment situations are concerned. Entrepreneurial intention has emerged as a foremost construct within the entrepreneurship literature over the last few decades (Drennan, Kennedy, & Renfrow, 2005). There is an increased rate of MBA students across developed and developing countries considering the issue of self-employment or whether it is a choice or a necessity for a preparation of new venture (Pietrobelli, Rabellotti, & Aquilina, 2004). Such an increasing trend is even more evident for developing countries than for developed countries. Entrepreneurial orientation has extensively been studied in the US context, but its investigation in the emerging developing country context is very limited (Tang, Tang, Zhang, & Li, 2007). In developing countries, self-employment intention may represent evidence of an emerging entrepreneurial cohort needed to surmount an economic depression. There is an emerging body of entrepreneurship research literature arguing that intentions are very pertinent and important for stimulating one's decision to start a new venture. The personal decision can be understood through cognitive variables which are explained by Shaver & Scott (1991). The behavioral and cognitive focus helps us in providing ancillary insights into the multifaceted processes of entrepreneurship. The cognitive approach can be applied as a predictor of outcomes and also may yield positive results when applied to the field of entrepreneurship (Baron, 2004:237). "There is an increased rate of MBA students across developed and developing countries considering the issue of self-employment" In parallel with the developing interest in entrepreneurship throughout the world, India has also witnessed an increasing interest in entrepreneurship among academic scholars, government policy makers and business leaders. Some universities and vocational training institutes in India have incorporated entrepreneurship and small business management in their course curriculum so as to provide the necessary exposure for students to the entrepreneurial and industrial climate of the country. While the literature on entrepreneurship in India is growing, no study has so far tried to explain the relative contribution of personality factors and socio-demographic background factors in pursuing an entrepreneurial career there.

It is predominantly accepted that the educational system of universities have to provide a rigorous academic environment that may serve as a catalyst for emerging enterprises but the academic tradition of entrepreneurship in India is limited. Even now, fostering innovations and new product development through entrepreneurship has not been regarded as a crucial task of universities (Drucker, 1994)

2. Review of Literature

Engle et. al, (2010) tested the ability of Ajzen's Theory of Planned Behavior to predict entrepreneurial intent in 12 countries representing all ten of the global regional clusters as identified in the GLOBE project. Ajzen's model was operationalized to address entrepreneurial intent and a questionnaire was developed consisting of previously used scales, as well as a new measure of entrepreneurial autonomy

Indarti et, al, 2010 surveyed 650 undergraduate students in Asian countries, including Indonesia, Japan, South Korea, Taiwan, and Thailand that student's entrepreneurial intentions and the determining factors varied from country to country. Generally, self-efficacy, environmental factors, age, and gender were found to have significant impact on entrepreneurial intentions among Asian students. However, their model could only explain 25.5% total variance of entrepreneurial intentions

Aparna Raj (2011) Women in Higher Education in India are among the lowest in the Commonwealth Countries. Women reach the top the hard way it is a struggle, a constant juggling of roles, tight work to maintain a balance between home and career. With all the old roles and new roles mixing matching, prioritizing to excel, few have reached to peak. The climate of higher education is still un-friendly toward women, and we need more progressive leadership to transform our Universities into more responsive, nurturing academic communities. This paper focuses on the challenges faced by women in Higher

Education. It elaborates the importance of 4 C's of an Academic leader, viz.: courage, conflict, community and change. Women in Higher Education need not just have a vision, but also have the ability, courage and initiative to implement that vision. Leaders fuel higher education's response to change

3. Research Problem

In the past two and half decade Indian entrepreneurs size of the growth is increasing in the global scenario but the growth of entrepreneurs is not up to the mark when it is compare with developed countries like US, china, Australia, Europe. In the developed country professional student perception is very high and in addition to that the developed country curriculum and education environment is motivating professional students to initiate the business in different areas where in India the curriculum and environment is not encouraging more the professional students to become a entrepreneur even though the government of India and AICTE (All India Council Of Technical Education), DST and state governments supporting through entrepreneurship development cell. In the last one and half decade engineering students enrollment is very high in Indian education sectors, so far only very meager percentage of students known the concept of business, awareness and significance of entrepreneurship in the Indian economy. In the developed countries 25-28 years old students involvement in business is very high where in India the awareness level is very low, India producing largest number of professional students in world market hence the aim of the study is to analyze the professional students perception towards entrepreneurship program effectiveness and motivating young minds to become entrepreneurs in the global economy.

4. Objectives

- To identify professional students satisfaction level of the entrepreneurship programs organized by various education institution
- To identify the factor influence to initiate the entrepreneurship in the present scenario.

5. Methodology

This research has been carried out in Tamil nadu as it is a place with different profiles of the students available and thus can be used to arrive at meaningful conclusion regarding the perception of the students in entrepreneurship development. The educational institutions in tamilnadu were chosen based on their years of experience, number of students , affiliated private and government colleges, university and deemed university who are rendering service to students community and also institutions established own ED cell and AICTE funded ED cell The sampling technique used in this study is convenience sampling. Convenience sampling is a type of non-probability sampling which involves the sample being drawn from that part of the population which is close to hand.

5.1 Reliability and Validity Test

Reliability of an instrument refers to the degree of consistency between multiple measurements of variables. It is extent to which an experiment tests or any measuring procedures yield, the same result on repeated attempts. Reliability was estimated through internal consistency method which is applied to measure the consistency among the variables in a summated scale. In the present study, the Cronbach's Alpha co-efficient of reliability was found the overall reliability is 0.86.

6. Opinion about the Factors Which Influences to be an Entrepreneur

Table 1.0

S. No	Statements	Mean	SD
1	Successful SME Entrepreneur model	3.01	.96
2	Family environment	3.25	1.12
3	Friends environment	3.12	.85
4	Government agencies support	2.95	.79
5	Self interest	3.56	1.21
6	Curriculum	3.21	1.01
7	Entrepreneur development programs	3.57	1.12
8	Bank and financial agencies support	2.98	.96
9	Export promotion council	3.02	.98

Above Table shows the opinion given by the students regarding the factors which influences to be an entrepreneur. The mean response given by the respondents for successful SME entrepreneur model is 3.01. The mean response given by the respondents for family environment is 3.25. The mean response given by the respondents for friends environment is 3.12. The mean response given by the respondents for Government agencies support is 2.95. The mean response given by the respondents for self interest is 3.56. The mean response given by the respondents for curriculum is 3.21. The mean response

given by the respondents for entrepreneur development programs is 3.57. The mean response given by the respondents for bank and financial agencies support is 2.98. The mean response given by the respondents for export promotion council is 3.02. It is observed from the table 4. The mean responses given by the students are all above the average level except Government agencies support and bank and financial agencies support. This shows that all the factors displayed in the table 4.18 influences students to be an entrepreneur except Government agencies support and bank and financial agencies support.

7. Level of Satisfaction on Effectiveness of Entrepreneurship Development

Table 1.1

S. No	Statements	Mean	SD
1	Motivating to become an Entrepreneur	3.25	.92
2	Theoretical orientation program	3.04	.75
3	Practical orientation program	3.11	.69
4	Banking and finance person interaction level on E D	3.07	1.12
5	Industrial owner interaction level on E D	3.62	1.02
6	District industrial agency interaction level on E D	3.12	1.12
7	MSME agency organize any E D program	3.22	.79
8	Sector wise E D program is worth	3.32	.85
9	The program focus on project feasibility	3.24	1.32
10	The program focused on sources of finance	3.36	1.12
11	The program focus on marketing facility	3.12	1.16
12	The program focus on General Management	3.52	1.19
13	Motivation of successful entrepreneur interaction is worth	3.12	.97
14	E D cell coordinator effort is more important	3.60	1.17
15	Level of the department in volume in organizing E D program	3.25	.98
16	Level of the institutional interest in organizing E D program	3.36	1.12
17	Alumni Entrepreneur motivation level	3.62	1.16
18	Leading business man introduction initiate to wake up and to start business	3.41	1.36
19	E D cell is an important tool to shaping you and entering into business	3.55	1.12
20	Level of practical oriented E D program	3.12	1.18
21	E D program on working capital management	3.52	1.12
22	E D program involved on export and import opportunities	3.12	1.01
23	E D program involved only export opportunity business available in India	3.18	1.02
24	E D program involved to obtain the licensing procedures to form a business	3.07	.99

Above table shows the opinion given by the students regarding level of satisfaction on effectiveness of entrepreneurship development. The mean response given by the respondents for motivating to become an entrepreneur is 3.25. The mean response given by the respondents for theoretical orientation program is 3.04. The mean response given by the respondents for practical orientation program is 3.11. The mean response given by the respondents for banking and finance person interaction level on entrepreneurship development is 3.07. The mean response given by the respondents for industrial owner interaction level on entrepreneurship development is 3.62. The mean response given by the respondents for district industrial agency interaction level on entrepreneurship development is 3.12. The mean response given by the respondents for MSME agency to organize any entrepreneurship development program is 3.22. The mean response given by the respondents for sector wise entrepreneurship development program is worth is 3.32. The mean response given by the respondents for program focusing on project feasibility is 3.24. The mean response given by the respondents for the program focused on sources of finance is 3.36. The mean response given by the respondents for program focusing on marketing facility is 3.12. The mean response given by the respondents for the program focus on general management is 3.52. The mean response given by the respondents for motivation of successful entrepreneur interaction is worth is 3.12. The mean response given by the respondents for entrepreneurship development cell coordinator effort is more important is 3.6. The mean response given by the respondents for level of the department in volume in organizing entrepreneurship development program is 3.25. The mean response given by the respondents for level of the institutional interest in organizing entrepreneurship development program is 3.36. The mean response given by the respondents for alumni entrepreneur motivation level is 3.62. The mean response given by the respondents for leading business man introduction initiate to wake up and to start business is 3.41. The

mean response given by the respondents for entrepreneurship development cell is an important tool to shaping you and entering into business is 3.55. The mean response given by the respondents for level of practical oriented entrepreneurship development program is 3.12. The mean response given by the respondents for entrepreneurship development program on working capital management is 3.52. The mean response given by the respondents for entrepreneurship development program involved on export and import opportunities is 3.12. The mean response given by the respondents for entrepreneurship development program involved only export opportunity business available in India is 3.18. The mean response given by the respondents for entrepreneurship development program involved to obtain the licensing procedures to form a business is 3.07. It is observed from the table 4.20. The mean responses given by the students are all above the average level. This shows that the student's level of satisfaction on effectiveness of entrepreneurship development is good.

8. Effectiveness of Entrepreneurship Development Programs

A model was developed by using analysis of moment structure (AMOS 16.1). A model is fit to ensure the effectiveness of entrepreneurship development programs in profession students studying in selected colleges in Tamilnadu. In the model factors such as Family environment, Self interest, Entrepreneurship development programs, Industrial exposure factor, Industrial needs factor, Orientation factor and Organization factor are taken as observed variables (measured through variables and grouped as factors). Effectiveness in Entrepreneurship development programs is taken as unobserved variable. e1, e2, e3, e4, e5, e6, e7 and e8 are error terms (residuals) for observed variables.

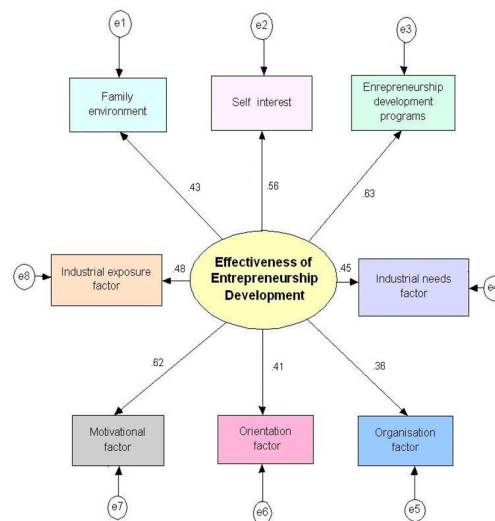


Figure 1.0

The model fit Chi-square $\chi^2/df = 4.231$ and it is significant at 1% level. Chi-square is sensitive to larger sample size and power of the test. Therefore it is suggested to use the ratio of Chi-square to degrees of freedom. Carmines & Mclver (1981) suggested that 2 to 1 or 3 to 1 is indicative of acceptable model between hypothetical model and sample data. Ratio approximately equal to five or less is considered to be reasonable (Wheaton, Muthen, Alwin & Summers 1977). The goodness of fit index (GFI) is .912 of the model, shows reasonably good fit, and its adjusted goodness of fit (AGFI) is .901. The Root Mean Square Error of Approximation (RMSEA) is .092, a smaller value indicates better model, and Expected Cross Validation Index (ECVI) is .45, which are within the acceptable range indicating a better model fit.

9. Conclusion

An entrepreneur is one of the important segments of economic growth. Basically he is a person responsible for setting up a business or an enterprise. In fact, the entrepreneur, one who has the initiative, skill for innovation and who looks for high achievements. Entrepreneur is a catalytic agent of change and works for the good of people. Entrepreneurs set up new green field projects that create wealth, open up many employment opportunities and leads to the growth of other sectors. The problem of the study is mainly focused on professional student's perception towards entrepreneurship. Based on the findings the student's perception towards entrepreneurship from self finance college is not much more satisfaction. The institution that have funded ED cell through AICTE the institutional performance in ED program is quite good and more over students also satisfied. In the present scenario students felt more opinion about the motivation is one of the main factors and another one factor is good environment which includes family and government. The government based professional colleges have got more financial assistance and also organizing many motivational and awareness programs among the professional students to start their own business. Not only government institutions even aided and private self financing institutions to initiate to conduct more number of entrepreneurship program and motivating young minds to become an entrepreneur in the global business scenario

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