

# Accessibility to higher education for women aggrandizes entrepreneurship with special reference to Slums in Chennai.

P. Paul Ebenezar

*Faculty, HBI & College, Chennai*

**Abstract:** The present article attempts to understand the accessibility to higher education for women that encourages, enriches, equips and empowers them to be an effective and efficient entrepreneur. The exploration and examination of accessibility to higher education for women were done among the women of Chemmencherry slum dwellers, Chennai.

The influence and impact of higher education on the empowerment of women could be highlighted in this article. Questions that the researcher would like to put forth in this article include the following: What is the need for higher education? What are the accessibilities for women to have a higher education? How to identify the concepts of empowerment of women and entrepreneurship? What is the interconnectedness between the higher education of women and entrepreneurship? The Researcher likes to see what novel insight might appear from the study of accessibility to higher education for women through the interaction and observation from the lives of the selected people in Chemmencherry slum, Chennai.

The Researcher also understands that he could not answer all the questions that had been placed. It is an initiation to understand the complex occurrences among the women in Chennai slums. The statistical sample size of the study was 300 respondents from Chemmencherry slum, Chennai. The simple random sampling method was used. The results indicated by using simple statistical tool Percentage analysis, Correlation analysis, and Five-point Likert Scale. This study explores that the accessibility of higher education is the most significant in order to have empowerment and aggrandizes entrepreneurship. According to this research, higher education for women and entrepreneurship have a strong positive association with each other.

**Key Words:** Slums, Higher Education, Empowerment of women, Entrepreneurship

## 1. INTRODUCTION

India commands a unique position in the global arena because of its human resource and occupies a conspicuous presence in geopolitical affairs. The presence of computer literate and skilled workforce makes it a powerful global player. The growth and development India witnessed ever since it had opened its markets and allowed the presence and participation of economic globalization are immense and invincible. The phase of modernization and urbanization is unprecedented making the policymakers and the bureaucrats consider development as the mantra of governance and of political life. This development mantra was made possible by the Structural Adjustment programme (SAP) of the Indian Government which is indeed welcomed and liked by international funding agencies like World Bank (WB) and International Monetary Fund (IMF) that seeks ways and means to develop the infrastructure of the country. The federal set up of Indian union allows the development pattern to be percolating at all levels of the government, the national, the state and at the sub-national levels. The development intent is spread across the length and breadth of the country because of notions of decentralization. But in reality, what happened to the development mantra is that it remains largely concentrated within the confines of the urban domains and finds a dismal presence in the rural confines.

This skewed levels of growth and development in the urban centers have enhanced the rates of rural migration to the cities and accelerated the phases of urbanization. The cities become highly overcrowded because of large scale infiltration of people and people recourse to finding their habitats on the fringes of the cities namely on the river beds and other peripheral centers of the cities namely on the slums. The slums accommodate

the immigrants who throng the gates of the cities for life and livelihood. The growth of slums indicates the levels of the growth and development that happens in the cities. People in the slums have greater access to urban facilities and amenities like drinking water, electricity, employment, education, hospitals, and health care when compared to their rural counterparts. Despite their over crowdedness and scant availability of essential amenities like water, electricity, health and sanitation facilities, the presence of access to growth and development makes the slum dwellers to be rooted in the slums despite the pathetic living conditions. The slum dwellers enjoy the privileges and possibilities of modernity and urbanization and accordingly work out their scales of development. The transition of these people from the fringes of society into the principal positions of the society is contingent upon their access to education.

Education plays a pivotal role in augmenting personal and social transformation among communities in India. The Government of India and the State governments realize that the transformation of people from poverty, misery, and backwardness is possible only through the availability of education and the government is promoting universal compulsory education to all (*Sarva Shiksha Abhiyan*) systematically. By the participation of governmental and non-governmental sectors, India is able to achieve significant levels of primary education and literacy levels. This is indeed remarkable and substantial but the question which remains unattended and unanswered was who are the beneficiaries of such an intense drive of universal compulsory education. The access to primary education though made available to significant levels of people does not necessarily result in social transformation as is expected by the policymakers and bureaucrats. Upon analysis, it is clear that that access

to education is selective and follows the conventional paradigms of patriarchy and gender rules of the society. The society prescribes and proscribes the participation of women in their access to education. Despite the empowerment potential and transformative scope offered by women's education, access to women's education is not a rampant phenomenon and is slowly on its increase. Women with access to higher education present themselves and their families in a better light in terms of their financial position, lifestyle and in social standing and engage in active participation in the life and activities of the society.

## 2. OBJECTIVES OF THE STUDY

- To study the accessibility to higher education for women aggrandizes entrepreneurship in the Chemmenchery slum, Chennai.
- To evaluate the quality of the existing educational system that is applicable to the Women in the given slum.
- To explore the various factors such as social, economic, religious and cultural factors in which they are entangled with that prevents them to pursue the education.
- To bring out implications to the women in Chemmencherry slums and to build them holistically as an efficient entrepreneur

## 3. STATEMENT OF THE PROBLEM

Accessibility to higher education for women aggrandizes entrepreneurship with special reference to Slums in Chennai.

## 4. HYPOTHESIS

There is a correlation between entrepreneurship and higher education for women with special reference to Slums in Chennai.

## 5. REVIEW OF LITERATURE

**5.1. Slums:** Causes of the Slums: According to **Sudha Kaldate** and **B.C.Joshi (1989)**, causes of slums are due to four main reasons.

- The first is the industrial revolution. Though there were slums prior to the industrial revolution, this we can say has aggravated the problem.
- The second reason is the economic condition.
- The third reason is the attitude of the slum dwellers. They gradually begin to remain undisturbed by their dehumanized condition.
- The fourth reason is the corrupt and inefficient political administration.

**5.2. Formation of Chemmencherry Slum:** Chemmencherry slum is one of the newly emerged slums in Chennai. Chemmencherry is located near Shozhangnallur, Chennai. It is rehabilitation block for slum dwellers from various parts of the Chennai city in order to relocate the slum dwellers from various areas

in Chennai. There are some Non-Governmental Organizations (NGOs) working in this area at present. There are some Hindu temples, Christian churches, and church-related organizations efficiently rendered services to enhance religiousness and spirituality in this slum. The selection of this slum for the study would be appropriate because it is a permanent and liveable residential area; it is located on the old Mahabalipuram road which is increasingly developed in the industrial arena and prepares to identify some of the spiritual, religious and cultural practices. This article helps in facilitating the populace to respond to the significance of higher education and to examine their views to develop entrepreneurship

The women folk of this slum are domestic helpers, workers in garment export companies and involve in construction work. Most of the men are daily wage laborers in construction work, manufacturing companies and so on. While the parents go out to earn their daily bread the children stay back at home looked after by around 70% of the children go to nearby the school to pursue their study. Most of them prefer to go to school for their mid-day meals under the government scheme called *sathunavu thidam*.

**5.3.The Elements of Slum problems:** Each of the slums has a negative character which makes the community at large. The problems faced in a slum are characteristic to it. They are enumerated as poverty, crime, broken families and education. the researcher would like to explain the nuances of education here briefly.

- **Education:** According to **Hunter David R (1964)**, the slum dwellers by all measures such as educational level, occupation, the location of residence, style and standard of living, reputation, etc are low. They are in general low skilled, unemployed or underemployed, not belonging to labor unions, only partially or not integrated with any national institutions, not belonging to any political parties and show no participation in medical care, old age benefits, maternity care, etc... They do not use the city's hospitals, banks, departmental stores, schools, colleges, universities, etc... They are marginal people living in a big city. This happens either because the child supposed to study is either forced to child labor or because of willfully not getting an education.

- **Literacy rate among Slum population:** The Literacy rate for the Slum Population of Tamil Nadu is 71%. Males (77%) have a higher Literacy rate than Females (65%). Nagercoil (89.90%) has reported the highest literacy rate among the slum dwellers. Dindigul (87.91%) and Tiruvattiyur (85.77) follow. As far as Chennai is concerned, the Literacy rate for the Slum Population is 80.09%. Males (85.77%) have a higher Literacy rate than Females (74.21%). It is noteworthy that the male literacy rate in slums is higher than that in non-slum areas

**5.4. Literature on Education: Srikant (1964)** has identified the constraints and traced the progress of education in rural areas after independence. He revealed that the status of education has not been satisfactory in different parts of India. He laid emphasis on the education of girls. The need for trained teachers and the opening of ashram schools and education should be job oriented.

**Sharma.(1977)** investigated the type of school building, type of school, educational equipment, the role of teachers in shaping the attitudes of students and other allied factors. He considered education as one of the significant elements in harnessing the process of change to the advantage of the local community.

**Patel , S. P. (1978)** in the study “Educational constraints for the children of urban slums in Delhi” found out the following. Schooling facilities provided by the municipal authorities of Delhi were almost adequate for the slum children. However, their utilization by the slum dwellers was very much below than by the non-slum dwellers. In the matter of school resources, the slum schools were not at par with schools in non slum areas. In academic achievement and in personality development the slum children lag behind.

**Shaikh, R. A. (1983)** in his study of the lifestyle of slum dwellers and its relation with education reveals that though many of slum family heads could not have education for themselves they had a positive attitude towards education. Some of the parents engage their children in the family crafts and did not see any purpose in education.

**Kumar, L.A. (1983)** The objectives of the study were to find out the school outputs namely, academic achievement of students, motivational level of students, educational expectations of parents and educational attitudes of teachers; to find out the school input, namely student input, school achievement, teacher input, cost input etc. to find out the relation between the school inputs and outputs, to find out the functional classification of school expenditure, to find out the efficiency of education in higher secondary schools understudy, to find out the relationship between efficiency of education and functional classification of school expenditure to find out the economic help of state in the case of the selected samples of Delhi Schools and to find out optimum size of the Higher Secondary Schools in Delhi.

**Budhpriya (1995)** emphasized that many of scheduled caste children are kept at home because their parents need their children’s economic assistance. They are too young to take up the physical labour for which their health and education are affected adversely.

**A.N Maheswari (1998)** presenting an alternative agenda for Higher Education, highlights the financial and the essential learning conditions have seldom been met. This has resulted in a lack of confidence in the ability of States to provide quality education.

According to **Sudha Kaldate and B.C.Joshi (1989)**, the reasons for child labor is family poverty and also that some parents do not know the value of education while others expect their children to continue their family trade. They also say that the reasons for dropouts are a failure in exams, no liking in education, attraction to earn money either to become self- reliant or to spend in playing cards, in cinema, etc... Girls drop out due to early marriage. Also, lack of link roads when the schools are at a distance and lack of awareness about the relationship between education and employment are reasons. The review of the literature strongly reveals the ardent need for a study about the general constraints and also the accessibility to the higher education to women in Chemmencherry slum

## 6. RESEARCH METHODOLOGY

This article is a careful and detailed analysis of the proposed research procedure including the design and research setting and location of the study, a description of the tool utilized for the study, the sample chosen, and the collection of data, and the statistical statement employed for data analysis

To study the accessibility to higher education for women that aggrandizes entrepreneurship and the data is collected from the various blocks of Chemmencherry slum.

**6.1. Research Design:** The research design used in this study is a descriptive study. It is also called a explanatory design. This design will describe the state of affairs, as it exists in the setting. The main characteristic of this method is that the researcher has no control over the variables and the researchers can only report what has happened or what is happening.

The reasons for using this design in this study are:

- To identify the accessibility to higher education for women in the given slum.
- To describe the characteristics of certain groups.
- To estimate the proportion of people in specified populations who behave in a certain way.

**6.2. Research Variables:** There are two main research variables and some background variables to take in this research work, as follows: **Independent Variables** such as Higher Education and Chemmencherry women. **Background Variables** such as Types of Family, Occupation, Income, Living conditions, Monthly Expenses, Customs of the family, Unawareness of opportunities and Scholarship in Higher Education, Impact of relatives in decision making

### 6.3. Selection of Sample: Sampling Design

A sampling design consists of three decisions: **Sampling Unit, Sampling size, Sampling Technique**

**Sampling Unit:** The respondents for carrying out the survey were the women selected from the different blocks in Chemmencherry slum.

**Sampling size:** The sampling size is determined to be 300, for the main survey which is spread across the different

blocks in the given slum. The respondents are chosen with the help of the NGO which had been rendering their services for the uplifting of slum dwellers

**Sampling Technique:** The sampling that has been employed here is representing the entire population of the study. This method of sampling involves selecting the sampling elements using some convenient method without going through the rigors of the sampling method. This research uses any convenient base to select the required number of samples. The procedure is known as non-probability sampling technique.

**6.4.Source of Data Collection**

Data for this study came from both primary and secondary source materials. Primary data may be described as those data that have been observed and recorded by the researcher for the first time to his knowledge. The primary data was collected by distributing

structured questionnaires. Secondary sources are based on, or drawn from primary sources. Written and oral sources were mainly used in this study.

**6.5.Tool of Data Collection: Tools and Techniques Adopted for the Analysis**

Following questionnaires to be used to test the hypothesis framed for the study

- Personal data sheet
- Percentage Analysis
- Chi- Square Analysis

Data collection was done by distributing a questionnaire containing 50 questions apart from their personal details. The questionnaire is designed in a detailed manner to figure out the limitations, constraints, challenges and accessibility to the higher education for the female children in the Chemmenchery slum.

**Criteria Description**

Criteria	Explanation
Family Support	Involvement and Impact of the family in terms of paving a passage for higher education.
Schooling	Content and context promotes and encourages for pursuing higher education
Surroundings and Personal Habits	Dominance of peer groups and the scenario of the terrestrial settings
Interests for Higher Education	Satisfaction in the struggles of achieving thus far and moving towards the goal
Measures of Self-Reliance	Impact of the external prospectus to come up in life
Support from Relatives	Prejudiced life in terms of culture, traditions etc.
Barriers	Creating or imagining by themselves something as their stumbling blocks
Eagerness	Ambition and Aspiration in one's Achievement

Each Respondent was asked to respond to the 50 statement Questionnaire using the **Likert type 5-point** scaling system ranging from Strongly Agree to Strongly Disagree.

- Strongly Agree (SA)
- Agree(A)

- Neutral(N)
- Disagree (D)
- Strongly Disagree (SD)

**Percentage Analysis**

$\text{Percentage} = \frac{\text{Number of respondent for each response}}{\text{Total no. of respondents}} * 100$
-------------------------------------------------------------------------------------------------------------------

Percentages refer to obtain a kind of ratio that is used on making a comparison between 2 or more series of data. Percentages are used to describe relationships. The easiest method used in analyses is the percentage method.

**Chi - Square Analysis**

Chi-square is a useful measure of comparing experimentally obtained results with those expected theoretically and based on the hypothesis. It is used as a test statistic in testing a hypothesis that provides a set of

theoretical frequencies with which observed frequencies are compared.

The Analysis is a systematic attempt to learn about a subject by looking at its elements and breaking them down into component parts.

$$\text{Chi Square } \chi^2 = \sum [(O_i - E_i)^2 / E_i]$$

O<sub>i</sub> - Value of observed frequency of i<sup>th</sup> event. E<sub>i</sub> - Value of expected frequency of i<sup>th</sup> event.

**Chi- Square Test Aim**

To test the correlation between higher education for women and entrepreneurship.

**Null Hypothesis (H<sub>0</sub>):**

There is no correlation between the entrepreneurship and higher education for women with special reference to Slums in Chennai.

**Hypothesis (H<sub>1</sub>):**

There is a correlation between entrepreneurship and higher education for women with special reference to Slums in Chennai.

**Observed Frequency**

W2 JC2	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Strongly Agree	21	10	5	15	5	56
Agree	5	24	9	15	5	58
Neutral	10	11	15	10	15	61
Disagree	5	10	10	10	35	70
Strongly Disagree	10	15	15	5	10	55
Total	51	70	54	55	70	300

**Expected Frequency**

W2 JC2	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Strongly Agree	10	13	10	11	14	56
Agree	10	14	10	11	14	58
Neutral	10	14	11	12	14	61
Disagree	12	16	13	9	14	70
Strongly Disagree	9	13	10	13	13	55
Total	51	70	54	55	70	300

**Calculation of Chi-Square**

Combination	O	E	(O-E)	(O-E) <sup>2</sup>	(O-E) <sup>2</sup> /E
SA,SA	21	10	11	121	13
SA,A	5	10	-5	25	3
SA,N	10	10	0	0	0
SA,D	5	12	-7	49	4
SA,SD	10	9	1	1	0
A,SA	10	13	-3	9	1
A,A	24	14	10	100	7
A,N	11	14	-3	9	1
A,D	10	16	-6	36	2
A,SD	15	13	2	4	0
N,SA	5	10	-5	10	1
N,A	9	10	-1	1	0
N,N	15	11	4	16	1
N,D	10	13	-3	9	1
N,SD	15	10	5	25	2
D,SA	15	11	4	16	2
D,A	15	11	4	16	1
D,N	10	12	-2	4	0
D,D	10	9	1	1	0
D,SD	5	13	-8	64	5

SD,SA	5	14	-9	81	6
SD,A	5	14	-9	81	6
SD,N	15	14	1	1	0
SD,D	35	14	21	441	32
SD,SD	10	13	-3	9	1
	300	300			89

Calculated value of chi square = 89

Degree of freedom = (r-1) (c-1)  
= (5-1) (5-1)  
=16

**Table value:** @5% level  
significance the table value of chi  
square is 26.30

**Decision:** The calculated value is greater than the table value, Ho is rejected. Hence we conclude that there is a significant correlation between the higher education and entrepreneurship for women in Chennai slums

## 7. RESULTS OF THE STUDY:

After the study and evaluation of the collected information with regard to the accessibility of higher education for women and its co-relationship to aggrandize entrepreneurship with special reference to Slums. Data collected from the participants were analyzed using Percentage Analysis Chi- Square Analysis and major findings are as follow:

- From the information, it is inferred that 30% of respondents strongly agree that the Respondent's father's Income supports their Higher Education and 12% strongly disagree this statement.
- From the information, it is inferred that 56.7% of respondents strongly agree that the monthly expenses are hard to meet and 5.3% Strongly disagree with this statement.
- From the information, it is inferred that 32.6% of respondents disagree that their father is the sole breadwinner of the family and 14% Strongly agree with this statement.
- From the information, it is inferred that 28.7% of respondents strongly agree that they are distracted because of domestic work and 14% strongly disagree with this statement.
- From the information, it is inferred that 48% of respondents strongly agree that the respondent's father's Income supports the Education of their siblings too and 5.3% are neutral towards this statement.
- From the information, it is inferred that 54% of respondents strongly agree that the Respondent's Mother's Income supports their Education and 3.3% disagree with this statement.
- From the information, it is inferred that 72 respondents are neutral with their opinion about their participation in community and 44 respondents strongly disagree with this statement.
- From the information, it is inferred that 90 respondents disagree that they do not get access to refer library to gain more subject knowledge and 30 respondents strongly agree with this statement.
- From the information, it is inferred that 64 respondents agree that they do not practice of having a habit of saving money and 52 respondents disagree with this statement.
- From the information, it is inferred that 26.7% of respondents strongly agree that bad living conditions exist in their slum area does not allow them to be educated and 13% strongly disagree with this statement.
- From the information, it is inferred that 33.3% of respondents strongly agree that they have completed their schooling with much struggle and 10% Strongly disagree with this statement.
- From the information, it is inferred that 30% of respondents strongly agree that they have part -time job experience with less salary because of less education and 9.7% strongly disagree with this statement.
- From the information, it is inferred that 29.3% of respondents agree that there are customs in their families that female children must not be sent out for studies after the age of 18 and 10.6% strongly disagree with this statement.
- From the information, it is inferred that 76 respondents strongly agree that ragging in schools and colleges restricts them from going for higher education and 46 respondents strongly disagree with this statement.
- From the information, it is inferred that 90 respondents strongly agree that they have a future hope of going for higher studies in a year or two and 32 respondents strongly disagree with this statement.
- From the information, it is inferred that 100 respondents are neutral in the awareness regarding the scholarships given for girl students and 30 respondents strongly disagree with this statement.
- From the information, it is inferred that 82 respondents strongly agree that they are willing to go for a part- time job as well pay their fees and 34 respondents strongly disagree with this statement.
- From the information, it is inferred that 78 respondents agree that relatives support if the student performs well and 42 respondents strongly disagree with this statement.

- From the information, it is inferred that 102 respondents strongly agree regarding their eagerness to study with full interest if given an opportunity to study and 20 respondents strongly disagree with this statement.

## 8. DISCUSSION:

The study has aided us to understand the vivid portrayal of women's higher education in Chemmencherry Slum whereby effective methods could be given and developments could also be accelerated. The chief concern of this article was to find out a novel method of education and to enhance the system that would be conducive for pursuing higher education by the women in the Chemmencherry slum. Higher education would offer women social mobility, which has a positive impact on gender equality and would help to reverse some socially prescribed roles. Higher education would have a positive impact on women's access to resources and enlarge their decision-making roles. Accessibility to higher education for women would certainly aggrandize entrepreneurship. Accessibility to higher education for women that would encourage and equip them to be an effective entrepreneur and helps the society to see that their lives are enlightened empowered and to be transformed holistically.

## REFERENCES:

- [1] Afridi, F. (2010), "The Impact of School Meals on School Participation: Evidence from Rural India", *Indian Statistical Institute Discussion Papers*, No. 10-02.
- [2] Agnihotri Pushpa, (1997). *Social Problems in India*. Jaipur: Rawat publications
- [3] Agarwal, P. (2009), *Indian Higher Education, Envisioning the Future*, Sage, New Delhi.
- [4] Banerjee, A.V., S. Cole, E. Duflo and L. Linden (2007), "Remedying Education: Evidence from Two Randomized Experiments in India", *Quarterly Journal of Economics*, Vol. 122, No. 3.
- [5] Chadha, G.K., S. Bhushan and V. Murlidhar (2008), "Teachers in Universities and Colleges-Current Status Regarding Availability and Service Conditions", in UGC, *Higher Education in India: Issues Related to Expansion, Inclusiveness, Quality and Finance*, UGC, New Delhi.
- [6] Dahiwale, S.M(1997). *Rural Poverty and slums*. Jaipur: Rawat Publication
- [7] Desai, A.R and Pillai,(1970), *Slums and Urbanization*. Bombay: Popular Press.
- [8] Desrochers John (2000). *India's Growing Slums*. Bangalore: Centre for social action
- [9] Goyal, S. and V. Pandey (2009), "How Do Government and Private Schools Differ? Findings From Two Large Indian States", World Bank, South Asia Human Development Sector, Report No. 30.
- [10] Gupta, S.A.K. and V. Parekh (2009), "Excellence in Higher Education in India: Way Forward", *Journal of Emerging Knowledge on Emerging Markets*, Vol. 1, No. 1.
- [11] Harma, J. (2009), "Can Choice Promote Education for All? Evidence from Growth in Private Primary Schooling in India", *Compare*, Vol. 39, No. 2.
- [12] Kapur, D. (2010), "Indian Higher Education", in C.T. Clotfelter (ed.), *American Universities in a Global Market*, University of Chicago Press, Chicago.
- [13] Kapur, D. and P. B. Mehta (2008), "Mortgaging the Future? Indian Higher Education", *India Policy Forum*, Vol. 4.
- [14] Mooij, J. (2008), "Primary Education, Teachers' Professionalism and Social Class: About Motivation and Demotivation of Government School Teachers in India", *International Journal of Educational Development*, Vol. 28.
- [15] Muthiah, C.L.D. Gupta (2001). *Madras that is Chennai*. Chennai: Queen of the coromandel business publication
- [16] Rumbley, L., I. Pacheco and P. Altbach (2008), *International Comparison of Academic Salaries: An Exploratory Study*, Centre for International Higher Education, Boston College.
- [17] UGC (2011), *Higher Education in India, Strategies, and Schemes During the Eleventh Plan Period (2007-2012) for Universities and Colleges*, University Grants Commission, Government of India, New Delhi.
- [18] Venkatarayappa, K.N (1972) *Slums*. New Delhi: Sterling Publishers.
- [19] Wiebe Paul, D. (1975). *Social Life in an Indian slums*. Delhi: Vikas Publishing House