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Exploring Entrepreneurial Inclination among Female Students in Colleges of National Capital Delhi: An Analysis of the Role of Higher Educational Institutions in Nurturing Entrepreneurship

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ABSTRACT

Purpose

The purpose of this study is to explore the factors influencing entrepreneurial inclination among female students. Specifically, it critically evaluates the role of higher educational institutions, particularly colleges in the National Capital, Delhi, as platforms for promoting female entrepreneurship. The study analyzes the linkage between entrepreneurial inclination and various factors, including the syllabi and pedagogy offered by the colleges, industry internship programs, entrepreneurial motivation, resource constraints, curriculum gaps, and the demographic characteristics of female students.

Design/methodology/approach

To achieve the objectives, a well-designed questionnaire was distributed among female students. A sample size of 896 students, enrolled in various courses across twelve randomly selected colleges was chosen. The students were asked to complete the questionnaire by self-rating on a 5-point Likert scale, ranging from strongly agree to strongly disagree for each statement. After data compilation, factor analysis using the principal component method was conducted in SPSS, which extracted five variables based on the factor loadings. The data was further analyzed using ANOVA, correlation, and regression analysis.

Findings

The study finds that the internship programs offered by colleges motivate female students to incline towards entrepreneurship. However, the syllabus and pedagogy require thorough revision. Despite having a positive relationship with entrepreneurial inclination, the current syllabus and pedagogy do not effectively motivate female students to pursue entrepreneurship. There is a lack of motivational factors. An interaction program with successful female entrepreneurs, lectures by top industry icons, and a coordinated effort by the government, financial institutions, and colleges to implement promotional and motivational policies for female entrepreneurship can help motivate female students. Additionally, modern teaching techniques and simulation programs should be introduced to enhance the learning process and inspire female students to become entrepreneurs. The dearth of resources remains one of the biggest demotivating factors for female entrepreneurship.

Originality/value

The study identifies the gaps in syllabi and pedagogy, resources needed for promoting entrepreneurship, gaps in planning and implementation, and lack of coordination among the agencies involved in promoting women entrepreneurship. It suggests that revision of syllabi, adopting modern teaching learning methodology including AI, incorporating more motivational factors, coordinated efforts from higher institutions, government agencies and financial institutions to promote women entrepreneurship.

Key Words: Curriculum, Entrepreneurship, Internship Programs, Inclination.

1. INTRODUCTION

Entrepreneurship contributes enormously to the growth of an economy. It focuses on innovation, research and development, advanced technology, new methods of production, and innovative model of business operations (Douglas & Prentice, 2019; Haddadi, 2022; Nambisan, 2016). Entrepreneurship is a formidable engine of economic growth. It not only focuses on innovation but also explores the new opportunities, indorses high productivity, and generates employment opportunities (Tanwar & Bhardwaj, 2022; Hill et al., 2023). Higgins defines entrepreneurship as: 'Entrepreneurship means the function of seeing investment and production opportunity, organising an enterprise to undertake a new production process, raising capital, hiring labour, arranging for supply of raw materials, and selecting top managers for day-to-day operations of the enterprise' (Schloss, 1968).

Women-owned business enterprises have been playing an important role in society by creating employment opportunities in the country, bringing in demographic shifts, and inspiring budding women entrepreneurs. The days are gone when women used to remain confined to within four walls of their homes. They are now participating immensely in all spheres of activities. The talent and skill that remained unrecognized and unaccounted for, is being well appreciated and well recognised now. The presence of women as entrepreneurs is increasing in India. Around 47 percent of the total DPIIT recognised startups have at least one female director (DPIIT, 2023). However, women own only 20% of all enterprises in India. 82% of these women-led enterprises are micro units, run as sole proprietorships, while most are concentrated in the informal sector. In terms of technology-based startups also categorized under MSME's, an RBI survey of 1,246 startups finds 5.9 percent of the participating startups were founded by only females in comparison to 55.5 percent founded by only male founders. Only 38.6% had both male and female as co-founders (WEP, 2022).

The researchers and scholars have given a comprehensive definition of women entrepreneurs. Women who take onus to organise and manage the resources of their enterprises and bear all the risks in expectations of deriving profit can be termed women entrepreneurs (Coughlin, J. H., & Thomas, A. R., 2002). Women who chose to pursue the challenging role of an entrepreneur driven by their desire to fulfil their need of independence and achievement (Dhameja S. K. 2002). When a woman or group of women embark on initiating, organising, and managing their enterprise, they are termed as women entrepreneur (Suganthi, 2009). Creative activity of initiating and operating a business venture leading to economic empowerment and social betterment of women in society can be termed as women entrepreneurship (Munshi, S et al., 2011). The Government of India has defined a woman entrepreneur as an enterprise owned and controlled by a woman having a minimum financial interest of 51% of capital and giving at least 51% of employment generated in the enterprise to women (Rashmi, 2016). Some researchers have considered unique personality traits, while others have focused on the roles they play as entrepreneur while defining women entrepreneurs. The Government of India considered financial control as a parameter in defining women entrepreneurs.

The government have been taking steps to promote women entrepreneurs through its various organs. Besides all others schemes to promote entrepreneurship, there are specific schemes that are especially launched for women entrepreneurs through various ministries and banks. These schemes include skill development of rural women artisans engaged in the coir industry, marketing assistance to existing and aspiring women entrepreneurs (Niti Aayog, 2021), skills and competencies enrichment schemes to enable women to be self-employed/entrepreneurs, training and capacity building (MoWCD, 2023) programmes, MUDRA loan scheme to women entrepreneurs without any collateral, and with low interest with flexible repayment tenure (MUDRA, 2023), Stand-Up India (SUI) Scheme for financing SC/ST and/or Women Entrepreneurs for setting up a greenfield enterprise, development of leadership qualities amongst women, Educational Programmes, Health, and Hygiene, Swachh Bharat, Financial Literacy, Life Skills, Legal Rights of Women, Digital Literacy and Advocacy for Social and behavioural change (Ministry of Minority Affairs, 2022). Besides assistance from various ministries, banks have been assisting women entrepreneurs for setting up new projects in the tiny /small-scale sector, rehabilitation of viable sick SSI units, expansion, modernization, technology up-gradation & diversification. The successive governments have been promoting entrepreneurship through its various ministries and educational institutions. Higher educational institutions are playing a prominent role in developing entrepreneurship. Entrepreneurship has become part of the curriculum not only at the graduation level, but many state

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governments have also started it at the school level. Since there is a grim chance of getting jobs in the government sector, the youths are more inclined towards self-employment. Further, with tough chances of getting a job in the private sector, they are choosing the courses that enable them to become self-employed. The students have been pursuing those courses, which increase the chances of self-employment. The admissions in vocational, business management, commerce, and economics courses have been increased substantially.

2. REVIEW OF LITERATURE

2.1 Higher Educational Institutions as a Platform for Entrepreneurship Promotion

Higher educational institutions have a crucial role in developing entrepreneurship in the country (Usman, H. M., Abubakar et al., 2022; Nicolaides, 2011; Walter et al., 2016). Higher educational institutions prepare the students to take on the challenges that erupt due to changes in the business environment (Ubogu, 2020). It inculcates entrepreneurial skills among the students and nurtures budding entrepreneurs. The higher educational institutions are the platform where young minds are motivated, trained, and developed to become successful entrepreneurs in the future (Anwar & Abdullah, 2021). The young minds can be prepared for self-employed and encouraged to be employment providers instead of employment seekers (Tiwari et al., 2017; Wang et al., 2019). The universities could be the platform for idea generation and implementing those ideas into action (Egan et al., 2017). The higher educational institutions are expected to develop and train the students to become successful entrepreneurs (Blesia et al., 2021). There are a few institutions that give specific courses related to entrepreneurship in the country (Mukesh et al., 2018). Most of the universities offer multidisciplinary courses. Colleges in Delhi provide multidisciplinary courses to the students. A few colleges in Delhi provide entrepreneurship courses to the students. Entrepreneurship is offered mostly as a subject in Commerce, Economics, Management, and Arts courses as an optional subject in the colleges. On the basis of above literature, it can be hypothesised that:

HI: 'Being higher educational institutions, the colleges in Delhi provide a platform for young female entrepreneurs to explore entrepreneurial opportunities.'

2.2 Syllabi and Pedagogy

The syllabi and pedagogy offered by the universities can transform the future of entrepreneurship (Maxwell et al., 2018). For a quality product, we require a quality input, a sophisticated technique, the best method, and an innovative process. Similarly, the students will deliver to society or industry what they have been trained for. They will apply the same skills that they have acquired. The students need to develop and apply critical thinking. They should know how the knowledge can be used in a more productive way. They need to have the ability to identify the opportunities and work on them. They should be wise enough to assess the environment and act accordingly. They need to develop a habit of continuously updating themselves and upgrading skills. Such traits can only be developed by formulating entrepreneurial curriculum and its contents in such a way that it caters to all these. In National Education Policy, 2020, Under Graduate Curricular Framework (UGCF), the students have wider options to choose entrepreneurship as a minor subject. The curriculum has been developed in such a way that it provides the real-life experience of the industries. It also provides a platform to learn and deal with contemporary issues, to critically analyse the policies that are being implemented at the domestic and global levels, and to groom entrepreneurial traits among the students. Besides having an extensive curriculum, the teaching methods and training have wider implications in developing the entrepreneurial skills and traits (Bauman, A., & Lucy, C., 2021). Along with the traditional approaches, teaching textbooks and periodic examinations, field studies, case studies of successful entrepreneurs, group discussion & brainstorming, internships, preparation of business plans, idea generation, lectures by the entrepreneurs, and learning from the industries can help the students to have better insights into entrepreneurship (Esmi et al., 2015). Besides imparting entrepreneurial knowledge to the students, entrepreneurial programs would increase their interest in entrepreneurship (Keat et al., 2011). The transformation in education due to the introduction of artificial intelligence has presented both opportunities and challenges. AI and its various tools can add value to an individual's entrepreneurial education (Chen et al., 2024). Machine learning simplifies tasks for educators and enhances efficiency. Additionally, AI equips students with the necessary skills to tackle future challenges. On the basis of above it can be hypothesised that:

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H2: Given the syllabus and pedagogy offered by the colleges in Delhi, there is a greater chance that female students will be inclined toward entrepreneurship.

2.3 Role Models And Ideals

The individuals who influence an entrepreneur's career choice or styles are the Ideals and Role Models (Hisrich, Peters & Shepherd 2005; BarNir et al., 2011; Krishnan & Monica, 2020). They are the source of inspiration for many individuals in choosing entrepreneurship as a career option as they provide information, support, and guidance (Feder & Nitu-Antonie, 2017). Individuals can be influenced by family members (Anderson, Dodd, and Jack, 2010), teachers (Otache, 2019), peer groups (Nanda and Sorensen, 2010), friends (Ismail et al., 2019), and by the person whom they admire. Individuals get influenced by the achievements, role and status, and power of these people. Individuals start relating themselves to them. The role of the teachers is of paramount importance for selecting a career. They polish, motivate, and nurture the students. The teachers are a great source of inspiration for the students (Liao, Nguyen et al., 2022). They guide and inspire students by citing contemporary examples of successful business tycoons. The students start relating themselves with the business tycoons. Peers also have a great role in influencing career choice. They are the best source of information and motivation. There are most likely chances of adopting an occupation that a friend picks. On the basis of the above literature it can be hypothesised that:

H3: The colleges in Delhi, as a platform for organizing interactive sessions with role models, successful female industrialists, and expert lectures on entrepreneurship, can certainly inspire female students to be more inclined toward entrepreneurship.

2.4 Internship Programme

Teaching learning programs cannot be restricted to classroom teaching. The students need to give practical exposure to the industries and business environment. Internship programs serve as a catalyst to implement the theoretical knowledge and concepts at the workplace (Tynjala, 2008). The theoretical learning can be tested while working practically (Lambert and Wall, 2021). Interface Programs with the industries enable students to get hands-on experience. Internship programs offer exposure to important learning experiences and access to ideals and role models that enhance their self-efficiency and beliefs (Thompson et al., 2015). The real time business challenges give them opportunity to face it and come out of it (Sa and Holt, 2019). Internship programs provide students with short-term field experience. The integration of industrial internships into academic curriculum enhances the student's professional capabilities (Dsouza & Shailashri, 2022). Given the benefits of internship programs, the internship program must be an integral part of students' educational structure (Hiltebeitel, Leauby et al. 2000). on the basis of above literature it can be hypothesised that:

H4: The internship program initiated by the colleges in Delhi will certainly boost female students' inclination toward entrepreneurship.

2.5 Demographic Characteristics and Parent's Occupation

The demographic characteristics and family business background have greater influence on picking up entrepreneurship as a career option (Ayalew, Kar et al., 2017; Bagheri and Pihie, 2010; Mustapha & Selvaraju, 2015; Chaudhary, 2017; Nguyen, 2018; Chilenga et al., 2022). Those who come from a business family have the most likely chances of inclination towards entrepreneurship. The studies show that the demographic characteristics and background of the students inspire them to become entrepreneurs. On the basis of above literature it can be hypothesised that:

H5: Demographic features and the occupation of parents have a significant influence on the inclination of female students toward entrepreneurship.

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3. OBJECTIVES OF THE STUDY

a) To study the inclination of female students towards entrepreneurship.
b) To identify the relationship between entrepreneurial inclination and the colleges in Delhi as a platform in promoting entrepreneurship.
c) To analyze the connection between entrepreneurial inclination and the syllabi and pedagogy offered by the colleges.
d) To explore the relationship between entrepreneurial inclination and motivational factors.
e) To study the influence of industrial internship programs on entrepreneurial inclination.
f) To establish the relationship between entrepreneurial inclination and demographic characteristics.

4. METHODOLOGY

The present study aims to assess the entrepreneurial inclination among female students at the undergraduate level in colleges at Delhi. A well-designed questionnaire was randomly distributed among female students, with a sample size of 896 female students from various courses. All 896 responses were found to be valid for inclusion in the study. The students were asked to fill out the questionnaire by self-rating on a 5-point Likert scale, ranging from "strongly agree" to "strongly disagree" for each statement. The questionnaire included demographic questions such as age, courses pursued, and the occupation of parents. It also covered questions related to the syllabus and pedagogy, internship programs, motivational factors, available resources, self-motivation, ideals, role models, and more. After data compilation, factor analysis using the principal component method was conducted in SPSS, resulting in the extraction of seven variables based on the factor loadings and the Kaiser-Meyer-Olkin Measure of Sampling Adequacy. The Kaiser-Meyer-Olkin Measure was found to be 0.901, and Bartlett's Test of Sphericity ($p = 0.000, < 0.05$) indicated that the sample size and variables are adequate for testing the relationships. The data were further analyzed using SPSS, employing factor analysis, ANOVA, correlation, and regression analysis techniques.

5. ANALYSIS AND INTERPRETATION

5.1. Respondents Profile:

A sample survey of 896 female students was conducted for this study. Of these, 55.4% were in the age group of 19 to 20 years, while 40.7% were in the under-18 age group. The majority of the students were pursuing B.Com., B.A., B.A. (Vocational Studies), and B.Com. (Hons.) courses. Most of the fathers of the female students were employed in business and service sectors, whereas the majority of mothers were engaged in occupations outside of services, business, and agriculture.

5.2. Factor Analysis:

The summarized results of the Kaiser-Meyer-Olkin (KMO) and Bartlett's Test of Sphericity are presented in Table 1. These results indicate the adequacy of the sample for factor analysis. Bartlett's Test of Sphericity assesses whether the correlation matrix is an identity matrix, which would suggest that the variables are unrelated. A significant result (p-value < 0.05) indicates that there are significant correlations between the variables. Bartlett's Test of Sphericity showed an approximate Chi-Square value of 7836.626, Degrees of Freedom (df) = 406, and a p-value of 0.000, which indicates significance, suggesting that the variables have meaningful correlations and that factor analysis can proceed.

Table 1: Kaiser-Meyer-Olkin (KMO) and Bartlett's Test of Sphericity Results

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.833
Bartlett's Test of Sphericity	Approx. Chi-Square	7836.626
	df	406
	Sig.	.000

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Table 2 Table 2 presents the factor loadings and communalities for the key variables in the analysis. Communality represents the proportion of each variable's variance explained by the extracted factors. Communalities close to 1 indicate that the variable is well-represented by the factors. Factor loadings reflect the strength and direction of the relationship between a variable and the underlying factor. A higher loading (closer to 1) indicates a stronger relationship. Factor loadings greater than 0.5 have been retained, while others have been excluded. After applying the Principal Component Method with Varimax Rotation, five underlying factors were identified: Entrepreneurial Inclination (EI), Syllabi and Pedagogy (S&P), Internship Programs (IP), Entrepreneurial Motivation (EM), and Resource Constraints and Curriculum Gaps (RC&CG). These factors had eigenvalues greater than 1

Table 2: Factor Loadings for Key Variables

Main Variables and Questions	Communalities Extraction	Factor Loadings
Syllabi and Pedagogy (S&P)		
The course provides an opportunity to learn by doing.	.723	.772
The course and curriculum provides different experience altogether.	.716	.768
The course is drafted in such a way to deal with complexity in the real business world.	.687	.739
I got more inclined towards entrepreneurship after taking the course.	.639	.621
The course is structured in a way that develops entrepreneurial knowledge and skills.	.689	.618
I find myself in a better position by taking this course and I got a better understanding about business.	.597	.607
The teachers of the college and university did a good job by synching course structure with the real world.	.588	.551
Internship Programs (IP)		
The entrepreneurial internship programs help to develop my job-related skills.	.816	.840
The entrepreneurial internship program provides me with a lot of new business ideas.	.765	.803
During the entrepreneurial internship programs I have developed an ability to plan and organise my day-to-day work.	.731	.773
The entrepreneurial internship programs help to develop my problem-solving skills.	.704	.749
The entrepreneurial internship programs helped me to face the unknown work-based problems which boosts my confidence.	.603	.717
I have got lots of real business experience while joining entrepreneurial internship programs that are generally not found in the classroom.	.620	.524
Entrepreneurial Motivation (EM)		
In our college, students are encouraged to pursue entrepreneurship ventures.	.695	.785
Entrepreneurial or business-related case studies are more frequently discussed in the classes.	.561	.716
The teachers create great interest in entrepreneurship through the course.	.761	.603

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I think business educational and entrepreneurship programs in college would help students to start a business.	.453	.561
I feel my college and university curriculum prepares us well for entrepreneurial careers.	.450	.542
Entrepreneurial Inclination (EI)		
I have plans to open a new venture	.705	.829
I may start my own business someday.	.704	.817
I am quiet confident that I could easily pursue a career involving self-employment.	.619	.770
Being entrepreneurship an honourable profession, I respect people who are entrepreneurs.	.438	.521
Resource Constraints and Curriculum Gaps (RC&CG)		
In our college entrepreneurial activities are limited only to commerce, management and economics students.	.501	.662
I feel entrepreneurship courses should be made mandatory in order to promote entrepreneurial spirit in campus.	.472	.642
The college or the university has limited resources to extend help to its students to become entrepreneurs.	.582	.566
Extraction Method: Principal Component Analysis. **Rotation Method: Varimax with Kaiser Normalization.** **a. Rotation converged in 7 iterations.**		

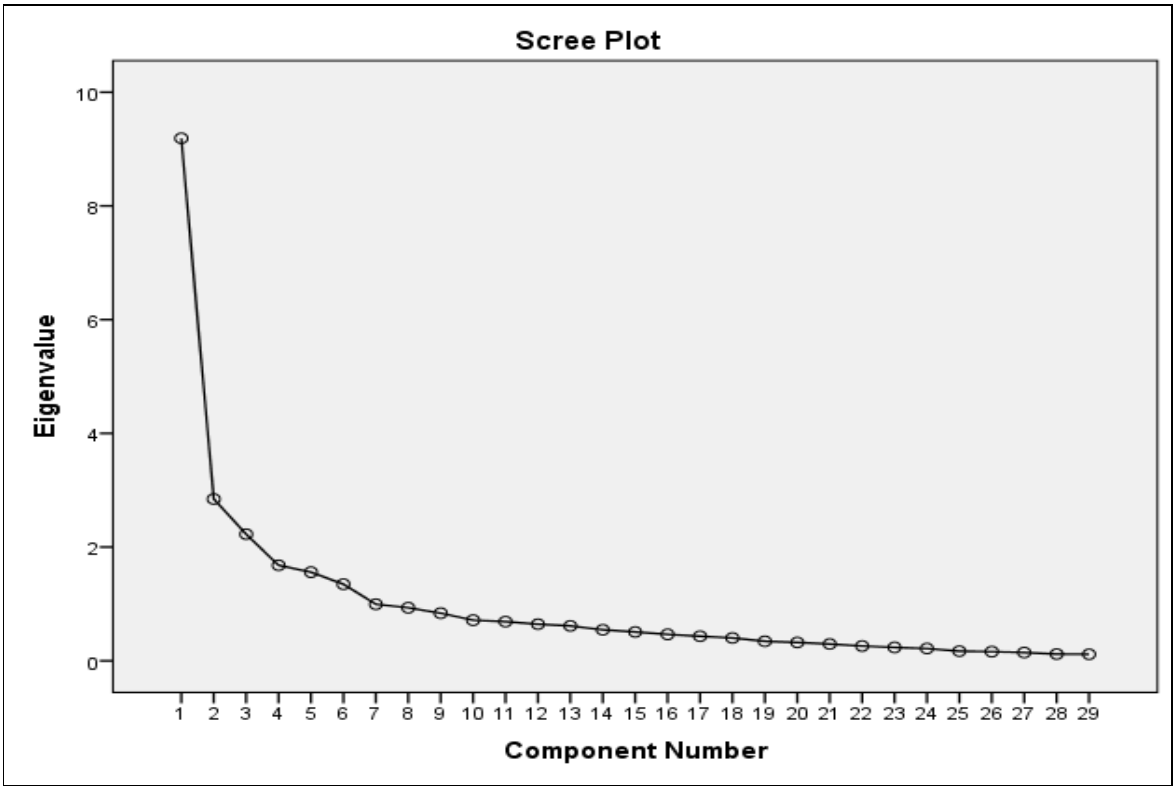

Figure1. Eigenvalue v/s component number

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Table 3: Total Variance Explained									
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	9.189	31.686	31.686	9.189	31.686	31.686	4.236	14.607	14.607
2	2.845	9.810	41.496	2.845	9.810	41.496	4.191	14.451	29.057
3	2.226	7.676	49.172	2.226	7.676	49.172	4.102	14.146	43.203
4	1.680	5.793	54.965	1.680	5.793	54.965	2.728	9.406	52.609
5	1.559	5.376	60.341	1.559	5.376	60.341	2.242	7.731	60.341
6	1.346	4.643	64.983						
7	.995	3.430	68.414						
8	.933	3.216	71.630						
9	.838	2.889	74.519						
10	.714	2.462	76.981						
11	.689	2.375	79.356						
12	.644	2.222	81.578						
13	.613	2.114	83.692						
14	.545	1.878	85.570						
15	.507	1.749	87.319						
16	.464	1.602	88.920						
17	.432	1.488	90.408						
18	.401	1.383	91.792						
19	.343	1.184	92.975						
20	.322	1.111	94.087						
21	.295	1.018	95.104						
22	.259	.894	95.998						
23	.235	.812	96.810						
24	.216	.745	97.555						
25	.170	.586	98.141						
26	.161	.554	98.696						
27	.145	.501	99.197						
28	.118	.408	99.605						
29	.115	.395	100.000						
Extraction Method: Principal Component Analysis.									

(see Table 3 and the Scree Plot). Furthermore, the following variables with factor loadings above 0.5 were identified: 04 variables in Entrepreneurial Inclination (EI), 07 variables in Syllabi and Pedagogy (S&P), 06 variables in Internship Programs (IP), 05 variables in Entrepreneurial Motivation (EM), and 03 variables in Resource Constraints and Curriculum Gaps (RC&CG).

5.3 Analysis of Correlation Matrix

Table 4 displays the means, standard deviations, and correlation matrix for the variables: Entrepreneurial Inclination (EI), Syllabi and Pedagogy (S&P), Internship Programs (IP), Entrepreneurial Motivation (EM), and Resource Constraints and Curriculum Gaps (RC&CG). The mean values represent the average response for each variable. The mean scores range from 3.37 (Resource Constraints and Curriculum Gaps) to 3.64 (Entrepreneurial Inclination),

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indicating that, on average, responses to all variables are relatively neutral to slightly positive (on a scale of 1 to 5). The standard deviations reflect the variability or spread of responses. The highest variability is found in Entrepreneurial Inclination (S.D. = 0.95), while the lowest variability is in Entrepreneurial Motivation (S.D. = 0.78), suggesting more agreement among respondents regarding that variable. The correlations indicate the strength and direction of the linear relationship between each pair of variables. The asterisks ($p < 0.01$) signify that the correlations are statistically significant at the 0.01 level (two-tailed).

Table No. 4: Means, Standard Deviation and Matrix Correlations

	Mean	S.D.		EI	S&P	IP	EM	RC&CG
Entrepreneurial Inclination (EI)	3.64	.95	Pearson Correlation	1				
			Sig.(2-tailed)					
Syllabi and Pedagogy (S&P)	3.43	.83	Pearson Correlation	.192**	1			
			Sig.(2-tailed)	.000				
Internship Programs (IP)	3.52	.86	Pearson Correlation	.290**	.598**	1		
			Sig.(2-tailed)	.000	.000			
Entrepreneurial Motivation (EM)	3.49	.78	Pearson Correlation	.126**	.625**	.479**	1	
			Sig.(2-tailed)	.008	.000	.000		
Resource Constraints and Curriculum Gaps (RC&CG)	3.37	.81	Pearson Correlation	.127**	.338**	.208**	.318**	1
			Sig.(2-tailed)	.007	.000	.000	.000	

**. Correlation is significant at the 0.01 level (2-tailed).

Entrepreneurial Inclination (EI) shows positive but weak correlations at the 0.01 significance level with all other variables. A positive correlation with Syllabi and Pedagogy (S&P) suggests that as the perceived quality of syllabi and pedagogy increases, there is a greater likelihood of an increase in entrepreneurial inclination. Similarly, a positive correlation with Internship Programs (IP) indicates that more engagement with internships leads to higher entrepreneurial inclination. Additionally, higher entrepreneurial motivation (EM) is associated with an increase in entrepreneurial inclination. A weak positive relationship with Resource Constraints and Curriculum Gaps (RC&CG) suggests that as demotivation increases, there is also a slight increase in entrepreneurial inclination.

There is a strong correlation between Syllabi and Pedagogy (S&P) and Internship Programs (IP) and Entrepreneurial Motivation (EM). This indicates that as the quality of syllabi and pedagogy improves, the perceived effectiveness of internship programs also increases, and more effective syllabi and pedagogy will result in higher entrepreneurial motivation. Syllabi and Pedagogy (S&P) have a moderate correlation with Resource Constraints and Curriculum Gaps (RC&CG). Internship Programs (IP) show a moderate correlation with both Entrepreneurial Motivation (EM) and Resource Constraints and Curriculum Gaps (RC&CG). More engagement in internships is likely to increase entrepreneurial motivation, while Entrepreneurial Motivation (EM) has a moderate positive correlation with Resource Constraints and Curriculum Gaps (RC&CG).

In summary, the positive correlation of Entrepreneurial Inclination (EI) with all other variables suggests that factors such as syllabi, pedagogy, internships, motivation, and resource constraints and curriculum gaps are not strongly related to the inclination to pursue entrepreneurship, but they are positively associated. The strong correlation between

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Syllabi and Pedagogy (S&P) and Internship Programs (IP), as well as with Entrepreneurial Motivation (EM), indicates that well-structured courses and pedagogy might improve internship outcomes and encourage entrepreneurial behavior. The moderate correlation

between Internship Programs (IP) and Entrepreneurial Motivation (EM), as well as the small correlation with Resource Constraints and Curriculum Gaps (RC&CG), suggests that internships may positively influence motivation, but could have a slight negative impact on demotivation. Entrepreneurial Motivation (EM) and Resource Constraints and Curriculum Gaps (RC&CG) show a moderate correlation, suggesting that some individuals may experience both motivation and demotivation simultaneously, likely due to the challenges and rewards of entrepreneurship.

5.4 Analysis of ANOVA – One Way

Table 5 presents the Combined ANOVA, showing the relationship between Entrepreneurial Inclination (the dependent variable) and several categorical independent variables, such as

Father's Occupation, Mother's Occupation, Age, and Courses Pursued. For Father's Occupation, the F-value is 8.622, and the p-value is 0.000, which is highly significant ($p < 0.05$). This indicates that the occupation of the father has an impact on a female student's entrepreneurial inclination, with those having fathers in business showing a stronger inclination towards entrepreneurship. For Mother's Occupation, the F-value is 4.108, and the p-value is 0.007, which is significant ($p < 0.05$). This suggests that the occupation of the mother also influences entrepreneurial inclination, indicating a difference in inclination based on maternal occupation. For Age, the F-value is 2.937, and the p-value is 0.008, which is significant ($p < 0.05$). This indicates that entrepreneurial inclination differs based on age, with younger age groups, particularly those in the 19-20 year range, showing a higher entrepreneurial inclination. For Courses Pursued, the F-value is 2.763, and the p-value is 0.012, which is significant ($p < 0.05$). This suggests that entrepreneurial inclination varies depending on the courses being pursued. Students studying business-related courses, such as B.Com, show a higher entrepreneurial inclination compared to those in non-business courses.

In summary, the results indicate that several demographic and background factors—such as father's and mother's occupations, age, and the course of study—significantly impact entrepreneurial inclination. Understanding these factors can help in tailoring educational or entrepreneurial support programs for specific student groups.

Table No. 5: Combined ANOVA Table

Entrepreneurial Inclination		Percentage	F	Sig.	Hypothesis
Father's Occupation	Services	33.9	8.622	.000	Supported H5
	Business	41.9			
	Agriculture	7.3			
	Others	16.9			
Mother's Occupation	Services	11.6	4.108	.007	Supported H5
	Business	4.5			
	Agriculture	0.9			
	Others	83.0			
Age	< 18	40.7	2.937	.008	Supported H5
	19-20	55.4			
	> 21	3.9			
Courses Pursuing	B. Com (H)	10.7	2.763	.012	Supported H5
	BMS	1.8			
	B. Com.	49.1			
	B.A.(VS)	16.9			
	B.A.(H) Economics	2.7			
	B.A.	18.8			

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5.5 **Linear Regression Analysis:**

Table 6 shows the results of a multiple regression analysis, specifically focusing on how Entrepreneurial Inclination (EI), the dependent variable, is influenced by the independent variables: Resource Constraints and Curriculum Gaps (RC&CG), Internship Programs (IP), Entrepreneurial Motivation (EM), and Syllabi and Pedagogy (SP). All the requested variables have been included in the model. The Enter method indicates that all the specified independent variables were entered into the regression model simultaneously, without using stepwise or incremental procedures.

Table 6: Variables Entered/Removed [a]

Model	Variables Entered	Variables Removed	Method
1	RC&CG, IP, EM, S&P[b]	.	Enter
a. Dependent Variable: EI			
b. All requested variables entered.			

Table 7 presents the Model Summary, which provides key statistics from the multiple regression analysis and helps assess the overall fit of the model in explaining Entrepreneurial Inclination (EI) based on the predictors (ED, IP, EM, SP). The correlation coefficient (R = 0.301) indicates the strength of the linear relationship between the observed and predicted values of entrepreneurial inclination (EI). An R value of 0.301 suggests a weak to moderate positive correlation between the predictors and the outcome variable. The R Square ($R^2 = 0.090$) represents the proportion of the variance in Entrepreneurial Inclination (EI) that is explained by the independent variables (ED, IP, EM, SP). Here, 9% of the variation in EI is explained by these predictors. This is relatively low, suggesting that there may be other variables not included in the model that also influence EI. The Adjusted R^2 (0.082) is a modified version of R^2 that accounts for the number of predictors in the model. It helps to assess how well the model generalizes when adding

Table 7: Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.301[a]	.090	.082	.91231	2.036
a. Predictors: (Constant), RC&CG, IP, EM, S&P					
b. Dependent Variable: EI					

more predictors. In this case, it's slightly lower than R^2 but still indicates that the model explains a modest portion of the variance in entrepreneurial inclination.

Table 8 presents the ANOVA (Analysis of Variance), which tests the statistical significance of the overall regression model in explaining Entrepreneurial Inclination (EI). It assesses whether the group of predictors (ED, IP, EM, SP) significantly explains the variation in the dependent variable, EI. The ANOVA results confirm that the model as a whole is statistically significant, meaning that the predictors (ED, IP, EM, SP) together have a meaningful impact on Entrepreneurial Inclination (EI). However, given that the R^2 value is low (0.090), it suggests that other important factors not included in the model may also contribute to Entrepreneurial Inclination.

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Table 8: ANOVA[a]						
Model		**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
1	**Regression**	36.643	4	9.161	11.006	.000[b]
	Residual	368.714	443	.832		
	Total	405.357	447			
a. Dependent Variable: EI						
b. Predictors: (Constant), RC&CG, IP, EM, S&P						

Table 9 presents the Coefficients, which provide detailed information on the relationship between the independent variables (SP, IP, EM, ED) and the dependent variable, Entrepreneurial Inclination (EI).

Table 9: Coefficients[a]							
Model		**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**	**Hypothesis**
		B	Std. Error	Beta			
1	**(Constant)**	2.349	.250		9.379	.000	
	S&P	.036	.075	.031	.479	.632	**Unsupported H2**
	IP	.312	.064	.281	4.894	.000	**Supported H4**
	EM	-.063	.073	-.052	-.869	.385	**Unsupported H3**
	RC&CG	.087	.057	.074	1.519	.129	**Unsupported H1**
a. Dependent Variable: EI							

This table 9 shows the regression coefficients, which help us understand the strength and direction of each predictor's influence on EI. Despite a positive coefficient (0.036), Syllabi and Pedagogy (SP) is not statistically significant (p = 0.632). This suggests that Syllabi and Pedagogy have no meaningful effect on Entrepreneurial Inclination (EI) in this model. Internship Programs (IP) have a strong positive effect on Entrepreneurial Inclination (EI), with a statistically significant coefficient (p = 0.000). The coefficient of 0.312 and Beta of 0.281 suggest that internship programs are a key factor in fostering entrepreneurial inclination. The negative coefficient for Entrepreneurial Motivation (EM) (-0.063) suggests a slight inverse relationship with EI, but this relationship is not statistically significant (p = 0.385), meaning Entrepreneurial Motivation does not have a meaningful influence on EI in this model. The coefficient for Resource Constraints and Curriculum Gaps (RC&CG) (0.087) is positive, suggesting a small positive effect on Entrepreneurial Inclination (EI), but this is also not statistically significant (p = 0.129). The most significant predictor of Entrepreneurial Inclination (EI) in the model is Internship Programs (IP), which has a strong, positive, and statistically significant relationship with Entrepreneurial Inclination (EI). On the other hand, Syllabi and Pedagogy (SP), Entrepreneurial Motivation (EM), and Resource Constraints and Curriculum Gaps (RC&CG) either have weak relationships with EI or are not statistically significant in this model.

6 DISCUSSION AND IMPLICATIONS

Entrepreneurship contributes significantly to the growth of an economy by fostering creativity, research and development, advanced technology, sophisticated production methods, and effective business models. Women-owned businesses play a vital role in society by generating employment opportunities, driving demographic shifts, and inspiring aspiring women entrepreneurs. The government, at both the central and state levels, has been actively

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promoting women entrepreneurship through various initiatives. Alongside general entrepreneurial schemes, there are specific programs designed for women entrepreneurs, such as skill development for rural women artisans in the coir industry, marketing assistance for existing and aspiring women entrepreneurs (Niti Aayog, 2021), and training programs aimed at enhancing skills and competencies to enable women to become self-employed or entrepreneurs (MoWCD, 2023). Other initiatives include the MUDRA loan scheme, which offers collateral-free loans to women entrepreneurs at low interest rates with flexible repayment terms (MUDRA, 2023), and the Stand-Up India Scheme (SUI).

In addition to government support, higher educational institutions play a crucial role in developing entrepreneurship. Many school boards and universities have incorporated entrepreneurship into their curricula. With fewer job opportunities in government sectors and institutions, youth are increasingly inclined towards self-employment. Further, due to intense competition in the private sector, many students are opting for courses that enable them to become self-employed. There is a growing interest in business management, vocational studies, commerce, and economics courses, as these programs are seen as pathways to entrepreneurship.

A sample survey of 896 female students reveals that the majority of the respondents are pursuing B.Com., B.A., B.A. (Vocational Studies), and B.Com. (Hons.) courses. The occupations of the fathers of most of the students are in business or services, while the mothers are primarily from non-service, non-business, and non-agriculture occupations. The study shows that the father's occupation influences the entrepreneurial inclination of the female students. Those with fathers in business are more inclined towards entrepreneurship. Similarly, the occupation of the mother also has an impact on entrepreneurial inclination. Age also plays a significant role, with younger age groups showing a higher inclination towards entrepreneurship. Additionally, the courses pursued by students affect their entrepreneurial inclination.

In summary, the results suggest that various demographic and background factors—such as the occupations of the father and mother, age, and course of study—significantly influence entrepreneurial inclination. Understanding these factors can help tailor educational and entrepreneurial support programs for specific student groups.

The mean values in the study represent the average response for each variable, and the mean scores indicate that, on average, responses to all variables are relatively neutral to slightly positive. The standard deviations show the variability or spread of responses, with Entrepreneurial Inclination showing the highest variability, while Entrepreneurial Motivation exhibits the lowest, suggesting more agreement among respondents on that variable. The correlations between the variables represent the strength and direction of their linear relationships.

A positive correlation between Entrepreneurial Inclination (EI) and all other variables suggests that factors like syllabi, pedagogy, internships, motivation, and resource constraints and curriculum gaps are positively related to the inclination to pursue entrepreneurship, although the relationships are not particularly strong. A strong correlation between syllabi and pedagogy with internship programs and entrepreneurial motivation indicates that well-structured courses and pedagogy could improve internship outcomes and foster entrepreneurial behavior. A moderate correlation between internship programs and entrepreneurial motivation, and a small correlation with resource constraints and curriculum gaps, suggests that internships could positively influence motivation but may have a slight negative impact on demotivation. Entrepreneurial motivation, and resource constraints and curriculum gaps are moderately correlated, indicating that some individuals may experience both motivation and demotivation concurrently, possibly due to the challenges and rewards of entrepreneurship.

The correlation coefficient indicates the strength of the linear relationship between the observed and predicted values of entrepreneurial inclination (EI). An R value of 0.301 suggests a weak to moderate positive correlation between the predictors and the outcome variable. The R-squared value ($R^2 = 0.090$) represents the proportion of variance in Entrepreneurial Inclination (EI) explained by the independent variables RC&CG, IP, EM, SP). This means that 9% of the variation in EI is explained by these predictors. The Adjusted R^2 (0.082) accounts for the number of predictors in

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the model and helps assess how well the model generalizes when adding more predictors. Although the R^2 value is low, the adjusted R^2 still supports the idea that the model explains a modest portion of the variance in entrepreneurial inclination.

The ANOVA results confirm that the regression model as a whole is statistically significant, meaning that the predictors (RC&CG, IP, EM, SP) collectively have a meaningful impact on Entrepreneurial Inclination (EI). However, given that the R^2 value is low (0.090), it suggests that other important factors not included in the model may also influence Entrepreneurial Inclination.

Table 9 presents the coefficients, which provide detailed information on the relationship between the independent variables (Syllabi and Pedagogy (SP), Internship Programs (IP), Entrepreneurial Motivation (EM), and Resource Constraints and Curriculum Gaps (RC&CG) and the dependent variable, Entrepreneurial Inclination (EI). Despite a positive coefficient, Syllabi and Pedagogy (SP) is not statistically significant ($p = 0.632$). This suggests that Syllabi and Pedagogy do not have a meaningful effect on Entrepreneurial Inclination (EI) in this model. Internship Programs (IP), however, have a strong positive effect on Entrepreneurial Inclination (EI), with a statistically significant coefficient ($p = 0.000$). The coefficient (0.312) and Beta value (0.281) suggest that internship programs are a key factor in fostering entrepreneurial inclination. The negative coefficient for Entrepreneurial Motivation (EM) (-0.063) suggests a slight inverse relationship with EI, but this relationship is not statistically significant ($p = 0.385$), meaning Entrepreneurial Motivation does not have a meaningful influence on EI in this model. The coefficient for Resource Constraints and Curriculum Gaps (RC&CG) (0.087) is positive, suggesting a small positive effect on Entrepreneurial Inclination (EI), but this is also not statistically significant ($p = 0.129$).

The most significant predictor of Entrepreneurial Inclination (EI) in the model is Internship Programs (IP), which has a strong, positive, and statistically significant relationship with Entrepreneurial Inclination (EI). On the other hand, Syllabi and Pedagogy (SP), Entrepreneurial Motivation (EM), and Resource Constraints and Curriculum Gaps (RC&CG) either have weak relationships with EI or are not statistically significant in this model.

7 CONCLUSIONS

The present study primarily focuses on analyzing how colleges in Delhi promote female entrepreneurship through various means, including course offerings, syllabi and pedagogy, motivation, and encouragement. These efforts include organizing interaction programs with successful female entrepreneurs, lectures by business tycoons, industrial visits, providing financial and other support, implementing government policies, establishing incubation centers, offering internship programs, incorporating the use of artificial intelligence (AI) in the learning and teaching process, and providing entrepreneurial simulation programs. Data was collected from female students, and the variables were grouped using factor analysis. After factor loading and analyzing the relationships, suitable titles were assigned to each set of data. Five components were identified and titled as Entrepreneurial Inclination (EI), Syllabi and Pedagogy (SP), Internship Programs (IP), Entrepreneurial Motivation (EM), and Resource Constraints and Curriculum Gaps (RC&CG). Entrepreneurial inclination depends on several factors, but based on the responses collected and a review of the literature, it appears to be influenced by the syllabus and pedagogy, internship programs, available resources, and entrepreneurial motivation. A positive correlation was found between the dependent and independent variables. However, the proportion of variance in Entrepreneurial Inclination (EI) explained by the independent variables (RC&CG, IP, EM, SP) is relatively low. The study shows that Syllabi and Pedagogy (SP) have no meaningful effect on entrepreneurial inclination, suggesting that the current syllabi and pedagogy may not effectively develop entrepreneurial skills in women. Entrepreneurial Motivation (EM) shows a slight inverse relationship with EI, but this relationship is not statistically significant. Similarly, the coefficient for Resource Constraints and Curriculum Gaps (RC&CG) is positive, indicating a small positive effect on Entrepreneurial Inclination (EI), though this is also not statistically significant.

On the other hand, Internship Programs (IP) have a strong positive effect on Entrepreneurial Inclination (EI), with a statistically significant coefficient. The positive relationship between Syllabi and Pedagogy (SP) and Internship

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Programs (IP) suggests that a well-designed syllabus and pedagogy can foster entrepreneurial inclination. This highlights that it is not enough to rely solely on university-level initiatives to spark women's entrepreneurial inclination. Instead, coordinated efforts from governments, financial institutions, and higher education institutions are crucial. The syllabi and pedagogy need to be revised to better align with entrepreneurship development. Universities should consider making entrepreneurship courses mandatory. If not as a major subject, they should be incorporated as a minor subject. A thorough revision of the curriculum is necessary to make it more effective in promoting entrepreneurial skills. A more pro-business and pro-industry approach should be adopted. Institutions should also offer more mentorship opportunities with entrepreneurs, particularly female entrepreneurs, who can serve as role models for female students.

Internship Programs have a positive and significant impact on entrepreneurial inclination among women. This underscores the importance of real-world industry engagement in shaping entrepreneurial inclination. Increased industry interaction through activities such as visits to companies, inviting industry executives for guest lectures, and incorporating expert opinions into the syllabus would be beneficial. Additionally, institutional support for fostering entrepreneurial motivation through initiatives like entrepreneurship clubs, entrepreneurship incubation centers, hackathons, or business plan competitions could further influence female students' inclination to pursue entrepreneurship. Universities should create a culture that encourages entrepreneurial spirit and engage external events, such as entrepreneurial guest speakers, networking events, or collaborations with successful female entrepreneurs to motivate female students. Demographic factors, particularly parental occupation, course of study, and, to some extent, age, significantly influence entrepreneurial inclination. External factors like family background and education level play a vital role in shaping entrepreneurial inclination. Universities could encourage family engagement and foster peer networks where students can share ideas, collaborate on projects, and even form startups together. Internship programs with female-led startups or entrepreneurial mentorship programs could provide a more relatable and empowering experience for female students. However, institutions can sometimes inadvertently contribute to entrepreneurial demotivation, particularly when there are limited resources or opportunities for female students. To counter this, governments, financial institutions, and universities can establish entrepreneurship incubation centers to promote women entrepreneurs. A coordinated effort between these stakeholders can lead to significant transformation in enhancing entrepreneurial inclination among female students. Including artificial intelligence (AI) in syllabus and pedagogy is the need of the hour. It brings effectiveness and efficiency in learning, teaching and performance. The university needs to work on this line as well.

8 LIMITATIONS OF THE STUDY

This study is based on responses collected from undergraduate female students across 12 randomly selected colleges. The colleges vary in terms of functioning, funding, and academic performance. While the curriculum is centrally controlled at the university level, teaching methods and practices differ from one college to another. Furthermore, industry internship programs, student societies, seminars, and other extracurricular activities vary across colleges. Therefore, there is a limitation in generalizing the results to all colleges within the university. The study also suggests that there may be other factors influencing entrepreneurial inclination, which require further investigation.

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