www.ijprems.com
editor@ijprems.com

INTERNATIONAL JOURNAL OF PROGRESSIVE RESEARCH IN ENGINEERING MANAGEMENT AND SCIENCE (IJPREMS)
(Int Peer Reviewed Journal)
Vol. 05, Issue 04, April 2025, pp : 3109-3119

e-ISSN : 2583-1062
Impact Factor : 7.001

A STUDY ON STUDENTS' PERCEPTION TOWARDS EDP IN COLLEGES- AS A PLATFORM FOR ENTREPRENEURSHIP SKILL DEVELOPMENT WITH SPECIAL REFERENCE TO PALANI TALUK

Dr. T. Sekar[1], Dr. K. Uma Maheswari[2]

[1]Assistant Professor, Department of Commerce CA, Hindusthan College of Arts & Science, Coimbatore, India.

[2]Assistant Professor, Department of Commerce, A.P.A College for Women, Palani, India.

ABSTRACT

Student perception plays a vital role in understanding the effectiveness of Entrepreneurship Development Programmes (EDPs). These perceptions are shaped by various factors such as the relevance of the programme content, the quality of training, and the practical exposure provided. Students often evaluate the usefulness of EDPs based on their ability to bridge the gap between academic knowledge and real-world business practices. Programmes that focus on essential entrepreneurial skills like innovation, financial management, and leadership tend to leave a positive impression on students. By analyzing these perceptions, this study aims to provide insights into how EDPs can be improved to meet the expectations of students and serve as an effective platform for fostering entrepreneurial talent.

KeyWords: Entrepreneurship Development Programme, Student perception, Training , Knowledge and Mentorship

1. INTRODUCTION

Entrepreneurship Development Programmes (EDPs) are structured initiatives aimed at nurturing the entrepreneurial skills and mindset of individuals. These programmes are designed to equip participants with the knowledge, skills, and attitudes necessary to identify business opportunities, create business plans, and manage ventures successfully.

The primary objectives of EDPs include:

- Enhancing the entrepreneurial capabilities of individuals.
- Encouraging innovation and problem-solving skills.
- Offering practical training to manage businesses effectively.

These programmes often include modules on ideation, market analysis, financial management, leadership, communication skills and risk assessment. EDPs are conducted by government institutions, private organizations, and academic institutions to promote entrepreneurship as a viable career path and contribute to economic growth.

2. REVIEW OF LITERATURE

Santha, S. (2016). "Entrepreneurial Perception among College Students." This study examines how college students perceive entrepreneurship as a career option and the factors that influence their attitudes towards starting a business. The research explores key elements such as personal motivation, risk-taking ability, financial considerations, and societal support. It highlights that students with exposure to entrepreneurship education, mentorship programmes, and hands-on business training are more likely to develop a positive perception of entrepreneurship. Additionally, the study finds that fear of failure, lack of financial support, and limited business knowledge are common barriers affecting students' willingness to pursue entrepreneurship. The research concludes that well-structured educational programmes and institutional support can significantly enhance students' confidence and interest in entrepreneurship.

Kumar, V. & Sharma, P. (2017). "Role of Entrepreneurship Development Programmes in Enhancing Start-up Culture". This study explores how Entrepreneurship Development Programmes (EDPs) contribute to fostering a strong start-up culture among students. The research highlights the role of structured training programmes, mentorship, networking opportunities, and financial assistance in shaping entrepreneurial mindsets. It examines the effectiveness of EDPs in equipping students with critical skills such as business planning, risk management, innovation, and leadership. The study also emphasizes the importance of collaboration between academic institutions, industry leaders, and government initiatives in creating a supportive ecosystem for budding entrepreneurs. The findings suggest that well-designed EDPs significantly increase students' confidence and preparedness to launch and sustain their own ventures.

Shinde, A. (2018). "Entrepreneurial Mindset among Engineering Students in India". This study examines the presence and development of an entrepreneurial mindset among engineering students in India. It explores how factors such as academic curriculum, industry exposure, innovation-driven thinking, and technical skills influence students' entrepreneurial intentions. The research highlights that while engineering students possess strong problem-solving abilities, many lack business acumen and risk-taking confidence, which are crucial for entrepreneurship. The study

also emphasizes the role of entrepreneurship education, startup incubation centers, and mentorship in bridging this gap. Findings suggest that integrating business training into engineering programmes and encouraging real-world project-based learning can significantly enhance entrepreneurial attitudes among engineering students, motivating them to pursue startups instead of traditional corporate jobs.

Krishna, B. & Reddy, S. (2019), "Perceived Barriers and Motivations for Entrepreneurship among Undergraduate Students". This study investigates the key barriers and motivations influencing undergraduate students' entrepreneurial aspirations. The research identifies major obstacles such as financial constraints, fear of failure, lack of business knowledge, and limited access to mentorship. At the same time, it highlights motivational factors like independence, financial success, passion for innovation, and the influence of role models. The study finds that students with exposure to entrepreneurship education and startup ecosystems are more likely to overcome these barriers and develop strong entrepreneurial intentions. It concludes that universities play a crucial role in shaping students' perceptions by offering structured entrepreneurship programmes, networking opportunities, and financial support to encourage startup ventures.

Reddy, P. P., & Reddy, K. B. (2019), "Entrepreneurship Development Programme and Its Impact on Student's Entrepreneurial Intention." This study examines the impact of Entrepreneurship Development Programmes (EDPs) on students' entrepreneurial intentions. It explores how structured training, mentorship, and hands-on business experiences influence students' decision-making towards entrepreneurship. The research highlights that students who participate in EDPs develop higher confidence, risk-taking ability, and problem-solving skills compared to those who do not. It also emphasizes the role of real-world exposure, networking with entrepreneurs, and access to funding opportunities in fostering an entrepreneurial mindset. The findings suggest that well-designed EDPs significantly increase students' motivation to start their own ventures by reducing fear of failure and improving business competencies.

STATEMENT OF THE PROBLEM

Entrepreneurship Development Programmes (EDPs) are widely recognized as a tool to promote entrepreneurial skills and self-reliance among students. However, despite their increasing implementation, the effectiveness of these programmes in addressing the needs of students and fostering entrepreneurial capabilities remains uncertain. Many students often lack clarity on how these programmes contribute to practical skill development and perceive a disconnect between the training provided and real-world business challenges.

This study seeks to explore students' perceptions of EDPs as a platform for skill development, identifying the key strengths, limitations, and areas for improvement. The insights gained will help institutions and policymakers enhance the relevance and impact of these programmes in fostering entrepreneurship among students.

SCOPE OF THE STUDY

The scope of this study is limited to students who have participated in or been exposed to EDPs within academic or institutional settings. It investigates factors such as programme content, delivery methods, mentorship opportunities, practical training, and overall programme outcomes. By doing so, the study aims to provide a comprehensive understanding of the strengths and limitations of these programmes from the perspective of the participants.

The findings of this study are expected to benefit academic institutions, policymakers, and programme developers by offering insights into students' expectations and experiences. These insights will help in refining the design and implementation of EDPs to ensure they are more effective in fostering entrepreneurial skills and aspirations among students.

3. OBJECTIVES OF THE STUDY

The primary objective of this study is to analyze students' perceptions of Entrepreneurship Development Programmes (EDPs) as a platform for developing entrepreneurial skills. The study aims to:

- To assess the perception of students regarding Entrepreneurship Development Programmes (EDPs) in colleges.
- To evaluate the effectiveness of EDPs in enhancing entrepreneurial skills among students.
- To examine the barriers and challenges students face in starting their own ventures.
- To identify the key skills and knowledge students feel are essential for successful entrepreneurship and how these are addressed in academic programmes.

4. METHODOLOGY OF THE STUDY

The current study mainly based on the primary data which is collected from 162 students in Palani taluk through issue of structured questionnaire which contains questions relating to the socio-economic profile of sample respondents, factors influencing Entrepreneurship Development Programme (EDP) and student perception towards EDP.

www.ijprems.com
editor@ijprems.com

INTERNATIONAL JOURNAL OF PROGRESSIVE RESEARCH IN ENGINEERING MANAGEMENT AND SCIENCE (IJPREMS)
(Int Peer Reviewed Journal)
Vol. 05, Issue 04, April 2025, pp : 3109-3119

e-ISSN : 2583-1062
Impact Factor : 7.001

Necessary guidance was given to the respondents for fill up the questionnaire. Convenience sampling method is adopted to who are participating in Entrepreneurship Development Programme in Palani taluk. Statistical tools like simple percentage test and weighted average rank analysis, Chi- Square test were applied for this study.

FIELD WORK AND COLLECTION OF DATA

The field work for the present study covers a period of six months. The researcher has constructed a questionnaire for collecting data from the respondents. Completed questionnaire has been continuously checked and edited, referring back to the sources.

5. DATA PROCESSING

After completing the questionnaire, a thorough checkup of the data was made. The missing details were collected by revisits and correspondence afterwards. Editing of the data was done for further processing and the data was coded. A master table has been prepared to sum up all the information contained in the questionnaire from the master table, and one way tables were prepared for further analysis.

FRAMEWORK OF ANALYSIS

On the basis of data collected through questionnaire the researcher has analyzed the student perception of sample respondents. Mean and standard deviation were calculated to find out the level of satisfaction towards Entrepreneurship Development Programme. More over percentage analysis has been used for some factors which are necessary for the student perception.

Weight has been assigned to the various factors that motivate to participate in EDP. Maximum weight is give to the first rank and least weight is given to the last rank. Finally, for each factor total score are arrived at by multiplying the weighted by the number of respondents.

TABLE 1- MOTIVATING FACTORS TO PARTICIPATE IN EDP

S. NO	FACTORS	WEIGHT	10	9	8	7	6	5	4	3	2	1	TOTAL
		RANK	1	2	3	4	5	6	7	8	9	10	
1	Enhancing entrepreneurial skills and knowledge		65	25	16	14	20	10	3	3	4	2	**162**
2	Providing practical exposure through workshops		19	13	31	14	19	26	10	14	6	10	**162**
3	Improving leadership and decision-making abilities		23	16	31	27	11	18	15	7	9	5	**162**
4	Access to mentorship from successful entrepreneurs		4	26	15	24	24	18	9	15	13	14	**162**
5	Fostering innovative and creative thinking		16	13	11	12	30	23	21	15	7	14	**162**
6	Developing financial management skills		8	13	8	18	11	17	28	31	15	13	**162**
7	Learning marketing and sales strategies		10	7	16	17	7	16	11	33	28	17	**162**
8	Building confidence to take risks in business		8	25	18	13	20	5	25	15	27	6	**162**
9	Networking opportunities with peers and professionals		5	16	6	12	11	17	19	15	40	21	**162**
10	Access to funding or startup resources		4	8	10	11	9	12	21	14	13	60	**162**
	TOTAL		**162**	**162**	**162**	**162**	**162**	**162**	**162**	**162**	**162**	**162**	**162**

Source: Primary data

From the above Table 1, that total score and the weighted average for the factors “Enhancing entrepreneurial skills and knowledge” have been arrived at as follow.

Total Score = (10*65) + (9*25) + (8*16) + (7*14) + (6*20) + (5*10) + (4*3) + (3*3) + (2*4) + (1*2)

www.ijprems.com
editor@ijprems.com

INTERNATIONAL JOURNAL OF PROGRESSIVE RESEARCH IN ENGINEERING MANAGEMENT AND SCIENCE (IJPREMS)
(Int Peer Reviewed Journal)
Vol. 05, Issue 04, April 2025, pp : 3109-3119

e-ISSN : 2583-1062
Impact Factor : 7.001

=1302

Weighted Average = Total Score / Total Weight

= 1302/55

=**23.67**

The same procedure has been followed for the remaining factors also.

TABLE 2- WEIGHTED AVERAGE RANK

S. No	Factors	Weighted Average	Rank
1	Enhancing entrepreneurial skills and knowledge	23.7	I
2	Providing practical exposure through workshops	18.2	III
3	Improving leadership and decision-making abilities	19.5	II
4	Access to mentorship from successful entrepreneurs	16.7	IV
5	Fostering innovative and creative thinking	16.4	V
6	Developing financial management skills	14.3	VII
7	Learning marketing and sales strategies	13.6	VIII
8	Building confidence to take risks in business	16.2	VI
9	Networking opportunities with peers and professionals	12.7	IX
10	Access to funding or startup resources	10.8	X

Source: Primary Data

Table 2 shows that the respondents have given first rank to the enhancing entrepreneurial skills and knowledge followed to the next second rank have given to improving leadership and decision-making abilities, third rank to providing practical exposure through workshops, fourth rank given to access to mentorship from successful entrepreneurs, fifth rank to fostering innovative and creative thinking, sixth rank to building confidence to take risks in business, seventh rank to developing financial management skills, eighth rank to learn marketing and sales strategies, ninth rank to networking opportunities with peers and professionals and tenth rank given to access to funding or startup resources.

TEST OF HYPOTHESIS USING CHI-SQUARE TEST

The chi-square test is the widely used non-parametric test that describes the magnitude of discrepancy between the observed data and expected data to be obtained with a specific hypothesis. The observed and expected frequencies are said to be completely considering when $\chi^2=0$ and as the value of χ^2 increases the discrepancy between the observed and expected data becomes significant. The following formula is used to calculate chi-square,

Where = $\sum(O-E)^2$

E

O= Observed Frequency

E= Expected Frequency

The computed value of χ^2 is compared with the p-value. If the calculated value exceeds the p-value, then the difference between the observed frequency and expected frequency are considered as not be significant. On the other hand, if the computed value is less than the p-value, then the difference between the observed frequency and expected frequency is considered to be significant.

TABLE 3- AGE AND SATISFACTION LEVEL OF THE RESPONDENTS

S. No	Age Group	Level of Satisfaction			No. of Respondents
		High	Medium	Low	
1	Less than 21 Years	23 (30%)	42 (55%)	11 (15%)	76 (100%)
2	21 Years	6 (14%)	28 (67%)	8 (19%)	42 (100%)

www.ijprems.com
editor@ijprems.com

INTERNATIONAL JOURNAL OF PROGRESSIVE RESEARCH IN ENGINEERING MANAGEMENT AND SCIENCE (IJPREMS)
(Int Peer Reviewed Journal)
Vol. 05, Issue 04, April 2025, pp : 3109-3119

e-ISSN : 2583-1062
Impact Factor : 7.001

3	22 Years	5 (13%)	24 (65%)	8 (22%)	37 (100%)
4	Above 22 Years	1 (14%)	4 (57%)	2 (29%)	7 (100%)
	Total	**35**	**98**	**29**	**162**

Source: Primary Data

The Table 3 shows that 30 per cent of the respondents are in the age group of less than 21 years, 14 per cent of the respondents are in the age group of 21 years, 13 per cent of the respondents are in the age group of 22 years and 14 per cent of the respondents are in the age group of above 22 years having high level of satisfaction with content and resourcefulness of EDP.

It is observed that 55 per cent of the respondents are in the age group of less than 21 years, 67 per cent of the respondents are in the age group of 21 years, 65 per cent of the respondents are in the age group of 22 years and 57 per cent of the respondents are in the age group of above 22 years having medium level of satisfaction with content and resourcefulness of EDP.

It is observed that 15 per cent of the respondents are in the age group of less than 21 years, 19 per cent of the respondents are in the age group of 21 years, 22 per cent of the respondents are in the age group of 22 years and 29 per cent of the respondents are in the age group of above 22 years having low level of satisfaction with content and resourcefulness of EDP.

Hence, it is concluded that the majority of the respondents in all the category of age show medium level of satisfaction with content and resourcefulness of EDP.

The following hypotheses are framed to study the relationship between age group of the respondents and their level of satisfaction with content and resourcefulness of EDP.

H_o: Age group of the respondents does not have any significant relationship with their level of satisfaction with content and resourcefulness of EDP.

H_a: Age group of the respondents has significant relationship with their level of satisfaction with content and resourcefulness of EDP.

In order to test the hypotheses, the chi-square test has been applied. The result of the chi-square test is shown below.

TABLE 4- AGE SATISFACTION CROSS TABULATION

			Satisfaction Level			
			High	Medium	Low	Total
Age	Less than 21 Years	Count	23	42	11	76
		Expected Count	16.4	46.0	13.6	76.0
		% within Age	30.3%	55.3%	14.5%	100.0%
		% within Satisfaction	65.7%	42.9%	37.9%	46.9%
		% of Total	14.2%	25.9%	6.8%	46.9%
	21 Years	Count	6	28	8	42
		Expected Count	9.1	25.4	7.5	42.0
		% within Age	14.3%	66.7%	19.0%	100.0%
		% within Satisfaction	17.1%	28.6%	27.6%	25.9%
		% of Total	3.7%	17.3%	4.9%	25.9%
	22 Years	Count	5	24	8	37
		Expected Count	8.0	22.4	6.6	37.0

INTERNATIONAL JOURNAL OF PROGRESSIVE RESEARCH IN ENGINEERING MANAGEMENT AND SCIENCE (IJPREMS)
(Int Peer Reviewed Journal)
Vol. 05, Issue 04, April 2025, pp : 3109-3119
e-ISSN : 2583-1062
Impact Factor : 7.001
www.ijprems.com
editor@ijprems.com

		% within Age	13.5%	64.9%	21.6%	100.0%
		% within Satisfaction	14.3%	24.5%	27.6%	22.8%
		% of Total	3.1%	14.8%	4.9%	22.8%
	Above 22 Years	Count	1	4	2	7
		Expected Count	1.5	4.2	1.3	7.0
		% within Age	14.3%	57.1%	28.6%	100.0%
		% within Satisfaction	2.9%	4.1%	6.9%	4.3%
		% of Total	.6%	2.5%	1.2%	4.3%
Total		Count	35	98	29	162
		Expected Count	35.0	98.0	29.0	162.0
		% within Age	21.6%	60.5%	17.9%	100.0%
		% within Satisfaction	100.0%	100.0%	100.0%	100.0%
		% of Total	21.6%	60.5%	17.9%	100.0%

TABLE 5

RESULT OF CHI-SQUARE TEST

				Monte Carlo Sig. (2-sided)			Monte Carlo Sig. (1-sided)		
					95% Confidence Interval			95% Confidence Interval	
	Value	df	Asymp. Sig. (2-sided)	Sig.	Lower Bound	Upper Bound	Sig.	Lower Bound	Upper Bound
Pearson Chi-Square	6.972[a]	6	.323	.333[b]	.261	.406			
Likelihood Ratio	6.965	6	.324	.414[b]	.338	.489			
Fisher's Exact Test	6.914			.290[b]	.220	.360			
Linear-by-Linear Association	4.756[c]	1	.029	.012[b]	.000	.029	.000[b]	.000	.018
N of Valid Cases	162								

a. 3 cells (25.0%) have expected count less than 5. The minimum expected count is 1.25.

b. Based on 162 sampled tables with starting seed 2000000.

c. The standardized statistic is 2.181.

- Pearson Chi-Square Value = 6.972
- Degrees of Freedom (df) = 6
- Asymptotic Sig. (p-value) = 0.323

Since the p-value (0.323) is greater than 0.05, the null hypothesis is accepted and alternative hypothesis is rejected, meaning there is no significant relationship between age and satisfaction level.

TABLE 6- GENDER AND SATISFACTION LEVEL OF THE RESPONDENTS

S. No	Gender	Level of Satisfaction			No. of Respondents
		High	Medium	Low	

www.ijprems.com
editor@ijprems.com

INTERNATIONAL JOURNAL OF PROGRESSIVE RESEARCH IN ENGINEERING MANAGEMENT AND SCIENCE (IJPREMS)
(Int Peer Reviewed Journal)
Vol. 05, Issue 04, April 2025, pp : 3109-3119

e-ISSN : 2583-1062
Impact Factor : 7.001

1	Male	17 (25%)	40 (59%)	11 (16%)	68 (100%)
2	Female	18 (19%)	58 (62%)	18 (19%)	94 (100%)
	Total	**35**	**98**	**29**	**162**

Source: Primary data

The Table 6 shows that 25 per cent of the respondents are male and 19 per cent of the respondents are female having high level of satisfaction with the content and resourcefulness of EDP.

It is observed that 59 per cent of the respondents are male and 62 per cent of the respondents are female having medium level of satisfaction with the content and resourcefulness of EDP.

It is also observed that 16 per cent of the respondents are male and 19 per cent of the respondents are female having low level of satisfaction with the content and resourcefulness of EDP.

Hence, it is concluded that the majority of the respondents in both category of gender are having medium level of satisfaction with the content and resourcefulness of EDP.

The following hypotheses are framed to study the relationship between gender and the level of satisfaction with the content and resourcefulness of EDP:

H_o: Gender of the respondents does not have any significant relationship with their satisfaction level of the content and resourcefulness of EDP.

H_a: Gender of the respondents has a significant relationship with their satisfaction level of the content and resourcefulness of EDP.

In order to test the hypotheses, the Chi-Square test has been applied. The results of the Chi-Square test are shown below.

TABLE 7- GENDER SATISFACTION LEVEL CROSS TABULATION

			Satisfaction Level			
			High	Medium	Low	Total
Gender	Male	Count	17	40	11	68
		Expected Count	14.7	41.1	12.2	68.0
		% within gender	25.0%	58.8%	16.2%	100.0%
		% within satisfaction_level	48.6 %	40.8%	37.9%	42.0%
		% of Total	10.5%	24.7%	6.8%	42.0%
	female	Count	18	58	18	94
		Expected Count	20.3	56.9	16.8	94.0
		% within gender	19.1%	61.7%	19.1%	100.0%
		% within satisfaction_level	51.4%	59.2%	62.1%	58.0%
		% of Total	11.1%	35.8%	11.1%	58.0%
Total		Count	35	98	29	162
		Expected Count	35.0	98.0	29.0	162.0
		% within gender	21.6%	60.5%	17.9%	100.0%
		% within satisfaction_level	100.0%	100.0%	100.0%	100.0%
		% of Total	21.6%	60.5%	17.9%	100.0%

INTERNATIONAL JOURNAL OF PROGRESSIVE RESEARCH IN ENGINEERING MANAGEMENT AND SCIENCE (IJPREMS)
(Int Peer Reviewed Journal)
Vol. 05, Issue 04, April 2025, pp : 3109-3119
www.ijprems.com
editor@ijprems.com
e-ISSN : 2583-1062
Impact Factor : 7.001

TABLE 8- RESULT OF CHI-SQUARE TEST

	Value	df	Asymp. Sig. (2-sided)	Monte Carlo Sig. (2-sided)			Monte Carlo Sig. (1-sided)		
				Sig.	95% Confidence Interval		Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound		Lower Bound	Upper Bound
Pearson Chi-Square	.874[a]	2	.646	.667[b]	.594	.739			
Likelihood Ratio	.869	2	.648	.667[b]	.594	.739			
Fisher's Exact Test	.887			.667[b]	.594	.739			
Linear-by-Linear Association	.775[c]	1	.379	.407[b]	.332	.483	.179[b]	.120	.238
N of Valid Cases	162								

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 12.17.

b. Based on 162 sampled tables with starting seed 92208573.

c. The standardized statistic is .881.

- Pearson Chi-Square Value = 0.874
- Degrees of Freedom (df) = 2
- Asymptotic Sig. (p-value) = 0.646

Since the p-value (0.646) is greater than 0.05, the null hypothesis is accepted and alternative hypothesis is rejected, meaning there is no significant relationship between gender and satisfaction level of content and resourcefulness of EDP.

TABLE 9- EDUCATIONAL QUALIFICATION AND SATISFACTION LEVEL OF THE RESPONDENTS

S. No	Current Level of Education	Level of Satisfaction			No. of Respondents
		High	Medium	Low	
1	Undergraduate Degree	26 (31%)	44 (52%)	14 (17%)	84 (100%)
2	Postgraduate Degree	9 (12%)	54 (69%)	15 (19%)	78 (100%)
	Total	**35**	**98**	**29**	**162**

Source: Primary Data

The Table 9 shows that 31 per cent of the respondents are pursuing undergraduate degree and 12 per cent of the respondents are pursuing postgraduate degree having high level of satisfaction with the content and resourcefulness of EDP. It is observed that 52 per cent of the respondents are pursuing undergraduate degree and 69 per cent of the respondents are pursuing postgraduate degree having medium level of satisfaction with the content and resourcefulness of EDP.

It is also observed that 17 per cent of the respondents are pursuing undergraduate degree and 19 per cent of the respondents are pursuing postgraduate degree having low level of satisfaction with the content and resourcefulness of EDP.

Hence, it is concluded that the majority of the respondents in both category of educational qualification having medium level of satisfaction with the content and resourcefulness of EDP.

The following hypotheses are framed to study the relationship between the educational qualification and the level of satisfaction:

www.ijprems.com
editor@ijprems.com

INTERNATIONAL JOURNAL OF PROGRESSIVE RESEARCH IN ENGINEERING MANAGEMENT AND SCIENCE (IJPREMS)
(Int Peer Reviewed Journal)
Vol. 05, Issue 04, April 2025, pp : 3109-3119

e-ISSN : 2583-1062
Impact Factor : 7.001

- Ho: The educational qualification of the respondents does not have any significant relationship with the level of satisfaction.
- Ha: The educational qualification of the respondents have a significant relationship with the level of satisfaction.

In order to test the hypotheses, the Chi-Square test has been applied. The results of the Chi-Square test are shown below.

TABLE 10- EDUCATIONAL QUALIFICATION SATISFACTION LEVEL CROSS TABULATION

			Satisfaction Level			
			High	Medium	Low	Total
Educational Qualification	UG	Count	26	44	14	84
		Expected Count	18.1	50.8	15.0	84.0
		% within educational Qualification	31.0%	52.4%	16.7%	100.0%
		% within satisfaction level	74.3%	44.9%	48.3%	51.9%
		% of Total	16.0%	27.2%	8.6%	51.9%
	PG	Count	9	54	15	78
		Expected Count	16.9	47.2	14.0	78.0
		% within educational Qualification	11.5%	69.2%	19.2%	100.0%
		% within satisfaction level	25.7%	55.1%	51.7%	48.1%
		% of Total	5.6%	33.3%	9.3%	48.1%
Total		Count	35	98	29	162
		Expected Count	35.0	98.0	29.0	162.0
		% within educational Qualification	21.6%	60.5%	17.9%	100.0%
		% within satisfaction level	100.0%	100.0%	100.0%	100.0%
		% of Total	21.6%	60.5%	17.9%	100.0%

TABLE 11- RESULT OF CHI-SQUARE TEST

				Monte Carlo Sig. (2-sided)			Monte Carlo Sig. (1-sided)		
					95% Confidence Interval			95% Confidence Interval	
	Value	df	Asymp. Sig. (2-sided)	Sig.	Lower Bound	Upper Bound	Sig.	Lower Bound	Upper Bound
Pearson Chi-Square	9.102[a]	2	.011	.012[b]	.000	.029			
Likelihood Ratio	9.451	2	.009	.012[b]	.000	.029			
Fisher's Exact Test	9.214			.012[b]	.000	.029			

INTERNATIONAL JOURNAL OF PROGRESSIVE RESEARCH IN ENGINEERING MANAGEMENT AND SCIENCE (IJPREMS)
(Int Peer Reviewed Journal)
Vol. 05, Issue 04, April 2025, pp : 3109-3119
www.ijprems.com
editor@ijprems.com
e-ISSN : 2583-1062
Impact Factor : 7.001

Linear-by-Linear Association	4.932[c]	1	.026	.019[b]	.000	.039	.000[b]	.000	.018
N of Valid Cases	162								
a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 13.96.									
b. Based on 162 sampled tables with starting seed 475497203.									
c. The standardized statistic is 2.221.									

- Pearson Chi-Square Value = 9.102
- Degrees of Freedom (df) = 2
- Asymptotic Sig. (p-value) = 0.011

Since the p-value (0.011) is less than 0.05, the null hypothesis is rejected and alternative hypothesis is accepted, meaning there is significant relationship between educational level and satisfaction level of content and resourcefulness of EDP.

6. CONCLUSION

The study on "Student Perception of Entrepreneurship Development Programme in College as a Platform for Entrepreneurship Skill Development" highlights the significant role of EDPs in shaping students' entrepreneurial mindset and skills. The findings reveal that while students acknowledge the importance of EDPs in fostering business knowledge, skill development, and confidence in entrepreneurship, certain challenges such as language barriers, lack of practical exposure, and limited awareness hinder their effectiveness.

To enhance the impact of EDPs, colleges should focus on practical training, mentorship programmes, industry collaborations, and digital learning methods. Additionally, efforts must be made to ensure inclusivity, financial accessibility, and hands-on experience through startup incubation centers and industrial visits. Strengthening government and private sector partnerships can further enhance funding opportunities and exposure for aspiring student entrepreneurs.

Overall, EDPs serve as a crucial foundation for entrepreneurial skill development, encouraging students to explore self-employment opportunities and innovative business ventures. With continuous improvements in programme structure, accessibility, and practical implementation, EDPs can effectively contribute to a thriving entrepreneurial ecosystem among college students.

This study underscores the need for a structured and dynamic approach to EDPs, ensuring that students gain not only theoretical knowledge but also the confidence and resources to transform their entrepreneurial ideas into successful ventures.

7. REFERENCES

[1] B Jarinaa (2024) Exploring the Impact of Rural Entrepreneurship Development in India's MSME Sector, Social Science and Human Research Bulletin 1 (1), 01-06, 2024, https://sshrb.org/index.php/sshrb/article/view/2

[2] Baumol, W. J., "Entrepreneurship: Productive, Unproductive, and Destructive," International Journal of Political Economy, 1990, 98(5).

[3] Davidsson, P., & Honig, B., "The Role of Social and Human Capital among Nascent Entrepreneurs," International Journal of Business Venturing, 2003, 18(3).

[4] G Kanagavalli (2024) Exploring the Growth of E-commerce in the Agricultural Products Sector: A Case Study of India, Recent Trends in Data Mining and Business Forecasting 5 (1), 32-39, https://matjournals.net/engineering/index.php/JTDMBF/article/view/427

[5] Krueger, N. F., Reilly, M. D., & Carsrud, A. L., "Competing Models of Entrepreneurial Intentions," Journal of Business Venturing, 2000, 15(5-6).

[6] Kuratko, D. F., "Entrepreneurial Leadership in the 21st Century," Journal of Leadership and Organizational Studies, 2007, 13(4).

[7] Lumpkin, G. T., & Dess, G. G., "Clarifying the Entrepreneurial Orientation Construct and Linking It to Performance," International Journal of Management, 1996, 21(1).

[8] SA Rani (2023), A study on CHATGPT and its User Impacts in Current Scenario, International Journal of Emerging Knowledge Studies 2 (4), 99-107, https://ijeks.com/wp-content/uploads/2023/07/IJEKS24003.pdf

[9] Sarasvathy, S. D., "Causation and Effectuation: Toward a Theoretical Shift from Economic Inevitability to Entrepreneurial Contingency," Academy of Management Review, 2001, 26(2).

[10] Shane, S., & Venkataraman, S., "The Promise of Entrepreneurship as a Field of Research," Academy of Management Review, 2000, 25(1).

[11] US Selvi, (2024) Exploring Advancements in Technology-Driven Business: A Thorough Examination and Prospective Outlook, Journal of Integrated Marketing Communications and Digital Marketing, 8-15, 2024, https://matjournals.net/engineering/index.php/JIMCDM/article/view/495

[12] Zahra, S. A., & Wright, M., "Entrepreneurship's Next Act," Academy of Management Perspectives, 2011, 25(4).

WEBSITES

[13] https://www.msde.gov.in

[14] https://www.startupindia.gov.in

[15] https://www.niesbud.nic.in

[16] https://www.ediindia.org

[17] https://ficci.in