



An Empirical Analysis of Entrepreneurship Development Program on Potential Entrepreneurs

Dr. Sarita Rana*

Abstract: *Entrepreneurship is the most fascinating component of modern day economy. Lots of training programs related to entrepreneurship emerged due to this. This paper is an attempt to determine the impact of entrepreneurship orientation on potential entrepreneurs. In particular, the study takes into account the perceived benefits before and after the particular program and maps the gap between perceived benefits and actual delivery. A sample of 50 respondents (participants) is collected for the study. The participants were engaged in an Entrepreneurship Development Program run by Indian Institute of Technology, New Delhi (India). The paper discusses parameters around which Entrepreneurship Development Program is knitted. A structure schedule is prepared and data is collected on a five-point scale in the beginning and at the end of the program. Collected data is fed to SPSS and gap between perceived and actual delivery is identified along with significance. Motivation to start a venture is also observed through structured approach. Necessary descriptive and inferential statistical tools are applied as and when needed. Results are presented through necessary graphs and tables.*

Keywords: *Entrepreneur, Entrepreneur orientation, Leadership, Training*

1. INTRODUCTION AND LITERATURE REVIEW

Fortune 500 companies have lost more than 5 million jobs, but more than 34 million new jobs have been created. Entrepreneurial activity increased from 2008 rates for both men and women (from 0.42 percent to 0.43 percent for men and from 0.24 percent to 0.25 percent for women). The Nice Côte d'Azur 2011 Entrepreneurship Barometer report finds the appetite for more targeted entrepreneurship education and training —most striking. This appetite is particularly strong in rapid-growth markets, where 80% of entrepreneurs think that students need to follow specific training to become entrepreneurs (compared with an average of 70% across the G20 nations). Revenues from Entrepreneurship Education Programs reached INR7.9 billion in 2010 and are estimated to grow at a CAGR of 13.7% to INR10.7 billion by 201226-Entrepreneurship Education in India: Trend and Factors Assessment Survey', Research and Markets, 2011

The entrepreneurial revolt has taken hold across the globe and has incontestably impacted the world of business forever. Entrepreneurship has emerged over the last two decades as arguably the most potent economic force the world has ever witnessed. With that expansion has come a similar increase in the field of entrepreneurship education. The recent growth and development in the curriculum and programs devoted to entrepreneurship and new-venture creation have been noteworthy. Entrepreneurship was considered to be an employment generation sector and recognized as an instrument for tapping latent talent and harness it. The government envisaged a promotion package and financial assistance in the form of fund and non-fund to facilitate the setting up of new units or the expansion of existing line of activities. The package consisted of incentives, subsidies, concessions, infrastructural facilities, technical and managerial guidance, etc., through a network of organizations for supporting entrepreneurship development.

The overall purpose of entrepreneurship education is to attain motives by application of knowledge and skills. Typical attitudes related to entrepreneurship include autonomy, initiative, pro-activeness, and responsibility, while skills include creative problem solving, perseverance, and response to challenges. In recent years, entrepreneur and Entrepreneurship Development Program (EDP) has become a serious matter of discussion which is primarily meant for developing those first-generation entrepreneurs who on their own account cannot become successful entrepreneurs. EDP is an effective human resource development tool. It designed to help a person in strengthening and fulfilling his entrepreneurial motive and in acquiring skills and capabilities necessary for playing his entrepreneurial role effectively.

Entrepreneurship orientation programs display proactive and innovative actions and create entrepreneurial environment opportunities. Some of the dimensions of Entrepreneurship Oriented Programs are building confidence, pro-activeness and risk-taking qualities. These dimensions are useful for potential entrepreneurs for their significant growth and business performance. EOPs help potential entrepreneur to act in a strategic orientated either in its processes, methods or decision styles which indirectly help him to attain his expected benefits.

*Assistant Professor, Department of Business Administration, Maharaja Surajmal Insitute, New Delhi, India, saritarana@msi-ggsip.org

EOPs help potential entrepreneur understand about entrepreneurial initiatives and provide link between their intentions and attitude.

Karimi, S., Biemans et.al (2012, May), have assessed the impact of entrepreneurship education oriented programs on entrepreneurial intentions of participant's next entrepreneurship courses at six Iranian universities. Results concluded that entrepreneurship oriented programs significantly influence perceived behavioral outcome in term of entrepreneurship field. However, no support was found for the effects of entrepreneurship oriented programs on attitudes toward entrepreneurship and intention. Rachel Shinnar et. al. (2009) investigated student and faculty attitudes toward entrepreneurship and entrepreneurship education programs. The authors examined students' level of interest in entrepreneurial education, perceptions of motivations and barriers to startup businesses, and occupational aspirations. Student and faculty respondents represented a variety of disciplines in and outside colleges of business. Key findings stated that interest among non-business students suggests a significant opportunity to formally expand entrepreneurship-related education beyond the business school. M. Edwin Gnanadhas (2008) has evaluated the performance of Entrepreneurial Development Programs from the stance of the banks, to study the factors influencing the attitude of the entrepreneurs towards the Entrepreneurship Development Programs. The result stated that there is no relationship between the age group of the prospective entrepreneurs and their attitude towards the training program. Also, there no relationship was found between the educational background and the level of attitude and it is proved that educational background does not influence the attitude of the respondents towards the training program. It was also concluded that the family background of the respondents influences the attitude of the respondents towards the training program.

Kristiansen, S., & Indarti, N. (2004) have stated that individuals who perceive the existence of business opportunities and other benefits (e.g., access to capital, availability of business information) are more likely to make the decision to start a new business. On the other hand, if the individuals have negative perception regarding the environment of the business, they may not decide to start their own business. Rae, D. and Woodier-Harris, N. (2012) conducted a research on exploring the effectiveness of entrepreneurship education programs in meeting the expectations of the international postgraduate students in UK. The findings indicated that entrepreneurship education can act as a great motivator to the International students from the career perspective. Also, the study suggested that entrepreneurship can be of help in assisting them to become entrepreneurs in the UK.

Autio, E., Keeley, R.H., Klofsten, M., Parker, G. and Hay, M. (2001) have empirically applied theory of planned behavior to students' entrepreneurial intentions and assessed the impacts of entrepreneurship education oriented programs on the perceived behavioral and found no support for the effects of the entrepreneurship education oriented programs on attitudes toward entrepreneurship and entrepreneurial intention. A possible explanation for this conclusion was also provided, that the students had positive attitudes towards entrepreneurship and high entrepreneurial intention at the beginning of the program and therefore there was less scope for changing their attitudes and intention. Kolvereid, L. (1996) has emphasized that in addition to personality traits, several individual difference variables have also been found to predict entrepreneurial behaviors. This paper has analyzed that those with prior experience in entrepreneurial activities, like business background have higher entrepreneurial intention compared to those with no prior experience.

2. OBJECTIVES AND SCOPE OF THE STUDY

- To identify the gap between expected and actual delivery.
- To check the significance between expected and actual delivery.
- To identify the level of motivation for entrepreneurship.

The study can prove to be useful for institutions operating in field of entrepreneurship training and development programs. Since all necessary demographics are recorded therefore study can be used to cater the particular need with respect to demographics.

3. RESEARCH METHODOLOGY

An exploratory and descriptive research design is followed to carry the research. Secondary literature is used to carry exploratory research and necessary parameters around which an Entrepreneurship Development Program revolves are identified. The parameters are organized in a structured scheduled questionnaire and responses are recorded on a five-point scale for further analysis.

All respondents were participants in and Entrepreneurship Development Program at Indian Institute of Technology New Delhi hence a convenient sample is collected due to limited time and resources.

Information through schedule technique is used to collect the data to avoid problem of low response, language barrier and partial information. Suitable coding of data is generated in spreadsheet so that it can be used in MS Excel and SPSS conveniently. After formulation of hypothesis suitable hypothesis testing statistical tools are used to test them.

The results are presented descriptively and inferentially. Contemporary and relevant charts and graphs are used for the purpose of descriptive statistics and suitable statistical methods are applied for inference.

Related to objectives following alternative hypothesis are formulated;

H₁₀: The gap between perceived and actual output of EDP is significant.

H₁₁: Age has significant impact on perceived importance of EDP parameters.

H₁₂: Educational qualification has significant impact on perceived importance of EDP parameters

H₁₃: EDP doesn't motivate participants for Entrepreneurship.

4. DATA ANALYSIS AND INTERPRETATION

Depending on the need of study the respondents are divided under certain demographics. These demographics are age, sex, education, and family background. The careful selection of demographics is made on the basis of physiological variation in perceiving Entrepreneurship development programs. As age plays an important role in perceiving any training program, with increase in variable of age the thought process becomes mature and the overall perception changes accordingly. Likewise, gender plays an important role in perceiving anything. It is a proven fact that variation in perception is significant with respect to gender. Education plays an important role in perceiving training programs of such kind. As education increases, the expectation from a training program becomes narrow or specific. Family background is another important aspect in perceiving EDP. An entrepreneur coming from a business family background will expect advanced discussions in EDP while a first-generation entrepreneur coming from a service family will expect clarity on basic business aspects from EDP. An appropriate distribution of demographics is maintained while picking respondents for the study. Following table shows the distribution of sample on demographics.

TABLE 1: (Demographic distribution of sample)

Gender	
Male	237
Female	74
	311
Education	
Under Graduate	114

Graduate	60
PG	137
	311
Age	
20 - 30	171
30 - 40	84
40 - 50	28
50 and >	28
	311
Training Attended Previous to EDP	
Yes	88
No	223
	311
Family Background	
Service	199
Business	94
Others	18
	311

Source: filed survey

In order to understand expectation of attendees from Entrepreneurship Development Programs, respondents were asked about the perceived importance of the program on eleven parameters. The formulated question, "By participating in an Entrepreneurship development program, I shall be skilled with",

- (i) Business opportunity identification
- (ii) Market research
- (iii) Knowledge -sources of finance
- (iv) Confidence Building
- (v) Management skills
- (vi) Process of starting venture
- (vii) Risk taking
- (viii) Project Report Preparation and B plan
- (ix) Network building

Above mentioned parameters are measured by two questions. First respondents' expected importance for specific parameters is measured on a five-point scale of importance mentioned below:

Least Important	Not Important	Important	Moderately Important	Most Important
1	2	3	4	5

After quantification the data is coded in spreadsheet. The workbook so produced served as a platform for MS Excel and SPSS. Two software are used for analyzing the data as and when needed. Analysis of variance, t-test, and χ^2 tests are used for analysis rigorously. While comparison of means along with variance is also used as and when needed.

Following section studies objective 1 of the study that is mentioned below;

In this section actual benefits from EDP are studied. Objective 2 of the study states, "To study actual benefits delivered", in this section we achieve this objective. Apart from studying EDP delivery meeting expectation we also study the gap between importance of perceived output and actual output. Comparison of means, comparison of variances. Paired t-test, analysis of variance is used for inferential statistics while radar diagram is used for descriptive statistics.

As the respondents select EDP program with some expectations. Often EDP's do not deliver as per expectations. Hence it became very important to analyze gap between expectation and delivery. Therefore, subsequently analyzing importance of expectations we collected responses on same parameters after completion of entrepreneurship development program. A five-point scale for meeting the expectations is used to quantify the gap for all ten parameters in following manner.

Didn't meet expectations at all	Didn't meet expectations	Met expectations	Moderately met expectations	Higher than expected
1	2	3	4	5

First the radar plot is constructed to understand the sample output with respect to expected and actual output. Following diagram is presented by rescaling the mean values so that difference between expected and actual output can be observed easily.

Expected Vs Actual Output of EDP

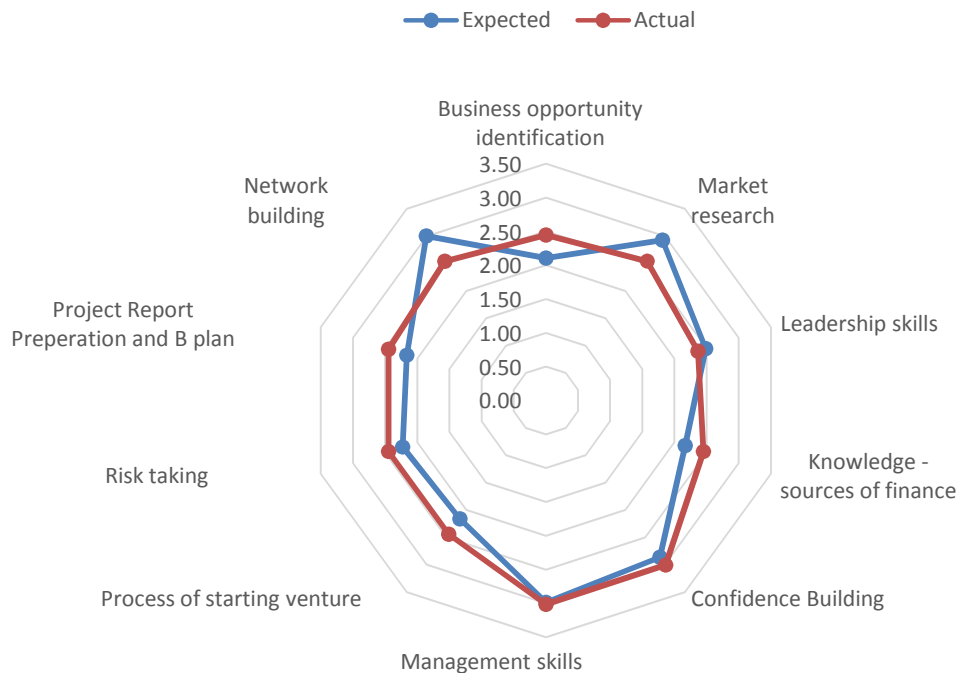


Fig. 1.

It can be observed from figure -1, that there is a huge gap between expected and actual output for marketing research enhancement and network building. This shows that people were expecting a higher output in terms of network building and market research skill enhancement but the delivery from EDP does not remain up to the mark. The delivery for enhancement of leadership skills is also little less than expected. Hence, sample output suggests that for EDP network building and market research are the areas of major concern where the delivery is less than expectation while leadership skill enhancement shall also be focused upon.

Now to generalize these results and to check whether the mismatch of expectations and delivery is just a matter of chance or statistically significant enough to believe that these areas should be worked upon we formulate and test following hypothesis by using t-test as the population standard deviation is not known.

H_{05} : There is no difference between the means of expectation from EDP for network building

H_{15} : H_{01} is not true

TABLE 12: (t-Test: Paired Two Sample for Means)

Statistics	Network Building (A)	Network Building (E)
Mean	2.5273	3.0064
Variance	1.4178	1.6709
Observations	311	311
Pearson Correlation	0.580	
Hypothesized Mean Difference	0	
Df	310	
t Stat	-7.40464	
P(T<=t) one-tail	6.25E-13	
t Critical one-tail	1.649784	
P(T<=t) two-tail	1.25E-12	
t Critical two-tail	1.967646	

From table -12, it is clear that statistically the difference between expected output from network building and actual output of network building is not significant. Hence, we do not reject null hypothesis in this case as t-stat falls within the region of acceptance on t-curve. That indicates that the difference between actual and expected output of network building is by random chance. Yet the improvements can be

made for network building as people find the actual output below expectation.

H_{06} : there is no difference between the means of expectation from EDP for market research

H_{16} : H_{00} is not true.

TABLE 13: (t-Test: Paired Two Sample for Means)

Statistics	Market research (A)	Market research (E)
Mean	2.527331	2.92926
Variance	1.391993	1.769173
Observations	311	311
Pearson Correlation	0.656966	
Hypothesized Mean Difference	0	
Df	310	
t Stat	-6.76063	
P(T<=t) one-tail	3.41E-11	
t Critical one-tail	1.649784	
P(T<=t) two-tail	6.83E-11	
t Critical two-tail	1.967646	

From table -13, it is clear that statistically the difference between expected output from market research and actual output of market research is not significant. We can observe that t-stat falls in the region of acceptance as it is between two tailed critical limits of ± 1.96 . Therefore, we do not reject null hypothesis in this case. That shows that the difference between actual and expected output of market research is a matter of chance. Still the improvements can be made for market research parameter as people find the actual output below expectation.

H_{07} : there is no difference between the means of expectation from EDP for Leadership skills

H_{17} : H_{00} is not true.

TABLE -14: (t-Test: Paired Two Sample for Means)

Statistics	Leadership skills(A)	Leadership skills (E)
Mean	2.37299	2.482315
Variance	1.118494	0.940815
Observations	311	311

Statistics	Leadership skills(A)	Leadership skills (E)
Pearson Correlation	0.758017	
Hypothesized Mean Difference	0	
Df	310	
t Stat	-2.71534	
P(T<=t) one-tail	0.003496	
t Critical one-tail	1.649784	
P(T<=t) two-tail	0.006992	
t Critical two-tail	1.967646	

From table -14, it can be observed that statistically the difference between expected output from leadership skills and actual output of market leadership skills is not significant. it can be observed that t-stat falls in the region of acceptance as it is between two tailed critical limits of ± 1.96 . Therefore, we do not reject null hypothesis in this case as well. That shows that the difference between actual and expected output of leadership skills is a matter of chance. Still the improvements can be made for leadership skill parameter as people find the actual output below expectation.

Now we find out whether there is difference amongst parameters when it comes to level of meeting expectations from actual output. In order to do that we first compile means scores along with variance. Following table shows the sample output.

TABLE 15: (Summary Statistics)

SUMMARY				
Groups	Count	Sum	Average	Variance
Business opportunity identification	311	763	2.4534	1.3906
Market research	311	786	2.5273	1.3920
Leadership skills	311	738	2.3730	1.1185
Knowledge - sources of finance	311	762	2.4502	1.3773
Confidence Building	311	936	3.0096	1.7838
Management	311	937	3.0129	1.8773

skills				
Process of starting venture	311	761	2.4469	1.3641
Risk taking	311	761	2.4469	1.3641
Project Report Preparation and B plan	311	759	2.4405	1.3505
Network building	311	786	2.5273	1.4178

From table -15 we can observe that the mean scores of meeting the expectations are different for each parameter. Confidence building and acquiring management skills seem to deliver as per expectations while the network building, leadership skills, and market research remain to be delivered below expectations.

H_{08} : All parameters meet the expectation equally on completion of EDP

Or

$H_{08}: \mu_1 = \mu_2 = \mu_3 = \mu_4 = \mu_5 = \mu_6 = \mu_7 = \mu_8 = \mu_9 = \mu_{10}$

And

$H_{18}: H_{00}$ is not true.

TABLE 16: (Analysis of variance)

ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	157.63	9	17.515	12.13302	4.88E-19	1.882896
Within Groups	4475.1	3100	1.444			
Total	4632.7	3109				

From analysis of variance, it can be observed that F-stats is above F-critical hence we reject null hypothesis that all parameters equally met the expectations. Therefore the difference of means (i.e. difference amongst meeting the level of expectations from EDP) is statistically significant. The description of mean values in table -15 clearly indicated the most met and least met expected parameters.

Next we observe whether the four demographics have an impact on expectations or not. We use F-test analysis. Following, code is set for parameters for further analysis.

Business opportunity identification	Q2A
Market research	Q2B
Leadership skills	Q2C
Knowledge -sources of finance	Q2D
Confidence Building	Q2E
Management skills	Q2F
Process of starting venture	Q2G
Risk taking	Q2H
Project Report Preparation and B plan	Q2I
Network building	Q2J

TABLE 17: (Comparison of Means with respect to Education)

Education	Under Graduate	Graduate	PG and Above
Business opportunity identification	2.46	2.57	2.40
Market research	2.66	2.52	2.43
Leadership skills	2.39	2.40	2.35
Knowledge - sources of finance	2.46	2.55	2.40
Confidence Building	3.11	2.97	2.94
Management skills	3.04	3.03	2.99
Process of starting venture	2.46	2.55	2.40
Risk taking	2.46	2.55	2.40
Project Report Preparation and B plan	2.46	2.53	2.39
Network building	2.41	2.67	2.57

In comparison of means it is observed that, confidence building and management skills highly met expectations of all three education groups. While leadership skill remains least

matching the expectations. Now we apply F-test analysis to understand whether meeting expectations for management skills and confidence building is independent of education of respondents or not.

H_{09} : Education has no impact on, mentioned parameters of expectations

H_{19} : Education has an impact on, mentioned parameters of expectations

Table 18: (Testing of hypothesis H_{09})

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Q2A	Between Groups	3.031	2	1.515	1.090	.337
	Within Groups	428.043	308	1.390		
	Total	431.074	310			
Q2B	Between Groups	9.820	2	4.910	3.586	.029
	Within Groups	421.697	308	1.369		
	Total	431.518	310			
Q2C	Between Groups	1.565	2	.782	.698	.498
	Within Groups	345.168	308	1.121		
	Total	346.733	310			
Q2D	Between Groups	3.022	2	1.511	1.098	.335
	Within Groups	423.956	308	1.376		
	Total	426.977	310			
Q2E	Between Groups	2.336	2	1.168	.653	.521
	Within Groups	550.635	308	1.788		
	Total	552.971	310			
Q2F	Between Groups	6.399	2	3.200	1.712	.182
	Within Groups	575.549	308	1.869		
	Total	581.949	310			
Q2G	Between Groups	2.840	2	1.420	1.041	.354

	Within Groups	420.035	308	1.364		
	Total	422.875	310			
Q2H	Between Groups	2.840	2	1.420	1.041	.354
	Within Groups	420.035	308	1.364		
	Total	422.875	310			
Q2I	Between Groups	2.656	2	1.328	.983	.375
	Within Groups	415.994	308	1.351		
	Total	418.650	310			
Q2J	Between Groups	.354	2	.177	.124	.883
	Within Groups	439.164	308	1.426		
	Total	439.518	310			

Source: filed survey

From table -18 it can be observed that, significance value of parameter market research is less than $\alpha=0.05$. Therefore, we conclude that education has an impact on expected delivery of EDP benefit of market research. Rest all parameters do not have significant impact of education on them the diagram shown below explains the difference of significant difference of means in expected delivery of business opportunity identification.

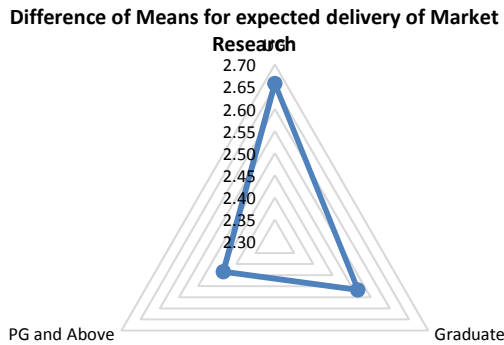


Fig. 2

It can be observed that highest agreement lies with under graduates while the least lies with PG and above level. Therefore, the people with different education background

perceive different levels of expected delivery for market research.

Now we observe the difference of means in terms of expected delivery with respect to different age group.

TABLE 19: (Comparison of means with respect to age)

Age	20 y – 30 y	30 y – 40 y	40 y – 50 y	50 and >
Business opportunity identification	2.48	2.40	2.68	2.25
Market research	2.53	2.52	2.68	2.43
Leadership skills	2.42	2.32	2.50	2.14
Knowledge -sources of finance	2.48	2.40	2.68	2.25
Confidence Building	3.01	3.01	3.07	2.93
Management skills	3.01	3.02	3.21	2.89
Process of starting venture	2.47	2.40	2.68	2.25
Risk taking	2.47	2.40	2.68	2.25
Project Report preparation and B plan	2.46	2.40	2.68	2.25
Network building	2.54	2.50	2.71	2.43

Source: filed survey

From table -19 it can be observed that confidence building and management skills highly meet the expectations for all age groups. While, delivery for leadership skill remain below expectation.

We apply F-test to measure the impact of age on expected delivery. We formulated following hypothesis for the purpose and test it.

H_{010} : Age has no impact on, mentioned parameters of expectations

H_{110} : Age has an impact on, mentioned parameters of expectations

TABLE 20: (Testing of hypothesis H_{010})

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Q2A	Between Groups	2.480	3	.827	.592	.621
	Within Groups	428.594	307	1.396		

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
	Total	431.074	310			
Q2B	Between Groups	.719	3	.240	.171	.916
	Within Groups	430.798	307	1.403		
	Total	431.518	310			
Q2C	Between Groups	.960	3	.320	.284	.837
	Within Groups	345.774	307	1.126		
	Total	346.733	310			
Q2D	Between Groups	2.418	3	.806	.583	.627
	Within Groups	424.559	307	1.383		
	Total	426.977	310			
Q2E	Between Groups	.006	3	.002	.001	1.000
	Within Groups	552.965	307	1.801		
	Total	552.971	310			
Q2F	Between Groups	1.925	3	.642	.340	.797
	Within Groups	580.024	307	1.889		
	Total	581.949	310			
Q2G	Between Groups	2.362	3	.787	.575	.632
	Within Groups	420.513	307	1.370		
	Total	422.875	310			
Q2H	Between Groups	2.362	3	.787	.575	.632
	Within Groups	420.513	307	1.370		
	Total	422.875	310			
Q2I	Between Groups	2.266	3	.755	.557	.644
	Within Groups	416.384	307	1.356		

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
	Total	418.650	310			
Q2J	Between Groups	.648	3	.216	.151	.929
	Within Groups	438.870	307	1.430		
	Total	439.518	310			

Source: field survey

From table above, it can be concluded that age doesn't have any significant on any of the parameters of expected delivery from EDP. Since all significant values are above 0.05 therefore we do not reject null hypothesis, "Age has no impact on, mentioned parameters of expectations".

Now we test whether gender has an impact on expected delivery of EDP on parameters of expected delivery or not.

TABLE 21: (Comparison of means w.r.t. gender)

Gender	Male	Female
Business opportunity identification	2.42	2.59
Market research	2.49	2.66
Leadership skills	2.33	2.52
Knowledge -sources of finance	2.42	2.57
Confidence Building	2.94	3.24
Management skills	2.94	3.28
Process of starting venture	2.41	2.57
Risk taking	2.41	2.57
Project Report Preparation and B plan	2.41	2.56
Network building	2.47	2.73

Source: field survey

For male and female participants management skills and confidence building remain the most effectively delivered parameters. For female participants the delivery of both the parameters remain higher in comparison to males.

Now we try to analyze whether delivery of expected parameters from EDP is dependent on gender or not. We apply F-test to analyze following hypothesis.

H_{011} : Gender has no impact on, mentioned parameters of expectations

H_{111} : Gender has an impact on, mentioned parameters of expectations

TABLE 22: (Testing of hypothesis H_{011})

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Q2A	Between Groups	.004	1	.004	.003	.960
	Within Groups	431.070	309	1.395		
	Total	431.074	310			
Q2B	Between Groups	.157	1	.157	.113	.737
	Within Groups	431.360	309	1.396		
	Total	431.518	310			
Q2C	Between Groups	.343	1	.343	.306	.581
	Within Groups	346.390	309	1.121		
	Total	346.733	310			
Q2D	Between Groups	.008	1	.008	.006	.938
	Within Groups	426.969	309	1.382		
	Total	426.977	310			
Q2E	Between Groups	2.677	1	2.677	1.503	.221
	Within Groups	550.294	309	1.781		
	Total	552.971	310			
Q2F	Between Groups	4.016	1	4.016	2.147	.144
	Within Groups	577.933	309	1.870		
	Total	581.949	310			
Q2G	Between Groups	.015	1	.015	.011	.916
	Within Groups	422.859	309	1.368		
	Total	422.875	310			
Q2H	Between Groups	.015	1	.015	.011	.916

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
	Within Groups	422.859	309	1.368		
	Total	422.875	310			
Q2I	Between Groups	.035	1	.035	.026	.873
	Within Groups	418.615	309	1.355		
	Total	418.650	310			
Q2J	Between Groups	1.129	1	1.129	.795	.373
	Within Groups	438.389	309	1.419		
	Total	439.518	310			

Source: field survey

From table above it can be concluded that age doesn't have any significant on any of the parameters of expected delivery from EDP. Since all significant values are above $\alpha=0.05$ therefore we do not reject null hypothesis, "Gender has no impact on, mentioned parameters of expectations".

Now we see whether family background has an impact on different parameters of expectations or not.

TABLE 23: (Comparison of means w.r.t. family background)

Family Background	Service	Business	Others
Business opportunity identification	2.43	2.48	2.61
Market research	2.48	2.49	3.33
Leadership skills	2.36	2.32	2.83
Knowledge -sources of finance	2.43	2.48	2.61
Confidence Building	3.01	2.98	3.17
Management skills	3.01	3.02	3.17
Process of starting venture	2.42	2.48	2.61
Risk taking	2.42	2.48	2.61
Project Report Preparation and B plan	2.41	2.48	2.61
Network building	2.56	2.44	2.72

Source: field survey

From table -22 it is clear that, for all three classes' confidence building and management skills are most effectively delivered parameters. Respondents who neither come from service nor from business class found these two parameters delivered highly to their expectations. Rest of the EDP parameters meet expectations moderately.

Following hypothesis is formulated and F-test is applied for testing.

H_{012} :Family background has no impact on, mentioned parameters of expectations

H_{112} :Family background has an impact on, mentioned parameters of expectations

TABLE 24: (Testing of hypothesis H_{012})

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Q2A	Between Groups	.595	2	.298	.213	.808
	Within Groups	430.479	308	1.398		
	Total	431.074	310			
Q2B	Between Groups	10.784	2	5.392	3.947	.020
	Within Groups	420.734	308	1.366		
	Total	431.518	310			
Q2C	Between Groups	3.139	2	1.569	1.407	.246
	Within Groups	343.594	308	1.116		
	Total	346.733	310			
Q2D	Between Groups	.559	2	.280	.202	.817
	Within Groups	426.418	308	1.384		
	Total	426.977	310			
Q2E	Between Groups	.139	2	.070	.039	.962
	Within Groups	552.832	308	1.795		

	Total	552.971	310			
Q2F	Between Groups	.011	2	.006	.003	.997
	Within Groups	581.937	308	1.889		
	Total	581.949	310			
Q2G	Between Groups	.527	2	.263	.192	.825
	Within Groups	422.348	308	1.371		
	Total	422.875	310			
Q2H	Between Groups	.527	2	.263	.192	.825
	Within Groups	422.348	308	1.371		
	Total	422.875	310			
Q2I	Between Groups	.472	2	.236	.174	.840
	Within Groups	418.177	308	1.358		
	Total	418.650	310			
Q2J	Between Groups	.420	2	.210	.147	.863
	Within Groups	439.098	308	1.426		
	Total	439.518	310			

Source: Filed Survey

Yet again family background impacts marketing research. The significance value for the parameter is below $\alpha = 0.05$. Hence, the difference is significant to believe that family background impacts level of expectation from marketing research. Rest of the parameters have significant values above $\alpha = 0.05$. Hence the difference of means is not significant enough to believe that family background has an impact on them.

Following diagram describes difference of means for market research.

It can be understood that for respondents coming from other backgrounds feel that delivery of marketing research is highest on their expectations while it remains lowest with the people coming from service background.

Difference of Means for expected delivery of Market Research

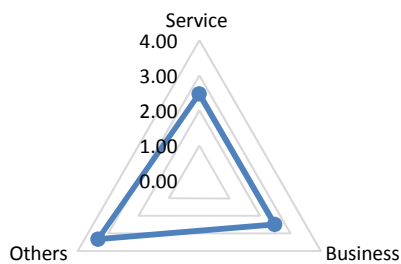


Fig. 3

5. DEFINING THE TERMS

For the purpose of the development of this paper, the following terms have been defined and accordingly they are treated in this paper.

Benefits: Benefit can be regarded as a standard for measuring achievement or success. Entrepreneur is not necessarily motivated by profit but also by other benefits like privilege, family support or good mentor and self-employment.

Perceived: It defines to become aware of something, expected or to understand. Entrepreneur perceives business success as a motivation to start up some unit by linking the base to their independence and intrinsic attitudes.

Actual: Actual means existing in fact; typically, as contrasted with what was intended, expected, or believed.

Attitude: Attitude towards behavior means the degree to which an individual has a favorable or unfavorable evaluation of the behavior. Attitude has enabled prospective entrepreneurs to see things from a different perspective. The common attitudes which are prevailing are preference for being self-employed, stability of employment, personal independence, growth and better income perspective.

Others involve taking moderate risks, assuming personal responsibility for performance, paying close attention to feedback in terms of costs and profits, and finding new or innovative ways to make a new product, or provide a new service. The growth attitude of potential entrepreneur can be linked to effect on small business growth and can be related to assess the effect on small business growth through EOPs.

Age: The attitude towards the training program can vary

according to the age of participant prospective entrepreneur.

When old entrepreneurs attend the training, they are concentrating more on the training program, because they are ready to start the industrial units for their livelihood. But the young entrepreneurs may or may not have an interest to start their units. Thus the age of the entrepreneurs has a close relationship with the attitude towards the training program

Education background: Education is said to be an important factor which influences the level of attitude towards the training. The technically qualified persons can easily cope with the training methodology compared with the others. Many people who do not possess the technical qualification don't feel much comfortable and they are not able to follow the training inputs. Therefore, educational background has been identified as one of the factors which influence the attitude towards the training.

Family background: The family background of the entrepreneurs may influence the attitude towards the training program conducted. The participants with business background want to participate in the training program with more involvement. The respondents with other family background may have less involvement than the respondents with industrial background and hence the level of attitude may be different.

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