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## IDENTIFYING THE DETERMINANTS AND PROBLEMS FACED BY WOMEN EDUPRENEURS: A CASE STUDY OF PRAYAGRAJ DISTRICT

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### Abstract

Educational domain generates an opportunity for women entrepreneurs to balance work and life, both. Considering this, the scope of women entrepreneurship in education sector is very logical and appropriate specifically when it comes to Indian scenario. Women edupreneurs can be involved in diverse educational spheres such child care, pre-school, primary-elementary schools and secondary-high schools and even higher education. Towards this the primary objectives of the study were to determine the factors influencing women entrepreneurship in education sector and to identify the major problems faced by women edupreneurs. The study was conducted on a sample of 94 respondents of Prayagraj district of Uttar Pradesh who were either edupreneurs or were contemplating foraying entrepreneurship in education sector. Five key factors were identified among the list of 11 factors, using factor analysis, to be key influencers in decision making regarding setting up an educational enterprise. These included previous business or family tradition, Influence of friends and acquaintances, Belief of good opportunities in education field, Acceptable field for women as per societal norms and Government incentives and concessions. In terms of the major problems or obstacles facing women edupreneurs of Prayagraj district, the findings reveal that difficulty in marketing their enterprise and gender related biases were found to be the two main problems facing women edupreneurs. Lack of skilled educators, lack of finance and excessive levels of competition were found to be the other major obstacles facing women entrepreneurs in education sector.

**Keywords:** Entrepreneurship, Edupreneurship, Women, Factor Analysis

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Education has become the most promising and prominent domain for entrepreneurs who are willing to infuse innovation and creativity to initiate the change in existing educational practices particularly in light of sweeping effect of COVID-19 pandemic on teaching and learning. These change agents are known as edupreneurs. The term `Edupreneur` means an Educational Entrepreneur, that is a person who ventures into educational sector and starts an educational institute of his/ her own. In post liberalised scenario of Indian economy, there has been a spurt of private entrants in the field of education, especially in higher education.

According to the Economic Survey 2020-21, India's spending on education as a percentage of GDP stagnated at 2.8% during 2014-2019 and increased to 3-3.5% in 2019-21 period. However the Budget of 2021 proposed a slash in spending in education by about 6% while ideally according to experts 6% of GDP must be allocated to education. Similarly the percentage of India's GDP spending on higher education in the last couple of years has remained stagnant at around 0.40 percent against 2.6percent, 2.3 percent and 1.9 percent of US, Canada and UK respectively. This elucidates the need foredupreneurship and private participation in education in India.

The women in India have been oppressed culturally, socially, economically and politically for centuries. However the scenario of women has changed considerably in recent years.

There has been a slow and steady rise of women in all fields of importance. Empowerment of women and improving the status of women has become a matter of priority for the government due to which there has been a gradual change in society's view of women and their achievements. Women entrepreneurship in India is a fairly recent phenomenon which started only after the 1970s with the introduction of the Women's decade (1975-1985) and which mostly picked up in the late 1970's. Women entrepreneurs can now be found in all fields be it manufacturing or service sector. This paper however focuses on women entrepreneurship in education sector. Traditionally women have been considered to be good educators with most of them engaged in teaching their children at home. Further majority of teachers employed by schools are women as teaching is considered to be the most preferred career option for women in many traditional families of India. Educational domain generates an opportunity for women entrepreneurs to balance work and life, both. Considering this, the scope of women entrepreneurship in education sector is very logical and appropriate specifically when it comes to Indian scenario. Women edupreneurs can be involved in diverse educational spheres such child care, pre-school, primary-elementary schools and secondary-high schools and even higher education. Combining higher education with entrepreneurship has led to creation of an effective, efficient, flexible and creative learning environment in the institutes of higher learning, universities set up by these edupreneurs. This will also contribute to employment generation and churning out true professionals for the industry.

However, women edupreneur community needs to enhance their competencies and capacities to handle diverse issues and challenges posed by stakeholders. Poor understanding of government policies, poor technical know-how, financial and resource constraints during start-up period, inability to face competition, family and society related constraints etc. are some of the constraints that put women edupreneurs into jeopardy. Against this backdrop the present study aims to reflect upon the opportunities and challenges facing women edupreneurs in India.

### **Review of Related Literature**

Education is directly associated with increasing entrepreneurial knowledge, competency, and attitudes in individuals; is generally acknowledged as the most important driver of entrepreneurship; and has received the most attention from researchers and policymakers in this context (Walter & Block, 2016).

Kalyani Brinda P. R & Dr. Kumar Dileep M. (June 2011), in their study 'Motivational factors, entrepreneurship and education: Study with reference to women in SMEs' state that the key word circling around development of economy in many countries is entrepreneurial education. The significance of entrepreneurship and entrepreneurial education ranges from commencing a small scale unit to build up big business concerns. Incorporating new entrepreneurial modules in current educational system, not only paves ways for development of economy, but also gives more job opportunities to young entrepreneurial aspirants who start up small scale ventures. The scope of entrepreneurial education and training is having much scope in rural and semi urban localities where many small and medium scale industrial firms operate. Indian small and medium scale industrial scenario observes more women participation both as employees and employers recently.

In both Bae et al. (2014) and Ratten and Jones (2021), human capital theory and social cognitive theory were adopted as the two main theoretical foundations of entrepreneurial education, indicating that self-efficacy, as with capability enhancement, is a determinant of entrepreneurial intention.

In her paper on “Private Sector Participation in Education Services”, Somaiah Malathi (Oct. 2003), emphasizes need for creation of social infrastructure, organizations which manage higher education, quality control in terms of teaching & learning processes and certification- in the context of globalization. India being a signatory to GATT Agreement, several foreign Universities are looking to set up operations in India. She examines the implications of this development in terms of quality aspects, cost of education, issues of equity and justice.

An analytical article by Dr. Anandakrishana M. titled “Equity, Quality and Quantity in Higher Education”, (2004) raises issues connected with rapid expansion of Higher Education in India in the context of achievement of national goals by 2020. He feels that merely increasing the number of higher educational institutions and their enrolment capacity will not achieve the national developmental goals without concurrent attention to quality of the educational system, its access to those who desire and equity measures ensuring fair and impartial treatment of the disadvantaged sections of the society.

In 'Defining moments for Higher Education', Aludipillai K. (2004) focuses attention on global competition, needs of industry. According to him, competition from institutions has to be faced. Employers' needs have to be catered to. Quality and service to society being watchwords, it is necessary that higher education should have strong customer orientation. Professional courses having caught the imagination of students, definite steps need to be taken which should lead to a wide range of employment opportunities.

Basu Kaushik, C. (2009) is concerned about quality control in higher education as he feels that there is not much to education without quality. In his study on the subject “Profit can co-exist with quality” he observes that our policy response to concern for quality has been quite misguided. We have set a system of tight controls, with formidable entry- barriers and plethora of rules about not just education, but the fees that students must pay and the salaries that professors must get. He emphasizes that all have to realize that doing something for profit does not mean *not* doing it for quality.

Thus most of the studies were designed to examine entrepreneurial education in terms of entrepreneurial self-efficacy and entrepreneurial performance in the context of different business ventures. Further studies related to entrepreneurship in higher education concentrated on issues such as quality, self-financing, costs equity and justice. However none of the studies focused on women entrepreneurship considering the fact that women are natural educators. Further no studies were found to concentrate on factors that contribute to and influence women entrepreneurs venturing into education sector, which forms the basis of the present study.

### **Objectives of Study**

This study focuses on the scope of entrepreneurship in education sector for women of India. While a lot of researches have been done in the area of entrepreneurship, most of the studies are related to need of entrepreneurship in education and challenges and problems faced by them. The present study seeks to fulfil the objective of identifying the key factors that influence the decision making of women entrepreneurs venturing in education sector. Towards this the primary objectives of the study are:

1. To determine the factors influencing women entrepreneurship in education sector
2. To identify the major problems faced by women entrepreneurs.

### **Research Design**

#### **Nature of Study**

Descriptive Research forms the basis of the present study. The aim is description of the state of affairs as it exists at present. Surveys have been conducted to understand the views

of actual and potential women edupreneurs vis-à-vis the various influencers in actual environmental setting.

### **Universe and Sample**

The actual and potential women entrepreneurs in education sector form the universe of the study while the sampling unit consisted of individual women edupreneur. The study was conducted on a sample of 94 respondents of Prayagraj district of Uttar Pradesh who were either edupreneurs or were contemplating foraying entrepreneurship in education sector.

### **Sampling Technique**

The sample size was drawn using the non-probability method of Judgmental/ Purposive sampling as information sought through the questionnaire required the respondents to possess certain level of qualification, skill and exposure. As such the questionnaire was administered on a total number of 108 respondents of which 14 respondents were eliminated from study on account of one or more of the reasons:

- The respondents were not contemplating foraying into educational entrepreneurship.
- The questionnaire was not properly and completely filled.

### **Data Collection**

Both primary and secondary data was used for the purpose. The study covers a period of six months from April 2021 to September 2021. Secondary data was collected from various governmental publications, journals, books, magazines, newspapers and internet and online survey method was used for primary data collection. Structured questionnaire was developed for primary data collection. Closed ended questions formed the crux of the questionnaire as they are most amenable to statistical analysis as well as enable easy and quick answering by respondents. Both dichotomous and multiple choice questions have been used. Five –point likert scales have been used in the questionnaire to evaluate the statement of the respondents. Each point on the scale was given a score. The responses which were least favourable was given the least score and the most favourable response was given the highest score.

### **Statistical Tools and techniques**

For the analysis and interpretation of data so collected, the following statistical techniques were employed:

- Tables, pie-charts and line graphs were used for analysis and interpretation of data in simple terms
- Mean and Standard deviation were used to provide a single measurement which can describe in the briefest possible terms the main theme or the chief characteristics of the series.
- Factor Analysis was used as an interdependence technique to explain the variability among observed variables in terms of fewer unobserved variables called factors. It was used for the purpose of identifying the key factors affecting the women entrepreneurs venturing into education sector.

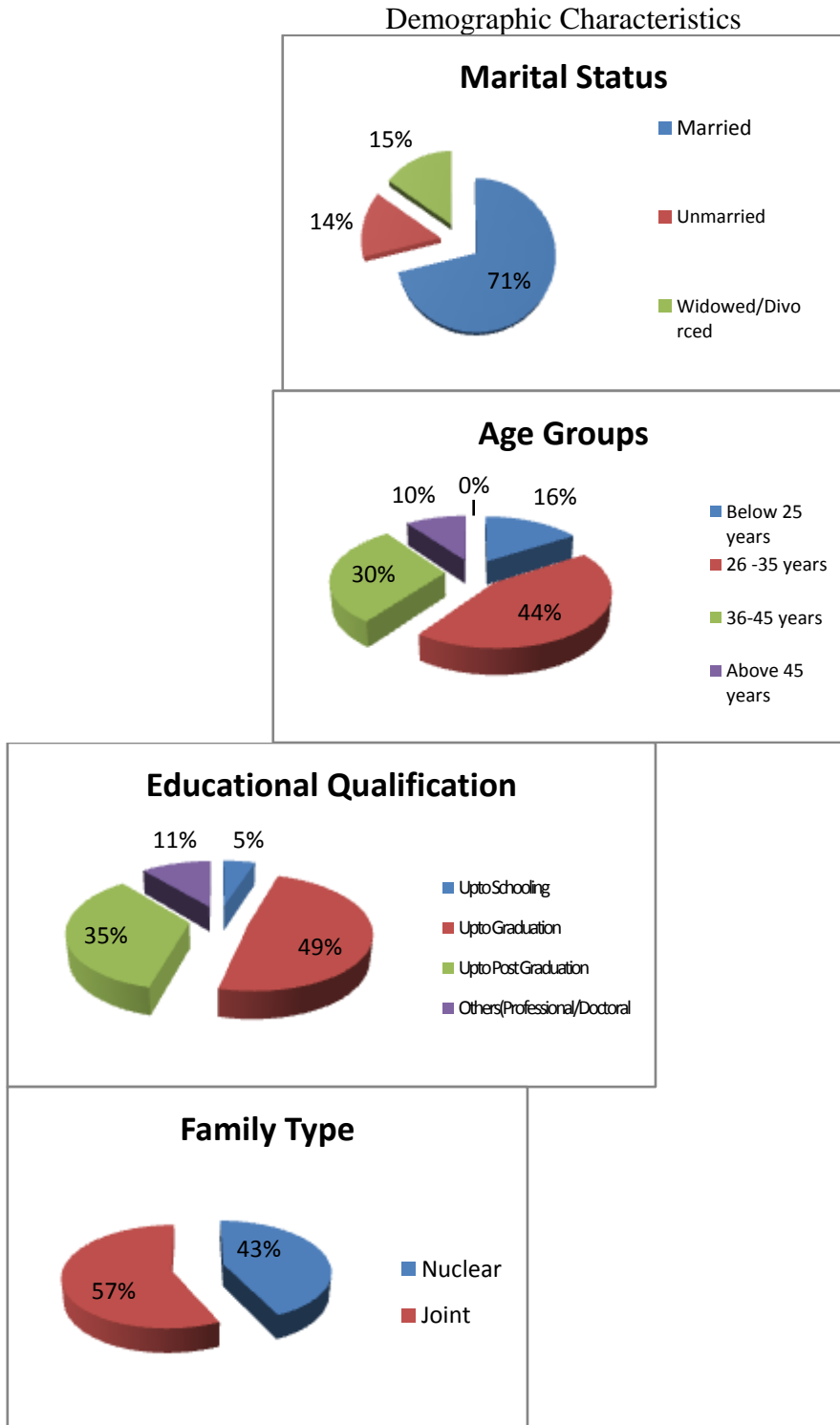
## **Results and discussions**

### **Demographic Characteristics**

Figure 1 presents the demographic characteristics of the respondents. It is observed that among the 94 respondents who were either edupreneurs or contemplating edupreneurship, 71% were married, 14% were unmarried and 15% were widowed or divorced. Majority of the respondents (44%) were in the age group of 26-35 years followed by 30% in the age group of 36-45 years. In terms of educational

qualifications, majority of respondents were graduates (49%) followed by Post graduates (35%). Most of the respondents (57%) belonged to joint families while 43% belonged to nuclear families. A diagrammatic representation of the above mentioned demographic characteristics is given below in the form of pie charts.

**Figure 1**



### **Factors Influencing women entrepreneurship in education sector**

The factors that influence women entrepreneurship in education sector in India can be broadly divided into two categories:

1. Pull factors : These include factors that encourage women in pursuing entrepreneurship in education sector such as belief of good opportunities, education being considered as a noble and acceptable profession, availability of finance, government incentives and tax related benefits.
2. Push factors: There include factors than compel women in pursuing entrepreneurship in education sector such as continuance of family tradition, financial difficulties, death of husband or father engaged in edupreneurship etc.

For the purpose of study the following factors were identified as influencers in decision making regarding pursuance of edupreneurship by women: Earning social status, Earning livelihood, Previous business, Family tradition, Self employment, Self actualization need, Utilizing education and training received, Providing job to others, Influence of friends/acquaintances, Government incentives and concessions, Acceptable field as per societal norms and Belief of good opportunities in education field.

The descriptive statistics in terms of mean and standard deviations of responses obtained in terms of select 11 factors is given below:

**Table 1**

<b>Descriptive Statistics</b>			
	Mean	Std. Deviation	Analysis N
Earning social status	2.23	2.264	94
Earning livelihood	2.78	1.109	94
Previous business/Family tradition	3.81	1.040	94
Self employment	3.40	.965	94
Self actualization need	1.88	.949	94
Utilizing education and training received	1.59	.663	94
Providing job to others	2.71	1.043	94
Influence of friends/acquaintances	3.06	.993	94
Government incentives and concessions	2.80	.615	94
Acceptable field as per societal norms	4.02	.597	94
Belief of good opportunities	4.07	.692	94

From the above table it is clear that the most favourable responses received in terms of factors influencing decision-making included belief of good opportunities in the field of education, acceptability as per societal norms and self employment opportunities with mean of 4.07, 4.02 and 3.40 respectively.

The select list of 11 factors influencing edupreneurship decision-making have been examined using factor analysis for the purpose of reducing the list of 11 variables into a smaller number of composite variables that are key to influencing edupreneurship development in the country. As the purpose of study was understanding the structure of perceptions of variables, R-type factor analysis was employed.

**Table 2**

<b>Communalities</b>		
	Initial	Extraction
Earning social status	1.000	.534
Earning livelihood	1.000	.439
Previous business/Family tradition	1.000	.737
Self employment	1.000	.594
Self actualization need	1.000	.660
Utilizing education and training received	1.000	.358
Providing job to others	1.000	.778
Influence of friends/acquaintances	1.000	.711
Government incentives and concessions	1.000	.831
Acceptable field as per societal norms	1.000	.695
Belief of good opportunities	1.000	.519
Extraction Method: Principal Component Analysis.		

The row sum of squared factor loadings i.e. communalities are shown in table 2. The size of communality is a useful index for assessing how much variance in a particular variable is accounted for by the factor solution. Higher communality values indicate that a large amount of the variance in a variable has been extracted by the factor solution. Thus the communality figure of .737 of factor 3 indicate that it has more in common with the other variables included in the analysis than does factor 2 which has a communality of .439. Component factor analysis has been used for extracting the factors as data reduction is the primary concern focussing on minimum number of factors needed to account for the maximum portion of the total variance represented in the original set of variables. The results as obtained by running the data on SPSS is as follows:

**Table 3**

<b>Total Variance Explained</b>						
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	1.893	17.213	17.213	1.893	17.213	17.213
2	1.418	12.888	30.101	1.418	12.888	30.101
3	1.271	11.554	41.655	1.271	11.554	41.655
4	1.196	10.877	52.532	1.196	10.877	52.532
5	1.079	9.812	62.344	1.079	9.812	62.344
6	.938	8.529	70.873			
7	.871	7.916	78.789			
8	.789	7.169	85.958			
9	.673	6.120	92.077			
10	.528	4.797	96.874			
11	.344	3.126	100.000			
Extraction Method: Principal Component Analysis.						

Table 3 contains the information regarding the 11 possible factors and their relative explanatory power as expressed by their eigenvalues. The eigenvalues are the column sum of squared factor loadings and represents the amount of variance accounted for by a factor. By applying the latent root criteria of retaining factors with eigenvalues greater than 1.0, five factors has been retained. The five factors retained represent 62.344% of the variance of the 11 variables.

**Table 4**

<b>Component Matrix (Unrotated)</b>					
	Component				
	1	2	3	4	5
Earning social status	-.003	-.401	.056	-.590	.146
Earning livelihood	.426	.370	.011	.056	-.342
Previous business/Family tradition	-.601	.306	.528	-.054	.007
Self employment	-.324	.189	.205	.641	-.030
Self actualization need	-.495	.129	-.434	.134	.438
Utilizing education and training received	.434	.370	.062	.148	.080
Providing job to others	-.693	-.185	.128	.085	.491
Influence of friends/acquaintances	.163	.455	.636	.041	.267
Government incentives and concessions	.311	.575	.498	-.260	.298
Acceptable field as per societal norms	.377	-.483	.161	.542	-.011
Belief of good opportunities	-.255	-.180	.245	.146	.583
Extraction Method: Principal Component Analysis.					

Table 4 presents the component analysis factor matrix. The five columns show the results for the five factors that were extracted. Taking greater than .50 as high loading, each of the components had one high loadings.

**Table 5**

<b>Rotated Component Matrix</b>					
	Component				
	1	2	3	4	5
Earning social status	-.031	-.073	.197	-.178	-.676
Earning livelihood	.070	.287	-.577	.022	.136
Previous business/Family tradition	.654	.189	.314	-.318	.271
Self employment	-.078	-.039	.177	-.083	.241
Self actualization need	-.219	-.219	.460	.575	.148
Utilizing education and training received	.207	.463	-.227	.152	.164
Providing job to others	.224	.440	.149	.033	-.194
Influence of friends/acquaintances	.035	.128	-.140	.821	.029



Government incentives and concessions	-.150	.896	.005	-.051	-.064
Acceptable field as per societal norms	.521	-.129	.039	-.307	.751
Belief of good opportunities	.076	.096	.704	-.045	.076
Extraction Method: Principal Component Analysis.					
Rotation Method: Varimax with Kaiser Normalization.					

Table 5 presents the rotated factor matrix. The ultimate aim of rotating the factor matrix was to redistribute the variance from earlier factors to later ones to achieve simpler, theoretically more meaningful factor patterns. Thus the five factors extracted on the basis of factor loadings include:

1. Previous business or family tradition
2. Influence of friends and acquaintances
3. Belief of good opportunities in education field
4. Acceptable field for women as per societal norms
5. Government incentives and concessions

### Problems faced by Women Edupreneurs

Since women joined business and entered into higher positions of influence, they have been wearing multiple hats at the same time balancing responsibilities of family as well as work. Entering into entrepreneurial ventures can have positives outcomes for women such as ability to work with flexible schedules which help them in managing their family responsibilities as well. However the problems faced by women entrepreneurs are multiple ranging from role conflict to difficulties in marketing and non-availability of financial support and support from family. Based on information secured from various sources the following problems were identified which were administered on the sample respondents: Lack of finance, Role conflict (balancing work and family), lack of support from family, Lack of skilled educators, lack of managerial skill, Difficulty in marketing, Excessive level of Competition, Poor risk taking ability, Lack of proper training, Regressive attitude of banks and other financial institutions, governmental regulations, complex tax structure, gender related problems and health related problems.

The respondents were again asked to provide their responses on each of the problems in terms of five-point likert scale with a score of 1 being given to the least problematic issue and 5 being given to the most problematic issue.

The descriptive statistics in terms of mean and standard deviations of responses obtained in terms of select 14 problems is given below:

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Lack of finance	94	2	5	3.87	.942
Role conflict	94	1	4	2.49	.786
Lack of support from family	94	1	4	2.49	.813
Lack of skilled educators	94	2	5	4.00	.830

lack of managerial skill	94	1	5	2.69	1.037
Difficulty in marketing	94	2	5	4.14	.824
Excessive level of Competition	94	1	5	3.83	1.084
Poor risk taking ability	94	1	3	1.68	.659
Lack of proper training	94	1	4	1.85	.789
Regressive attitude of banks	94	1	4	2.78	.963
Governmental regulations	94	1	5	2.38	1.069
Complex tax structure	94	1	3	1.53	.599
Gender related problems	94	2	5	4.03	.919
Health related problems	94	1	5	2.59	.932

From the above table, it is clear that the major problems facing women edupreneurs are difficulty in marketing their enterprise, gender related biases, lack of skilled educators, lack of finance and excessive levels of competition with mean levels of 4.14, 4.03, 4.00, 3.87 and 3.83 respectively. Women entrepreneurs do not have organizational set-up to pump in a lot of money for canvassing and advertisement. Thus, they have to face a stiff competition for marketing their products with both organized sector and their male counterparts. Such a competition ultimately results in the liquidation of women enterprises. While the Constitution of India speaks of equality between sexes, gender disparity and male domination is still the order of the day in India. Women are looked upon as weak in all respects be it their role, ability or capacity. Gender issues also affect women's mobility which in turn affect their marketing efforts and ultimately the success of their enterprise. While skilled educators are scarce in supply, gender issues also hamper women entrepreneur's chances of securing skilled male educators who do not prefer working under woman boss.

Further women entrepreneurs suffer from shortage of finance on two counts. Firstly, women do not generally have property on their names to use them as collateral for obtaining funds from external sources. Thus, their access to the external sources of funds is limited. Secondly, the banks also consider women less credit-worthy and discourage women borrowers on the belief that they can at any time leave their business. Given such situation, women entrepreneurs are bound to rely on their own savings, if any and loans from friends and relatives who are expectedly meager and negligible. Thus women of India have to face and conquer multiple problems if they intend to take their educational enterprise to great heights and get their brand established.

### **Discussion and Conclusion**

This study was aimed at empirically evaluating the position of women edupreneurs of Prayagraj district of Uttar Pradesh. Women entrepreneurs in general and women edupreneurs in particular have a major role to play in our country's future economic prosperity. Towards this, the study was aimed at identifying the key factors influencing women who were contemplating foraying into education sector as well as the problems faced by these women edupreneurs. The study was conducted on 94 actual and potential women edupreneurs of Prayagraj district. Five key factors were identified among the list of 11 factors, using factor analysis, to be key influencers in decision making regarding setting up an educational enterprise. These included previous business or family tradition, Influence of friends and acquaintances, Belief of good opportunities in education field, Acceptable field for women as per societal norms and Government incentives and concessions. All these factors had factor loadings greater than .50. In terms of the major problems or obstacles facing women edupreneurs of Prayagraj district, the findings reveal

that difficulty in marketing their enterprise and gender related biases were found to be the two main problems facing women edupreneurs. Lack of skilled educators, lack of finance and excessive levels of competition were found to be the other major obstacles facing women entrepreneurs in education sector.

Thus it can be inferred that despite government initiatives at improving entrepreneurial activity, for a women to pursue any entrepreneurial activity require not only skill but also perseverance in light of the numerous obstacles facing them. Efforts need to be made on all fronts towards providing a conducive environment for women in honing their skills and enhancing their competitiveness in the market. Special credit facilities for women edupreneurs at low rates of interest need to provided keeping in mind their role in the country's future. Further government need to take initiative in marketing the entrepreneurial activity of these women edupreneurs and help establish their brands. Also there are many initiatives of government aimed at promoting women entrepreneurship which are in paper but are hardly implemented. Implementation of the same will go a long way removing obstacles facing women edupreneurs.

The main limitation of the present study was that it was conducted on a very small sample of respondents. Women actually engaged in entrepreneurial activity in education sector were found to be negligible in Prayagraj district. Hence women contemplating entry into education sector also needed to be included in the present study. The same study can be carried out on a larger sample covering the whole of the country which will provide much better results.

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