

Empowering Women Entrepreneurs in Professional Education: Opportunities and Challenges

Dr. Matilda Danny*

Assistant Professor & Head, PG Department of Commerce, Yuvakshetra Institute of Management Studies, Palakkad, Kerala, India. Corresponding Author Email: matilda.danny@yuvakshetra.org*



DOI: <https://doi.org/10.46382/MJBAS.2023.7405>

Copyright: © 2023 Dr. Matilda Danny. This is an open access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.

Article Received: 06 September 2023

Article Accepted: 21 November 2023

Article Published: 30 November 2023

ABSTRACT

This study examines the factors influencing female entrepreneurship in the formation of educational enterprises, focusing on the impact of government policies and social and family support. The study uses correlational and retrospective analysis to examine the relationship between those factors. These are the women entrepreneurs most likely to start businesses in vocational education. The results reveal a significantly positive relationship between the implementation of government policies and the tendency of working women to start an educational career. Furthermore, the study highlights the critical role of social-family support and shows a statistically significant effect size on women entrepreneurs' development in this particular context. These data contribute valuable insights to policymakers and stakeholders that promote and support women's entrepreneurship in entrepreneurship education.

Keywords: Women Entrepreneurs; Educational Enterprises; Government Schemes; Socio-Family Support; Professional Education; Entrepreneurial Development; Gender Equality.

1. Introduction

Empowering women entrepreneurs in career education is a powerful force for development and inclusion. As more women enter the workforce, the education sector undergoes a shift reflected in innovation, equity, and ideological diversity. This thesis explores the increasing opportunities for women working in business education and the causes and challenges they face in their pursuit of success. That means a significant change in the leadership landscape (Rudhumbu et al., 2020). As more women take control of educational professions, traditional notions of learning and management are being redefined, paving the way for growth and inclusion. One of the critical opportunities that comes from this control is the creation of inclusive learning environments. Driven by their experiences and backgrounds, women entrepreneurs specialize in creating spaces that celebrate and honour the unique contributions of students from diverse backgrounds. In such an environment, students feel valued, supported and encouraged to explore their potential fully and with greater engagement, overall academic success and a deeper understanding of women entrepreneurs and women's unique needs and aspirations of students in career education (Abou-Moghli et al., 2019). Gaps in traditional curricula that may impede the growth and development of female teachers are identified and addressed. By providing customized educational programs, these entrepreneurs ensure that female students have access to the support and resources they need to succeed in their chosen fields. As a result, women entrepreneurs play an essential role in promoting women's representation and participation in previously male-dominated industries, breaking down barriers, and promoting gender equality in the workplace in the study. Recognizing the importance of not only academic skills but also personal and professional development, these entrepreneurs emphasize the acquisition of essential skills such as critical thinking, communication and leadership (Kamberidou et al., 2020). Female students benefit from mentoring programs and mentoring, where they learn how to deal with challenges and build their confidence. As a result, professional women are empowering the next generation of female leaders, equipping them with the tools to

succeed in their careers and make meaningful contributions to society. Despite the transformative influence women entrepreneurs have on business education, they face many challenges in their quest for success. Access to funding and resources is an essential issue for many women entrepreneurs, as traditional budgets may not be as accessible to women (Al Khayyal et al., 2020).

Furthermore, gender biases and stereotypes persist in some parts of the education sector, raising doubts about the potential of women professionals. Addressing these challenges requires a concerted effort by stakeholders to create a supportive ecosystem that fosters employment for women in vocational education. Work-life balance is another challenge for women working in business education. Balancing the demands of professional responsibility with personal and family commitments can be demanding and can affect the overall well-being of female employees. In addressing this challenge, supportive policies and flexible working arrangements have been implemented to accommodate the needs of working women. Networking and mentoring opportunities are critical to career success, but women entrepreneurs may face a lack of supportive networks and experienced mentors. These networks play an essential role in securing potential connections, collaborations and business opportunities (Banihani et al., 2020). Encouraging the establishment of networking and mentoring programs specifically aimed at supporting women entrepreneurs could help address this challenge and provide valuable guidance and support. Navigating male-dominated spaces within the educational sector can be another hurdle for women entrepreneurs. Overcoming biases and stereotypes in leadership positions may require targeted efforts to promote diversity and inclusivity. Implementing policies that promote gender equity and recognize the unique perspectives that women entrepreneurs bring to the table can help level the playing field and create a more conducive environment for their success.

Opportunities for Women Entrepreneurs in Professional Education

In entrepreneurship education, professional women play an essential role as catalysts in creating and enhancing inclusive learning environments. By supporting diversity and encouraging the inclusion of diverse perspectives, they help develop a more productive and adaptable workforce. These entrepreneurs excel in identifying and addressing specific learning needs, especially those unique to female students. Through their projects, they provide personalized and relevant educational offerings, ensuring that women can succeed in their studies. Additionally, women working in education are powerful role models, inspiring the next generation of female leaders (Suseno et al., 2021). By actively participating in leadership roles, traditional gender norms are challenged and young women are encouraged to achieve positions of influence and power. The impact of these concepts extends beyond the classroom, affecting social assumptions about women's empowerment in the workplace.

In addition to fostering an inclusive environment and encouraging leadership, women entrepreneurs bring new perspectives and new approaches to teaching and learning. Their projects become centres of innovation and forward-thinking, contributing to a culture of innovation in professional education. By adopting unconventional approaches and pushing the boundaries of traditional educational practices, these entrepreneurs are making a significant contribution to the evolution of the educational landscape. Empowerment and mentorship are core

values in women-led education projects (Ariffin et al., 2020). These entrepreneurs actively prioritize mentoring programs and create spaces where female teachers can develop confidence and intellectual complexity in their academic and professional journeys. Through these initiatives, women entrepreneurs aim to empower the next generation of entrepreneurs and ensure that women have access to the tools and support they need to succeed in their chosen fields. Overall, the contributions of women entrepreneurs to career education extend beyond the classroom, shaping the future of education and empowering women to excel in their careers (Dewitt et al., 2023).

Challenges Faced by Women Entrepreneurs in Professional Education

The lack of participation of women in leadership roles in professional education poses a multifaceted challenge that impedes the development of inclusive and equitable learning environments. One crucial issue is the absence of women in senior educational leadership positions, which contributes to the absence of diverse perspectives in education policy formulation not only as this absence perpetuates gender inequality but also limits alternative approaches to teaching and learning (De Clercq et al., 2021).

Compounding this challenge is the struggle of women professionals in business education to access adequate funding and resources for their businesses. Gender biases and stereotypes deeply embedded within the sector further hinder female employees' trust and stakeholder support, limiting their potential for transformational impact. Furthermore, demanding job responsibilities, coupled with societal expectations, pose a significant barrier for women entrepreneurs trying to balance their professional and personal lives (Andriamahery et al., 2022). Limited networking and mentoring opportunities exacerbate these challenges, preventing women entrepreneurs from advancing and collaborating.

Finally, male-dominated positions in education are a pervasive barrier, requiring more significant efforts to promote diversity and inclusiveness. Addressing these interrelated challenges is needed to empower women entrepreneurs, unleash their full potential, and initiate positive change in the business education landscape.

2. Objectives of the Study

- (i) To identify the problems faced by women entrepreneurs;
- (ii) To identify the relation between government schemes and starting an educational enterprise;
- (iii) To find the influence of socio-family support on developing a women entrepreneur.

3. Hypothesis of the Study

- (i) The implementation of government schemes has no significant relation to the likelihood of women entrepreneurs starting an educational enterprise;
- (ii) Socio-family support has no statistically significant influence on the development of women entrepreneurs in the context of starting an educational enterprise.

To identify the problems faced by women entrepreneurs

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.903
Bartlett's Test of Sphericity	Approx. Chi-Square	2100.064
	df	10
	Sig.	.000

Total Variance Explained									
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.700	94.007	94.007	4.700	94.007	94.007	1.615	32.305	32.305
2	.163	3.253	97.260	.163	3.253	97.260	1.601	32.015	64.320
3	.061	1.212	98.471	.061	1.212	98.471	.909	18.186	82.506
4	.052	1.044	99.515	.052	1.044	99.515	.845	16.902	99.408
5	.024	.485	100.000	.024	.485	100.000	.030	.592	100.000
Extraction Method: Principal Component Analysis.									

The factor analysis conducted on the challenges faced by women entrepreneurs in professional education reveals five distinct factors. These factors, identified through the Kaiser-Meyer-Olkin Measure of Sampling Adequacy and Bartlett's Test of Sphericity, highlight significant problems encountered by women entrepreneurs in their professional journeys. The first factor underscores the substantial issue of limited access to funding and resources, accounting for a substantial 94.007% of the Variance. The second factor, representing gender bias and stereotypes, contributes 3.253% to the cumulative Variance, emphasizing the persistent challenges arising from preconceived notions about women in entrepreneurial roles. Work-life balance challenges emerge as the third factor, representing 1.212% of the cumulative Variance, highlighting the difficulties women entrepreneurs face in harmonizing personal and professional responsibilities. The fourth and fifth factors, addressing limited networking and mentorship opportunities, and navigating male-dominated spaces, contribute 1.044% and 0.485% to the cumulative Variance, respectively. Despite these insightful findings, the unusually large chi-square value in Bartlett's Test prompts a careful consideration of the data's appropriateness for factor analysis. Further exploration and validation of these factors are recommended to ensure the robustness and reliability of the identified challenges faced by women entrepreneurs in the realm of professional education.

The implementation of government schemes has no significant relation to the likelihood of starting an educational enterprise by women entrepreneurs

Correlations			
		Government schemes	Starting an educational enterprise
government schemes	Pearson Correlation	1	.643**
	Sig. (2-tailed)		.000
	N	219	219
starting an educational enterprise	Pearson Correlation	.643**	1
	Sig. (2-tailed)	.000	
	N	219	220
**. Correlation is significant at the 0.01 level (2-tailed).			

The correlation analysis indicates a strong and statistically significant positive correlation of 0.643 between the implementation of government schemes and the likelihood of women entrepreneurs starting an educational enterprise. The p-value associated with this correlation is reported as 0.000, which is below the conventional significance threshold of 0.05, signifying high statistical significance. In simpler terms, this correlation coefficient of 0.643 suggests a robust positive relationship between the two variables: as the implementation of government schemes increases, there is a substantial increase in the likelihood of women entrepreneurs starting educational enterprises. The correlation being significant at the 0.01 level (2-tailed) reinforces the strength of this association. This finding suggests a potential positive impact of government support, as represented by these schemes, on encouraging and facilitating women to venture into the field of professional education. Further research and analysis, considering additional contextual factors, would be necessary to explore the mechanisms and nuances of this relationship and to establish a more comprehensive understanding of the dynamics involved.

Socio-family support has no statistically significant influence on the development of women entrepreneurs in the context of starting an educational enterprise

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.950 ^a	.903	.903	.39793
a. Predictors: (Constant), socio-family support.				

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	320.953	1	320.953	2026.875	.000 ^b
	Residual	34.362	217	.158		
	Total	355.315	218			
a. Dependent Variable: developing a women entrepreneur.						
b. Predictors: (Constant), socio-family support.						

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.354	.072		4.945	.000
	socio-family support	.868	.019	.950	45.021	.000
a. Dependent Variable: developing a women entrepreneur.						

The statistical analysis shows that social family support has a statistically significant effect on women entrepreneurs' achievement in the context of starting an educational business. The regression model shows high explanatory power, with an R-squared value of 0.903, indicating that approximately 90.3% of the Variance in female entrepreneurial outcomes can be explained by social and family support. The ANOVA results further support the significance of the model, with a highly significant F-statistic of 2026.875 and a corresponding p-value of 0.000. This indicates that the overall regression model, including social family support as a predictor, is statistically different from each predictor, indicating the importance of social family support in explaining differences in female entrepreneurial outcomes in the 19th century.

Examining the coefficients, the unstandardized coefficient of social-family support was 0.868, with a standard error of 0.019. The standardized coefficient (beta) is 0.950, indicating a strong positive relationship between social and family support and female entrepreneurship development. The t-statistic of 45.021 is highly significant (p-value = 0.000), providing evidence that the social-family support coefficient is different from zero. In conclusion, based on the statistical results, it can be confirmed that socio-family support has a statistically significant and significant positive effect on female entrepreneurial achievement in the specific context of compulsory educational work in the bottom of the screen.

4. Conclusion

In conclusion, the findings of the study provide strong evidence on the factors affecting female entrepreneurship after starting an academic career. The study revealed a highly statistically significant positive correlation ($r =$

0.643) between implementation of government policies and the likelihood of working women starting an academic career. This indicates the critical role that government support plays in encouraging and facilitating women's participation in vocational education. Furthermore, the study showed that social and family support plays an important role and that women entrepreneurs are statistically more successful, especially in the context of starting an academic career. The regression model revealed a strong relationship, where social-family support explained about 90.3% of the Variance in female entrepreneurial outcomes. A standardized coefficient (beta) of 0.950 highlights the significant positive impact of social-family support on females' work effort emphasis. All these findings highlight the importance of external factors such as government support and social and family dynamics in shaping women's entrepreneurial environment in vocational education. Policymakers and stakeholders in the education sector should consider these findings in developing strategies to encourage women's entrepreneurship, aimed at creating a positive environment that addresses the challenges identified and with the positive impact highlighted in this study. Overall, the empowerment of female entrepreneurs in education has the potential to significantly contribute to a more diverse and innovative vocational education, creating an inclusive and equitable environment.

Declarations

Source of Funding

This study has not received any funds from any organization.

Conflict of Interest

The author declares that she has no conflict of interest.

Consent for Publication

The author declares that she consented to the publication of this study.

References

- Abou-Moghli, A.A., & Al-Abdallah, G.M. (2019). A systematic review of women entrepreneurs opportunities and challenges in Saudi Arabia. *Journal of Entrepreneurship Education*, 22(6): 1–14.
- Afshan, G., Shahid, S., & Tunio, M.N. (2021). Learning experiences of women entrepreneurs amidst COVID-19. *International Journal of Gender and Entrepreneurship*, 13(2): 162–186.
- Al Khayyal, A.O., Alshurideh, M., Al Kurdi, B., & Salloum, S.A. (2020). Women empowerment in UAE: A systematic review. In *International Conference on Advanced Intelligent Systems and Informatics*, Pages 742–755, Cham: Springer International Publishing.
- Andriamahery, A., & Qamruzzaman, M. (2022). Do access to finance, technical know-how, and financial literacy offer women empowerment through women's entrepreneurial development?. *Frontiers in Psychology*, 12: 776844.
- Ariffin, A.S., Baqutayan, S.M.S., & Mahdzir, A.M. (2020). Enhancing women entrepreneurship development framework: Policy & institution gap and challenges in the case of Malaysia. *Journal of Science, Technology and Innovation Policy*, 6(2): 22–33.

- Banihani, M. (2020). Empowering Jordanian women through entrepreneurship. *Journal of Research in Marketing and Entrepreneurship*, 22(1): 133–144.
- De Clercq, D., & Brieger, S.A. (2021). When discrimination is worse, autonomy is key: How women entrepreneurs leverage job autonomy resources to find work–life balance. *Journal of Business Ethics*, Pages 1–18.
- De Clercq, D., Brieger, S.A., & Welzel, C. (2021). Leveraging the macro-level environment to balance work and life: An analysis of female entrepreneurs’ job satisfaction. *Small Business Economics*, 56: 1361–1384.
- Dewitt, S., Jafari-Sadeghi, V., Sukumar, A., Aruvanahalli Nagaraju, R., Sadraei, R., & Li, F. (2023). Family dynamics and relationships in female entrepreneurship: An exploratory study. *Journal of Family Business Management*, 13(3): 626–644.
- Dhanabhakym, M., & Joseph, E. (2022). Digitalization and perception of employee satisfaction during pandemic with special reference to selected academic institutions in higher education. *Mediterranean Journal of Basic And Applied Sciences*, 6(1): 51–63.
- Franzke, S., Wu, J., Froese, F.J., & Chan, Z.X. (2022). Female entrepreneurship in Asia: a critical review and future directions. *Asian Business & Management*, 21(3): 343–372.
- Gupta, M. (2021). Role of NGOs in women empowerment: case studies from Uttarakhand, India. *Journal of Enterprising communities: People and places in the Global Economy*, 15(1): 26–41.
- Joseph, E. (2023). Underlying Philosophies and Human Resource Management Role for Sustainable Development. In *Governance as a Catalyst for Public Sector Sustainability*, Pages 286–304, IGI Global.
- Joseph, E., & Dhanabhakym, M.M. (2022). Role of Digitalization Post-Pandemic for Development of SMEs. In *Research anthology on business continuity and navigating times of crisis*, Pages 727–747, IGI Global.
- Kamberidou, I. (2020). “Distinguished” women entrepreneurs in the digital economy and the multitasking whirlpool. *Journal of Innovation and Entrepreneurship*, 9(1): 3.
- Rudhumbu, N., Du Plessis, E.C., & Maphosa, C. (2020). Challenges and opportunities for women entrepreneurs in Botswana: revisiting the role of entrepreneurship education. *Journal of International Education in Business*, 13(2): 183–201.
- Suseno, Y., & Abbott, L. (2021). Women entrepreneurs' digital social innovation: Linking gender, entrepreneurship, social innovation and information systems. *Information Systems Journal*, 31(5): 717–744.
- Yunis, M.S., & Hashim, H. (2020). The gendering of context: A fresh perspective of women social enterprise in Pakistan. *Business & Economic Review*, 12(1): 25–48.