

Impact of Education on Women's Entrepreneurship

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Abstract:

This research examines the association between educational attainment and the prevalence of women entrepreneurs. Recognizing the significance of education as a potential catalyst for entrepreneurial success, our study aims to quantify the relationship and explore patterns that may emerge from the data.

We gather data through surveys administered to a diverse sample of women entrepreneurs across various industries and educational backgrounds in Surat district. The Chi-Square test is applied to analyse the categorical data, specifically investigating whether there is a significant association between the level of education and the likelihood of women engaging in entrepreneurial activities.

Results from the Chi-Square analysis are expected to provide empirical evidence regarding the impact of education on the likelihood of women entering and thriving in entrepreneurship. Additionally, the study aims to identify specific educational thresholds that may significantly correlate with increased entrepreneurial engagement.

Key Words: Chi-Square test, women Entrepreneur, Education Impact, Entrepreneurial Skills, Surat district

INTRODUCTION:

The global landscape of entrepreneurship is undergoing a transformative shift, with increasing recognition of the vital role played by women in driving economic growth, innovation, and social development. Women entrepreneurs contribute not only to the diversification of industries but also to the creation of job opportunities and the empowerment of communities. In this context, the relationship between education and women's entrepreneurship emerges as a pivotal and multifaceted dimension that warrants thorough exploration.

The nexus between education and entrepreneurship has been a subject of interest, but the unique challenges and opportunities for women in this realm demand dedicated attention.

Education, as a key determinant of individual empowerment, holds the potential to shape the trajectory of women's participation in entrepreneurial endeavours. It serves not only as a foundation for acquiring necessary skills but also as a catalyst for fostering a mindset of innovation, resilience, and strategic thinking.

Against the backdrop of the global push for gender equality, examining the impact of education on women's entrepreneurship becomes imperative. This research aims to scrutinize the intricate dynamics at play, considering both formal and informal educational pathways. The focus extends beyond mere quantitative assessments of educational levels; it delves into the qualitative aspects of education, exploring how the quality, content, and delivery of educational programs influence women's entrepreneurial aspirations and achievements.

Education, in its various forms, equips women with the knowledge and skills necessary to navigate the challenges of starting and sustaining a business. From acquiring technical expertise to honing leadership and managerial competencies, education becomes a cornerstone for women entrepreneurs striving to compete and thrive in a dynamic business environment. Furthermore, the influence of education extends beyond the individual, impacting the broader ecosystem of women-led businesses, communities, and economies.

Methodology: For the Present study, primary data have been collected by questionnaires. We have collected a data of 71 women’s around Surat district and we have categorised it in the experience vs entrepreneur. We have categorized the experience in 3 categories that is early school leaving, high school and graduates vs High level of entrepreneurial success, Moderate level of entrepreneurial success and Low level of entrepreneurial success.

Null Hypothesis (H0): There is no association between education and entrepreneurship among women’s.

Alternative Hypothesis (H1): There is a significant association between education and entrepreneurship among women.

Contingency table:

Observed frequency

	High level of entrepreneurial success.	Moderate level of entrepreneurial success.	Low level of entrepreneurial success.	Total
Leaving school in early age	5	7	10	22
High school	3	8	10	21
Graduates	20	6	2	28
Total	28	21	22	71

Expected Frequency

	High level of entrepreneurial success.	Moderate level of entrepreneurial success.	Low level of entrepreneurial success.
Leaving school in early age	8.676	6.507	6.817
High school	8.282	6.211	6.507
Graduates	11.042	8.282	8.676

Computing the chi-square static using formula $\chi^2 = \frac{(O_i - E_i)^2}{E_i}$

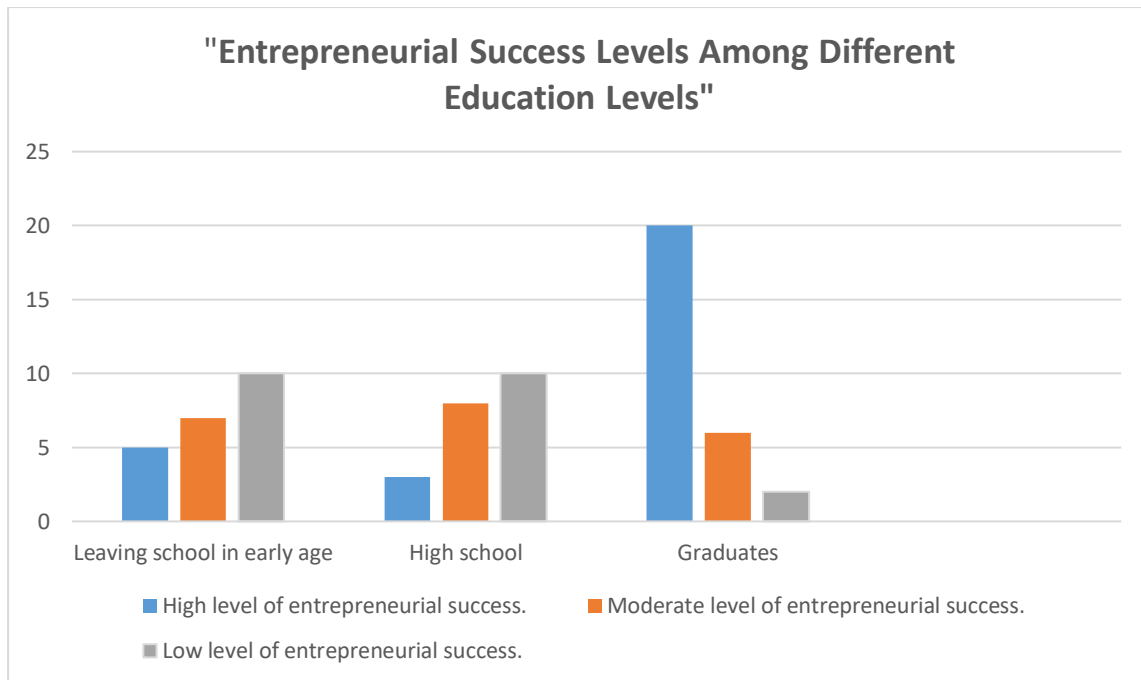
	High level of entrepreneurial success.	Moderate level of entrepreneurial success.	Low level of entrepreneurial success.
Leaving school in early age	1.558	0.037	1.486
High school	3.368	0.515	1.875
Graduates	7.267	0.629	5.137

Chi square value: $\sum \frac{(O_i - E_i)^2}{E_i} = 21.872$

Sample size	71
Chi square value	21.872
Degrees of freedom	4
P value	0.0002
Chi square Table value	9.488
$\chi^2(\text{calculated}) > \chi^2(\text{tabular value})$	We reject Null hypothesis

The p-value is 0.0002. Significant at $p < 0.05$.

Since the calculate value is greater than table value. Therefore we reject the null hypothesis.so we accept the alternative hypothesis that there is a significant association between education and entrepreneurship among women.



Suggestions:

1. Engage with stakeholders such as educational institutions, business associations, and policymakers to gather diverse perspectives and collaborate on solutions to enhance the educational support for women entrepreneurs.
2. Conduct interviews or surveys to gather narratives and experiences of women entrepreneurs, providing a more holistic understanding of the impact of education.
3. Besides academic qualifications, assess the impact of soft skills developed during education, such as communication, leadership, and problem-solving abilities. These skills can be crucial for entrepreneurial success.

Conclusion:

These findings have practical implications for educational institutions, policymakers, and organizations committed to promoting women's entrepreneurship. Investments in education, including both formal and informal avenues, may contribute significantly to empowering women to achieve success in entrepreneurial pursuits.

In conclusion, our study supports the assertion that education plays a crucial role in shaping the landscape of women's entrepreneurship. The rejection of the null hypothesis prompts further exploration and consideration of educational interventions as key components to support women entrepreneurs.

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