



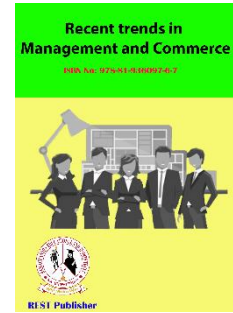
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Assessment of Entrepreneurial Education Service Quality Among Management Students in Salem District, Tamil Nadu

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Abstract: The quality of higher education is increasingly becoming an important issue as the socio-economic development of a country owes much to it. All over the country, the main aim is to increase the standard of education. Parents and government utilize a huge amount of money on educational system. India has the largest numbers of colleges as well as the largest number of management education institutes and infrastructure in the world. The objective of the study is to study the socio-economic profile of the management students and to measure the level of the entrepreneurial skills, level of satisfaction among the management students in Salem district. A survey was conducted from the target audience, students from the Management studies. 350 sample sizes were collected from 20 selected institutions both Government and Private colleges in Salem district Tamil Nadu, using stratified proportionate random sampling method. Microsoft excel 2019 and JASP (Jeffrey's Amazing Statistics Program) software was used for data Analysis. The questionnaire instrument scale is based on Likert's five-point scale. The study adopted descriptive research design. The results reveal a strong correlation between service quality dimensions (infrastructure, faculty support) and student satisfaction. Recommendations are made to enhance entrepreneurial education, focusing on improving physical infrastructure, curriculum relevance, and practical learning opportunities.

Keywords: Entrepreneurial Education, Service Quality, Student Satisfaction, Management Students, Tamil Nadu

1. INTRODUCTION

India is the fifth largest economy and one of the most exciting emerging markets in the world. 'Economics of Knowledge' would be the greatest Indian strength, which if exploited properly, could make India into one of the world's three biggest economies by 2050. India has the number one population in the world and its human capital is the most critical input in creation and exploitation of entrepreneurial opportunities. Its high quality technical institutions across the country have been producing huge number of engineers, scientists, managers and skilled personnel with competitive edge in the global markets. The critical input that would play a pivotal role in taking Indian Economy to still greater heights in the global markets would be the entrepreneurial mindset of its human resources. Entrepreneurship education focuses on the development of skills or attributes that enable the realization of opportunity, where management education is focused on the best way to operate existing hierarchies. Entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. Quality of higher education has become a point of grave concern in recent decades. Globalization, swift technological advancements, knowledge-based economies and intense competition in market put heavy responsibility on higher educational institutions to deliver quality services to satisfy customers and stakeholders for larger public interest. Moreover, the socio-economic development of a country owes much to the quality of its higher educational institutions. Ideally, higher educational institutions should respond proactively to the changing environment which ultimately enables them to transform youth into a valuable human resource to build a nation, equipped with knowledge, skills and abilities demanded in market. Evidence exists that business schools have not responded proactively to adapt to the changing environment (Butt & Rehman, 2010; Muller, Porter, & Rehder, 1988). The ultimate goal of business schools should not only be to

enable students to serve business organizations efficiently but also to instil entrepreneurial spirit that will ultimately lead them to embark upon the journey of starting a business venture, to be self-employed and to create more employment opportunities for society at large. Entrepreneurship has gained wider attention of diverse stakeholders including academia, researchers, students and economic policy makers round the globe in recent years. Entrepreneurial activity has become the best determinant of economic performance and it widely assesses the future potential of an economy. According to Schumpeterian school of thought, entrepreneurship is the engine of economic growth and entrepreneurial activity increase healthy competition in economy as the number of businesses increase, and this competition leads economy towards growth. Entrepreneurial activity is panacea for ailing under-developed economies. But why entrepreneurial activity is lower in some countries as compared to others? Research results states that entrepreneurial propensity is the factor of numerous interlinked and interlocked variables including family background, attitude toward risk, business and entrepreneurship education, prior work experience of business students, economic and cultural factors (María- Soledad Castaño, 2015) and more significantly gender. Numerous studies concluded that men are more entrepreneurial as compared to women (Kourilsky & Walstad, 1998; Sasu & Sasu, 2013; Shinnar, Hsu, & Powell, 2014).

2. OBJECTIVES OF THE STUDY

1. To study the socio-economic profile of the management students.
2. To measure the level of entrepreneurial skills, level of satisfaction among the students.

3. LITERATURE REVIEW

(Fayolle & Gailly, 2008) Entrepreneurial education is a critical tool for fostering the skills and mindset required for students to launch and manage businesses. It plays a key role in boosting economic growth and job creation. Entrepreneurial education aims to enhance students' knowledge, attitudes, and skills in entrepreneurship, thereby encouraging innovation and risk-taking abilities (Gibb, 2002) In the context of India, entrepreneurial education has gained prominence as policymakers and institutions emphasize the importance of entrepreneurship to address unemployment and foster economic growth. The National Education Policy (NEP) 2020 promotes entrepreneurship and innovation as key components of higher education, especially for management students, who are expected to become future business leaders. Studies have shown that effective entrepreneurial education requires not only theoretical knowledge but also practical experiences, such as case studies, simulations, and internships. (Gupta & Pandit, 2020) In Salem District, Tamil Nadu, various institutions offer management programs with an entrepreneurial focus. However, the quality of service delivery, particularly the relevance of the curriculum, faculty expertise, and access to resources like incubators and mentorship, plays a critical role in shaping students' entrepreneurial competencies. Entrepreneurial education service quality has been found to vary widely across institutions in Tamil Nadu, with some colleges excelling in providing real-world learning experiences while others face challenges in terms of infrastructure and faculty readiness. (Neck & Greene, 2011) One of the major challenges in entrepreneurial education is aligning the curriculum with market needs and ensuring students receive hands-on experience. Studies indicate that entrepreneurial programs often lack the practical elements required for real-world application, such as internships, collaboration with startups, and mentorship opportunities. Additionally, the availability of resources, such as state-of-the-art facilities and access to startup funding, also contributes to the overall quality of entrepreneurial education services. (Rezaei, B., Naderi, N., Jafari, H., Ojaghi, S., & Abd Alzahrah, H. O. 2015) According to the study, the largest gap was observed in the accountability. This dimension of quality focuses on showing sensitivity and alertness to the requests, questions and complaints of students. Greater gap in this dimension suggests that entrepreneurship professors and instructors are less available when needed by students. Therefore, it is recommended to improve the quality and reduce the quality gap, more attention is paid to mentioned items and generally be more customer-focused. (Jo, Y. J. 2017) This study on the influence that materiality, consensual, differentiation of Satisfaction of Entrepreneurship education. Second, entrepreneurial Satisfaction of Entrepreneurship education have an effect on the entrepreneurial intention. Third, This study on the influence consensual, differentiation has been verified to have mediating effects of entrepreneurial intention of Satisfaction of Entrepreneurship education. materiality, entrepreneurial intention of entrepreneurial education specialist utilization has no mediating effect. (Ciappei, C., Laudano, M. C., Zollo, L., & Rialti, R. (2016) Interestingly, the contextual variable expressed by the students' perception of university environment positively influences students' attitude and intent. Due to this reason, since we achieved results that can be compared with the best practices, we can assume that the model can be used for benchmarking effectiveness of entrepreneurial universities, specifically the quality of the service. Adeyemi (2017) made an attempt to understand use of the physical space in Kenneth Dike Library by the students' population, the role these spaces

are playing for learning and for related services in the university of Ibadan academic environment of available spaces. A Survey method was adopted to collect responses from users. It found that quite study space is what attracts majority respondents to Kenneth Dike Library. (Alves & Raposo, 2007) Service quality in education, particularly entrepreneurial education, is an essential factor influencing student satisfaction and outcomes. The SERVQUAL model developed by Parasuraman et al. (1988) is often used to assess service quality across dimensions such as tangibility, reliability, responsiveness, assurance, and empathy. High-quality educational services enhance students' learning experiences and overall satisfaction, which can significantly influence their entrepreneurial intentions. Ambali and others (2018) made an attempt to assess the resources and services provision for the disabled library users in University of Ilorin and Federal College of Education (Special) Oyo. The study adapted the qualitative research approach in order to carry out the investigation. The population for this study consisted of all the disabled library patrons in University of Ilorin and Federal College of Education (Special) Oyo. Three data gathering instruments consisting of questionnaires, observation and interview were used in this study. Most of the disabled library users indicated that the resources and services of the library are accessible in Federal College of Education (Special) Oyo unlike that of university of Ilorin. They also indicated that information resources and services provided in the library to them met their needs.

4. MATERIALS AND METHODS

The main purpose of the study is to assessment of entrepreneurial education service quality among management students in Salem district. Respondents of the study were the college students studying in the management students in Salem district. Around 140 questionnaires were distributed among the students and nearly 350 questionnaires were returned with all the questions filled. The final sample size for this study was 3 respondents. Structured questionnaire was used to collect data from the respondents and JASP 19.0 (Jeffrey's Amazing Statistics Program) and Microsoft excel 2019 was used for data analysis. Data for the present study was collected from the students studying in various management colleges in and around Salem districts. The demographic variables taken for this study were gender, age, stream of study, degree, year of study and their family monthly income. Assessment of entrepreneurial education service quality was assessed using 9 items about the Service quality provided by the college in the study area. Five point Likert scale ranging from 1 to 5 where 1- highly satisfied, 2- satisfied, 3- normal, 4- dissatisfied and 5- highly dissatisfied agree are the scores given for these questions. Percentage analysis was used to identify the distribution of Demographic variables of the respondents. Factor analysis was used to assess the 13 factors level.

Analysis Of Data

TABLE 1. Simple Percentage Analysis of the Respondent

S No	Particulars	Category	No. of Respondents	Percentage
1	Gender	Male	160	45.71
		Female	190	54.28
2	Age	Below 22	169	48.28
		22 to 25	119	34
		Above 25	62	17.71
3	Stream	Arts College	218	62.28
		B School	132	37.71
4	Degree	UG	184	52.57
		PG	105	30
		Research Scholar	61	17.42
5	Type of College	Government	123	35.14
		Private	173	49.42
		Aided	54	15.42
6	Year of Study	1 st Year	188	53.71
		2 nd Year	143	40.85
		Final Year	19	5.42

Source: Primary data compiled by the author

TABLE 2. Results from factor Analysis

Variables	Factor 1	Factor 2	Factor 3
Provides Physical Facilities	0.982		
The entrepreneurship curriculum meets your expectations in terms of providing practical knowledge and skills	0.876		
Continuous Entrepreneurship program provides	0.806		
Additional Entrepreneurship Course Provide	0.673		
Launching your own business or working in the entrepreneurial field	0.458		
Entrepreneurship Program Resource Person		0.843	
Interaction during the Program		0.836	
Faculty in helping you apply entrepreneurial concepts in real-world situations		0.855	
Recommend your institutions entrepreneurship program to other aspiring entrepreneurs		0.880	
Provides Entrepreneurship current updates			0.535
Entrepreneurship Program Materials			0.769
The teaching methods in Entrepreneurial Course			0.830
Overall satisfaction about the Entrepreneurship Education Service Quality			0.891

Source: Factor Analysis Interpretation.

5. RESULTS & DISCUSSION

Demographic Analysis:

The demographic data from Table 1 show that the majority of the respondents (54.28%) were female, and 48.28% of students were below the age of 22. The most prominent group of respondents came from arts colleges (62.28%), with undergraduate students making up 52.57% of the sample. A significant portion (49.42%) were studying in private colleges, and more than half (53.71%) were first-year students. This demographic overview provides insights into the respondent characteristics, indicating that the sample was diverse in terms of institution type and study year.

Factor Analysis Results:

The **factor analysis** results presented in Table 2 extracted three significant factors from the 13 variables, with Bartlett's Test of Sphericity yielding a value of 9287.38 ($df = 78$), indicating that factor analysis was appropriate for this data set.

1. Factor 1: Physical Facilities and Curriculum

This factor includes variables such as "provides physical facilities" (0.982) and "entrepreneurship curriculum meets expectations" (0.876). Students highlighted the importance of physical infrastructure (classrooms, labs, and entrepreneurship resources) in their satisfaction with entrepreneurial education. Practical, up-to-date curriculum content was also a key determinant of perceived service quality.

2. Factor 2: Faculty and Interaction

This factor was defined by items such as "faculty in helping apply entrepreneurial concepts in real-world situations" (0.855) and "interaction during the program" (0.836). The presence of knowledgeable faculty who guide students in applying theoretical knowledge to practical scenarios is critical for the students' positive assessment of entrepreneurial education.

3. Factor 3: Overall Satisfaction and Entrepreneurship Updates

The third factor includes "overall satisfaction about entrepreneurship education service quality" (0.891) and "provides entrepreneurship current updates" (0.535). This suggests that regular updates on entrepreneurship trends and personalized feedback contribute to students' overall satisfaction with the program.

Discussion:

The findings from this study indicate that the quality of physical facilities and the relevance of the curriculum are primary factors driving student satisfaction in entrepreneurial education programs in Salem District. The results align with previous studies (Fayolle & Gailly, 2008) that emphasize the need for practical and experiential learning opportunities. Additionally, faculty interaction and support are vital to ensuring that students can apply entrepreneurial concepts in real-world contexts, supporting research by Neck & Greene (2011). The relatively lower loadings on the provision of entrepreneurship updates highlight an area for improvement. Institutions should strive to keep students informed about the latest entrepreneurial trends and opportunities. Overall, the analysis indicates that while entrepreneurial education in Salem District provides students with a foundation, more emphasis is needed on updating curricula and ensuring that facilities meet contemporary educational standards. Institutions that focus on improving these aspects may see improved student satisfaction and a greater number of successful entrepreneurs emerging from their programs.

6. CONCLUSION

This study reveals that the quality of entrepreneurial education service in Salem District is influenced primarily by physical infrastructure, curriculum relevance, and faculty support. The factor analysis results show that providing high-quality physical resources and offering relevant, up-to-date curriculum content play a crucial role in shaping student satisfaction. Faculty support in applying entrepreneurial concepts to real-world situations was also identified as a critical factor contributing to overall satisfaction. Based on the findings, it is recommended that institutions invest in enhancing physical facilities and keeping the entrepreneurship curriculum aligned with industry trends. Additionally, colleges should ensure that faculty members are trained to provide practical guidance and real-world application opportunities for students. By focusing on these areas, educational institutions can enhance the quality of entrepreneurial education and better prepare students for future business ventures. The study provides a valuable framework for understanding the factors that contribute to the effectiveness of entrepreneurial education programs and highlights areas where improvements can be made to maximize student satisfaction. Further research could explore the long-term impact of service quality improvements on student entrepreneurial success.

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