



## **A REVIEW OF THE CONSEQUENCES OF ORGANIZATIONS WITH STRONG ENTREPRENEURIAL COMMUNITIES ON THE INSPIRATION OF FEMALE ENTREPRENEURS TO ESTABLISH THEIR OWN BUSINESSES.**

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### **ABSTRACT**

Women business owners have recently attracted a lot of attention from academics and the public. Across the world, the number of businesses and entrepreneurial ventures started by women has been on the rise recently. As a competitive aspect in enhancing students' professional profiles, this is the essay's foundational understanding of female university entrepreneurs. In terms of motivation, funding, and business acumen, the study's authors identify some characteristics shared among female college entrepreneurs. Women entrepreneurs at universities face obstacles when seeking finance, despite being thrifty, diligent, and aiming for business careers. explores the ways in which educational institutions could inspire female students to adopt an entrepreneurial mindset. Examines the factors that encourage female students and graduates from institutions with strong ties to the entrepreneurial ecosystem to launch their own businesses. Mentoring, access to capital, networking events, and entrepreneurial education are some of the factors that this research hopes to identify as having the greatest impact on women's decision to start their own businesses. This study uses case studies from schools known for their entrepreneurial programs to demonstrate how inclusive environments help female entrepreneurs overcome barriers including sexism, inadequate capital, and a lack of professional connections. To stimulate female entrepreneurship, the research found that colleges with strong entrepreneurial programs and industry connections may do things like provide resources, enhance self-confidence, and create a welcoming atmosphere. This study's results add to what is already known about how educational institutions may encourage more gender parity among business owners.

**Keywords:** *Institutional assistance, Entrepreneurial ecosystem, Motivational factors, Gender and entrepreneurial activity, Entrepreneurial networks.*



## 1. INTRODUCTION

Women business owners confront sexism in the workplace, a lack of powerful female role models in corporate leadership positions, and difficulty obtaining funding, among other problems (Block et al., 2020). A growing number of business and financial institutions are starting to pay attention to this issue. Even while we've come a long way, women still face more sexism in the workplace and in leadership positions. Alternatively, women's entrepreneurship may help eliminate these inequalities while simultaneously boosting economic and social development in the community. Recently, there has been a lot of focus on the role of universities in fostering an entrepreneurial mindset, as an increasing number of institutions are acting as hubs for creativity, innovation, and economic growth (Zhao & Yang, 2021). This perspective holds that to cultivate an entrepreneurial spirit among students and community members, educational institutions with strong ties to the corporate world are crucial. Still, the effects of these settings on female entrepreneurs are mostly unknown. This study's overarching objective is to discover what role entrepreneurial-friendly educational institutions have in influencing female students' decisions to start their own businesses. While the number of women starting their own businesses is on the upswing, they still face significant barriers to mentorship, funding, and opportunities in traditionally male-dominated fields. The primary objective of the research is to provide light on how educational institutions may better support female entrepreneurs via the development of more robust entrepreneurial programs, the formation of strategic partnerships, and other initiatives. Female entrepreneurs are the focus of this research, which seeks to examine the effects of entrepreneurial activities at universities. The research will help universities create more welcoming environments for female



entrepreneurs and give information on how to encourage more women to start their own businesses (Cho & Chaudhuri, 2020).

## 2. BACKGROUND OF THE STUDY

Research shows that innovations and enterprises held by women are quickly becoming an important and noteworthy component of entrepreneurship on a global scale. The outcomes of this social component include prosperity, economic health, job creation, and social alteration. Despite the subject's relevance, estimates show that just 10% of all studies on entrepreneurship belong to the female region. What's more, many argue that the issue is understudied. According to the Swedish Agency for Economic and Regional Growth (2012), women constitute one-third of all firm founders and more than 25% of all company owners in Sweden. Regardless, the country is among the most gender-equal in the world, right up there with most Scandinavian countries. Historical analysis of the link between entrepreneurship and societal transformation demonstrates that innovation and technical development have occurred at varying speeds throughout various civilizations. Therefore, this research is based on the idea that entrepreneurialism and its significance are influenced by factors in the surrounding environment. The purpose of this research is to examine female entrepreneurship through the lens of sociocultural factors. The many significant worldwide events of the last several decades, together with the paucity of literature in the field, provided the impetus for further research in this area. The role of female entrepreneurs in a changing society. Based on the assumption that Baumol's (1990) hypothesis is correct, this study will assess the topic mostly using inductive reasoning, with a little amount of deductive reasoning thrown in for good measure. The research will cover the years 1990–2020 and focus on female entrepreneurs and their experiences starting a business. Methodology will be used to



analyze the data. The major objective of this study, which is based on the notion of the upper echelons, is to determine what factors lead to women becoming successful entrepreneurs (Bosma & Kelley, 2019).

### **3. PURPOSE OF THE RESEARCH**

The primary objective of this research is to determine if and how university-based entrepreneurship initiatives such as innovation hubs, incubators, and accelerators assist women in developing an entrepreneurial mindset. Plus, it delves deeper into how these links to entrepreneurship affect the self-assurance, competence, and capital-raising opportunities for women company owners. The main goal of this study is to find out if women have a better chance of becoming successful entrepreneurs if they go to schools that have strong entrepreneurial networks, and if so, whether such networks really help. The overarching goal of this study is to provide light on how educational institutions may affect women's access to entrepreneurship to alleviate the problem of inadequate resources for female entrepreneurs. The main objective of this study is to investigate the effects on female students' goals and actions of attending schools with strong links to the entrepreneurial environment. The study's overarching goal is to identify the programs, scholarships, mentorships, and networking opportunities that these organizations provide to female entrepreneurs. Proponents of the idea argue that colleges may help women business owners overcome financial obstacles, social prejudices, and social isolation.

### **4. LITERATURE REVIEW**



Based on the study, universities that have significant ties to entrepreneurship, such as incubators, accelerators, and partnerships with influential persons in the industry, create an atmosphere that promotes and encourages entrepreneurs of both genders. Access to these types of ecosystems improves women business owners' chances of successfully launching their ventures, studies show. These ecosystems provide women entrepreneurs with tremendous resources, including opportunities to network, guidance from seasoned businessmen, and platforms to showcase their initiatives. The importance of mentorship and peer support in encouraging women to launch their own enterprises has been well-documented. Colleges and institutions should make gender equality a top priority and do everything they can to connect female students with successful female entrepreneurs or corporate mentors so that they may have the confidence to pursue their entrepreneurial goals. Furthermore, studies have shown that universities and colleges that incorporate STEAM (science, technology, engineering, and mathematics) entrepreneurship courses into their core curricula positively affect the mindsets of female students and equip them to tackle challenges and seize opportunities when they start their own businesses. But there's also research that suggests institutions should keep trying to close the gender gap. Even while more and more schools are offering courses in entrepreneurship, research shows that women still make up a disproportionately small percentage of students enrolled. The assessment concludes that universities with strong ties to the entrepreneurial sector are better able to close the gender gap in entrepreneurship by providing an environment where women are encouraged to pursue entrepreneurial interests. To fill the information vacuum on the specific effect of these university links on female entrepreneurship, this study aspires to illuminate effective strategies for promoting female-led businesses (Franzke & Froese, 2019).



## 5. RESEARCH QUESTIONS

- What is the role of Supportive Policy Environment on Motivation of Female Entrepreneurs in Starting Own Enterprises?

## 6. RESEARCH METHODOLOGY:

### 6.1 Research design:

Scientists used SPSS 25 for analyzing quantitative data. Using the odds ratio in conjunction with the 95% confidence interval revealed information on the initiation and development of this statistical correlation. At the level of statistical significance, the p-value was found to be lower than 0.05. A thorough comprehension of the data's essential features was achieved via descriptive analysis. The characteristics of quantitative approaches include the use of computing instruments and mathematical, statistical, or arithmetic analyses for the objective assessment of surveys, polls, or questionnaire responses.

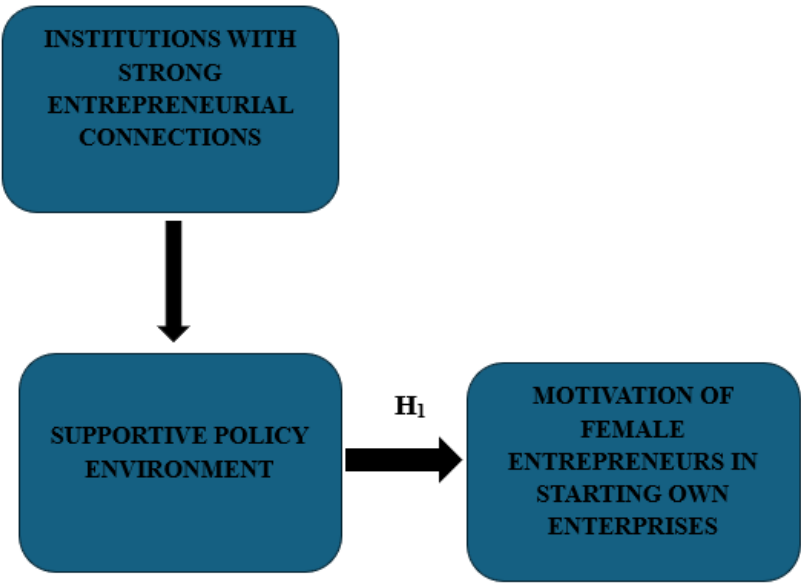
### 6.2 Sampling:

After pilot research with 30 Chinese Researcher, 1053 Rao-soft pupils were included in the final Investors. Male and female Researcher were picked at random and then given a total of 1342 surveys to fill out. A total of 1112 questionnaires were used for the calculation after 1132 were received and 20 were rejected due to incompleteness.

**6.3 Data and Measurement:**

A questionnaire was the primary tool for gathering data in the study. The survey was divided into two parts: A summary of the respondent's demographics, and (B) a 5-point Likert scale for each of the online and offline channel elements. A wide variety of secondary sources, most notably online databases, were used for this study.

**7. CONCEPTUAL FRAMEWORK**



**8. RESULT**



- **Factor Analysis**

One typical use of Factor Analysis (FA) is to verify the existence of latent components in observable data. When there are not easily observable visual or diagnostic markers, it is common practice to utilise regression coefficients to produce ratings. In FA, models are essential for success. Finding mistakes, intrusions, and obvious connections are the aims of modelling. One way to assess datasets produced by multiple regression studies is with the use of the Kaiser-Meyer-Olkin (KMO) Test. They verify that the model and sample variables are representative. According to the numbers, there is data duplication. When the proportions are less, the data is easier to understand. For KMO, the output is a number between zero and one. If the KMO value is between 0.8 and 1, then the sample size should be enough. These are the permissible boundaries, according to Kaiser: The following are the acceptance criteria set by Kaiser:

A pitiful 0.050 to 0.059, below average 0.60 to 0.69

Middle grades often fall within the range of 0.70-0.79.

With a quality point score ranging from 0.80 to 0.89.

They marvel at the range of 0.90 to 1.00.

Table1: KMO and Bartlett's Test

Testing for KMO and Bartlett's

Sampling Adequacy Measured by Kaiser-Meyer-Olkin .950

The results of Bartlett's test of sphericity are as follows: approx. chi-square



df=190

sig.=.000

This establishes the validity of assertions made only for the purpose of sampling. To ensure the relevance of the correlation matrices, researchers used Bartlett's Test of Sphericity. Kaiser-Meyer-Olkin states that a result of 0.950 indicates that the sample is adequate. The p-value is 0.00, as per Bartlett's sphericity test. A favorable result from Bartlett's sphericity test indicates that the correlation matrix is not an identity matrix.

Table: KMO and Bartlett's

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.950
Bartlett's Test of Sphericity	Approx. Chi-Square	3252.968
	df	190
	Sig.	.000

The overall importance of the correlation matrices was also validated by Bartlett's Test of Sphericity. The Kaiser-Meyer-Olkin sampling adequacy is 0.950. Employing Bartlett's sphericity



test, researchers obtained a p-value of 0.00. A notable result from Bartlett's sphericity test indicated that the correlation matrix is not valid.

## ❖ INDEPENDENT VARIABLE

### • Institutions With Strong Entrepreneurial Connections

Educational institutions, business hubs, and innovation centers are examples of institutions with strong entrepreneurial ties because they work to create a culture that encourages and supports entrepreneurial endeavors. By providing chances for networking, investment, and mentoring as well as connections to established businesses, these organizations strengthen the environment in which prospective entrepreneurs operate. They place a premium on entrepreneurship education and provide individualized courses, seminars, and credentials that teach people how to start and run businesses. Institutions like this often house incubators and accelerators to help young businesses get off the ground, spur innovation via R&D programs, and open doors to foreign markets via partnerships. The importance of these institutions in encouraging innovation, creativity, and teamwork is crucial in empowering entrepreneurs, which in turn drives economic development and finds creative solutions to social problems.

(Froese et al., 2020).

## ❖ FACTOR

### • Supportive Policy Environment



A policy environment that encourages innovation, entrepreneurship, and economic development is characterized by a set of rules, regulations, and institutional practices that work together to achieve this goal. Policies in this area aim to lower entry barriers, incentivize investment via grants and tax concessions, and guarantee availability of resources like capital, education, and physical plants. Protective legislation, like intellectual property rights, is another component of an enabling policy climate that fosters innovation and creativity. Equal access to entrepreneurship possibilities is further promoted by attending to the needs of varied groups, such as women, youth, and underprivileged communities, thereby fostering inclusion. Institutional and governmental initiatives to streamline processes, foster partnerships between the public and commercial sectors, and reward initiative define this setting. An atmosphere of supporting policies helps people and companies succeed, which in turn helps with sustainable development, creating jobs, and making the economy more resilient. (Kiani et al., 2021).

## ❖ DEPENDENT VARIABLE

- **Motivation of Female Entrepreneurs in Starting Own Enterprises**

Female entrepreneurs launch their businesses for a variety of reasons, including financial need, social pressures, and personal ambitions. Motivating factors for many women include the chance to follow their dreams, be their own boss, and have a flexible work-life balance. Some people decide to go it alone in the business world because they've had little luck advancing in their careers or because they've had to face prejudice at work. They typically want to start their own businesses



because they want to fill a need in the market, especially one that affects women and underprivileged communities. Motivation may also come from a desire to have a positive social or environmental effect; many women who start their own enterprises do so with the hopes of fostering more diversity, equity, and social change. Mentorship, a strong support system, and access to resources all play a role in encouraging women to follow their dreams and take calculated risks. Taken as a whole, these elements provide a potent motivator for women to pursue entrepreneurship as a path to self-actualization, social impact, and economic advancement. (Tonby et al., 2019).

- **Relationship Between Supportive Policy Environment and Motivation of Female Entrepreneurs in Starting Own Enterprises**

The connection between a regulatory climate that encourages women business owners and the factors that push them to launch their own companies is complex and ever-changing (Wu et al., 2024). To help women get from having entrepreneurial dreams to launching their businesses, there must be a legislative climate that encourages and supports them. Governments and organizations may create an enabling environment that encourages women to pursue entrepreneurship by implementing policies that promote diversity, eliminate barriers to entry, and stimulate innovation. To alleviate some of the financial barriers that prevent women from launching their own enterprises, several governments have instituted programs that provide grants, low-interest loans, or tax benefits to female entrepreneurs. Similarly, programs that streamline licensing procedures, cut red tape, and guarantee access to markets make it much easier to conduct business, which in turn encourages more women to start their own businesses. Vocational training, digital literacy



initiatives, and mentoring opportunities are all examples of policies that put an emphasis on education and skill development; these programs inspire women even more since they provide them the tools they need to thrive in male-dominated fields. More women will feel safe enough to try their hand at entrepreneurship if there are legal safeguards in place to prevent infringement on intellectual property, promote equitable treatment of employees, and eliminate discrimination based on gender in the workplace. Affordable daycare, maternity leave, and flexible work arrangements are policies that foster work-life balance. These policies are especially important for women since they commonly juggle numerous tasks. Their capacity to concentrate on developing and expanding their businesses is boosted by these rules, which remove personal limitations. Furthermore, women are encouraged to tackle societal issues via social entrepreneurship programs that are part of policy frameworks. This helps them to link their company aims with a greater purpose. Women business owners are inspired to take risks when they see the enormous potential in their ideas made possible by a legislative climate that encourages networking, collaborations, and access to international markets. Policies like these empower women by reducing gender inequality and giving them the tools they need to succeed. This, in turn, encourages them to think outside the box, take chances, and advance society and the economy. Ultimately, the power of tailored policies is shown by the positive interaction between an encouraging policy climate and the drive of female entrepreneurs. Such an atmosphere enables women to reimagine conventional business models, generate value, and motivate subsequent generations of company owners by lowering structural obstacles, promoting diversity, and nurturing an entrepreneurial spirit. (Xu et al., 2021).

Based on the above discussion, the researcher formulated the following hypothesis, which was to analyse the relationship between knowledge management with efficient management of tacit knowledge.

- *H<sub>01</sub>: There is no significant relationship between Supportive Policy Environment and Motivation of Female Entrepreneurs in Starting Own Enterprises.*
- *H<sub>1</sub>: There is a significant relationship between Supportive Policy Environment and Motivation of Female Entrepreneurs in Starting Own Enterprises.*

Table 2: H<sub>1</sub> ANOVA Test

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	39588.620	301	5655.517	622.356	.000
Within Groups	492.770	810	5.356		
Total	40081.390	1111			

The findings of this study are rather significant. With a p-value of.000, which is lower than the.05 alpha level, the F statistic indicates significance with a value of 622.356. What this means is that “*H<sub>1</sub>: There is a significant relationship between Supportive Policy Environment and Motivation of Female Entrepreneurs in Starting Own Enterprises*” is accepted and the null hypothesis is rejected.

9. DISCUSSION



Explores the ways in which educational institutions may support female entrepreneurs by providing them with the inspiration and tools they need to launch their businesses. Universities that foster strong entrepreneurial ecosystems are more likely to attract ambitious students who are innovative and self-assured. Incubators, accelerators, funding networks, mentorship programs, and industry connections are all part of these ecosystems. Women may benefit greatly from these relationships, which may help them overcome persistent barriers such as a lack of role models, financial resources, and professional networks. Institutions should provide inclusive entrepreneurship training and mentorship programs specifically for women company owners, according to the research. Business planning, financial literacy, and market analysis are just a few of the important skills that these programs teach women, empowering them to start and grow their own businesses with confidence. In addition, having entrepreneurial role models and peer networks inside academic environments increases the likelihood that women would take measured risks in pursuit of their entrepreneurial goals. This subject also explores the ways in which schools with a strong entrepreneurial focus work to eliminate gender bias and cultural expectations that prevent women from achieving their full entrepreneurial potential. Not only do these educational institutions provide support, but they also work to alter societal norms and policies in a way that empowers women to start their own businesses. The results show how important it is to create inclusive environments where female entrepreneurs may feel safe to grow their businesses. Colleges are vital in empowering women business owners, according to the study's authors, since they provide the perfect setting for female students to formulate business ideas and make the most of the many tools and support systems at their disposal. Colleges and universities may do their part to reduce the gender gap in innovation and company ownership by tapping into the entrepreneurial



spirit of their graduates. Educators, politicians, and businesspeople from across the world come together in this roundtable to discuss how universities can effectively support female entrepreneurs.

## 10. CONCLUSION

Emphasizes the vital role of schools in shaping and supporting female business owners. Universities that foster an entrepreneurial ecosystem provide their female student populations with a multitude of tools, including mentorship, access to funding, networking events, and specialized academic programs, all of which increase the likelihood that these students will start their own firms. Due to the welcoming environment and useful resources provided for business development, these universities actively encourage women to pursue entrepreneurial pursuits. Having access to entrepreneurial networks, academic support, and industry ties helped women entrepreneurs overcome barriers including a lack of finance and professional networks, according to the study. Because they foster an entrepreneurial mindset and give specialized resources, colleges may help turn entrepreneurial ideas into profitable businesses. Having strong female role models and mentors in these ecosystems is also important for empowering female entrepreneurs in the future. More resources should be allocated to university-led initiatives that inspire women to become entrepreneurs, according to results such as these. Universities should maintain and strengthen linkages to the entrepreneurial community so that they may continue to provide women with the education, confidence, and opportunities they need to succeed in business. This report calls for new legislation, greater funding, and more collaboration between universities, companies, and





startup founders to reduce the gender gap in entrepreneurship and encourage innovation, economic growth, and social transformation. The research highlights the importance of universities creating inclusive entrepreneurial environments for all students to encourage women entrepreneurs.

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