

A STUDY OF CROSS-SECTIONAL ANALYSIS OF EDUCATION AND CHALLENGES FACED BY WOMEN ENTREPRENEURS

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ABSTRACT

As per social conditioning, women's role was naturally limited to the family. She was fully occupied with her duties as a mother and homemaker. But many factors like reduction in global boundaries, technical innovations, woman's education etc. have profoundly changed these traditional conditions. There are conscious and unconscious biases still exist around women's capability and ambition. There are many missing pieces of this puzzle, not all of which have to do with their work and careers. Women views success as the ability to balance to their roles as a professional, a wife, a mother and more rolled into one. Still Women as a leader, Entrepreneur faces many challenges and Problems in handling their career path.

Keywords: Women Entrepreneur, Challenges, Problems, Cross-Sectional.

Introduction

The Industrial Revolution in the western world took place more than two centuries ago and provided greater impetus and prospects to women entrepreneurs. Whereas in India, the development of industries at a rapid pace and extension of facilities for development of women entrepreneurs are mostly a post-independence phenomenon, and, that too, only from the 1970's onwards. Hence, studies carried out to meet the requirements of a postgraduate degree by Indian students would naturally suffer from certain limitations and constraints. Most of the research scholars had no prior experience and their studies were carried out on a small scale in a city or town where the research scholars resided. There are hardly any studies based on an all-India sample. Further, due to the limited interest of the research scholars, the objective, scope and emphasis widely differ. The researcher has reviewed some of these books, articles, and other literature and referred to published Ph. D thesis. The presented brief reviews have only the purpose of serving as the background information about the development of women entrepreneurs here and abroad. (Mishra, G. and Kiran U.V. 2014)

The very concept of women entrepreneur is rather new in the Indian context. People are still reluctant to acknowledge the non-traditional image of women as a journalist, chief executive, administrator or an entrepreneur. However, some small but directed efforts are on the way to give a new dimension and view to the traditional tag of women in Indian society. (Deshpande 1982)

Importance of Women in the economic development of India

The status of women is drastically changed due to the growth and development of the nation. Growth and development mean, increasing educational facilities, new economic policies. i.e. LPG (Liberalization, Privatization and Globalization), the approach of government, availability of both financial & non-financial resources and changes in the socio-economic and political environment encourage women to enter into entrepreneurial activities. In India, women constitute almost half of the population in country. But their participation in employment and employment generation is comparatively low. The phenomenon of women entrepreneurship is low in early in 1970s the constant increase was started after 1971 when government of India appointed a committee on the status of women (WIS). Initially, women who entered in to entrepreneurial activities were mainly involved in traditional and cultural items like handicraft, food processing, food products, agarbatti product etc. After declaration of International Women's year in 1975 the approach towards women entrepreneurs began to change on realizing the leading role of the women entrepreneurs in the development of economy and nation. (Marisetti. 2018)

In last two decades have seen a healthy number of women graduate from wide variety of professional courses in all fields particularly from management institutes, engineering colleges, law schools, medical colleges and architecture schools significant number go on to study further and earn masters even doctoral degree. (Verne H 2011). Major problem statement /area According to Deloitte Global women in the boardroom report 2022. A global average just 19.7 percent of board seats held by women. In India it is only 17.1 percent and that only 3.7 percent are chaired the board seat (Bhogle,2022).

Literature Review

"Women is like tea bag, you cannot tell how strong she is until, you put her in hot water." Eleanor Roosevelt. Society has fixed the image of women in stereotyped traditional roles, this preconceived notion is totally false. Action to promote in our society needs to be taken more. The country needs to mobilize and utilize fully all its

resources including human resources. The participation of women in economic activities is necessary not only from a human resource point of view but also is essential even from the objective of raising the status of women in the society. The economic status of the women is now accepted as an indicator of a society's stage of development and therefore it becomes imperative for the government to frame policies for development of entrepreneurship among women. The long-term objectives of the development programmes for women should aim to raise their economic and social status in order to bring them into the mainstream of national life and development.

Education is a vital tool for personal and professional development. However, women entrepreneurs often face unique challenges related to education that can hinder their progress. Some of the challenges faced by women entrepreneurs in terms of education (Bharthvajan, 2014) include:

1. Access to education: Women entrepreneurs may not have equal access to education as men in many parts of the world. This may be due to cultural or socio-economic factors that prevent them from attending school or pursuing higher education.
2. Gender bias: Women may face discrimination in the education system, which can limit their opportunities for learning and advancement. They may be discouraged from pursuing certain fields of study or from taking on leadership roles in academic or professional settings.
3. Lack of support: Women entrepreneurs may not have the same level of support as men in pursuing their educational goals. This can include financial support, mentorship, and networking opportunities.
4. Work-life balance: Women may struggle to balance their education with other responsibilities, such as caregiving or running a business. This can make it challenging to commit to a full-time educational program or to pursue further education while running a business. (Devi and Kiran 2014)
5. Stereotypes: Women entrepreneurs may face negative stereotypes that undermine their abilities and potential. This can lead to lower confidence levels and fewer opportunities to learn and grow. (Das, 2001)

Hence, women entrepreneurs face numerous challenges related to education. Addressing these challenges requires a concerted effort from policymakers, educators, and business leaders to create more inclusive and supportive environments that enable women to access education and achieve their full potential.

Research Problem

It is becoming an effort to find strong women candidate for leadership and board position in companies. Even those who start the race have only small chance at a podium finish. To what extent does gender become liability prove to be a hurdle in the path of success.

Relevance of Women as an Entrepreneur

All over the world, entrepreneurship is regarded as the key factor in overcoming the barriersthat women face and the basic tool for empowering women and bringing them on to the mainpath of the development. In the words of former president A. P.J. Abdul Kalam, "Empowering women is a prerequisite for creating a good nation, when women are empowered, society withstability is assured." Empowerment of women is essential as their thoughts and their value

systems lead to the development of a good family, good society and ultimately a good nation. Women's development is considered as an important approach to raise the level of productivity and to break vicious circle of poverty. These factors not only improve the physical wellbeing of the individuals, directly but also enhanced their productivity and abilityto contribute to national income.

In the traditional society, women's role was naturally limited to the family. She was fully occupied with her duties as a mother and home maker. But many factors like urbanization, technical progress, woman's education etc. have profoundly changed these traditional conditions. Even in developing country like India participation of women can be categorizedin to four segments namely

- Employment in un-organized sector
- Employment in organized sector
- Self-Employment
- Entrepreneur

Now new trend has emerged where women are venturing as entrepreneurs and contributing to the economic development. (Devi,1982)

Research Design:

Source of Data Collection:

- Maratha Chamber of Commerce Industries and Agriculture (MCCIA)
- Micro small Medium Enterprise (MSME)
- District Industries Centre (DIC)

Method of Data Collection:

- **Primary Data:** Structured Questionnaire will be prepared and all the sample size (100) selected will be personally and through online mode interviewed by the researcher.
- **Secondary Data:** Secondary data will be collected through all the literature available on entrepreneurship theories, practices and principles.

Data Analysis: Data will be recorded on a pre-designed Proforma and managed on excel spread sheet.

Findings and Suggestions

Cross Analysis of knowledge and results achieved by Women Entrepreneur.

From the analysis it is observed that 45 women Entrepreneurs in all educational categories are gaining the results. But with the same time 50 women entrepreneur are suffering with financial problems in getting loans & paying it. Getting appropriate sources to finance is a key issue for women. Beginning level finance, particularly for starting an enterprise, is one of the major constraints faced by women entrepreneurs. Women often have fewer opportunities than men to gain access to credit for various reasons, including lack of security in collateral way, non-acceptance by bank to accept household assets as collateral and some pre conceived notions about female entrepreneurs by loan officers. The graph shows that not only under graduate but educated women (37) are also facing the financial problem up to certain extent.

	E1(Lending Services Satisfaction)					Total
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
12th pass	2	4	3	5	1	15
Graduation Education	3	15	9	7	4	38
Post-Graduation	2	13	7	6	3	31
Higher education	1	5	4	1	0	11
Total	8	37	23	19	8	95

Table 1: Knowledge and results analysis

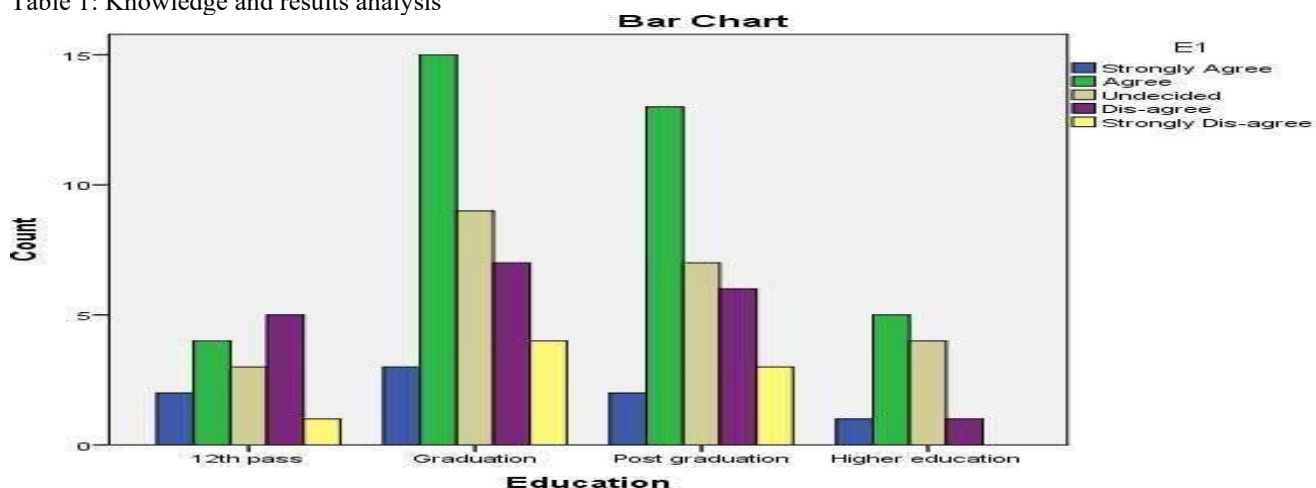


Figure 1: Knowledge and results analysis

2) Cross Sectional Analysis of Education and Access to Vocational and Technical Training

Women are not much exposed to vocational and technical training in Pune. They have on an average less access and willingness to gather information and up gradation than men. Pune is characterized as educational hub but low enrolment among women in education. The table below shows 68 women entrepreneurs in all educational categories faced the problem of business training & lack of incubation laboratories for beginners. A few are having business training and number is very low (25) as compared to sample size.

	E2(Access to Vocational and Technical Training)					Total
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
12th pass	3	1	4	5	2	15
Graduation	4	14	11	6	4	39
Post-Graduation	5	12	6	4	3	30
Higher education	1	5	2	0	1	9
Total	13	32	23	15	10	93

Table 2: Access to Education and Access to Vocational and Technical Training

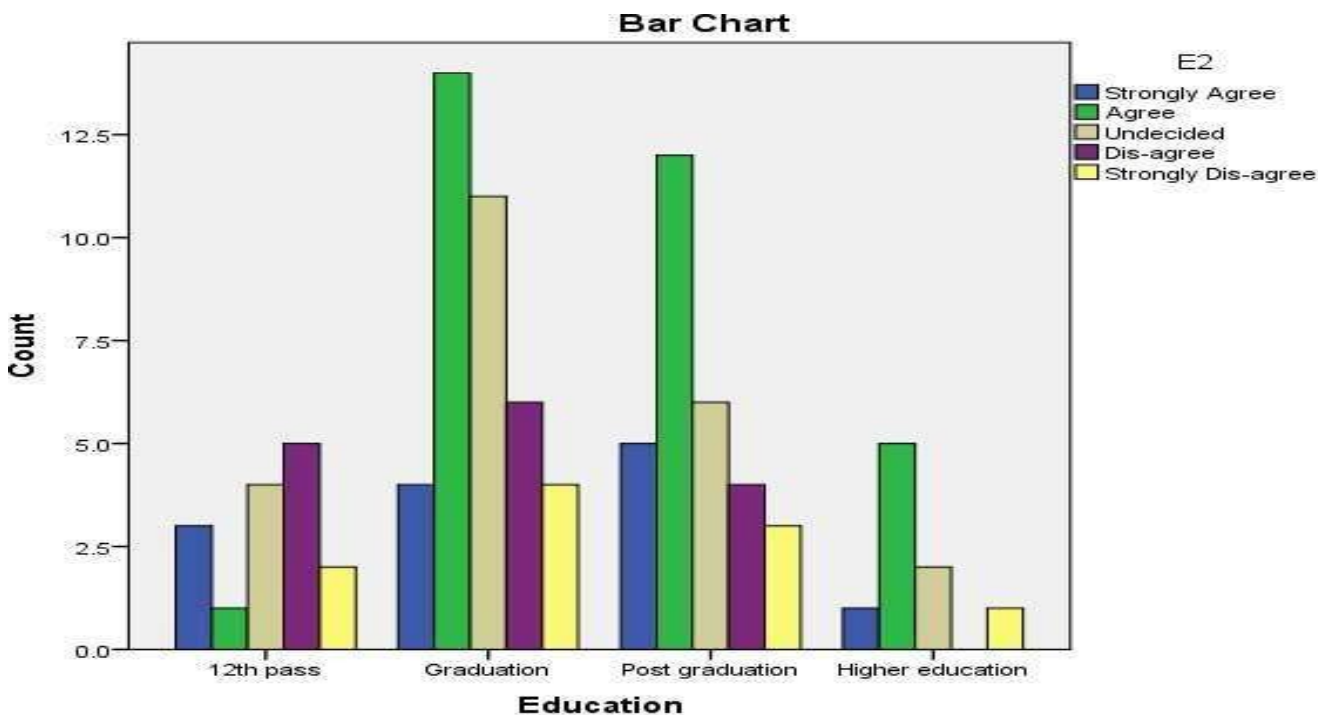


Figure 2: Access to Education and Access to Vocational and Technical Training

3) Cross Sectional Analysis of Education and Securing Land

From the graphical interpretation researcher can analyzed that very few (25) women entrepreneurs irrespective of their education faced problems in securing land & it can be stated that women entrepreneurs in Pune can manage with place issue as 74 women entrepreneur are not agreeing with this type problem.

	E3(Securing Land)					Total
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
12th pass	1	1	7	5	0	14
Graduation	4	4	22	6	1	37
Post-Graduation	3	4	10	11	2	30

Higher education	1	1	7	2	1	12
Total	9	10	46	24	4	93

Table 3: Education and Securing Land

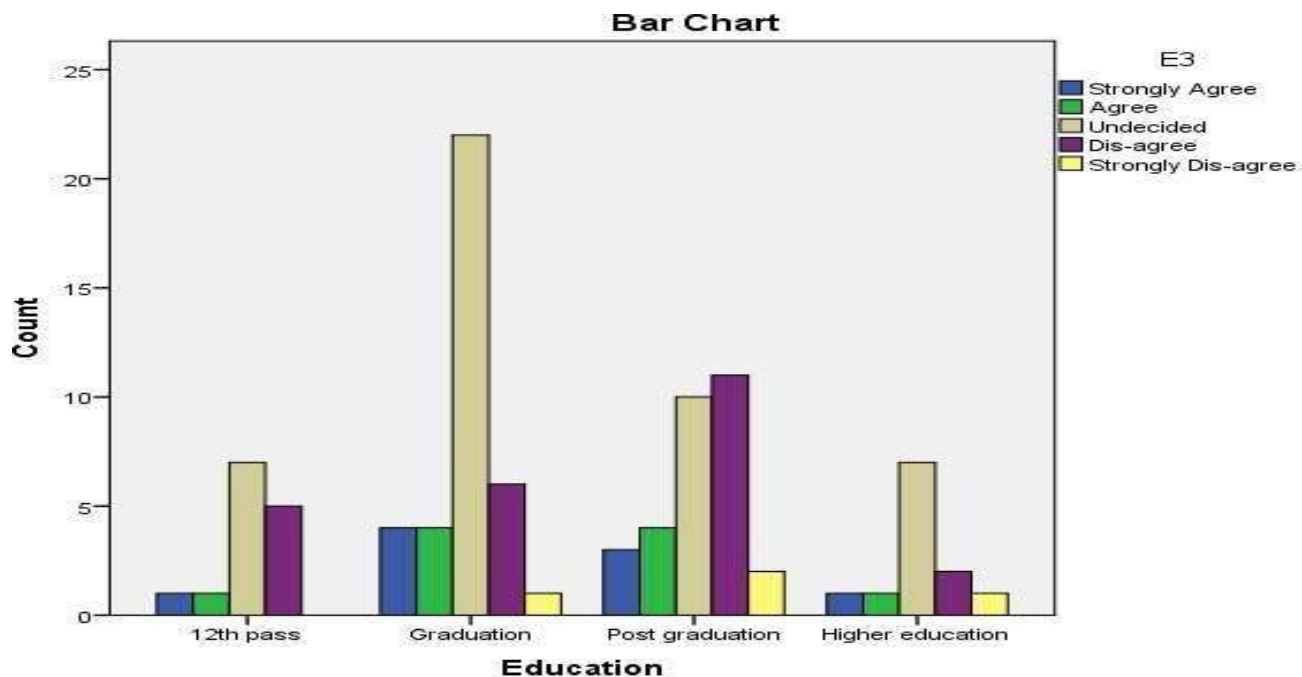


Figure 3: Education and Securing Land

4) Cross-Sectional Analysis of Education and Business Contacts.

There are conscious and unconscious biases that still exist around women’s capability and ambition. There are many missing pieces of this puzzle, not all of which have to do with their work and careers. Women view success as the ability to balance to their roles as a professional, a wife, a mother and more rolled into one. Women should focus on Network building and contact creation, which is the lubrication for running the business. awareness and exposure to good role models.

	E4(Developing Business Contacts and Dealing with Government bureaucracy)					Total
	Strongly Agree	Agree	Undecided	Disagree	ongly agree	
12th pass	1	10	2	2	0	15
Graduation	6	19	5	10	0	40
Education	6	16	4	4	2	32
Post-Graduation	3	4	1	2	0	10
Higher education	3	4	1	2	0	10
Total	16	49	12	18	2	97

Table 4: Analysis of Education and Business Contacts

Cross Sectional Analysis of formal education and problem of security in way of collateral format

From the given data & analysis it is observed that higher number of women entrepreneurs 61 are inclined towards problems of collateral security, tight payment schedule & unawareness about banking policies and many find it customer friendly. (GIS SCIENCE JOURNAL VOLUME 9, ISSUE 11, 2022 March 1983 ISSN NO: 1869-9391 PAGE NO: 509)

	E5(Problem Of Collateral Security)					Total
	Strongly Agree	Agree	Undecided	Dis-agree	ongly agree	
12th pass	1	7	3	2	2	15
Graduation Education	6	11	6	13	3	39
Post-Graduation	7	7	6	9	2	31
Higher education	1	2	4	3	2	12
Total	15	27	19	27	9	97

Table 5: Analysis of formal education and problem of security in way of collateral format

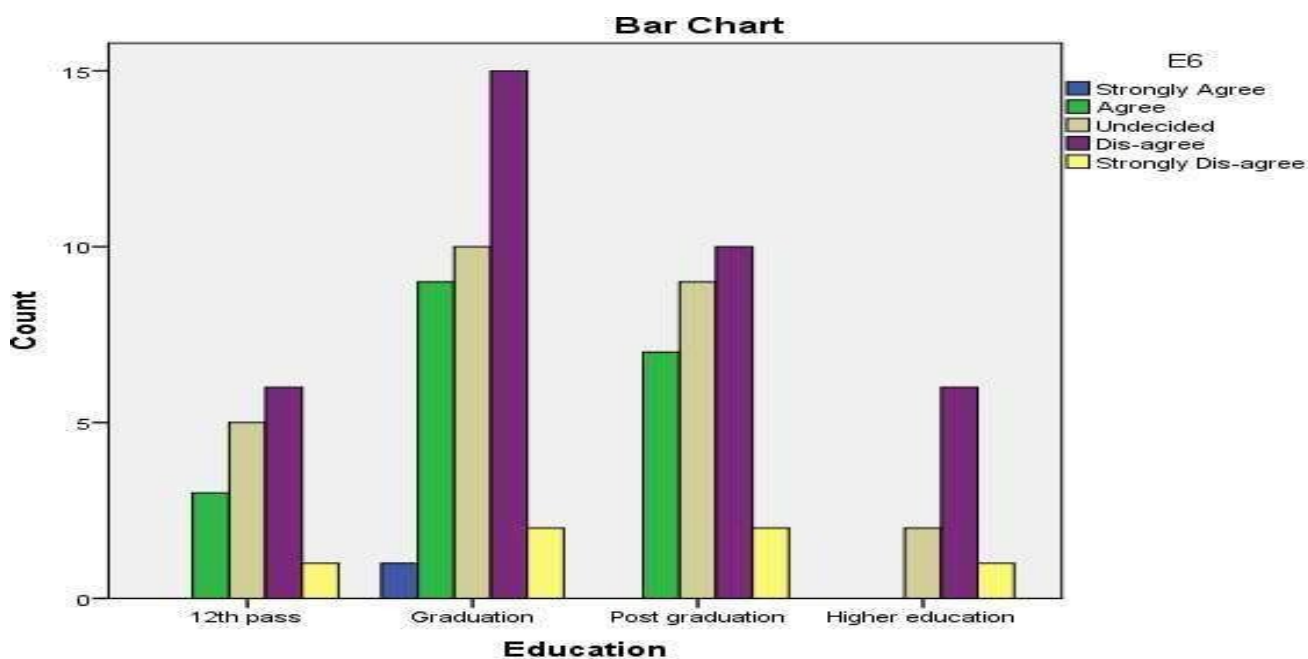


Figure 5: Analysis of formal education and problem of security in way of collateral format

6) Cross Sectional Analysis of Education and problem Procurement of Material

From the analysis researcher can state that higher educated women entrepreneur is not facing problem of Raw Material procurement as compare to other category women entrepreneurs. Education makes you more sophisticated, advanced and professional in your work. Other categories lack this kind of approach and which may create practical problems for them.

	E6(Procurement of material)					Total
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
12th pass	0	3	5	6	1	15
Graduation Education	1	9	10	15	2	37
Post-Graduation	0	7	9	10	2	28
Higher education	0	0	2	6	1	9
Total	1	19	26	37	6	89

Table 6: Education and problem Procurement of material.

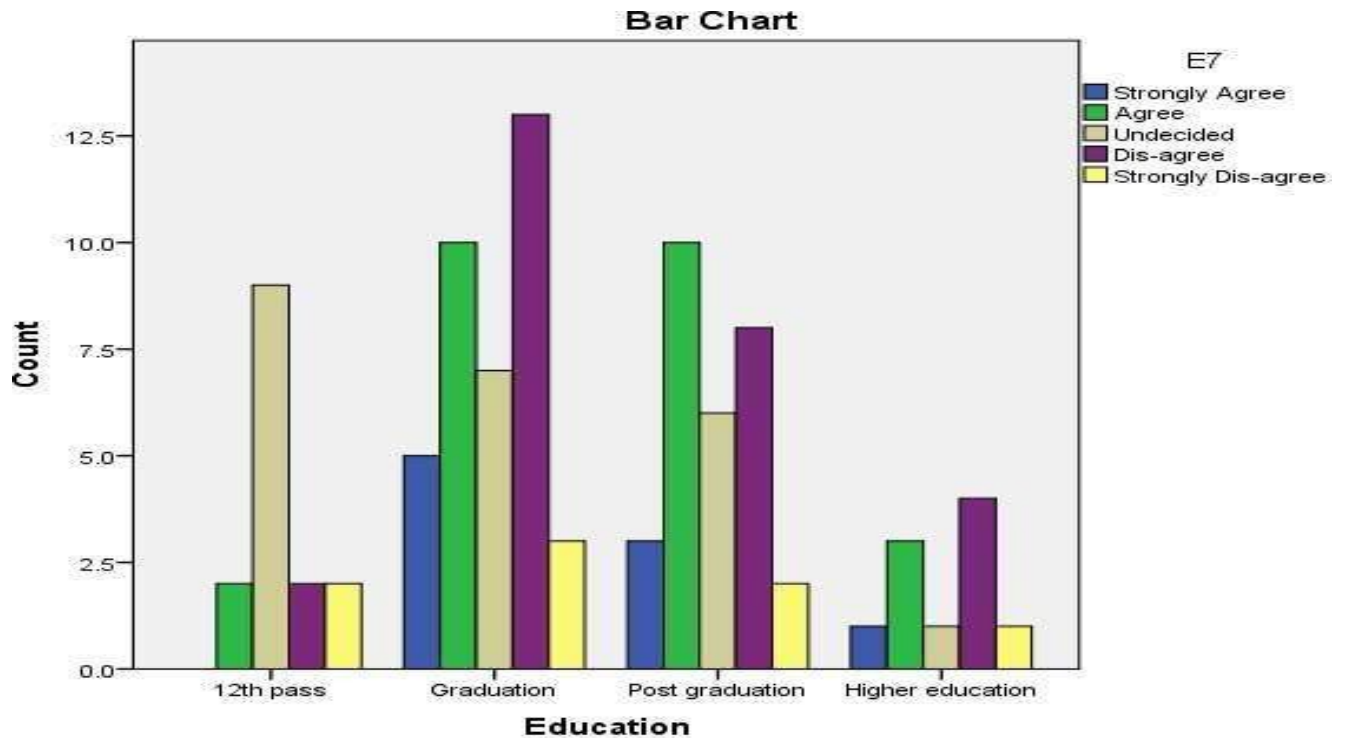


Figure 6: Education and Problem Procurement of Material.

Cross-Sectional Analysis of Education and Risk Taking Ability.

Undertaking risk is considered as a unique function of entrepreneurs. A need for undertaking moderate and calculated risk has been recognized as one of the essential characteristics of a successful entrepreneur. Before selecting a particular line of activity, a prudent entrepreneur is expected to calculate the level and nature of risk involved in it.. This will reduce the level of risk and enable the entrepreneur to develop a suitable marketing arrangement and strategy. As per the graph it is noticed that around half percentage of women entrepreneur are up keeping themselves with recent marketing trends are not facing severe problems like others as they are well versed with the business techniques & theories (Dhameja, 2008). But with that same half percentage (34) is facing marketing problems. The ability to tap into new markets requires expertise, knowledge and contacts. Women often lack access to training and experience in on how to participate in the market place and are therefore unable to market goods and services strategically. In addition, they have often not been exposed to the international market, and therefore lack knowledge about what is internationally acceptable. (Fisher, G. 2001) The high cost of developing new business contacts and relationships in a new country or market is a big deterrent and obstacle for many SMEs, in particular women-owned businesses. Women may also fear or face prejudice or sexual harassment, and may be restricted in their ability to travel to make contacts (Upadhy, 1983)

	E7(Risk Taking ability)					Total
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
12th pass	0	2	9	2	2	15
Graduation Education	5	10	7	13	3	38
Post-Graduation	3	10	6	8	2	29
Higher education	1	3	1	4	1	10
Total	9	25	23	27	8	92

Table No-07: of Education and Risk Taking ability.

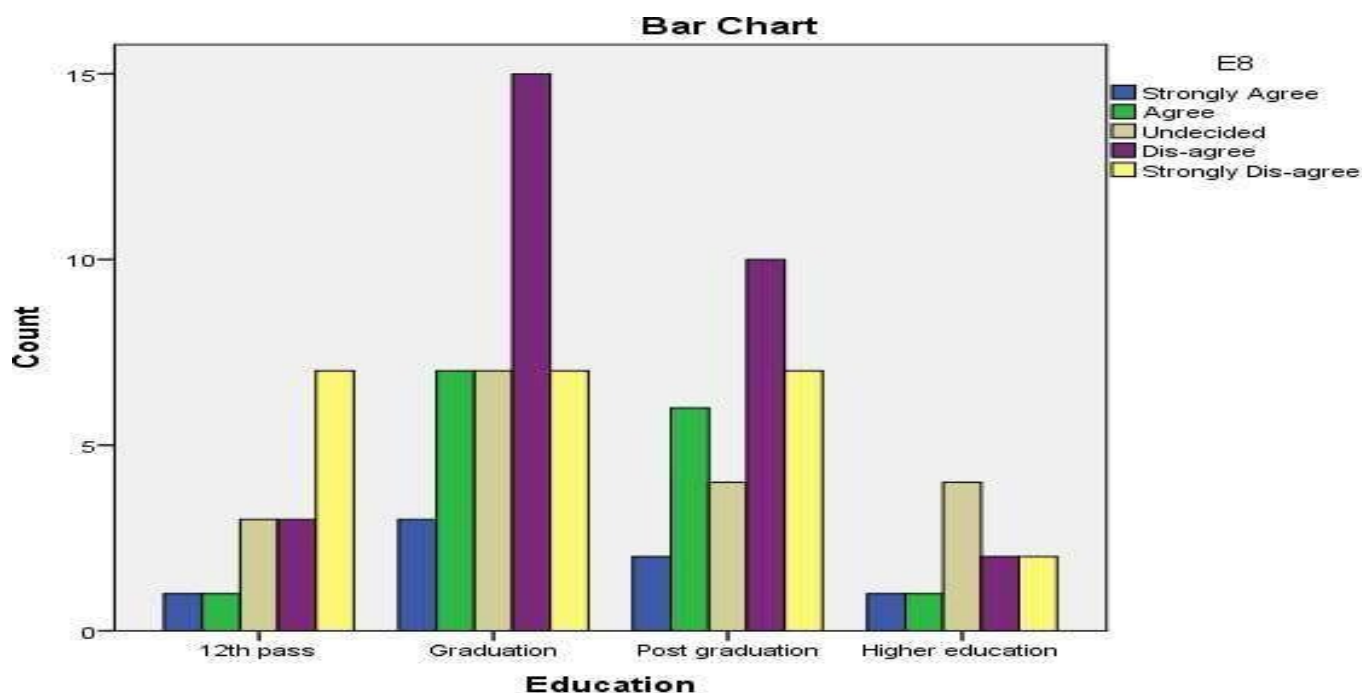


Figure 7: Education and Risk Taking ability.

Recommendations

1. Offer fair opportunities by Creating a level playing field and Keeping this issue alive in collective-consciousness
2. Women should make analysis of strengths and weakness properly. Once they have self-realization they can dream a loud and pursue it by proving their metal.
3. Women should invest in themselves my making networking and managing their funds wisely. Smart Career goals and accordingly smart career moves (Dube, L. and Palriwala, R. 1990)

Social up degrees and basic changes are required

1. Creating a situation through positive monetary and social strategies for full advancement of ladies to empower them to understand their satisfaction. (Goyal A 2011)
2. The by law and accepted happiness regarding all the human rights and key opportunity by ladies on equivalent premise with men in all circles – political, financial, social, cultural and common are fundamental.
3. Equal access to cooperation and basic leadership of ladies in social, political and financial existence of the country. (Khobragade 2021)
4. Equal access to ladies to human services, quality training of all dimensions, profession and professional direction, work, measure up to compensation, work related well and government managed savings and open office and so forth. (Reddy, Krishna, Vranda, Ahmed, Atiq, Nirmala & Siddaramu 2010).
5. Strengthening legitimate frameworks for disposal of all types of victimization ladies.
6. Changing social demeanors and network rehearses by dynamic interest and inclusion of the two people.
7. Mainstreaming a sexual orientation viewpoint in the advancement procedure. (Kohli, S.C.S.L. 1991).
8. Elimination of separation and all types of viciousness against ladies and the young lady youngster.

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