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“Role of Entrepreneur Development Cell of Higher Educational Institution in Promoting Awareness among Young Women to Become Entrepreneur”

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Abstract: “Little girls with dreams become Women with vision”, being independent is a starting point of empowerment. The researchers have chosen a college for doing a case study analysis on the attitude of college girls on entrepreneurship education and the level of influence on the women empowerment. Researchers observed the availability of entrepreneurship education in women colleges in Chennai city, and found Shri Shankarlal Sundarbai Shasun Jain college for Women, for their study. In this college, they are having a separate cell called SEED (Shasun Empowerment and Entrepreneurial Development) to nurturing the habit of being an entrepreneur and to conduct many workshops, guest talks and daily stalls to develop the entrepreneurial skills among their students. They are conducting a Shasun Bazaar yearly once to motivate the budding entrepreneurs among their students. The researcher has distributed a semi-structured questionnaire to this college student and taken 10% of sample for the pilot study and with the reliability of 0.93, data collection was completed. It is identified that most of the college students were aware of the existence of SEED cell in the college before joining itself, and more than 30% of the students were interested to join in this college only because of the SEED Cell.

Key Words: Entrepreneurship Education, Women Empowerment, Women Entrepreneurs, SEED

1. INTRODUCTION

Education is an important part of everyone’s life and especially for women it is much more important in the context of self empowerment. It is a true belief that education has the power to make each one empowered. Education gives wisdom, knowledge, power, authority, and the like. Theoretical Education does not enhance empowerment whereas conceptual learning with practical exposure does facilitate way for self empowerment. The parents of this century believe that proper education and conceptual learning

shapes the children (both male & female) to look the world in a different perspective, they become more independent to decide about the career development, employment. The girl child is given the same importance as the male in the family; they not only possess the right but claim their right for proper education employment and marriage as equal to the male child. Infact, the parents, the society and the Government wish that the women are give the right education so that they are empowered to face the society and make decision for their own and get empowered. The women of today decide what that they want to become. A famous quote says that “The parents should not show their children how to be rich rather how to become rich”. It is the duty of the parents to give education to their children, especially girl children along with the lot of practical exposures. Though everything is readily available in the websites, it is very grateful to have a practical experience.

In India, Entrepreneurship education is part of Higher Education. Entrepreneurship education provides knowledge to the students about the way in which they can become an entrepreneur. Entrepreneurship Education has become part of the Collegiate Education. The Curriculum of the Universities includes entrepreneurship education and every University and College has an exclusive centre for Entrepreneurship development. The researchers have identified the college which is located in capital of Tamil Nadu and heart of the city with the entrepreneurship education cell. Shri Shankarlal Sundarbai Shasun Jain College for Women is having a separate cell called Shasun Empowerment Entrepreneurial Development (SEED) Cell. In this college there 3500 girls are studying in two shifts.

In this study the researchers has made an attempt to study the relationship between the awareness and attitude towards the SEED and their empowerment.

2. LITERATURE REVIEW

Duflo E. (2011), states that women empowerment and development are two interrelated activities which needs to be strengthened and every step need to be taken for its sustainability. There should be a commitment to keep up equality between the men and women.

Sethuraman K. (2008) explains about the various factors which creates a barrier for women empowerment. The paper further throw light on the nutritional status of the pregnant women and the mal nutrition status of the children from the rural and tribal areas. The domestic violence against the women also makes them weaker.

Rajeshwari M. Shettar (2015), critically examines the need for understanding the various challenges and the issues that the women encounters. The women of today are the victims of many social evils and women empowerment is still in illusion and not reality. In India, women are still kept with a lower status, and are less empowered than the men. In spite of many of the efforts of the Government, the society still hesitate to keep the status of the women above the men. The author states that access to quality education, better employment opportunities and a real change in the social structure can create women empowerment.

K. Lavanya Latha (2006), suggested that the hard work, self confidence, self determination, personality traits and availability of timely financial support were the important factors for success of women entrepreneurs.

Anitha and A.S. Kaxmisha (1999), have stated in their study that entrepreneurs are motivated by both pull and push factors and evidenced that entrepreneurs are no longer born but they can be made.

They suggested that in order to make the women entrepreneurship movement to be a success government and non Governmental organizations have to play a vital role. Special EDP training programmes to be conducted to educate the women entrepreneurs in backward areas on nuances in the marketing and they should be taught about the skills of salesmanship.

Sharma R.A. (1985), notices two mainstreams in entrepreneurial development of India. The entrepreneurs were more evolved from certain well known group with some industrial and mercantile backgrounds. The other stream consists of some well known caste and communities. According to him, women should develop their skills in understanding the technicalities, manufacturing process, and how to mobilize finance. The entrepreneurs should be given rigorous training programme on understanding the demand for a particular product or service.

Surti and Sarupriya (1983), analyze the psychological factors which influences the women entrepreneurs to take decisions. The study on the unmarried women, states that the stress is at a low level for the unmarried. The women in joint family experience lower stress as they have people to share and solve their problems in the family.

Dr. B. Suguna (2002) Suggests the way out for women empowerment in rural areas. The author believes that women empowerment is a concept well defined in the 1990. The women should be made to realize the need for creating power. Economic, Social and Political empowerment are to be addressed and the social empowerment in specific. The women need to be given equality in providing opportunity, recognition, respect, treatment and status as against men. According to her the though, 75% of the population are women in rural India still they are less educated and many a times they are felt ignorant when compared to urban India. Though the Government is making all his efforts to make their women empowered, still the factors like lack of literacy, skills, mobility and autonomy are yet to be addressed.

Divase Smita Suhās (2002) the study analyzes the strengths and weaknesses of various development approaches adopted for empowerment of women. The study examined the feasibility of participatory approach to development, to study the efficiency of existing development interventions and suggested new initiatives to determine the appropriate development partners in the process of empowerment of women. The study revealed that those handicraft artisan women who come under institutional fold have been empowered personally and economically than those who are functioning on their own.

Awati Shubhangi (2009) Researcher analyzed women entrepreneurs from socioeconomic point of view. She found that development of women entrepreneurs depends upon the social, educational, economic background of the women. Formal education of entrepreneurship helps to improve performance. Existing policies of the government are also supporting these women entrepreneurs to develop progressively. She also stress on problems like male dominant factor, discriminatory attitude of banks, family obligations etc. Finally she also stressed on measures for the development of women entrepreneurship like better education facilities, adequate training and skill development programmes, Government support for marketing and financial assistance etc.

Shridevi T.O. (2005) States that the demographic factors of the women, such as the age, education, type and size of family, the amount of work load in the household, the age differences of husband and wife, decision making on finance, the support of husband at home, her liberty to handle the salary play a vital role in making them empowered. It is concluded that women need to concentrate more on perceiving

empowerment than on concentrating on economically being independent. The empowerment of women necessarily facilitates healthy political, social and economic environment and development of the country.

3. OBJECTIVES

1. To understand the existence of entrepreneurship education in the selected educational institution.
2. To identify the awareness of the students on SEED cell.
3. To understand the attitude of the students about SEED cell
4. To analyze the factors influencing the students to join in SEED cell
5. To examine the relationship among the entrepreneurial education and the women empowerment

4. RESEARCH METHODOLOGY

The research is undertaken in the form of a case study. Shri. Shankarlal Sundarbai Shasun Jain College for Women, T.Nagar. Chennai-600 017, which has an exclusive centre for promoting the entrepreneurial skills among the girls. Data was collected through a semi structured questionnaire in Google forms. The link for filling the data was sent to all the students of the College. 300 questionnaires were found to be worthy of analyzing. The data collected from the students were duly edited and coded with the help of Microsoft Excel. The coded data is further analyzed for obtaining the results. The validity of the data was found to be satisfactory. Cronbach alpha was obtained to be 9.08. The Confirmatory Factor Analysis was applied and the Structural Equation Model was obtained. SPSS & AMOS was adopted for analysis. Descriptive Statistics and Summary Statistics was applied to reveal the frequency table. Confirmatory Factor Analysis (CFA) was used to confirm the items listed under each factor and Structural Equation Model (SEM) is used to find out the existence of relationship among the factors.

5. ANALYSES AND INTERPRETATION

5.1. Confirmatory Factor Analysis

CFA is found to be more apt for analyzing the relationships among psychological behaviors like attitudes, values, traits, emotional intelligence etc., CFA is run to understand the relationships and associations between the observed and unobserved variables. According to Brown,2006, CFA is always understood as analytic tool in order to develop the redefine the measurement instruments, assess the construct validity, identifying the method effects over the time and different sectors. The psychologists believe in the application of CFA for the scale development and construct validation in order to arrive at solutions to most of the psychological and sociological issues and challenges. (Brown, 2006; Russell, 2002).

CFA is considered to be one of the method to construct the structural equation model and structural analysis.(Brown, 2006; McCollum& Austin, 2000). In order to construct a SEM, the researchers evaluate whether the variables measures reflect the desired factors and then proceed. According to Thompson (2004), if the factors considered in the model is not worthy of further analysis then it does not make any sense to continue with the model. The issues in the measurement model are identified as a barrier for improvement in SEM, (Brown, 2006).

The data is analyzed through SPSS software, and the correctness and missing of the data is further evidenced. The structured data is then fed into AMOS 18, and the remaining statistical analysis is conducted. CFA is then run to validate the scales of measurement.

Table 1
CFA on Awareness, Attitude and influencing factors towards SEED Programme

<i>Variables</i>	<i>No. of Statements</i>	<i>Chi-Square Value</i>	<i>P Value</i>	<i>GFI</i>	<i>AGFI</i>	<i>CFI</i>	<i>RMR</i>	<i>RMSEA</i>	<i>Cronbach Alpha</i>
Awareness on SEED	6	2.417	0.789	0.998	0.992	1.000	0.012	0.000	0.759
Kick Start your Venture	3	1.159	0.282	0.998	0.989	1.000	0.054	0.020	0.785
Shasun Bazaar	5	1.577	0.455	0.998	0.988	1.000	0.011	0.000	0.701
Earn While Learn Programme	6	14.920	0.061	0.987	0.967	0.994	0.690	0.047	0.885
Certificate Courses	4	2.237	0.135	0.997	0.972	0.999	0.082	0.056	0.900
SEED	10	41.467	0.005	0.980	0.947	0.991	0.045	0.049	0.904
Parents/ Family Members	3	0.794	0.373	0.999	0.992	1.000	0.034	0.000	0.685
Friends / Society	10	33.563	0.029	0.983	0.955	0.995	0.096	0.041	0.937
Self Motivation	7	14.574	0.103	0.990	0.968	0.997	0.112	0.039	0.885
Educational Institutions	5	15.372	0.004	0.986	0.946	0.991	0.211	0.084	0.900
Entrepreneurial Education	7	13.382	0.099	0.991	0.967	0.995	0.018	0.041	0.864
Women Empowerment	5	10.301	0.036	0.990	0.964	0.993	0.014	0.063	0.863

Table 1 provides the summary of confirmation of the P value of the variables. The researchers has used questionnaire to collect the data from the students. The questionnaire has consisted of four parts namely demographical profile, awareness, attitude and influencing factors. Under each section the statements were listed depends on the functional areas of SEED. In order to confirm the statements (items) listed under the different factors, CFA is used and the above table represents the results.

Structural Equation Modelling (SEM): Model Fit Assessment

Structural equation modelling was used to analyse the suitability of the model based upon the collected samples. As recommended by Anderson and Gerbing (1988), measurement model to test the reliability and validity of the survey instrument was analysed first, and by using AMOS version 18 the structural model was analysed. The structural equation model (SEM) is most useful when assessing the casual relationship between variables as well as verifying the compatibility of the model used (Peter, 2011).

SEM, essentially analyzes whether the data is really a proper fit for a theoretical model. Chi-square, P Value, CFI, GFI, AGFI, and RMSEA are considered for this purpose. Table 3 shows the estimates of the model fit indices from AMOS structural modeling.

The Variables used in the Structural Equation Model are

I. Observed, Endogenous Variables

1. Kick Start your Venture Programme

2. Shasun Bazaar
3. Earn While Learn
4. Certificate Courses
5. SEED
6. Parents / Family Members
7. Friends / Society
8. Self-Motivation
9. Social Media
10. Government Policies
11. Educational Institutions
12. Entrepreneurial Education
13. Women Empowerment

II. Observed, exogenous variables

1. Awareness on SEED

III. Unobserved, Endogenous Variables

1. Attitude
2. Influence

IV. Unobserved, exogenous variables

1. e1: Error term in Kick Start your Venture Programme
2. e2: Error term in Shasun Bazaar
3. e3: Error term in Earn while Learn Programme
4. e4: Error term in Certificate Courses
5. e5: Error term in SEED
6. e6: Error term for Government Policies
7. e7: Error term for Social Media
8. e8: Error term for Self Motivation
9. e9: Error term for Friends / Society
10. e10: Error term for Parents / Family Members
11. e11: Error term for Educational Institutions
12. e12: Error term for Entrepreneurial Education
13. e13: Error term for Women Empowerment
14. e14: Error term for Attitude
15. e15: Error term for Influencing Factors

Variable counts (Group number 1)

Total Number of variables in the model	:	31
Number of variables observed	:	14
Number of variables unobserved	:	17
Number of exogenous variables	:	16
Number of endogenous variables	:	15

Table 2
Variables in the Structural Equation Model Analysis

<i>Variables</i>		<i>Unstandardised co-efficient (B)</i>	<i>S.E. of B</i>	<i>Standardised co-efficient (β)</i>	<i>t value</i>	<i>P value</i>
Attitude	← Awareness	0.368	0.040	0.441	9.157	<0.001**
Influence	← Awareness	0.400	0.032	0.554	12.580	<0.001**
Entrepreneurial Education	← Attitude	0.221	0.062	0.180	3.588	<0.001**
Entrepreneurial Education	← Influence	0.536	0.073	0.378	7.359	<0.001**
Kick Start your Venture	← Attitude	1.000	-	0.843	-	-
Shasun Bazaar	← Attitude	0.608	0.034	0.584	18.015	<0.001**
Earn While Learn	← Attitude	1.241	0.046	0.946	26.690	<0.001**
Certificate Courses	← Attitude	1.286	0.050	0.932	25.917	<0.001**
SEED	← Attitude	2.422	0.097	0.915	25.038	<0.001**
Parents / Family Members	← Influence	0.778	0.028	0.873	28.157	<0.001**
Friends / Society	← Influence	0.754	0.023	0.922	33.125	<0.001**
Self-Motivation	← Influence	1.686	0.050	0.925	33.467	<0.001**
Social Media	← Influence	0.756	0.026	0.884	29.123	<0.001**
Government Policies	← Influence	1.000	-	0.925	-	-
Educational Institutions	← Influence	1.277	0.046	0.872	28.007	<0.001**
Women Empowerment	← Entrepreneurial Education	0.797	0.044	1.034	18.035	<0.001**

Note: ** denotes significant at 1% level

Here the coefficient of **Attitude towards SEED** is 0.368. It indicates that there is a partial effect of Attitude on awareness about SEED keeping all the other variables as constant. It further represents that the student’s attitude on SEED would increase by 0.368 for every unit increase in awareness on SEED, where the coefficient value is significant at 1% level.

The coefficient of **Influencing Factors** is 0.400. It indicates the partial effect of Influencing Factors on E-Service Quality, the other variables being constant. There is a positive effect as the level of Influence tends to increase by 0.400 for every unit increase on the level of awareness on SEED. The coefficient value is significant at 1% level.

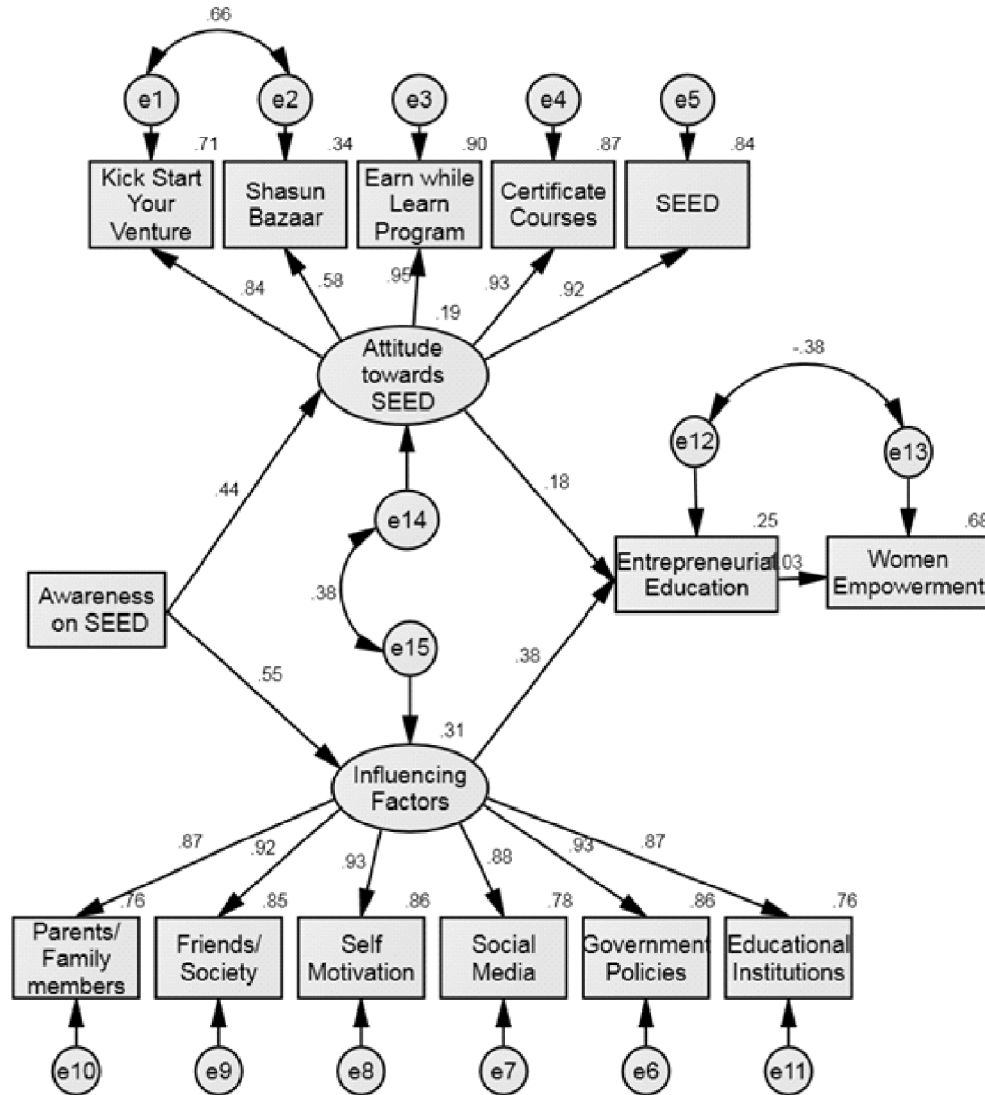


Figure 1: SEM of Entrepreneurial Education and Women Empowerment

The coefficient of **Attitude** is 0.22. It represents the partial effect of Attitude on the Entrepreneurial Education provided, keeping all the other variables as constant. This effect is concluded as positive as the Entrepreneurial Education would increase by 0.221 for every unit increase in Attitude and this coefficient value is significant at 1% level.

The coefficient of **Influence** is 0.536. It represents the partial effect of Entrepreneurial Education over all the other variables being constant. This indicates a positive effect between the Entrepreneurial Education and influence. For every unit of increase in influence, the entrepreneurial education would increase by 0.536. The coefficient value is significant at 1% level.

The coefficient of **Kick Start your Venture** is 1.000. It represents the partial effect of Attitude, holding the other variables as constant. The Attitude towards SEED would increase by 1.000 for every unit increase in the Kick start your Venture and the coefficient value is significant at 1% level.

The coefficient of **Shasun Bazaar** is 0.608 which represents the partial effect of Attitude, holding the other variables as constant. The value indicates a positive effect that Attitude towards SEED would increase by 0.608 for every unit increase in Shasun Bazaar and this coefficient value is significant at 1% level.

The coefficient of **Earn While Learn** is 1.241 which represents the partial effect of Attitude, holding the other variables as constant. The estimated positive sign implies that such effect is positive that Attitude towards SEED would increase by 1.241 for every unit increase in Earn While Learn and this coefficient value is significant at 1% level.

The coefficient of **Certificate Courses** is 1.286 which represents the partial effect of Attitude, holding the other variables as constant. The estimated positive sign implies that such effect is positive that Attitude towards SEED would increase by 1.286 for every unit increase in Certificate Courses and this coefficient value is significant at 1% level.

The coefficient of **SEED** is 2.422 which represent the partial effect of Attitude, holding the other variables as constant. The estimated positive sign implies that such effect is positive that Attitude towards SEED would increase by 2.422 for every unit increase in SEED and this coefficient value is significant at 1% level.

The coefficient of **Parents & Family Members** is 0.778, **Friends & Society** is 0.754. There is a partial effect on the influence, keeping the other variables as constant. It indicates that for every unit increase in the Parents & Family Members, Friends and Society, the Influencing factors towards Entrepreneurial Education would increase by 0.778 and 0.754 respectively. and the coefficient value is significant at 1% level.

The coefficient of **Self Motivation** is 1.686 and **Social Media** is 0.756. There is a partial effect of Influence, keeping the other variables as constant. It shows that such effect is positive and the Influencing factors towards Entrepreneurial Education would increase by 1.686 and 0.756 respectively for every unit increase in Self Motivation and Social media. This coefficient value is significant at 1% level.

The coefficient of **Government Policies** is 1.000 and **Educational Institutions** is 1.277 It represents the partial effect of Influence, holding the other variables as constant. The Influencing factors towards

Table 3
Model fit summary of Structural Equation Model

<i>Indices</i>	<i>Value</i>	<i>Suggested value</i>
Chi-square value	268.578	-
DF	72	-
Chi Square/DF	3.730	< 5.00 (Hair et al., 1998)
GFI	0.942	> 0.90 (Hu and Bentler, 1999)
AGFI	0.930	> 0.90 (Hair et al. 2006)
CFI	0.955	> 0.90 (Daire et al., 2008)
RMR	0.052	< 0.08 (Hair et al. 2006)
RMSEA	0.044	< 0.08 (Hair et al. 2006)

Entrepreneurial Education would increase by 1.000 and 1.277 respectively for every unit increase in Government Policies and Educational Institutions. This coefficient value is significant at 1% level.

The coefficient of **Women Empowerment** is 0.797. There is the partial effect of Entrepreneurial Education, leaving the other variables as constant. It implies that there is a positive effect on Women Empowerment as it would increase by 0.797 for every unit increase in Entrepreneurial Education. This coefficient value is significant at 1% level.

CONCLUSION

The above SEM model brings out the fact that high level of awareness about entrepreneurship encourages college students to develop a positive attitude and optimistic approach towards entrepreneurship. The influencing factors such as family members, friends, self motivation, Educational Institutions, Social media and Government Policies do create a greater impact on forming a positive attitude towards taking entrepreneurship as career. When these socio, economic and the demographic factors shows a green flag the attitude of the students gears up and they get charged fully and develop self motivation and esteem which in turn prepare them to get the optimum benefit of the entrepreneurial education offered. Once they are given to understand about the success stories of their seniors they automatically feel empowered. Such feeling in them takes them to the pinnacle of the ladder and the ultimate empowerment can be seen in the women of future India

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