

EVALUATING THE ROLE OF EDUCATIONAL PEDAGOGY IN THE DEVELOPMENT OF FEMALE ENTREPRENEURSHIP: AN INDIAN CONTEXT

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INTRODUCTION

Entrepreneurship is not just a course, It's a development strategy that is sustainable and competitive (Venkachelam and Waqif 2005; Scarborough and Zimmerer 2003). The reason is that entrepreneurship creates jobs and technological edge (Lena and Wong 2003). This has resulted entrepreneurship becoming an important research domain amongst academicians (Lee, Chang et al. 2005). Students realize the uncertainties of today's job market (Collins, Hannon et al. 2004) and hence universities are responding by offering entrepreneurial education as a career (Postigo and Tamborini 2002). Men and women cope up differently with external surroundings (Croson and Gneezy, 2004) However, literature is clear that there are no differences while managing enterprises (Halkias *et al.*, 2011) or how women manage social relationships between subordinates and peers (Manyak and Katono, 2010). In fact, women entrepreneurs are important for economic growth and development (Blackman, 2000) Research indicates women can be taught entrepreneurial skills, in spite of gender dissimilarities, however, such programs need only be free from stereotyping [Association of Organisations of Mediterranean Businesswomen (AFAEMME), 2013].

Through hypothesized relationships, we evaluate if pedagogical and demographic parameters influence women towards entrepreneurship. We took 200 female students studying in Lovely

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Professional University, Punjab, India as our sample. The next section discusses these propositions and hypothesis:

a) Role of Universities

Universities develop enterprise culture and activity (Roffe 1990), Entrepreneurial thinking (Bygrave 2004). Universities provide the ultimate environment for fostering entrepreneurship (Landstorm 2005). Universities around the world are offering entrepreneurship programs (Postigo and Tamborini 2002) the objective is to help students value entrepreneurial skills (Kantis, Postigo et al. 2002) and rely less on jobs. Such programs have enabled entrepreneurship to become career choice of students (Clayton 1989; Fleming 1996; Gorman, Hanlon et al. 1997) and fostered entrepreneurial culture amongst youth (Deakins, Glancey et al. 2005)

H-1: Universities foster entrepreneurial thinking amongst students

b) Curriculum and Pedagogy

Governments and universities are developing higher education programs for entrepreneurship education (Kothari & Handscombe, 2007). Creative and innovative curriculum are an important component of such programs (Robinson and Haynes 1991) and in fact this is a major challenge (Garavan and O'Conneide 1994). Researchers have proposed different core structures of such curriculum (Fiet 2000a; Fiet 2000b). While, Critical (out of box) thinking, Guest lectures, Entrepreneurship as Career has been proposed (Brown 1999) There are conventional methods proposed like: textbooks (Fiet 2002), examinations (McMullan and Cahoon 1979) Unconventional methods include: business plan (Audet 2000), Lean start up methodology (Ries, 2011; Furr & Ahlstrom, 2011; Blank, 2006).

H-2: Entrepreneurial pedagogy and curriculum promotes entrepreneurship initiative among female students

c) Individual Role models

Role models are individuals that influence career choices (Hisrich, Peters and Shaford 2005) They provide social training (Rajkonwar 2006), Successful examples, (Bygrave 2004) and business know-how (Postigo, Iacobucci et al. 2006) Literature included educators, Boyle 2007 and friends (Dillard and Campbell 1981) as important role models. Teachers provide “know-

how” (Bligh 1998), inspire (Hannon 2005) Friends provide capital (Schaper and Volery 2004) and influence the decision to become an entrepreneur (Sergeant and Crawford 2001).

H-3: Teachers and friends promote entrepreneurial inclination amongst female students

RESEARCH METHODOLOGY

A self administered questionnaire was circulated among female university students of lovely professional university .The scale used in the questionnaire was a 5-point Likert scale (With 1=strongly disagree 2=Disagree 3=Neutral 4=Agree 5= strongly agree). 213 questionnaires were circulated and 200 questionnaires after screening were found complete and useable yielding a response rate of 93.8%. Descriptive analysis,a principle axis /factor and hierarchal multiple regression was performed to examine hypothesis.

Reliability coefficient of 0.50 is criteria for acceptability .For factor analysis factor >0.5 will be chosen. 145 respondents were of the age group 20-25 years old and 55 were of the age group 26-30.As for as the work experience 163 had no prior experience 37 females had a work experience of more than 6 months to 1 year .

Descriptive analysis was done. Besides, Correlation analysis was employed to understand the relationship between the variables. For Pearson’s correlation coefficient test, Rule of Thumb (Hair et al., 2007) was used as below in Table 3;

Table No. 3: Rules of thumb about correlation coefficient

Coefficient Range	Strength of Association
± 0.91 to 1.00	Very Strong
± 0.71 to 0.90	High
± 0.41 to 0.70	Moderate
± 0.21 to 0.40	Small but definite relationship
± 0.00 to 0.20	Slight, Almost negligible

FACTOR ANALYSIS

Factor analysis was used to regroup or reduce following constructs:

- 1) Universities foster entrepreneurial thinking amongst students

- 2) Entrepreneurial pedagogy and curriculum promotes entrepreneurship initiative among female students
- 3) Teachers and friends promote entrepreneurial inclination amongst female students

Variables Loadings

University Role (Cronbach's $\alpha=0.79$)

1) University is an ideal place to learn about entrepreneurship	0.583
2) Entrepreneurship programmes helps students start a business	0.670
3) Business related information is included in curriculum and pedagogy	0.713
4) Entrepreneurship ventures are promoted	0.672
7) University provides resources to female entrepreneurs	0.661
8) Entrepreneurship should be made compulsory	0.689
9) Adequate entrepreneurial guest lectures are conducted	0.510

PEDAGOGY AND CURRICULUM (Cronbach's $\alpha=0.77$)

1) Our courses develop entrepreneurial know-how	0.572
2) Courses help deal ambiguity and change in the real world	0.514
3) Courses promote learning by doing.	0.531
4) Courses have motivated me to be an entrepreneur	0.542
5) Courses have enhanced my business know-how	0.657
6) Teachers are very competent to teach entrepreneurship	0.578
7) Teachers link courses to real life business situations.	0.514
8) Teachers use case studies and simulation to develop interest	0.543
9) It helped me develop entrepreneurial skills	0.532
10) I developed problem solving skills	0.511
11) Developed leadership skills	0.501
14) Helped develop my networking portfolio	0.313
15) I want to take risks.	0.564
16) Boys are more capable of entrepreneurial activities.	0.428

ROLE MODEL (Cronbach's $\alpha=0.75$)

1)My closest friends think I should become an entrepreneur	0.514
2)My friends are source of business ideas	0.511
3)Teachers are source of business ideas	0.612
4)Teachers inspire me to become an entrepreneur	0.579
5)It is important for me what my teachers think about my career decisions	0.671
6)It is important what my friends think about my career decisions	0.658

As evident from the data above, Cronbach's alpha for all dimensions is $> .70$; therefore, the data is reliable for further statistical analysis.

The means, standard deviations, and inter-correlations of the variables are presented in Table-3.

The results reveal that a significantly positive correlation exists between the variables.

Table-3: Descriptive statistics and correlations

Construct	Mean	S.D	URPCRM
UR	3.02	1.01	-
PC	3.65	0.99	0.77
RM	3.31	1.16	0.81

(Note: UR=University Role, PC=Pedagogy and Curriculum, RM=Role Model.All the correlation values above are significant at 0.01 level, N=100)

As clear from the data above, all the correlation values range between 0.71 to 0.79, thereby, signifying a higher level of association.

Table-4: Regression results

Multiple R	0.87522
R Square	0.411
Adjusted R Square	0.530
Standard Error	0.267
Observations	145

The results above imply that all the relationships under study have a significantly positive relationship with each other and, therefore, all the hypotheses are supported.

DISCUSSION:

This study hypothesized that there is a relationship between Universities role in promoting entrepreneurship and actual entrepreneurial orientation among students. The results of the analysis provide empirical support for the hypothesis and to previous findings (Edwards and Muir 2005; Postigo, Iacobucci et al. 2006). Universities therefore need to be proactive participants in promoting and inculcating entrepreneurial culture and thinking among female students.

We also proposed that Curriculum and pedagogy plays a very important role in empowering students to shift to entrepreneurship .This positively concurs with previous findings (Souitaris, Zerbinati, & Al-Laham 2007) Our results demonstrate that previous work experience motivates women towards entrepreneurship. Universities would do well therefore, if they promote industrial tie-ups and exchange programs where female students get hands on experience in the actual business environment and they can develop networking skills (Ghazali, Ghosh, & Tay 1995). Our Empirical results showed that female students did not develop networking skills because of the hypothesized factors: curriculum, university Culture, teachers and friends. A lack of networking skills may demotivate female students from entrepreneurship. Networking can enhance women entrepreneurship (Ahmad and Naimat, 2010) and women generally have lesser networks (Kelley *et al.* (2011). Therefore, Universities need to promote networking skills amongst females so they are more confident in competing with their male counterparts and can better comprehend business know-how. We also highlighted that

teachers and friends have a positive impact on entrepreneurial mindset among female students. This concurs consistently with previous findings (Edwards and Muir 2005) especially about the important role teachers have in promoting entrepreneurship. Creative teachers, therefore, would be an asset for universities.

CONCLUSION:

Entrepreneurial skills provide competitive edge and self reliance, in an age where, job markets are usually turbulent. The stastically verified variables here highlight that entrepreneurship is a two-way process: Firstly, universities, need to promote a start-up culture through updated curriculum as well as recruitment process. Faculty with entrepreneurial skills can provide female students with much needed industrial networking, which generally they do not develop. On the other hand, Women student's proactive participation can up skill them better to modern entrepreneurial markets. This research can be useful in the Indian environment settings and add new dimensions to educational policies, female empowerment and entrepreneurship studies throughout the country.

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