Indian Journal of Adult Education 82 (2); 2021, 75-85
https://www.iaea-india.in DOI: 10.5958/0019-5006.2021.00019.X
ISSN 0019-5006

Impact of Entrepreneurship Education in Promoting Entrepreneurial Aptitude - Perceptions of *SPMVV* Women Students

• D. Uma Devi[1] •M. Sucharitha[2] •N. Ashwini[3]

Abstract

Entrepreneurship has gained momentum in the 21st Century as it cannot only reduce unemployment but also promote productivity thereby boosting the economy of the country. Hence, many of the higher educational institutions have introduced entrepreneurship education as one of the optional or core papers in their curriculum in various disciplines. Entrepreneurship education would not only provide theoretical knowledge but also enable the students in establishing the entrepreneurship mindset through developing entrepreneurial skills, behaviours, attitudes and further train them with entrepreneurial abilities. It also supports in starting their own business ventures or engaging in entrepreneurship activities. The results of the studies have shown that entrepreneurship education in higher learning institutions has positive perceptions on the students towards the said education. *Padmavati Mahila Visvavidyalaya (SPMVV)* is in the forefront for introducing entrepreneurship education as one of the subjects in its curriculum for all disciplines with different approaches in teaching and the evaluation method. Since there are so many benefits of entrepreneurship education, this university is not satisfied with its current performance. There is a perceived need to improve the curriculum from time to time. In the light of the above, an attempt has been made in this study to assess the perception of the *SPMVV* students towards entrepreneurship education and its impact on promotion of entrepreneurial aptitude. The results were presented in two sections viz., socio-economic and demographic profile of the sample and perception of the students towards entrepreneurship education.

Keywords: *entrepreneurship, education, entrepreneurial skills, abilities, productivity, economy*

[1]**Reader**, Centre for Women's Studies, Padmavati Mahila Visvavidyalaya, Tirupati, Andhra Pradesh – 517 502. ✉umadevi_doddapaneni@yahoo.co.in
[2]**Professional Assistant**, Centre for Women's Studies, Padmavati Mahila Visvavidyalaya, Tirupati, Andhra Pradesh – 517 502
[3]**PG Student of the Economics**, Department of Women's Studies, Padmavati Mahila Visvavidyalaya, Tirupati, Andhra Pradesh – 517 502

Entrepreneurship is one of the main factors to improve the economic development of a country as it creates wealth for the entrepreneurs. The ability to create job(s), reduce unemployment and create economic boom are among the main reasons why many countries are fostering and realizing the importance of entrepreneurship education (*Importance of Entrepreneurship Education*, 2004). The creation of new business ventures by the entrepreneurs generates new job opportunities, helps to stimulate the economy and drive for new enterprises of the country. McMullan (1988) emphasized the importance of entrepreneurship education to economic development and viewed it as one of the important elements of community support infrastructure (cited by Lekoko, 2012 from McMullan, 1988). The Global Entrepreneurship Monitor (GEM) found that most of the entrepreneurs began their career in entrepreneurship because they were left out and unemployed during the global recession (Bosma and Levie, 2010). Furthermore, many early entrepreneurs felt that there are many opportunities to start their business during the recession.

But the reality is that, many of the start-ups were closed due to the lack of entrepreneurial knowledge, skills and attitudes that are required to prosper in business. Many entrepreneurs face challenges not because of lack of opportunities and resources, but because of lack of required skills and business sense. Entrepreneurship education is, therefore, identified as an effective instrument to prepare university graduates to be successful in their career when they set up a new business venture or small/medium enterprise (SME). Innovation is one of the most important elements to acquire, when students learn about entrepreneurship education. Innovation will support them to stand out from other competitors with new and unique ideas and set up an SME successfully. In many industrial countries, some studies show that the SMEs play an important role in contribution to the economic and social life, apart from making a contribution to increase GDP and create jobs in those countries.

Keeping the above in view, *Padmavati Mahila Visvavidyalaya*, Tirupati has started a core paper on entrepreneurship education as an external optional for all the disciplines. The course is designed with both theory and practical aspects for the students. Further, students will be trained in such a way that they would be involved from production to marketing of the goods within and outside the campus. Though the course of entrepreneurship education in this University started a few years back, the teaching and assessment methods are yet to come up to the students' expectations. Since there are many benefits of entrepreneurship education, this University would not be content with the current performance and shall keep on improving the course content, both practically and theoretically. Apart from it, the University has established an incubation centre for the prospective women

entrepreneurs and started awareness and training programmes for infusing the entrepreneurial skills among different categories of women. In the light of the above, an attempt has been made in the present study to assess the perception of the students studying in the said University towards entrepreneurship education and its impact on the promotion of entrepreneurial aptitude among women. The objectives of the study are as follows:

Objectives of the Study

1. To identify the socio-economic profile of the *SPMVV* Students who responded to the study;
2. To assess the attitude of *SPMVV* students towards entrepreneurship education;
3. To find out the utility of the course as perceived by the *SPMVV* students;
4. To identify the nature of the problems faced by the students during the course;
5. To delineate the strategies to overcome the problems of the students during the course and promote entrepreneurship education;
6. To identify the impact of entrepreneurship education on promoting entrepreneurship aptitude among the women as perceived by the *SPMVV* students; and
7. To identify the strategies for better implementation of entrepreneurship education programmes at higher education institutions.

Tool Used for the Study

Keeping in view the advantages of the questionnaire, it has been constructed and administered on the study sample. The responses obtained from them have been collected and recorded verbatim. The responses of the sample are both qualitative and quantitative in nature.

Locale of the Study

Tirupati town is now internationally and nationally acknowledged as an important pilgrim centre, as also an educational hub in the Rayalaseema Region of Andhra Pradesh State. It has more than 8 Universities. *SPMVV* is the only Women's University for the two Telugu speaking States viz., Andhra Pradesh and Telangana wherein about 4000 students are pursuing their graduation and post-graduation courses.

As the study intends to collect the perception of the women students from the

University, it was decided to select the students who opted for entrepreneurship education. Hence the locale of the study is *SPMVV*.

Sampling

As the study is intended to collect the desired information from *SPMVV* students, the universe of the sample comprises of 300 students who opted the 'Entrepreneurship Education' paper as their elective paper. For the purpose of the present study, 27 students each from Arts, Science and Management were chosen as sample of the study by using simple random sampling technique.

Statistical Technique Used for the Study

The study being explorative in nature, simple percentiles were calculated for analysis of the data collected from the women students.

Findings of the Study

Entrepreneurship education aims to provide not only theoretical knowledge but also intends to assist the students to mould and equip themselves with entrepreneurial skills, behaviour, attitude, and further to train them with entrepreneurial abilities for starting their own business ventures or engaging in entrepreneurship activities. As the aim of the study is to assess the perception of the *SPMVV* students towards entrepreneurship education and its impact on the promotion of entrepreneurial aptitude, the results were presented in two sections viz., section I deals with the socio-economic and demographic profile of the sample and section II deals with the perception of the students towards entrepreneurship education and its impact on promoting entrepreneurial aptitude.

Section - I
Profile of the Sample

The characteristics of the sample show that more than half of the sample girls are less than twenty two years of age and less than half of them belong to more than twenty two years of age. The course-wise details show that, approximately an equal number of girls have been chosen purposefully as sample of the study. The caste-wise distribution of the sample shows that nearly one third of the sample is from backward class followed by scheduled caste, forward castes and scheduled tribes. The marital status of the girls shows that only ten percent are married and ninety percent are unmarried and the same trend prevails in the case of family structure. Only five percent belongs to joint families and ninety five percent belongs to nuclear

families. The place of residence of the girls shows that more than one third belongs to urban areas followed by rural and semi-urban areas. The family occupation of the sample girls shows that an equal number of girls are from agriculture and job holders' families followed by labour and business families. The family income of the sample girls reveals that about forty four percent of the sample girls is from less than Rs. 50,000/- per annum income group followed by Rs. 50001/- to 75000/ -, Rs 75001/- to 100000/- and more than one lakh rupees per annum.

Table 1
Characteristics of the sample

S. No	Variable	Group	N	%
1	Age	Less than 22 years	48	59.26
		More than 22 years	33	40.74
2	Course	Arts	27	33.33
		Professional	27	33.33
		Science	27	33.33
3	Caste	OC	19	23.46
		BC	26	32.10
		SC	23	28.39
		ST	13	15.48
4	Marital status	Married	7	8.64
		Unmarried	74	91.36
5	Type of family	Joint	6	7.41
		Nuclear	75	92.59
6	Place of living	Rural	30	37.04
		Semi urban	22	27.16
		Urban	29	36.80
7	Family occupation	Agriculture	27	33.33
		Business	11	13.58
		Labour	16	19.75
		Employee	27	33.33
8	Family income	Less than Rs. 50000	35	43.21
		50001 - 75000	19	23.46
		75001 - 100000	15	18.52
		More than 100001	12	14.81

Section – II
Perception of the students towards impact of entrepreneurship education in promoting the entrepreneurial aptitude

An enquiry has been made to identify the perception of the *SPMVV* women students towards the impact of entrepreneurship education in promoting entrepreneurial aptitude among the women entrepreneurs as presented below. The students were asked to provide information about the incorporation of entrepreneurship as one of the core papers in their curriculum and its importance. The responses obtained from them have been pooled together and presented in the

following table. It is clear that majority of the girls have entrepreneurship education as one of the core papers in their curriculum. With regard to their opinion towards importance of entrepreneurship education, about eighty nine percent accepted that it should be incorporated. The reasons attributed for incorporation of entrepreneurship education in the curriculum are: (a) it inculcates innovative ideas for starting an enterprise; (b) it could help them to become job providers and just not job aspirants; (c) to inculcate entrepreneurial aptitude among the women; and (d) provide ideas about entrepreneurship and reduce the unemployment problem.

Table 2
Entrepreneurship Education in the curriculum and its necessity

S. No	Variable	Group	N	%
1	Having EE in curriculum	Yes	81	100.00
		No	0	0.00
2	Necessity of EE in curriculum	Yes	72	88.89
		No	9	11.11
3	Reasons for its necessity	Inculcate innovative ideas	71	87.65
		Provides idea about the EDP	21	25.93
		It could help them to become job providers	59	72.84
		Lessen the unemployment	20	24.69
		To inculcate entrepreneurial aptitude	35	43.21

Utility of entrepreneurship education

Table 3
Utility of Entrepreneurial Education

S. No	Variable	Group	N	%
1	Utility of EE	Yes	81	100.00
		No	0	0.00
2	How EE is useful?	Supports women	64	79.01
		Creates employment	57	70.37
		Women can live independently if they opt for it as their career	71	87.65

With regard to the utility of the entrepreneurship education in the curriculum, all the students accepted that it is useful. In a further probe about how it is useful, they were of the view that it will help the women to live independently if they opt for entrepreneurship as their career; it will support women and create self-employment.

Problems of the girls in understanding the course content

The girls were asked whether they have any problem in understanding the course

content. The given answers were pooled and presented in the following table.

Table 4
Problems of the girls in understanding the course content

S. No	Variable		Group	N	%
1	Problems in understanding the course content		Yes	69	85.19
			No	12	14.81
2	Problems	Course related	Curriculum is too tough	43	62.32
			Shortage of time	22	31.88
		Psychological	Fear of syllabus	27	39.13
			Fear of practicals and hectic schedule	16	23.19
		Others	All the content of the course is science related aspects	21	30.43

From the above table, it is clear that eighty five percent of the girls are facing problems in understanding the course content. After a further probe with regard to the problems, they informed that their problems are related to psychological fear, course related and others. The course related problems are: (a) curriculum is too tough: and (b) shortage of time available for completing the course. The psychological problems are fear of syllabus, practical assignments and the hectic schedule. Another problem is inability to understand the course content areas when the content is related to science which is difficult to understand by the non-science students.

Strategies adopted to overcome the problems in understanding the course content

Majority of the girls i.e., more than three fourth of the girls informed that they work hard to overcome their problem in understanding the course content followed by encouragement and extra effort of the teachers, encouragement from the family members and consultation with the experts in the field.

Table 5
Steps taken by the sample for overcoming the problems

S. No	Steps taken to overcome the problems	N =69	%
1	Worked hard	51	73.91
2	Encouraged by the elders at family	36	52.17
3	Encouraged by the teachers	23	33.33
4	Consulted experts in the field	18	26.09

After a further probe about how many of their classmates want to become entrepreneurs, it was revealed that majority of the students did not respond to this query. About twenty percent opined that one quarter of their classmates want to become entrepreneurs.

Table 6
Steps taken by the sample for overcoming the problems

S. No	Number of students wants to become entrepreneurs	N =69	%
1	25 percent of the classmates	16	19.75
2	Not answered	54	66.67

Suggestions for the promotion of entrepreneurship education as perceived by the students

The girls were further asked to suggest strategies for the promotion of entrepreneurship education in the higher educational institutions. The suggestions provided by them were pooled and presented in the following table. Majority of the girls suggested incorporation of the entrepreneurship education as one of the core subjects for all the disciplines to promote aptitude among the students to make it their future profession, followed by the incorporation of the practical training along with the theory, field exposure to be provided. Along with this, internships should be promoted and non-science components of entrepreneurship should also be incorporated along with the science subjects. Further, the present curriculum is designed only with the science subjects, which becomes difficult to understand.

Table 7
Suggestion for the promotion of entrepreneurship education

S. No	Suggestion	N	%
1	It should be incorporated as one of the subjects	71	87.65
2	Practical training should be provided	63	77.78
3	Field exposure should be incorporated	55	67.90
4	Internships need to be organized to train the students	55	67.90
5	Curriculum should be incorporated with the non-science components also	32	39.51

What the Study Suggests?

From the above findings, the following suggestions are made for the improvement of entrepreneurship education:

1. Universities need to take steps to incorporate entrepreneurship content in their syllabus so as to promote aptitude among the students to opt for it as an occupation;
2. UGC should also encourage higher educational institutions with the schemes to incorporate entrepreneurship education in the curriculum;
3. The programme should be designed with both theoretical and practical aspects;

4. There should be collaboration between the industry and institutions, for promotion of entrepreneurship education with a provision of internship as part of the curriculum.

References

Abduh, M. (2012). A Case Study of Bengkulu University. An Evaluation of the Entrepreneurship Education in Indonesia, 871-882. Retrieved from http://www.ijoi-online.org/attachments/article/30/FINAL%20ISSUE%20VOL %204%20NUM %204%20SPRING%202012.pdf.

Accelerating Campus Entrepreneurship Initiative Development Committee. (2009). Entrepreneurship Education in Ireland. National Council for Graduate Entrepreneurship. Retrieved from http://www.cit.ie/contentfiles/File/entrepreneurship%20education% 20in%20ireland%20 research%20report2 .pdf?uid=1272470117769.

Adcroft, A., Dhaliwal, S., and Willis, R. (2005). Insatiable demand or academic supply: the intellectual context of entrepreneurship education. European Business Review, 17(6), 518-531. Retrieved from http://epubs.surrey.ac.uk/146743/3/1%20Insatiable%20 Demand%20-%20European%20Business%20Review%20Author.pdf.

Bosma, N., and Levie, J. (2010). *2009 Executive Report*. Global Entrepreneurship Research Association (GERA). Retrieved from http://www.gemconsortium.org/docs/download/666

Chan, E. S. (2005). Entrepreneurship education in Australia–A Preliminary Study. *Journal of Asia Entrepreneurship and Sustainbility*, 16. Retrieved from http://www.asia entrepreneurshipjournal.com/vol1issueII/chan.pdf.

Chaudhary, C. M. (1991). *Research Methodology*. Jaipur: R B S A Publishers.

Cheng, M. Y., Chan, W. S., and Mahmood, A. (2009). The effectiveness of entrepreneurship education in Malaysia. *Education + Training, 51*(7), 555-566. http://dx.doi.org/10.1108/ 00400910910992754.

Felder, R. M., and Brent, R. (2005). Understanding Student Different. *Journal of Engineering Education*, 57-72. Retrieved from http://files.eric.ed.gov/fulltext/ED244959.pdf.

Garavan, T. N., and O'Cinneide, B. (1994). Entrepreneurship education and Training Programmes: A Review and Evaluation Part 1. *Journal of European Industrial Training, 18*(8), 309-590. Retrieved from http://www.emeraldinsight.com/doi/abs/10.1108/ 03090599410068024.

Gartner, W. B. (1985). A Conceptual Framework for Describing the Phenomenon of New Venture Creation. *The Academy of Management Review*, 696-706. http://dx.doi.org/ 10.5465/AMR.1985.4279094.

Gibb, A. (1993). The Enterprise Culture and Education: Understanding Enterprise Education and its Links with Small Business Entrepreneurship and Wider Education Goals. *International Small Business Management, 11*(3). http://dx.doi.org/10.1177/ 02662426930110030.

Gorman, G., Hanlon, D., and King, W. (1997). Some research perspectives on entrepreneurship education, enterprise education and education for small business management: A ten-year literature review. *International Small Business Journal*, 56-78. Retrieved from http:/ /mgmt.iisc.ernet.in/~piyer/Entrepreneurship_Management/ Some%20Research%20

Perspectives%20On%20Entrepreneurship%20Education%201997%20v15(3)%20p56.pdf

Hisrich, R. D., Michael, P. P., and Shephard, D. A. (2005). *Entrepreneurship*. New York: McGraw-Hill Irwin.

Importance of Entrepreneurship Education. (2004). *National Content Standards*. Retrieved from http://www.entre-ed.org/Standards_Toolkit/importance.htm.

Jones, C., and English, J. (2004). A contemporary approach to entrepreneurship. *Education*and*Training, 46*(89), 416-423. Retrieved from http://www.emeraldinsight.com/doi/abs/10.1108/00400910410569533.

Katz, J. (2003). The Chronology and Intellectual Trajectory of American Entrepreneurship Education 1876-1999. *Journal of Business Venturing, 18*(2), 283-300. Retrieved from http://olim.org/wiki/uploads/Articles/Katz2003HistoryEntrepreneurshipEducation.pdf.

Kirby, D. A. (2002). Didactical and entrepreneurial models of learning. *National Council for Small Business* (p.24). San Juan. Retrieved from http://www.yedac.eu/media/2765/YEDAC-Entrepreneurial-education-Joint-article-1-.pdf.

Klein, P. G. (2006). Can Entrepreneurship be Taught? *Journal of Agricultural and Applied Economics*. Retrieved from https://mospace.library.umsystem.edu/xmlui/bitstream/handle/10355/137/Can%20Entrepreneurship%20be%20Taught.pdf?sequence=1.

Kuratko, D. F. (2004). *Entrepreneurship education in the 21st Century: From Legitimization to Leadership*. USASBE National Conference (p. 16). Muncie. Retrieved from http://faculty.bus.olemiss.edu/dhawley/PMBA622%20SP07/Sloan/L3_M11_ Entre_ Education.pdf.

Kuratko, D. F. (2005). The Emergence of Entrepreneurship Education: Development, Trends. and Challenges. *Entrepreneurship: Theory and Practice, 29*, 577-597. Retrieved from https://entrepreneurship.okstate.edu/files/The_Emergence_of_Entrepreneurship_Education_Development_Trends_and_Challenges.pdf.

Lekoko, M., Rankhumise, E. M., and Ras, P. (2012). The effectiveness of entrepreneurship education: What matter most? *African Journal of Business Management, 6*(51), 12023-12033. Retrieved from http://www.academicjournals.org/article/article 1380814071_ Lekoko%20et%20al.pdf.

Lewin, P. (2002). Entrepreneurship and the Defense of Capitalism: An Examination of the Work of Israel Kirzner. *Journal des Economistes et des Etudes Humaines, 12*(2), Article 2. http://dx.doi.org/10.2202/1145-6396.1057.

Lybaert, N. (1998). The Information Use in a SME: Its Importance and Some Elements of Influence. *Small Business Economics, 10*, 171-191. http://dx.doi.org/10.1023/A:1007967721235.

Ma, H., and Tan, J. (2006). Key Components and implications of entrepreneurship: A 4-P framework. *Journal of Business Venturing, 21*, 704-725. Retrieved from http://www.sciencedirect.com/science/article/pii/S0883902605000522.

Makip, M. R. (2012). SME Development in Malaysia. *MIA Conference 2012–Merger* and *Affiliation Seminar* (p.29). Kuala Lumpur: SME Corporation Malaysia. Retrieved from http://www.mia.org.my/at/at/2012/10/05.pdfMcNabb, D. E. (2008). *Research Methods in Public Administration and Nonprofit Management*. New York: M.E.Sharpe.Praag, C. M. (1999). Some Classic Views on Entrepreneurship. *De Economist, 147*(3), 311-335.http://dx.doi.org/10.1023/A:1003749128457.

Solomon, G. (2007). An examination of entrepreneurship education in United States. *Journal of Small Business and Enterprise Development, 14*(2), 168-182. http://dx.doi.org/10.1108/14626000710746637.

Souitaris, V., Zerbinati, S., and Al-Laham, A. (2007). Do entrepreneurship programmes raise entrepreneurial intention of science and engineering student? The effect of learning, inspiration and resources. *Journal of Business Venturing, 22*, 566-591. Retrieved from http://www.researchgate.net/profile/Vangelis_Souitaris/publication/4968103_Do_entrepreneurship_programmes_raise_entrepreneurial_intention_of_science_and_engineering_students_The_effect_of_learning_inspiration_and_resources/links/00463522724582a091000000.

Tan, S. S., and Ng, C. K. F. (2006). A problem-based learning approach to entrepreneurship education. *Education + Training, 48*, 416-428. http://dx.doi.org/10.1108/00400910610692606.

Varela, R., and Romero, A. C. M. (2009). *Effectiveness of an Entrepreneurial Education Program*, 17.