

## DEVELOPING WOMEN ENTREPRENEURIAL LEADERSHIP: 'FROM VISION TO PRACTICE

DR. SAIRA MAQBOOL<sup>1</sup>, DR. QAISARA PARVEEN<sup>2</sup>, DR. MUHAMMAD ARSHAD DAHAR<sup>3</sup>

<sup>1</sup>PhD. Scholar, <sup>2</sup>Associate Professor & <sup>3</sup>Assistant Professor

Department of Education, Pir Mehar Ali Shah Arid Agriculture University-Rawalpindi (Pakistan)

1,2&3

Corresponding author: Dr. Qaisara Parveen ,qaisarach@yahoo.com

### ABSTRACT

*Improving females' involvement in management and enterprises in Pakistan requires the development of female entrepreneurs as leaders. Entrepreneurial education aims for providing students ,the knowledge, aptitudes and motivation to energize innovative accomplishment in various settings. Assortments of venture instruction are advertised at all stages of mentoring, from fundamental or discretionary institutes through graduate institutional platforms. The business enterprise will be considered the procedure by which a looming business visionary or business person pursues after openings without respect to the resources they directly regulate. This entails the ability of the business visionary to join every single other generation. This study explores the relationship between developing Women's Leadership skills and Entrepreneurship Education The essential reason for this consider was to analyze the role of Entrepreneurship Edification (EE) towards women's Leadership and develop entrepreneurial intentions among students. The major goal of this study was to foster entrepreneurial attitudes among PMAS Arid Agriculture University undergraduate students concerning their choice to work for themselves. This study focuses on the motivation and interest of female students in the social sciences to build entrepreneurial leadership skills. The quantitative analysis used a true-experimental, pretest-posttest control group research design. Female undergraduate students from PMAS Arid Agriculture University made up the study population. For entrepreneurial activity, a training module has been created. The students underwent a three-week training program at PMAS Arid Agriculture University, where they learned about entrepreneurial leadership abilities. The quantitative data were analyzed using descriptive statistics and T-tests. The findings indicated that students acquired entrepreneurial leadership skills and intentions after training. They have decided to launch their businesses as leaders. It is advised that other PMAS Arid Agriculture University departments use the training module and course outline because the research's usage of them has important results.*

**Keywords;** Women ,Entrepreneurial , Leadership , Business ,Intentions

### Purposes of the study;

- 1.To highlight the significance of viable EET (Entrepreneurship education and training) programs for progressing females' leadership potential.
- 2.To uncover the impact of Entrepreneurship Education on the Entrepreneurial intentions of students.

### INTRODUCTION

Entrepreneurial instruction aims to give pupils the learning, aptitudes and inspiration to energize innovative accomplishment in various situations. "The journey toward making a million dollars" Begins with two steps. First, identify a need; next, think of a solution. Undergraduates say building and running organizations is more intriguing than most other schoolwork. In a word, it is entertaining. Understudies get a kick out of the chance to learn by doing."

The awareness of business education, now known as entrepreneurship, has evolved into a widely considered theme and a widely-studied subject to which an unlimited amount of significance has been involved as both people and nations want to move forward. Education is the major driver of the enlargement and one of the most reliable mechanisms for educating people about health,



gender equality, reconciliation, and constancy. The main force behind the expansion is education, one of the most reliable means of spreading awareness of gender equality, health, and consistency. The understanding of what is now known as "Entrepreneurship" in the context of business education has evolved into a highly discussed and researched topic of enormous significance as both individuals and nations seek to advance. It is abundantly clear that entrepreneurs who pioneered innovative corporate concepts and ventures that form the foundation of economies that continue to be enormously valuable for countries about their positions of technological advancement and ground-breaking practices are essential for creating the pillars of those economies.

Sergiovanni (2005) attest that pioneers must embrace convinced conduct to assist others in implementing successfully within the working environment. Pioneers are responsible for other peoples' perspectives and consider how others assess them if they look for administration viability. Enterprise remains a concern straightforwardly associated with authority conduct. Agreeing to Benjamin Higgins (1959), an enterprise may be a work of looking for venture and generation openings, establishing an undertaking to attempt a new generation handle, nurturing capital, contracting labor, organizing the supply of crude resources, finding a location, presenting a modern procedure and merchandises, finding innovative causes of crude constituents, & choosing best supervisors for everyday business operations.. Writing appears that females' business enterprise capacities proceed in a patterned handle, beginning with producing commerce thoughts; recognizing current section openings; creating a commerce concept or trade arranging; changing gaps into attractive products and administrations; including esteem to merchandise and administrations through time and assets or through undertaking to resource and financing the wander; and propelling, developing, and finishing the new wander. Inquire about a hypothesis that outside and inside components impact females' business exercises, counting creating thoughts, commerce arranging, venture resourcing and administration, and endeavor gathering and development.

Womanly business people are developing as vital players within the national economy, but they remain diminished in authority positions (Bianchi, Parisi, & Salvatore, 2015). Calling for a more gendered point of view on entrepreneurial administration, tending to disparities gone up against by females in authority parts, think about by Chasserio, Pailot, and Poroli (2014) investigated how female business visionaries construct their provisions through communal builds. Women's limitations in getting authority positions have been broadly noted as the glass ceiling impact and, more as of late, the glass divider and the glass cliff, with a few basic forms being renowned (Ryan et al., 2016).

The administration has customarily had a male impact within the writing, and investigating gender orientation has emphasized the contrasts in manly and womanly styles; in any case, those thoughts are presently being confronted as more females expect senior positions (McGowan et al., 2015). The consideration by McGowan et al. (2015) uncovered that there's still a predominance of the manly see of authority and a need for social systems accessible for youthful females business people, and the requirement exists for representatives to address those strategies that will empower immature entrepreneurial females, advancing differences in establishments and making prospects for communal alter.

### LITERATURE REVIEW

The perception of a business has become a widely-studied theme to which an incredible bargain of significance is connected daily as both people and nations require it to move forward. Business visionaries who present imaginative and inventive trade thoughts for financial improvement and who begin productions that organize the economy's cells are amazingly profitable for nations regarding their innovation and development arrangements. These business visionaries are fundamental erection pieces of nations' parsimonies. It is of considerable significance that colleges give enterprise instruction for planned business people so that they can progress their imaginative and imaginative considering aptitudes successfully since they drive financial advancement in a way that impending trades could be run through logical administration standards. In this respect, the



reality that business instruction had been comprised of state approaches in making & expanding business deliberate, which is a pointer of scheduled business conduct, made the subject of the think about extremely basic.. The most addressed postured within the consider is "whether enterprise instruction given to undergrad commerce learners will increment their business eagerly in a persuading method." Particular from other things within the writing, the display considers procedures & equates together the exploratory bunch (gotten business enterprise instruction as exploratory boost) and the control gather (did not get business enterprise instruction) at the start and after the term in arrange to explore the potential impacts of enterprise instruction.

#### **Entrepreneurship Education;**

Business is the method. Therefore, a person or gathering of people utilize planned endeavors to seek after openings (Shane & Venkataraman, 2000, p. 220) to form esteem & development through satisfying needs & requirements done by advancement and individuality, no matter whatever kind of assets the business visionary as of now has. All through the world, business visionaries are found in all callings, extending from instruction, pharmaceutical, inquiry about, law, design, and design to communal efforts, dispersion & the administration, and they come in each form, estimate, and color and from all foundations (Hisrich, Diminishes & Shepherd, 2005, p. 8; Baron, 1998, p. 277). There are a few common subjects within the business concept (Coulter, 2003, p. 4-6; Hisrich et al., 2005, p. 8), such as business visionary (as a choice creator) (Olson, 1986, p. 35), advancement, association formation (Bygrave & Hofer, 1991, p. 14), making esteem, taking put in- both benefit and non-profit situations, development, individuality, preparation, the commitment of the vital time and exertion.

Business people look for openings for individual pick up and guarantee that assets are always being reallocated in a way that makes strides effective. Within the nonattendance of business visionaries, investments proceed to be committed to capacities wherever revenues are moo, driving a solidified economy in which assets are underused (Acs & Story, 2004, p. 873). Business instruction and educating platforms affect scholars' business eagerly and practices (Fayolle & Gailly, 2004). It is anticipated that by experiencing prescribed business instruction preparing, people will obtain information and aptitudes vital to require in establishing up one's possess businesses (Roxas, Cayoca-Panizales & Jesus, 2008; Clercq & Arenius, 2006).

#### **Entrepreneurship Intention Theories**

"Innovative expectation is significantly more than just an intermediary for business - it may be a genuine and valuable build in its possession that might remain utilized as, not fair, a subordinate ,but as an autonomous & a control variable." Thompson (2009: 670)

Purposeful prototypes related to the communal cognitive hypothesis, which was projected and created by 'Bandura' (1986). The essential code of the "communal cognitive assumption is that humans can influence their activity' (Ratten & Ratten, 2007: 92). The communal cognition assumption recommends systems for understanding, predicting, & modifying human behavior (Davis, 2006) of predictable behavior.

Intents speak to "an individual's inspiration to create an exertion to act -upon a cognizant arrange or choices" (Conner & Armitage, 1998: 1430). Business deliberate is an individual's inspiration to create a conscious arrangement to set up commerce. Thompson (2009) characterizes business purposeful as "self-acknowledged persuasion by an individual that they proposed to set up a modern trade scheme & deliberately arrange to do so at a few point within the future" (Thompson, 2009: 676).

In this way, the business purpose isn't only a yes or no address. Still, it can run from exceptionally moo, zero, to an elevated level of deliberate to set up a trade (Thompson, 2009). That joins fantastically well with the common run of the show characterized by Icek Ajzen: The more grounded the purposeful is, the more likely the behavior is (Ajzen, 1991); thus, business intents work as a go-between or reagent aimed at activities (Fayolle et al., 2006).

Investigate affirms that, eagerly indicates actual conduct in further connected situations (Armitage & Conner, 2001; Gelderen et al., 2008; Sutton, 1998). Because of the pertinence of the purposeful business idea, it is regularly utilized as a degree of the effect of enterprise programs. Moreover,

since an analyst's point of view, it isn't continuously attainable to hold up a number of a long time to look at how numerous understudies established a genuine commerce in the long run. Taking entrepreneurial deliberation as a degree of the effect of business enterprise education has a good thing about calculating the instant influence of a program. The lengthier the post-measurement of a business enterprise program is postponed, the more prominent the dimension partiality from relevant and time implications will be. It'll be more troublesome to isolate the part of a single figure similar to an enterprise program within the trade formation handle ( Hytti & Kuopusjarvi, 2004).

### Theory of Planned Behaviour

The hypothesis of arranged conduct originated within the Theory of contemplated activity (TRA), which remained suggested through Fishbein & Ajzen in nineteen seventy-five and eighties. ( Ajzen & Fishbein, 1980; Fishbein & Ajzen, 1975). The idea comprises three main builds, 1) The behavioral purposeful that rest on 2) subjective morals and 3) conducts. The added grounded the positive states of mind concerning behavior are, and the more grounded the societal values towards behavior are, the more grounded the behavioral purposeful is. The person will likely perform the required behavior if the deliberate is tall.

Behavioral deliberate (BI) measures the quality of the consciousness to execute an indicated demeanor. , Subjective standards (SN) show the weight of peers or companions to comply through specific standards For example, a person is less likely to engage in entrepreneurial activity if the company is viewed as unsafe by a parent or companion. States of mind (A) encompass desires approximately the results of performing an indicated behavior. The Theory of reasoned action can be streamlined into a scientific equation:

$$BI = SN + A$$

The hypothesis expects that particular activities are gone before by a cognizant deliberate to act in a specific way. Moreover, eagerness is subordinate to demeanours influenced by past life encounters, individual features and recognitions strained from those encounters (Ajzen, 1991). The hypothesis of arranged conduct comprises three attitudinal predecessors of eagerness:

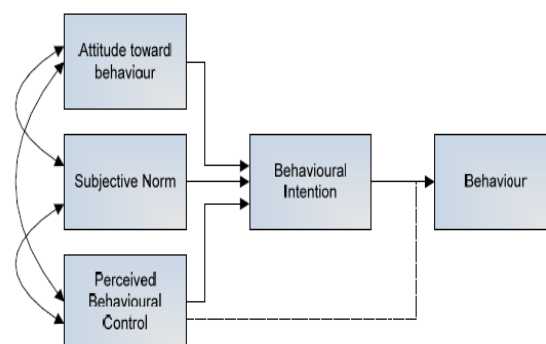


Fig 1: Ajzen's Planned Action Theory

State of mind concerning conduct is proportionate to the state of mind idea within the ,TRA. It alludes to that extent an individual considers approximately performing certain behavior emphatically.

It speaks to the degree of attractive quality and incorporates the desire for results after this conduct ( Krueger Jr et al., 2000). Subjective standards allude to the communal & social weight to achieve particular behavior. The decisive factor here is, for example, the wishes of friends, family, colleagues, networks or mentors on the appeal of becoming an entrepreneur. Perceived developmental mechanism covers Bandura's notion of self-efficacy ( Bandura, 1986) and may be a measure of a person's perceptual ability to achieve indicated behaviors ( Krueger Jr. et al. , 2000). These three perceptions could be outlined through these queries: In what way alluring is it to achieve this conduct? By what means attractive do individuals near the person in address think it is to accomplish this conduct? Do I accept in my possess capacity to achieve this conduct? Deliberate restrained through the hypothesis of arranged conduct has anticipated real behavior in other



settings within sixty to eighty per cent (Kermit, 2008). The concept of intended behavior can be disentangled in a scientific equation:

$$(BI) = (SN + ATB + PBC)$$

Behavioral intentions = Social Norms + Attitude towards Behavior + Perceived behavioral control

#### **Shapero and Sokol's Entrepreneurial Event Model**

The show's point is to clarify the forms that leads to an business occasion, that's , the minute of propelling a modern trade ( Kollmann & Kuckertz, 2006). ,The show accepts that dormancy leads social conduct, till a few occasions "uproots" that dormancy and unblocks already undesired practices. ,For illustration, an uprooting, such as work misfortune, might modify the discernment of the attractive quality to be self-employed. As Shapero and ,Sokol (1982) classify this life way variations into different classes: To begin with, negative relocations such as being terminated, insulter, rankled, bored, coming to center age, getting separated or getting to be widowed. The moment is among things such as progressing from high school, college, wrapping up martial obligation or being discharged after imprisonment.

Particularly, grouping between things is possibly curious for business instruction programs since understudies frequently had no perfect thought of whatever they needed to do after graduation. The 3<sup>rd</sup> classification is positive, the so-called positive, pulls from the accomplice, guide, speculator or clients. Whichever conduct is, eventually, performed depends on the validity of the choices and the penchant for performance. The reality in this setting is given when appealing quality and possibility of the desired conduct are seen. Be that as it may, this alone isn't enough to execute an indicated behavior; what is required may be an accelerating occasion, a relocation occasion that , vagaries these discernments and penchant to act in such a way as to, in the long run, achieve the conduct.

Hence, in case a relocation occasion triggers cognitive forms and changes discernments of achievability and appealing quality, the person might act if the validity of the required conduct is, advanced ,than that of the substitutes and in case the person includes a common affinity to ,perform on that activity. Seen attractive quality alludes emphatically to values and how they will eventually influence the personality's recognition of what is alluring or alluring and what isn't.

Related to this setting, Shapero and Sokol (1982) distinguish philosophy, people, peers, colleagues, coaches and past efforts involvement as components that unequivocally effect individual standards & the recognition of attractive quality. Seen allure is carefully connected to "particular standards" within the philosophy of arranged conduct (Krueger Jr et al., 2000). The antiquity of encounters unequivocally impacts what is alluring and whatever isn't. Seen achievability demonstrates to, which degree somebody feels by and by competent of, e.g., beginning a commerce. The concept of seen achievability is compared to (Bandura's) self-efficacy, frequently utilized as a degree of seen achievability (,Krueger Jr et al., 2000).

The penchant for acting is the individual mien to work on one's choice ( Krueger, 1993). Theoretically, Shapero and ,Sokol (1982) recommended an inner ,locus of control as a degree of the affinity to perform. There's no understanding as to how to best degree penchant to act. Further, creators recommend comparing the penchant to act with ", learned good faith" (Krueger Jr et al., 2000) or ,risk-taking affinity or resilience of uncertainty (Kermit, 2008). The three questions abridging the three perceptions of the business occasion could be communicated as follows: How alluring is it to accomplish this conduct? Are you doing what you think you should be doing? Do I accept my possess competence to accomplish this conduct? Additionally to the assumption of decided conduct, exogenous variables don't straightforwardly affect eagerness or conduct, but remain replicated through person-situation recognitions of allure & possibility of a conduct ( Krueger Jr et al., 2000).



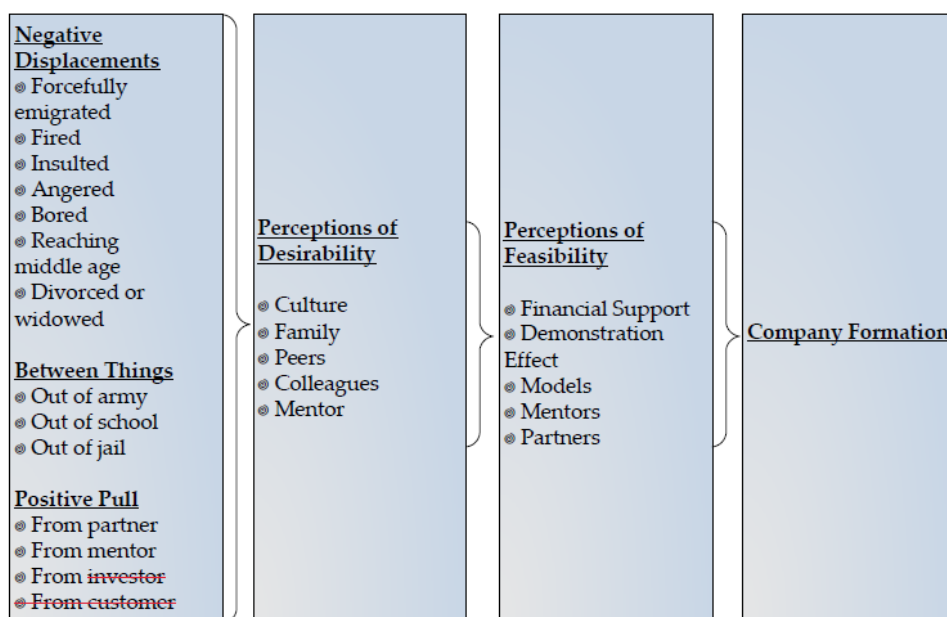


Fig 2; Shapero and Sokol's Business Occasion Model  
Source: Shapero and Sokol (1982: 83)

### Women Entrepreneurship Education and Training (EET)

(Minniti, Arenius, & Langowitz, 2004; Rindova, Barry, & Ketchen, 2009), & set an case for other females (,Morris & Brennan, 2003). Business enterprise instruction & preparation (,EET) can help female business people reach these objectives. In spite of the benefits of EET and the expanded interest in making EET more open, particularly for females in creating nations, data with respect to teaching ladies business visionaries successfully is missing. While the architects of numerous (EET) programs had restricted down-to-earth information on what constitutes adequacy, how to prepare female little trade proprietors in creating nations, & which constituents to incorporate invaluable programs.

### Women Entrepreneurs as Leaders

Emphasizing the significance of giving effective business instruction & preparing, our inquiry has appeared that females regularly accomplish administration parts through business activities. As a pioneer, a businessperson coordinates reports that incorporate her workers and other subordinates within the association. She, too, impacts the attitudes & actions of less self-evident elements, such as exterior trade partners, spectators within the public,& possible protégés, as well as family. In emerging nations, female business visionaries are often the primary females in their families to get instruction or prepare, or to begin and lead a trade. Their accomplishments, by implication, impact those who may take after their lead or learn from their case.

To instruct females on in what way to create their trades viably, researchers & programs architects necessity distinguish the effect of the fund, administration, & authority abilities, as well as the impact of the open market, family, and the social and regulatory situation, on females (Brush, de Bruin, & Welter, 2009).

### Leadership Capabilities

In expansion to unmistakable commerce comes about & incorporeal commerce states of mind and aptitudes, numerous (EET) programs to point to cultivate contributors' delicate abilities related to authority. As business visionaries, ladies in these programs are, moreover, coordinate and roundabout pioneers, setting an illustration for each other man and female, youthful and ancient, inside their trades & amongst their societies. As pioneers in that respect, an (EET) program had the prospective to assist females business people create, their open talking and displaying abilities, gotten to be comfortable organizing with new individuals, arrange terms and bargains, and having certainty in their capacities, all authority skills that permit them to require a charge of their

trades, commerce exchanges, and connections. Administration competencies might incorporate mentoring others, learning how to motivate devotees, offering to wants of their elements and impacting the demeanors & behaviors of others. Presenting the idea of female business people as pioneers to the members can assist them in taking obligation for an administration part that had not already appeared open to them. These females will at least lead themselves and others in their companies. Hence, counting authority competencies as a category when discovering program objectives can be a critical perspective of business victory.

### Methodology of the Study

Regarding this ponder, which relates to the affirmation that the "businessperson" is the generator of financial advancement within the awareness of developments mentioned by Schumpeter in his Hypothesis of Financial Improvement, the topic is to decide the impressions of enterprise instruction on business eagerly of advancement inclined youthful populace, to be specific undergrad pupils who will get such education amid their undergrad think about. Inside this viewpoint, it is pointed to determine whether there's a noteworthy distinction between the entrepreneurial eagerness of trade understudies who get business enterprise education (experimental bunch) and commerce understudies who don't get enterprise instruction (control bunch) within the starting and after the term.

### Sampling Process

Arbitrary examination, in which the foremost reasonable elements are included in testing in agreement with the point of the study, was embraced within the show think about. A total of sixteen disciplines were present at that time. The researcher chooses five domains. The total sample was 30 students. Fifteen students were selected for the control and fifteen for the experimental groups.

### Design of the training Program

Program originators ought to characterize their mission, recognize particular goals, and get the wants and capacities of the target gathering of people of members. Without this basic starting step within the arranging and planning arrange of the program plan, victory cannot be satisfactorily decided, and the suitable changes required to realize viability cannot be caught on enough. During the planning stage, association with individuals and teaching inside the communal that will perform with the plan's members is imperative. These probable accomplices ought to be able to supply a few sorts of key input, bolster, and assets for the program ( Fuchs, Werner, & Wallau, 2008). For illustration, the package might take advantage from organizations with additional establishments to extend enlistment and encourage execution. Cooperation with the nearby communal bolsters compelling needs investigations, which move forward package plan and buy-in, guarantee assurance and regard for inborn societies, & hence make a difference in the protected program life span.

Table 1; Experimental scheme of study

Random Cluster	(Pretest)	(Treatment)	(Posttest)
Experimental Group	( O <sub>1</sub> )	(X)	( O <sub>2</sub> )
Control Group	( O <sub>1</sub> )	(-----)	( O <sub>2</sub> )

( O<sub>1</sub>) for pretest, (O<sub>2</sub>) aimed at ,Posttest and (X) ,treatment only aimed at, Experimental group. The assessment convention seems to incorporate exploratory (, treatment-,control ) gather considers with an irregular task), quasi-experimental (treatment-control bunch feels, lacking randomization), & longitudinal plans (equating pre- and post-effects in a treatment bunch). To be absolutely test, each person must be haphazardly doled out to a bunch. A quasi-experimental approach might be more successful in such a case since assessors can swear off the randomized component and deliberately allow individuals to treat and control bunches. For a randomized test of program viability it is, in any case, doable to dole out individuals arbitrarily inside a program to



get different components of program substance and, after that, assess the viability of that substance through equating treatment & control bunches on a few foreordained objectives ( Creswell, 2003; Gribbons & Herman, 1997).

#### **Trainers.**

Business teachers extend after scholastically prepared college teachers (Katz, 2002), to real business people with possible involvement ( Sexton, Upton, Wacholtz, & McDougal, 1997), to a few groupings of the two. A perfect blend associates workforce (scholastic information) through professionals (hands-on involvement), to adjust hypothesis and activity for members ( Carey & Matlay, 2010; Edwards & Muir, 2012; Pittaway & Adapt, 2007). Joining proceeded training and instruction into program preparation can offer assistance to guarantee that the educational programs advance and vary suitably.

#### **Delivery.**

Conveyance makes strides when it incorporates shifted instructing strategies, such as hands-on experiential works out, person composing tasks, reenactments, addresses, courses, & bunch ventures relating to distinctive, coordinated themes. Educating strategies that mirror real-life circumstances for business visionaries as much as conceivable give the foremost viable learning situations ( Haase & Lautenschläger, 2011; Henry, et al., 2005). In any case, down-to-earth and experiential learning must be paired with hypotheses to assist understudies in understanding why certain occasions happen and clarify why particular arrangements ought to work ( Fiet, 2000). In expansion, the advanced computerized transformation has improved wants for development & request for enterprise instruction ( Volkmann, et al., 2009).

#### **Curriculum.**

The educational programs of the program frequently get to be the central point for the program plan since it speaks to the focus around which other program components rotate. Still, all educational programs' improvement must be connected to the program objectives. As the basic core of any EET program, educational programs request specific thought from program architects; once more, localization is critical since the substance must be pertinent to the setting where program members work. ). Basic considering, decision-making, problem-solving, and inventiveness abilities must be part of any educational programs in arrange for members to apply what they learn enough. In common, educational programs should incorporate wide commerce substance preparation (e.g., fund, bookkeeping, promoting, hominid assets, and venture administration) and delicate abilities such as communiqué strategies, authority, and transactions (Barringer & Ireland, 2010). Instruction and preparing on subjects related particularly to organizing, arrangements, and driving alter, as well as overseeing career moves and work-life adjustment issues, may assist females exploring gendered encounters ( Eagly & Carli, 2007; Ely, Ibarra, & Kolb, 2011). Most imperatively, commerce arranged advancement too ought to be comprised for mutually existing business people who have not conducted full trade examination,& potential business people who have to be pick up recognition with the life systems of trade arrange and strategies for completing inquiries about to move forward their chances of victory (Russell, et al., 2008). At last, we discover that commonsense components of the educational programs ought to instruct business visionaries how to enroll companies, record charges, plan logos, and apply for trademarks and licenses, amid other actual exercises.

#### **Data Analysis**

The achievement test was the tool. SPSS 21 insights bundle program was utilized in the investigation of information. T-test contrast was used to distinguish whether there was a critical contrast between the entrepreneurial intentions of understudies within the investigational cluster who got business enterprise instruction and those within the control bunch who did not get business instruction at the start and after the term.

These were descriptive statistics, and in inferential statistics, the researcher used the pairedT-test for same-group data analysis. A selected probability level T-test determines whether two means significantly differ in two independent samples. The strategy utilized in breaking down the attained data is revealed in the grouping given beneath:



1. In the current investigation, there were two groups. One was experimental, and one was control gathering. The mean pre-test and post-test scores of the two groups remained decided independently. The equation for the computing mean score utilized in the investigation was

$$\text{Mean} = \frac{\sum x}{n}$$

- n (Stands for sample size)
- x (Stands for raw scores)
- $\Sigma$  (Stands for the sum of x)

Standard deviation values for the two comparison groups above were calculated to supplement the mean values obtained in step 1, both pretest and posttest.

2. Standard deviation ratings had been calculated through the usage of the subsequent formula

$$\text{Standard deviation} = \sqrt{\frac{\sum (x - \bar{x})^2}{n-1}}$$

3. Matched Paired sample T-test (likewise alluded to as rehashed procedures) is utilized when you have only one gathering or groups of individuals (or organizations, or machines and so on.) and you gather data from them on two specific events or under two unique situations. Pretest/posttest exploratory structures are a case of the kind of position where this method is suitable. You evaluate every individual on some nonstop measure at Time 1 and again at Time 2 before presenting them to a few test control or mediation. This methodology is utilized when you have coordinated sets of subjects (for example, every individual is coordinated with another on explicit rules, age, and gender). One of the pairs is presented to Intervention 1. What's more, the other is presented to Intervention 2. At that point, each pair's scores on a constant measure are considered.

$$t = \frac{\bar{x}_d - \mu_d}{s_d}$$

Where T stands for Mean for the difference of pairs,  $\mu_d$  stands for population difference of teams and the standard deviation of pairs.

### Descriptive Statistics.

#### 1;Descriptive Statistics

Variables	N	Minimum	Maximum	Mean	Std. Deviation
Women_Empowerment	30	3.50	5.00	4.4333	0.42004
Entrepreneurship_Education	30	2.50	4.75	4.0333	0.54033
Entrepreneurial_Intentions	30	3.18	4.73	4.0152	0.41011
Self_Employment	30	2.67	5.00	4.1778	0.54480
Leadership_Skills	30	3.36	4.74	4.1649	0.36140

The Table above explains that the total number of respondents was 30. The Women Empowerment results are (Mean=4.4333, SD=.42004), The Entrepreneurship Education results are (Mean=4.0333, SD=.54033), The Entrepreneurial Intentions results are (Mean= 4.0152, SD=.41011), The Self Employment results are (Mean=4.1778, SD=.54480) and The Leadership Skills results are (Mean=4.1649, SD=.36140). The Table deliberates that all results are positive.

### T-Test

#### Mean Difference

Table 2: (Paired Samples Statistics)

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	26.10	30	5.892	1.076
	Post- test	42.47	30	8.055	1.471

In paired sample statistics, the Table showed Mean is 26.10, and the standard deviation is 5.892 when calculated before the intervention. After the intervention, the Mean is 42.47, and the standard deviation is 8.055. The number of participants in each test is 30.

When a t-test for paired observations has been applied to our data set, i.e. before entrepreneurial women leadership training and after the exercise of entrepreneurial Leadership, the results are significant, which means the movement has a very positive impact on women, as our p-value is approaching zero. This also means if we train the women through proper training, this will increase their interest in the business. Also, the mean value before the movement, equal to 26.10 after exercise, rose to 42.47. The SPSS data analysis results are shown in the following tables.

Ho:  $\mu_d=0$

H1:  $\mu_d \neq 0$

This is our null and alternative hypotheses. If we accept Ho, this means that training does not affect women. If we reject Ho, this means training has an impact on women.

Table 3; Paired Samples Test

		Paired Differences						Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		T	
Pair					Lower	Upper		
1	pretest - posttest	-16.367	7.034	1.284	-18.993	-13.740	-12.744	.000

The significance value is .000, which is less than .05 means that there is a statistically substantial difference among the means of the pretest and posttest results. The results displayed that the mean value of the Posttest is better than the pretest mean.

Note: If the p-value is greater than 0.01, then our null hypothesis will be accepted, and if the p-value approaches zero, then our null hypothesis will be rejected.

As the P-value tactics zero, our null hypothesis will be rejected. This means that training has a significant effect on women. This also means that if we train women/ students in Entrepreneurship or business training, they will be encouraged to start their ventures.

#### Profile plots

Profile plots give another valuable graphical outline of the information. These are, as it were, significant if all factors have the same estimation units. They are not important if the elements have various teams of estimation. For illustration, a few factors may be restrained in grams, whereas other aspects are measured in centimeters. In this case, profile plots ought not to be built

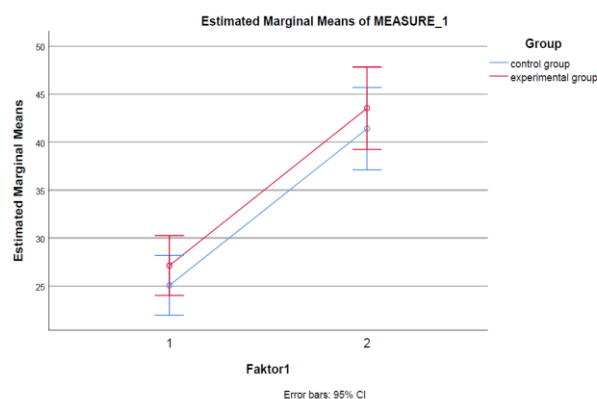


Figure 1 depicts the estimated marginal means of the experimental and control group. The result shows that the investigational group's marginal Mean is higher than the control group's marginal Mean.

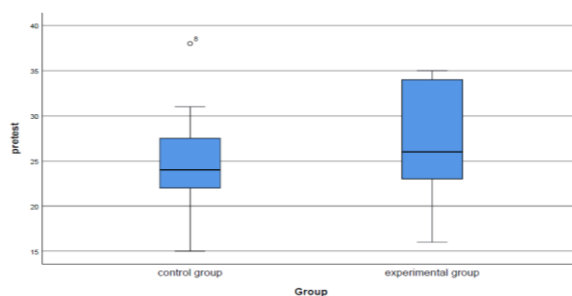


Figure 2: Pretest

Figure (4.2) mentioned above depicts the Mean of the pretest and Posttest. The result shows that, compared to the control group, the experimental group has a higher standard. It also indicates outliers (no 8 in the control group).

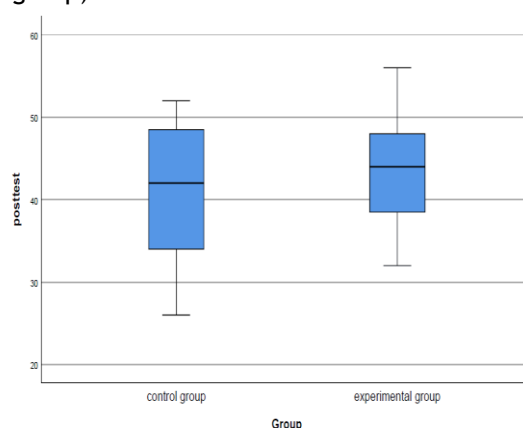


Figure 3: Posttest

As mentioned above, figure (4.3) depicts the Mean of the pretest and posttests. Compared to the experimental group, the result shows that the standard of the control group is higher.

#### Findings

The findings from profile plots (4.2) show the estimated marginal means of the investigational & resistor clusters. The outcomes demonstrate that. The investigational set's marginal Mean is higher than the control groups. The findings from Plot graph (4.3) show the Mean of (pretest) & (Posttest). The result shows that, associated to the control group, the experimental group has a higher standard. It also indicates outliers (no 8 in the control group). The findings from plot graph (4.4) showed the Mean of (pretest) & (Posttest). Compared to the investigational cluster, the result indicates that's, the standard of the control group is higher. When the T-test for paired observations has been applied to our data set, i.e. before entrepreneurial women leadership training and after the entrepreneurial Leadership training, the results are significant, which means the training has a very positive impact on women as our p-value approaches zero. This also means if we train the women through proper training, this will increase their interest in the business. Also, the mean value before the training, equal to 26.10 after training, rose to 42.47. If the p-value is greater than 0.01, that means before and after giving the same result. That means that training does not affect women. But if the p-value is less than 0.01, which is approaching zero in this case, that means the training affects women, and in this case, our p-value is less than and also comes to zero.


#### CONCLUSION

Inside this system, it is noticed that there was a measurably critical increment in business eagerly of understudies who had gotten business enterprise instruction. This finding demonstrates that instruction or preparation can increment innovative deliberation and positively impact pupils' entrepreneurial eagerness. The show considers that the expanded entrepreneurial eagerly of those


who got business enterprise instruction is particularly measurably critical in the measurements of assurance and tirelessness, beginning commerce and running their claim commerce. These discoveries appear that enterprise instruction upgrades individuals' assurance and tirelessness, increments contemplations of experiencing rarer contests when starting a trade, and diminishes destructive reflections almost running their claim trades. Moreover, business instruction emphatically influences and increments entrepreneurial deliberation's advancement and activity measurement. The consideration deductively affirms that entrepreneurial deliberation can be expanded through education, and enterprise instruction can bring unused business people to the economy. Female business people are coordinated and circuitous pioneers in their communities, particularly in creating nations. Trade possession manages Females' pay to bolster their families (Ahl, 2006; Calás, et al., 2009; Coleman, 2004; Minniti, 2009). Through enterprise, ladies can supply for their families, pick up autonomy, and move forward with their living measures (Minniti, et al., 2004; Rindova, et al., 2009). When driving their claim businesses, they set a case for other ladies (Morris & Brennan, 2003). Effective enterprise instruction and preparation (EET) can help female business people in their commerce and authority objectives. The multiplicative & constructive impacts of such trade preparing programs are shown as occupations made, information shared, and new cases set for future eras.

## REFERENCES

- [1] Acs, Z. J., & Storey, D. J. (2004). *Introduction: Entrepreneurship and economic development*. *Regional Studies*, 38(8), 871-877.
- [2] Ahl, H. (2006). *Why Research on Women Entrepreneurs Needs New Directions*. *Entrepreneurship Theory & Practice*, 30(5), 595-621.
- [3] Ajzen, I. 1991. *The Theory of Planned Behavior*. *Organizational Behavior & Human Decision Processes*, 50(2): 179-211.
- [4] Ajzen, I. 1991. *The Theory of Planned Behavior*. *Organizational Behavior & Human Decision Processes*, 50(2): 179-211.
- [5] Armitage, C. J., & Conner, M. 2001 *Efficacy of the theory of planned behaviour: a*
- [6] Bandura, A. 1986. *The Social Foundations of Thought and Action*. Englewood
- [7] Bandura, A. 1986. *The Social Foundations of Thought and Action*. Englewood
- [8] Baron, R. A. (1998). *Cognitive mechanism in entrepreneurship: Why and when entrepreneurs think differently than other people*. *Journal of Business Venturing*, 13(4), 275-294. [https://doi.org/10.1016/S0883-9026\(97\)00031-1](https://doi.org/10.1016/S0883-9026(97)00031-1)
- [9] Barringer, B. R., & Ireland, D. (2010). *Entrepreneurship: Successfully Launching New Ventures*, 3/E. Pearson Prentice Hall
- [10] *behaviour*. *Career Development International*, 13(6), 538-559.
- [11] Benjamin, H. *Economic Development*; W. W. Norton Co.: New York, NY, USA, 1959; p. 515. [Google Scholar]
- [12] Bianchi, M., Parisi, V., & Salvatore, R. (2016). *Female entrepreneurs: Motivations and constraints. An Italian regional study*. *International Journal of Gender and*
- [13] Brush, C. G., de Bruin, A., & Welter, F. (2009). *A gender-aware framework for women's entrepreneurship*. *International Journal of Gender and Entrepreneurship*, 1(1), 8-24.
- [14] Bullough, A., Sully de Luque, M., Abdelzaher, D., & Heim, W. (2015). *Developing Women Leaders through Entrepreneurship Training*. *Academy of Management Perspectives*. 29(2): 250-270
- [15] Bygrave, W. D., & Hofer, C. W. (1991). *Theorizing about entrepreneurship*. *Entrepreneurship Theory and Practice*, 16(2), 13-22.
- [16] Calás, M. B., Smircich, L., & Bourne, K. A. (2009). *Extending the boundaries: Reframing "entrepreneurship as social change" through feminist perspectives*. *Academy of Management Review*, 34(3), 552-569.
- [17] Carey, C., & Matlay, H. (2010). *Creative disciplines education: a model for assessing ideas in entrepreneurship education?* *Education + Training*, 52(8/9), 694-709.
- [18] Chasserio, S., Pilot, P., & Poroli, C. (2014). *When entrepreneurial identity meets*
- [19] Clercq, D. D., & Arenius, P. (2006). *The role of knowledge in business start-up activity*. *International Small Business Journal*, 24(4), 339-358.
- [20] Cliffs, New Jersey: Prentice-Hall, Inc.
- [21] Cliffs: Prentice-Hall.

- 
- [22] Cliffs: Prentice-Hall.
  - [23] Coleman, S. (2004). Access to Debt Capital for Women- and Minority-Owned Small Firms: Does Educational Attainment Have an Impact? *Journal of Developmental Entrepreneurship*, 9(2), 127.
  - [24] Conner, M., & Armitage, C. J. 1998. Extending the Theory of Planned Behavior: A
  - [25] Coulter, M. A. (2003). *Entrepreneurship in action* (2nd ed.). New Jersey: Pearson Education Inc.
  - [26] Creswell, J. W. (2003). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 2nd Edition. Thousand Oaks, CA: Sage Publications.
  - [27] Davis, A. 2006. *Social Cognitive Theory*. Retrieved March, 30, 2010, from
  - [28] doi:10.1016/j.leaqua.2015.10.008
  - [29] Eagly, A. H., & Carli, L. (2007). *Through the labyrinth: The truth about how women become leaders*. Boston, MA: Harvard Business School Press.
  - [30] Edwards, L.-J., & Muir, E. J. (2012). Evaluating enterprise education: why do it? *Education + Training*, 54(4), 278 - 290.
  - [31] Ely, R. J., Ibarra, H., & Kolb, D. M. (2011). Taking Gender Into Account: Theory and Design for Women's Leadership Development Programs. *The Academy of Management Learning and Education*, 10(3), 474 - 493.
  - [32] Ely, R. J., Ibarra, H., & Kolb, D. M. (2011). Taking Gender Into Account: Theory and Design for Women's Leadership Development Programs. *The Academy of Management Learning and Education*, 10(3), 474 - 493.
  - [33] enterprise education: methods, tolls and practices. Retrieved February, 13,
  - [34] entrepreneurship education. *Journal of Entrepreneurship Education*, Annual
  - [35] entrepreneurship teaching programs: A first experimentation. 14. Annual IntEnt Conference, University of Napoli Federico II (Italy), July 4-7.
  - [36] *Entrepreneurship*, 8(3), 198-220.
  - [37] Esmer, Y.; Dayı, F. Entrepreneurial Leadership: A Theoretical Framework. *Mehmet Akif Ersoy Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi* 2017, 4, 112-124. [Google Scholar] [CrossRef]
  - [38] Fayolle, A. 2006. Effect and Counter Effect of Entrepreneurship Education and Social Context on Student's Intention. *Estudios de Economica Aplicada*, 24-2: 509-523.
  - [39] Fayolle, A., & Gailly, B. (2004). Using the theory of planned behaviour to assess
  - [40] Fiet, J. O. (2000). The Pedagogical Side of Entrepreneurship Theory *Journal of Business Venturing* 16(2), 101-117.
  - [41] Fishbein, M., & Ajzen, I. 1975. *Belief, Attitude, Intention, and Behavior: An*
  - [42] Fuchs, K., Werner, A., & Wallau, F. (2008). Entrepreneurship education in Germany and Sweden: what role do different school systems play? *Journal of Small Business and Enterprise Development*, 15(2), 365-381.
  - [43] Gelderen, M. v., Brand, M., Praag, M. v., Bodewes, W., Poutsma, E., & Gils, A. v.
  - [44] Gribbons, B., & Herman, J. (1997). True and quasi-experimental designs. *Practical Assessment, Research & Evaluation* 5(14).
  - [45] Haase, H., & Lautenschläger, A. (2011). The 'Teachability Dilemma' of entrepreneurship. *International Entrepreneurship and Management Journal*, 2(2), 145-162.
  - [46] Henry, C., Hill, F., & Leitch, C. (2005). Entrepreneurship education and training: can entrepreneurship be taught? Part II. *Education + Training*, 47(3), 158-169.
  - [47] Hisrich, R. D., Peters, M. P., & Shepherd, D. A. (2005). *Entrepreneurship*. Boston, MA: McGraw-Hill Irwin.
  - [48] Hisrich, R.D.; Peters, M.P.; Shepherd, D.A. *Entrepreneurship*, 10th ed.; McGraw-Hill Education: New York, NY, USA, 2017; pp. 1-300. [Google Scholar]
  - [49] Hytti, U., & Kuopusjarvi, P. 2004. Evaluating and measuring entrepreneurship and
  - [50] intentions. *Journal of Business Venturing*, 15(5/6): 411.
  - [51] *International Journal of Entrepreneurial Behavior & Research*, 20(2), 128-154.
  - [52] *Introduction to Theory and Research*. Reading, MA: Addison-Wesley.
  - [53] Kermit, W. 2008. *Entrepreneurial Intention Research: Implications for*
  - [54] Kollmann, T., & Kuckertz, A. 2006. Venture archetypes and the entrepreneurial event: cross-cultural empirical evidence. *Journal of Enterprising Culture*, 14(1): 27-48.
  - [55] Krueger Jr, N. F., & Reilly, M. D. 2000. *Competing models of entrepreneurial*
  - [56] Krueger, N., & Carsrud, A. 1993. Entrepreneurial intentions: Applying the theory of planned behaviour. *Entrepreneurship & Regional Development*, 5(4): 315- 330.
  - [57] McGowan, P., Cooper, S., Durkin, M., & O'Kane, C. (2015). The influence of social and human capital in developing young women as entrepreneurial business leaders. *Journal of Small Business Management*, 53(3), 645-661. doi:10.1111/jsbm.12176



- 
- [58] meta-analytic review. *British Journal of Social Psychology*, Vol. 40: pp. 471-
  - [59] Minniti, M. (2009). *Gender Issues in Entrepreneurship. Foundations and Trends in Entrepreneurship*, 57(7-8), 497-621.
  - [60] Minniti, M., Arenius, P., & Langowitz, N. (2004). *Global Entrepreneurship Monitor: 2004 Report on Women and Entrepreneurship*. Babson Park, MA and London: Center for Women's Leadership at Babson College and London Business School.
  - [61] Morris, M., & Brennan, C. (2003). *Entrepreneurs and motherhood: Impacts on their children in South Africa and the United States*. *Journal of Small Business Management*, 41, 94-107.
  - [62] multiple social identities: Interplays and identity work of women entrepreneurs.
  - [63] Olson, P. D. (1986). *Entrepreneurs: Opportunistic decision makers*. *Journal of Small Business Management*, 24, 29-35.
  - [64] Pittaway, L., & Cope, J. (2007). *Entrepreneurship Education: A Systematic Review of the Evidence*. *International Small Business Journal*, 25.
  - [65] Ratten, V., & Ratten, H. 2007. *Social cognitive theory in technological innovations*. *European Journal of Innovation Management*, 10(1): 90-108.
  - [66] Review and Avenues for Further Research. *Journal of Applied Social Psychology*, 28(15): 1429-1464.
  - [67] Rindova, V., Barry, D., & Ketchen, D. J. (2009). *Entrepreneurship as Emancipation*. *Academy of Management Review*, 34(3), 477-491.
  - [68] Rindova, V., Barry, D., & Ketchen, D. J. (2009). *Entrepreneurship as Emancipation*. *Academy of Management Review*, 34(3), 477-491.
  - [69] Roxas, B. G., Cayoca-Panizales, R., & Jesus, R. M. (2008). *Entrepreneurial knowledge and its effects on entrepreneurial intentions: Development of a conceptual framework*. *Asia-Pacific Social Science Review*, 8(2), 61-77.
  - [70] Russell, R., Atchisona, M., & Brooks, R. (2008). *Business plan competitions in tertiary institutions: encouraging entrepreneurship education*. *Journal of Higher Education Policy and Management*, 30(2), 123-138.
  - [71] Ryan, M. K., Haslam, S. A., Morgenroth, T., Rink, F., Stoker, J., & Peters, K. (2016). *Getting on top of the glass cliff: Reviewing a decade of evidence, explanations, and impact*. *The Leadership Quarterly*, 27, 446-455.
  - [72] Sergiovanni, T. (2005). *The virtues of leadership*. *The Educational Forum*. *The Educational Forum*, 69 (2), 112-123.
  - [73] Sexton, D. L., Upton, N. B., Wacholtz, L. E., & McDougal, P. P. (1997). *Learning Needs of Growth-Oriented Entrepreneurs*. *Journal of Business Venturing*, 12, 1-8.
  - [74] Shane, S., & Venkataraman, S. (2000). *The promise of entrepreneurship as a field of research*. *Academy of Management Review*, 25(1), 217-226. <https://doi.org/10.2307/259271>
  - [75] Shapero, A., & Sokol, L. 1982. *The social dimensions of entrepreneurship*. In C. Kent, Sexton, D., Vesper, K. (Ed.), *Encyclopedia of Entrepreneurship*. Englewood
  - [76] Sutton, S. 1998. *Predicting and Explaining Intentions and Behavior: How Well Are*
  - [77] Thompson, E. R. 2009. *Individual Entrepreneurial Intent: Construct Clarification and Development of an Internationally Reliable Metric*. *Entrepreneurship: Theory*
  - [78] Volkmann, C., Wilson, K. E., Mariotti, S., Rabuzzi, D., Vyakarnam, S., & Sepulveda, A. (2009). *Educating the Next Wave of Entrepreneurs: Unlocking entrepreneurial capabilities to meet the global challenges of the 21st Century*. Cologny/Geneva, Switzerland: World Economic Forum
  - [79] *We Doing?* *Journal of Applied Social Psychology*, 28(15): 1317-1338.