

A Study of Entrepreneurship Profile- A review

Mohan Bhagwat Bhosale

Assistant Professor,

Karmaveer Bhaurao Patil Institute of Management Studies and Research,
Satara, Maharashtra – 415 001.

Cell: 09420771294

bhosale.mohan96@gmail.com

Dr. Sarang Shankar Bhola

(Research Guide)

Associate Professor,

Karmaveer Bhaurao Patil Institute of Management Studies and Research,
Satara, Maharashtra – 415 001.

Cell: 09822124414

sarangbhola@gmail.com

Abstract:

Several management schools in India now have at least one course in entrepreneurship, many have a more complete curriculum, and a few integrate entrepreneurship throughout their educational approach. In the last few years, some management schools in India have taken certain steps by making entrepreneurship a part of their activity. This will helpful for developing new entrepreneurs. This paper highlight on the entrepreneurship profile as well as on how women empowerment leads to the entrepreneurship development. Researcher undergone the review of literature on previous studies related to Entrepreneurship Profile and Women empowerment.

Keywords: Entrepreneurship, Entrepreneurship Profile, Women empowerment

Introduction:

It was found that due to absence at right orientation it become difficult for the entrepreneurs to sustain the business. Problem lies in Indian education system and more so in social system'. Despite the attention given to upgrading managerial skills, there are many variables, which are beyond the control of the small business manager. Among these are increased competition, inflation, large business power, declining productivity, union power, cost of capital, tax rates, and legislation. Present paper

highlights on previous studies done by various researchers on profiles of entrepreneurs as well as on how women empowerment leads to the entrepreneurship development.

Review of Literature:

Entrepreneurs can be differentiated from non-entrepreneurs on the basis of intention, but intention is not always translated into performance that produces entrepreneurial outcomes. The results shows that entrepreneurs (of high growth firms) are more intuitive than members of the general population and middle and junior managers, but that, in terms of cognitive style, they are similar to senior managers. The findings also indicate that the cognitive perspective has the potential to make an important contribution to the study of entrepreneurship. (Christopher W. Allinson, 2000). Inherent personal traits of individuals that dispose them to engage in entrepreneurial acts. Various instruments that purport to measure key entrepreneurial characteristics such as need for achievement, locus of control, and creative tendencies. (Stanley, 2009)

Personality, the beliefs, the values and the behaviour of single individual that exerts a powerful impact on the past, present and future of the business. Their destinies are inextricably linked. Study concludes by suggesting that intuition is a core capability that lies at the heart of emotional intelligence and that both concepts are worth exploring in future entrepreneurship research. (Margaret, 2000).

Personal characteristics are important in identifying entrepreneurial types of individuals: 1, Function task preferences 2, Personality constructs a). Creativity — Risk — Flexibility b). Frustration Tolerance—Persistence c). Resistance to Standard Operating Procedure—Leadership However, it appears that a definitive means of measuring and identifying these characteristics is yet to be developed (Hull David L.) Brahmins were observed to lead the entrepreneurial initiative in Varanasi as far as the business of Cyber café was concerned. Entrepreneurial effort depends on social factors as well, such as education, family background, caste, unemployment, level of motivation, etc. It was found that entrepreneurship is not a hereditary trait dominated by Vaisya entrepreneurs (trading community) since the majority are Brahmins. Most of the entrepreneurs (73.4%) were graduates and post-graduates particularly in arts. Though, they were highly educated, they were not technically trained. On the whole,

higher education appears to have instilled great confidence in the potential entrepreneurs to launch their business early in lives. Thus it proves that the higher the level of education, the higher the entry into the business. However, education has not been directly proportionate to income. Therefore, it partly disapproved that education level and entrepreneurial performance are directly proportional to each other. However, it has been noticed that those who have been good in education have not entered in the entrepreneurial business (Sahay A., 2004-2005)

Dimensions of enterprising behaviour change according to realm of activity. The dimensions consists: being active, autonomy, initiative, risk, creativity, overview/organizing, development, market orientedness, perseverance, challenge, thinking ahead, assuming responsibility, helping others, earning income, doing something unusual, working hard, opportunity recognition, and goal fulfilment. Some of these enterprising dimensions are usually associated with entrepreneurship. The concept of entrepreneurship is broadened to include enterprising behaviour of non-businesspeople as well as businesspeople, which is possible because the concept of entrepreneurship is usually conceived of in psychological qualities. (Van, 2000). Economic behaviour is to motive the driving force to become, as entrepreneur Entrepreneurial, success does not depend only on academic knowledge but also on certain traits like courage to face. (Srinivas). Research has gone through the attributes required by the entrepreneur and to analyze traits required the ED but no such any specific results could find out. (Jayaraman) Entrepreneurs nation plays a significant guiding role in development of a new volume. Entrepreneurial behaviour is positively reinforced. (Devi N. Uma, 2010).

When it comes to discuss entrepreneurship on the basis of gender, males and females differ on dimension related to entrepreneurial activity. The results shows that Individuals expressing a preference for an entrepreneurial career had been influenced positively by their environment in terms of perceiving that they had the ability to work long hours passed a special skill and were innovative. A review of barriers to the success of women entrepreneurs concluded that there are no documented differences between males and females in this career field. What seems to be important in affecting the success of a woman actually starting a business is overcoming cultural conditioning and learning experiences. It was proved that males have a higher

preference for entrepreneurship than females. This results parallel research findings in other traditionally male dominated fields in which females generally have lower preferences for these type of careers than males. Findings suggest that social learning differences have a strong impact on shaping preference for an entrepreneurial career. This study revealed no significant differences in education and training aspirations between the males and females. (Robert F. Scherer, 1990). There is no significant differences between Male and female students regarding interest in entrepreneurship (Rachel Shnnar, 2009).

The relationships between gender, entrepreneurial self-efficacy, and entrepreneurial intentions were examined for two sample groups: adolescents and adult master of business administration (MBA) students. Similar gender effects on entrepreneurial self-efficacy are shown for both groups and support earlier research on the relationship between self-efficacy and career intentions. Additionally, the effects of entrepreneurship education in MBA programs on entrepreneurial self-efficacy proved stronger for women than for men. Implications for educators and policy makers were discussed, and areas for future research outlined. found strong Study found the gender effects on both entrepreneurial self-efficacy and intentions at the middle/high school level, supporting earlier research on self-efficacy differences in those career areas that seem to reflect gender-based role expectations. While study did not measure gender stereotyping for different career paths, our results, taken together with previous research on self-efficacy and career intentions, suggest that entrepreneurship may still be perceived as a “male” field, and that young women may be limiting their career aspirations because they feel that they do not have the requisite skills and abilities. (Wilson Fiona, 2007)

From the seventeen-country study, the male-female gap in internal locus of control orientation was found to be negatively correlated with Hofstede's = masculinity dimension of culture. The gender gap in risk-taking propensity was positively correlated with the individualism dimension of culture and negatively correlated with the uncertainty avoidance dimension of culture. Gender gaps in entrepreneurial traits were greatest among advanced economies and least among the less developed economies. The three traits viz. innovativeness, internal locus of control, and risk-

taking propensity, are not the only traits that past research has shown to be associated with entrepreneurial potential. (Mulear, 2004)

The reform self help groups intend to develop entrepreneurship. Taking into consideration the social profile of the SHG Members who turned into micro entrepreneurs (ME were guided by family members and by themselves. (Tamilmani, 2009)

Attitudes towards entrepreneurship were key to explaining new business startup. Since statistically significant interaction found effects between beliefs and attitudes, although these effects did not account for large amount of additional variance (Philip H. Phan, 2002). Youth need a secure, stable, and well-paid profession. The risk associated with the entrepreneurship makes it a low preferred profession among the youth. Social endorsement is critical for providing morals as well as public support to the entrepreneurs. Rapid pace of globalization and fast growing Indian economy give plenty of business opportunities in India (Agarwal Krishna Kumar, 2009). A person attitude towards entrepreneurship would be indirectly influenced by his or her prior exposure to entrepreneurship. The study of census data provides convincing evidence that business owners are more highly educated than public. Formal education in general does not encourage entrepreneurship rather it prepares students for corporate domain. Promotes take a job mentality and suppresses creativity and entrepreneurship (Peterman Nicole E., 2003).

Entrepreneurship Education: It is proved that there is significant difference between entrepreneurship majors and business majors were found to exist in regard to Anxiety, Conformity, Innovation and risk taking on the Jacksons personality index and in regard to autonomy, change, cognitive structure and harm avoidances on the personality. Also persistence, academic ability and creatively were important psychological characteristics as predictors of entrepreneurship in a stimulated economy. Study proved that Entrepreneurship students differ significantly from other students on the Jackson personality Index in that they tend to be less anxious. It also could find out that they remain calm in stressful situations and tend to take things as they come without worrying. They are often non-conformists who refuse to go along with the crowd, are unswayed by others opinion. They tend to be creative, innovators who are inventive and able to develop novel solutions to problems and they are also

risk takers who are willing to expose themselves to situations with uncertain outcomes.

Women Empowerment

Males and females differ on dimension of entrepreneurial activity. In fact, women actually had stronger education and training aspirations for entrepreneurship than men. It has been found that women aspire to become entrepreneurs, but they need specific opportunities to develop the feeling of competency and strong expectations for success to complement their aspirations for venture creation and management.

(Robert F. Scherer, 1990).

Even among women who have chosen a management career path and are actively pursuing their MBA degrees, these differences in entrepreneurial self-efficacy persist. And yet, we see that entrepreneurship education may reduce these gender differences for those women with entrepreneurial aspirations. In this way, entrepreneurship education can be positioned as an equalizer, possibly reducing the limiting effects of low self-efficacy and ultimately increasing the chances for successful venture creation by women (Wilson Fiona, 2007). Entrepreneurship often allows women to engage in home-based work so that they still can attend to their domestic duties, while also helping to financially support the family. Banks, companies, and NGOs (non-governmental organizations) are finding that offering micro-credit, or small loans, and other types of entrepreneurial assistance can help women start businesses. Meerut Seva Samaj(MSS) provides a concrete example of how Indian women, especially in rural areas, can become successful entrepreneurs with the help of technology, training and other resources. Also assists local communities in the use of biogas, an environmentally friendly energy source that improves the environment and fertility of land in rural areas. It concludes that there are four elements that were crucial in the success of Meerut Seva Samaj.1. Empowerment of women is explicitly addressed in this project 2. high level of host country national involvement, including the extensive influence and control of Indians in the design and implementation of these programs. 3. The long-term nature of the commitment in this project. 4. The village-level focus of these development programs. (Bertaux Nancy, 2007).

Entrepreneurship can be a good way for immigrant women in Sweden to become personally integrated into working life. An immigrant woman who starts her own business independently and is expected to become successful is one who comes from a modern family with a modern attitude toward women. Thus, Entrepreneurship can be a good way for immigrant women to become personally integrated into working life and thus serve as a tool for empowerment. (Srialshteti, 2010) Majority of sample respondents have opinion that their (women) power has increased in taking family decisions after joining SHGS. (Bildt, 2009)

Most of the women were career minded, graduate, and postgraduate in education at Shrirampur taluka. Electric supply is the major problem faced by the women while they have little problem related to the industrial policy. Women were unable to expand the enterprise in the SHGS. Women were unable to find the time with family. Shortage of fixed capital is the main financial constraint of women entrepreneurs. Dual role of women entrepreneurs is the major social constraint of women entrepreneurs. (Pategaonkar, 2010) ‘Entrepreneurship education can be positioned as an equalizer, possibly reducing the limiting effects of low self-efficacy and ultimately increasing the chances for successful venture creation by women.

(Wilson Fiona, 2007)’.

Conclusion:

After the study it concludes that entrepreneurship education plays an important role in developing qualities and skills of entrepreneurs. Review on entrepreneurship profile shows that most of the entrepreneurs are made not born. Review on women empowerment shows that women empowerment leads to the development of entrepreneurs. Self help groups are playing and vital role for women empowerment.

Reference:

- Bildt, S. A. (2009). Empowerment through entrepreneurship – A tool for integration among immigrant women? *ICFAI University Press*, 3 (4), 7-20.
- Christopher W. Allinson, E. C. (2000). Intuition and Entrepreneurial Behaviour. *European Journal of Work and Organisational Psychology*, 9 (1), 31-43.
- Devi N. Uma, L. J. (2010). Entrepreneurs the Backbone for Nations Development. *IUP*, 61-66.

- Mueller stephen (2004). Gender Gaps in Potneital for Entrepreneurship Across Countries and Cultures. *Journal of Developmental Entrepreneurship* , 3 (3), 199-220.
- Pategaonkar, S. M. (2010). Entrepreneurship Development among women in Shrirampur Taluka. *IUP Journal of Entrepreneurship Development* , VII (1and 2), 50-62.
- Rachel Shnnar, M. P. (2009). Entrepreneurship Education: Attitudes Across Campus. *Journal of Education for Business* , 151-158.
- Stanley, C. (2009). Assessing Entrepreneurial Inclinations: Some Approaches and Empirical Evidence. *Eurpoean Journal of Work and Organisational Psychology* , 9 (1), 7-30.
- Tamilmani B. (2009). Rural women micro entrepreneurs. An empirical study on their. *ICFAI University of Entrepreneurship Development* , VI (2), 7-20.
- Van, G. M. (2000). Enterprising behaviour of ordinary people. *European Journal of Work and Organisational Psychology* , 9 (1), 81-88.
- Wilson Fiona, K. J. (2007). Gender, Entrepreneurial Self-Efficacy, and Entrepreneurial Career Intentions: Implications for Entrepreneurship Education. *Entrepreneurship Theory and Practice* , 387-406