

THE ROLE OF EDUCATION IN ENCOURAGING WOMEN'S ENTREPRENEURSHIP IN THE UNITED ARAB EMIRATES (UAE)

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Abstract

This research aims to explore the significant influence of education on the entrepreneurial endeavors of women in the United Arab Emirates (UAE). This investigation adopted a Mixed methods research combines both qualitative and quantitative approaches to gain a comprehensive understanding of a research problem. By employing a sample of 256 women business owners living in UAE as participants, employing Likert-scale questionnaires and interviews with entrepreneurs, this study investigated the impact of education on women's comprehension of business basics, its influence on their decision-making processes and To investigate the impact of educational attainment on women's entrepreneurial intentions. The results of the study demonstrate that education plays a crucial role in equipping women with the necessary skills and knowledge in business, allowing them to effectively capitalize on opportunities and successfully manage obstacles.

Keywords: Women Entrepreneurs, Education, Entrepreneurship, UAE, Business Concepts, Decision-Making, Challenges, Barriers, Networking, Community Impact, Society Outlook.

1. INTRODUCTION

Given this context, the role of education becomes critical in encouraging women's entrepreneurship in the United Arab Emirates. Education can serve as a transformative tool that empowers women with the knowledge, skills, and confidence to navigate these challenges effectively. By integrating entrepreneurship education and support systems that address the unique needs and circumstances of women, educational institutions can play a pivotal role in mitigating the impact of societal expectations. This would enable women to maintain their entrepreneurial pursuits alongside their familial duties, thereby enriching the UAE's economic landscape through increased diversity and innovation in its business sector.

Globally, entrepreneurial activity is increasing, and several governments are making conscious efforts to promote and boost the creation of start-ups and new businesses (Mehtap, et al., 2017). An abundance of data suggests that entrepreneurship is positively associated with wealth creation and a growth in GDP, which is the reason for the growing focus on entrepreneurship.

The United Arab Emirates (UAE) are a group of Arab states on the southeast coast of the Arabian Peninsula in the Middle East. It has gained notoriety for its dynamic economy, cutting-edge facilities, and multicultural mix of native Emiratis and many foreign residents. The United Arab Emirates (UAE) consists of seven emirates, the most notable and economically important of which are Dubai and Abu Dhabi. Before the 1970s Before oil was discovered in the United Arab Emirates in the 1950s, the local economy relied heavily on trading, fishing, and pearl-diving. Traditional nomadic ways of life predominated, and education was scarce. Women in particular had limited access to formal education, and most business activity took place on a small, regional basis. In 1970s-1980s The United Arab Emirates (UAE) entered an era of fast modernisation and growth after the discovery of oil. The government poured resources

towards improving public services including transportation and medical care. Education became much more accessible as new schools and institutions opened. The groundwork for a better educated labor force and the expansion of the knowledge economy was established during this time period. The United Arab Emirates kept working to diversify its economy during the 1990s and 2000s. Particularly, Dubai became a major financial center. Small and medium-sized firms (SMEs) began to flourish as a result of government measures designed to encourage and facilitate their growth. During this time, more women entered the labor market and more women owned businesses. Today Education and commerce in the UAE have made significant strides forward in recent years. It's home to some of the best schools in the world, as well as a highly trained labor force and a dynamic business environment. Women's economic engagement has increased dramatically due to the government's encouragement of company ownership. Policies and programs encourage gender parity and open doors for women entrepreneurs.

Over the past few decades, there has been a notable shift in the entrepreneurial scene for women in the United Arab Emirates (UAE). Historically, women in the UAE were predominantly limited to home responsibilities. However, after the UAE Gender Balance Council was established to promote gender equality and economic diversification, women entrepreneurs increased (Alblooshi and May, 2018). Development's Intilaq Programme (DET) offers women a low-cost way to launch micro-businesses across a variety of industries through their Intilaq programme (Riaz and Mushtaq, 2017). It is an opportunity for women entrepreneurs who want to start legitimate firms from their homes. The Emirates guarantees economic resources to start a firm with access to ownership, addressing all the gender barriers in the economy. This has led to the development of organisations in the UAE specifically geared towards helping women start and grow businesses. Women in UAE indicated self-esteem and social status recognition as their main motivations (Kargwell, 2012). Women of various nationalities living in the United Arab Emirates (UAE) have different reasons for venturing into company ownership than either women back home or women born and raised in the UAE. Primary drivers of women entrepreneurship in the UAE are the pursuit of financial independence and the opportunity to further their careers. This implies that people may look to entrepreneurship as a way to establish themselves financially and progress their careers in a new country. Women, whether native or long-term residents, in the UAE are driven by concerns for social status and personal pride. This suggests that for some women, launching a company is a means to an end of achieving social status, financial independence, and greater happiness.

According to (Statista, 2023), 52% of Arab women surveyed in the MENA area in 2020 said they thought men and women had equal access to the same kinds of professional possibilities. Women of Arab descent living in the region at the time of the survey were more likely than men to report that they had equal access to high-quality education. The importance of education in fostering individual agency and promoting upward mobility is well acknowledged. The Princess Sheikha of the UAE is a role model for women and men everywhere by demonstrating the transformative power of education in advancing equality and social progress (ÖZORAL, 2022). She is a localised example of the transformative power of education because of her commitment to it and her work to expand educational possibilities for women in the UAE. Women business owners in the UAE now make important contributions to the country's economy while also facing unique obstacles. Challenges include finding adequate

money, balancing work and personal life (Kooli, 2023). This research aims to learn more about how formal education affects the likelihood of women business owners in the UAE, examining its impact on entrepreneurial intentions, business success, and the effectiveness of educational programs. Research objectives are:

To investigate the impact of educational attainment on women's entrepreneurial intentions.

1. To Investigate the Impact of Educational Attainment on Women's Entrepreneurial Intentions:

- Assess how different levels of education influence the decision of women in the UAE to pursue entrepreneurship.

2. To Examine the Relationship Between Education and the Success of Women Entrepreneurs:

- Explore how educational background correlates with measurable indicators of business success, such as revenue growth, profitability, and business sustainability.

3. To Assess the Effectiveness of Educational Programs and Initiatives in Supporting Women's Entrepreneurship:

- Evaluate the role of specific educational programs and initiatives in enhancing the entrepreneurial skills and capabilities of women in the UAE.

4. To Identify the Key Challenges and Opportunities Faced by Educated Women Entrepreneurs in the UAE:

- Investigate the unique challenges and opportunities that educated women entrepreneurs encounter and how these factors influence their entrepreneurial journeys.

5. To Explore the Role of Education in Shaping Entrepreneurial Identity, Motivation, and Resilience:

- Understand how educational experiences contribute to the development of entrepreneurial identity, motivation, and resilience among women entrepreneurs.

This study aims to explore the relationship between education and entrepreneurial success among women in the UAE. The following hypotheses have been formulated to guide the research and examine the various dimensions of this relationship:

Hypotheses

1. H1: The Level of Education Attained by Women in the UAE Positively Influences Their Decision to Become Entrepreneurs:

- Women with higher levels of education are more likely to pursue entrepreneurial activities.

2. H2: Educational Experiences Enhance the Skills and Capabilities Necessary for Entrepreneurial Success:

- Women who have undergone specific entrepreneurial education or training programs exhibit higher entrepreneurial skills and capabilities.

3. H3: Educational Background Provides a Solid Foundation for Pursuing Entrepreneurial Opportunities:
 - Women entrepreneurs with a strong educational background have a better foundation for identifying and capitalizing on business opportunities.
4. H4: Specific Fields of Study Are More Conducive to Fostering Entrepreneurial Intentions Among Women:
 - Women who have studied business-related fields or disciplines are more likely to engage in entrepreneurial ventures.
5. H5: Educational Attainment is Significantly Related to the Success of Women Entrepreneurs:
 - Higher levels of formal education correlate with greater business success, including higher revenue growth, profitability, and business sustainability.
6. H6: The Skills Acquired Through Education Play a Crucial Role in Differentiating Entrepreneurial Approaches:
 - The specific skills and knowledge gained through formal education differentiate the entrepreneurial strategies and success rates of women entrepreneurs.
7. H7: Educational Programs Positively Contribute to the Support and Success of Women Entrepreneurs:
 - Participation in educational programs enhances the support systems available to women entrepreneurs, leading to higher success rates.
8. H8: Educational Backgrounds Interact with Other Factors to Determine Entrepreneurial Success:
 - Factors such as access to funding, mentorship, and networking opportunities interact with educational background to influence the level of success achieved by women entrepreneurs.
9. H9: Participation in Educational Initiatives Positively Impacts Entrepreneurial Success:
 - Women who participate in educational initiatives report higher levels of entrepreneurial success compared to those who do not.
10. H10: Educated Women Entrepreneurs Face Unique Challenges Compared to Non-Educated Entrepreneurs:
 - Educated women entrepreneurs encounter distinct challenges and opportunities that differ from those faced by non-educated entrepreneurs.

These objectives and the below hypotheses aim to provide a comprehensive understanding of the role of education in shaping the entrepreneurial journeys of women in the UAE.

2. LITERATURE REVIEW

Chapter overview

This chapter examines the impact of education on women's entrepreneurship in the UAE, focusing on how educational attainment influences business choices, skills, and

success. It discusses the role of formal education, mentorship, and government initiatives, while addressing unique challenges like gender bias and balancing family responsibilities.

The ratio of women entrepreneurs to male entrepreneurs in the United Arab Emirates is 0.70. With a 7.3 (the highest score possible) on the "Social and Cultural Norms" scale, the United Arab Emirates (UAE) was ranked among the top countries in the world. Experts gave the UAE 7.4 out of 10 for its aggressive reaction to the epidemic, ranking it second among all GEM economies. Some 46% of those considering starting their firm and 51% of those already in business see opportunities in this crisis. An encouraging indicator of business optimism is the fact that 10.6% of adult UAE citizens intend to hire more than six workers in the next years. (Bosma et al., 2021).

According to Al-Qahtani et al. (2022), women's economic empowerment and entrepreneurial participation are highlighted in studies on women's entrepreneurship and education in the UAE. Although the nation has deeply entrenched traditional gender roles, recent years have seen a growing awareness of the need to encourage women's business ownership through education. Recent research has highlighted the importance of education in providing women with the tools they need to be successful business owners. Women can build and lead successful businesses because they get important finance, marketing, management, and technology skills through education (Al Matroushi et al., 2020). In addition, it helps students develop the problem-solving, critical thinking, and communication skills they will need to succeed in the demanding world of entrepreneurship.

However, a sizeable percentage of women business owners reported that male relatives sometimes declined to help when asked because they were against women's autonomy (Kargwell, 2012). Women's business owners reportedly have much less money on hand than their male counterparts when opening for business. Because of this, they have a more difficult time expanding their operations and ultimately fail to meet expectations. Almost half of male entrepreneurs believe there are differences in the way business policies are implemented depending on a company's founder's gender; they believe that women founders receive 4247 Journal of Positive School Psychology preferential treatment and more resources to help them overcome obstacles than their male counterparts (Hermayen et al., 2022). The UAE government did not discriminate against male or female Emirati entrepreneurs and provided help to them on an equal basis, regardless of gender.

Ghouse et al., (2021) stated that government initiatives have been crucial in expanding educational opportunities for women business owners. The UAE is actively committed to economically empowering women through initiatives such as scholarships, training programmes, and support for women-led companies. By providing equal access to education and business opportunities (Khan, 2019).

UAE has been at the forefront of the transformation of women's entrepreneurship. (Benería, Berik and Floro, 2015) claim that women's participation in the economic sector has historically been hindered by many obstacles such as unfair treatment in the form of lower wages, fewer chances to grow in their careers, and sexism in the hiring process has been a constant roadblock to their success. Due to the pervasiveness of gender stereotypes in society, women are still discouraged from pursuing jobs that have historically been dominated by men. However, there has been a transition over the previous century, characterised by the suffragette movement,

women's emancipation, and a general shift in society outlook. This shift is especially noticeable in the UAE because of how rapidly it has modernised. The UAE has embraced globalisation and economic diversification, opening up chances for women entrepreneurs who had previously been relegated to the home. Women's economic engagement has expanded thanks to government efforts like UAE Vision 2021, which promoted gender equality and women empowerment (Mataruna-Dos-Santos et al., 2018). The UAE is leading the way as a country that encourages and celebrates women business owners. This reflects a worldwide movement towards acknowledging women's business acumen.

Existing literature on women business owners and higher education in the UAE has a noticeable gap when it comes to investigating how women business owners, especially those with advanced degrees, deal with the challenges of running a company in this society. Despite numerous research demonstrating a beneficial relationship between education and women's entrepreneurial success, there is a dearth of in-depth studies that focus on the unique circumstances faced by educated women entrepreneurs in the UAE. This study aims to bridge this knowledge gap by performing an in-depth analysis of how educational attainment affects the likelihood of a woman starting her own business in the UAE, with a particular emphasis on the perspectives of college-educated women business owners. Its goal is to illuminate the complex dynamics, obstacles, and openings that these women entrepreneurs face.

In recent years, the burgeoning field of women's entrepreneurship has garnered substantial academic and policy-making interest due to its pronounced impact on the socio-economic fabrics of societies. Notably, the literature robustly positions women's entrepreneurship as a catalyst for socio-economic development (Jamali, 2009; Verheul et al., 2006). The increase in women entrepreneurs, especially in developing countries, has not only enhanced the economic status of women themselves but has also had a demonstrable positive effect on overall household welfare and consumption patterns (Minniti and Naudé, 2010). This trend highlights the potential of entrepreneurial activities to transform socio-economic outcomes on a broader scale.

In the United Arab Emirates, a nation characterized by its rapid economic development and progressive integration into the global economy, women's entrepreneurship is increasingly recognized as a critical component of economic strategy. However, despite the promising trends, barriers persist that limit the full participation of women in entrepreneurial ventures. Education plays a pivotal role in equipping women with the necessary skills, knowledge, and confidence to overcome these barriers and succeed in their entrepreneurial endeavors. A key objective of entrepreneurship education and training is recognized as improving entrepreneurial effectiveness, which leads to achieving desired outcomes (Bullough, A., de Luque, M. S., Abdelzaher, D., & Heim, W., 2015).

There are some Constraints faced by women entrepreneurs. These summarizations are adapted from a table listing the constraints faced by women entrepreneurs in developing countries, as outlined in Panda, S. (2018). *Obtainning family permission*: The requirement for female entrepreneurs to obtain permission and support from male family members; male resistance to women engaging in business activities that require travel or interaction with men; prevailing views of women as less capable, less committed, and unreliable; the influence of traditional patriarchal norms; women's weaker negotiation positions in professional dealings; (Panda, S., 2018). *Work-Family*

Conflict: Elevated stress levels stemming from juggling roles as a wife, mother, and business owner; conflicts and overloading due to these multiple roles; significant pressures to manage household duties such as housekeeping and child-rearing, which deplete time and energy essential for business operations (Panda, S., 2018). *Financial Constraints*: Prevalence of poverty; restricted access to loans and debt; limited options for alternative financing like venture capital; stringent collateral requirements; absence of credit history; high interest rates; financial institutions' general mistrust and discrimination against female entrepreneurs; dependence on family savings for business start-up funds; short-lived relationships with banks; reluctance among women to incur debt Panda, S. (2018). *Lack of Entrepreneurship Training and Education*: Insufficient access to training in financial management, marketing, business management, customer relations, and human resource management; absence of mentoring and guidance; lower levels of education; lack of prior work experience Panda, S. (2018). *Personality-Based Constraints*: Internal doubts and insecurities among women regarding their own capabilities and strengths; feelings of inadequacy Panda, S. (2018).

Generally, the success of entrepreneurship is closely linked to the entrepreneur's motivations, skills, and attitudes (Henry et al., 2005; Reijonen and Komppula, 2007). The primary goals of entrepreneurship education and training programs on fostering business growth and future development (Jamieson, 1984; Garavan and O'Cinneide, 1994). Regarding the impact on women's entrepreneurial attitudes, there is an increase in self-confidence, a stronger motivation to achieve, and a greater ability to exert control over their circumstances (Petridou, E., & Glaveli, N. (2008). Supporting early-stage women entrepreneurs requires enhancing their performance and growth potential via entrepreneurial education and training. However, the scarcity of research on effective educational and training programs specifically for women poses a challenge and from here this paper focused on the role of education.

2.1 The Role of Education in Women's Entrepreneurial Endeavors

2.1.1 Type of Business and Educational Influence

Research has demonstrated that the type of business women choose to engage in is often influenced by their level and type of education. Women entrepreneurs frequently enter industries where they have received formal education and training, indicating a strong correlation between education and business sector choice (Jones, 2018). For instance, women with high degrees in business administration or finance are more likely to pursue entrepreneurial ventures in these fields compared to those with degrees in arts or humanities.

2.1.2 Education and Entrepreneurial Decision-Making

The decision to become an entrepreneur is significantly influenced by educational attainment. Women who attain higher levels of education are more likely to develop the confidence and skills necessary for entrepreneurship (Boden & Nucci, 2000). Studies have found that educational experiences, such as coursework, internships, and extracurricular activities, enhance skills and capabilities relevant to entrepreneurial activities, thereby encouraging entrepreneurial intentions (Henry, Hill, & Leitch, 2005).

2.1.3 Skills Development through Education

Educational experiences provide a foundation for developing critical entrepreneurial skills. Formal education contributes to the acquisition of knowledge in business management, financial literacy, and strategic planning, which are essential for successful entrepreneurship (Robinson & Sexton, 1994). Moreover, specific fields of study, such as business, engineering, and technology, are particularly conducive to fostering entrepreneurial intentions among women (Shane, 2003).

2.1.4 Formal and Informal Educational Influences

While formal education plays a significant role, experiences outside of formal education also shape entrepreneurial skills and capabilities. Practical experiences, mentorship, and networking opportunities often provide real-world insights and skills that formal education alone cannot offer (Cope, 2005). Women entrepreneurs benefit from a combination of formal education and experiential learning, which together create a comprehensive skill set necessary for business success.

2.1.5 Educational Background and Entrepreneurial Success

The relationship between educational attainment and entrepreneurial success is well-documented. Higher educational levels are associated with better business performance, including revenue growth, profitability, and sustainability (Unger et al., 2011). Women entrepreneurs with advanced degrees or specialized training often report higher levels of business success compared to their less-educated counterparts (Rauch & Rijdsdijk, 2013).

2.1.6 Interaction of Education with Other Success Factors

Educational background and qualifications interact with other critical factors such as access to funding, mentorship, and networking opportunities to influence entrepreneurial success. Studies indicate that educational programs that incorporate elements of mentorship and networking significantly enhance the success rates of women entrepreneurs (Brush, Carter, Gatewood, Greene, & Hart, 2006). These programs provide not only knowledge but also essential social capital that supports entrepreneurial ventures.

2.1.7 Participation in Educational Programs

Participation in educational programs has a positive impact on the support and success of women entrepreneurs. Programs specifically designed to foster entrepreneurial skills and provide resources for business development are crucial in building a solid foundation for entrepreneurial opportunities (Kuratko, 2005). Women who engage in these programs report improved business performance and greater resilience in the face of challenges (Hisrich & Brush, 1984).

2.1.8 Educational Programs and Entrepreneurial Identity

Educational programs play a significant role in shaping the entrepreneurial identity, motivation, and resilience of women entrepreneurs. These programs help women develop a strong entrepreneurial mindset and equip them with the tools needed to navigate the business landscape (Pittaway & Cope, 2007). The skills and knowledge gained through such programs are instrumental in differentiating their approach and contributing to the success of their entrepreneurial endeavors.

2.1.9 Challenges and Opportunities for Women Entrepreneurs in the UAE

Women entrepreneurs in the UAE encounter unique challenges and opportunities shaped by their educational achievements. Educated women often have access to distinct opportunities that are not available to their less-educated counterparts, such as better funding options, mentorship, and networking possibilities (Welter, 2011). However, they also face challenges, including gender bias and balancing familial responsibilities with business demands (McElwee & Al-Riyami, 2003).

2.1.10 The UAE government

The UAE government has implemented various initiatives to support women entrepreneurs, including educational programs and policies aimed at promoting gender equity. These initiatives have had a positive impact on the entrepreneurial landscape, providing women with the resources and support needed to succeed (Ahmad, 2011). Despite these advancements, continuous efforts are necessary to address the persistent challenges faced by women entrepreneurs in the region.

3. METHODOLOGY

The education of women and its influence on the development of own business is becoming a significant issue not only in the UAE, but in the world. This experimental study is conducted to investigate the role of education in shaping the entrepreneurial capacity of women in the UAE.

3.1 Research Philosophy

The research philosophy, positivism is chosen to be the best philosophy behind this research. The positivist approach puts accent on quantitative measurements and analysis of observable variables and supports the interpretation of the phenomena through empirical data. The philosophical approach of this investigation perfectly fits into the objectives of the study which concerns the examination of the role of education in women's entrepreneurial activities through empirical evidence and data analysis (Mitsakis, 2014). This is an argument for-causality for one of the strengths of positivism in this regard is an objectivity and a reproducibility insistence. The study aims to objectify the entire research process from data collection to analysis, in that way avoiding introduced biases and subjective interpretations. This is a way of demonstrating that the information is indeed reliable and valid, and by this we could well have the confidence to make the conclusions about the contribution of education to women's entrepreneurship in the UAE.

Another characteristic of positivism is the data-collecting and analyzing approaches that use quantitative techniques as a priority. These are the controlled designs with quantifiable indicators such as levels of education, business performance, and belief in entrepreneurship. The study can get a quantitative result with the tools of quantitative analysis techniques, namely with the use of descriptive statistics, bayesian test and regression analysis to quantify the impact of education on women's entrepreneurial activity. This is an indication of the occupational structure as it gives an insight into the relationships and patterns within the data which completes the empirical evidence of the research findings. As the main principle of positivism, systematic and structured research process becomes the center of the research process. From formatting research questions and hypotheses to forming the survey and conducting the statistical analysis, every part will be based on a rigorous

methodological framework. Hence, the stepwise approach is bringing the applied study to the higher level of the field credibility and to the advancement of women's education and entrepreneurship knowledge.

3.2 Research Approach

As the study follows the inductive research method, the foundations are thought theories which claim the link between women education and women entrepreneurial success is indeed positive. Thus can the underlying conceptual framework make it possible to generate the initial research questions and the subsequent hypotheses that focus on skills, resource access, and entrepreneurial performance of women in the UAE (Saunder and Tosey, 2012). The quantitative data gathered through online surveys are then used to test the ideas, as linear or relationship correlation is the appropriate statistical analysis used for this. The aim is to confirm existing theories and/or expand available empirical data in exploration of how women's entrepreneurship is influenced by education in UAE. This method not only improves the level of education but also offers practical actions for the policymakers and organizers who are planning to encourage and stimulate the women's entrepreneurial field via educational channels and policy tools.

3.3 Research Strategy

The selected mixed-method approach for this research on how education supports women's entrepreneurship in UAE presents a synergistic way for multiple data collection along with the qualitative ones. This strategy allows undertaking a thorough research of the research idea and obtaining a deep understanding of the intimate relationship between the college and women creativity (Iovino and Tsitsianis, 2020). In the quantitative study, survey data is collected through online platforms using survey forms. These studies often gather statistical information about women's educational backgrounds, business performances, and their views about education, education's roles in their entrepreneurship journey. The questionnaire help the research to go beyond the geographical boundaries of the physical study and also to get well structured quantitative data.

On the other hand, with the methodological component of the research highlighting the gathering of qualitative insights through the use of open-ended survey questions. To this end, these inquiries allow women entrepreneurs to articulate their experiences, the obstacles they faced, and what they learned from their educational background in their entrepreneurial projects. The qualitative data hence provides broad narratives, diverse viewpoints, and specific contexts which the simple quantitative analysis fails to identify. The utilization of both quantitative and qualitative data collection methods, via the avenue of a mixed-methods design, creates pathways toward more whole and detailed investigation of research. It will help academicians to triangulate discovery, confirm the observations and obtain deeper understanding of the hidden mechanism and act perfectly.

In addition, the mixed-methods approach allows researchers to address research issues in the multiple planes. For instance, what quantitative data may tell us from the numbers is the correlations between education level and business performance metrics, that is the reason why education has an apparent impact on business performance. On the other hand, qualitative findings will shed some light on other issues like the transition in mindset that women go through, the decisions they make and creative ways to solve the issues in the course of entrepreneurship. It is also worth

mentioning that the data fusion of quantitative and qualitative approaches will raise the validity and reliability of the findings. Combining data from different sources reduces the chance of bias in the research and increases the degree of confidence that way in which the conclusions are drawn (Haydam and Steenkamp, 2021).

3.4 Data Collection

3.4.1 Sampling

In this study 256 women entrepreneurs from purposive sampling are the ones that are involved. The participants represent a range of business cultures, such as environmental and agricultural, digital and creative, learning and education, and food provision sectors respectively. The sample questionnaire will make representation from every emirate in UAE to understand regionally the peculiarities in women's business development. Beyond the interviews, the analysis also involved 7 women entrepreneurs, reviewing the topic from a wider angle.

3.4.2 Questionnaire Design

Constructing designed web Questionnaire will be the main method of data analysis. The questionnaire are designed to gather quantitative information on variables such as: The surveys are designed to gather quantitative information on variables such as:

- Educational qualifications (e.g., degree level, specialized training)
- Entrepreneurial experience (e.g., years in business, business size)
- Perceptions of education's role in entrepreneurial success

The questions are well-worded in such a way that an interviewee will give a specific answer to the question related to the role that education plays in women's entrepreneurship. Questions that include Likert Scales, Multiple-Choice, and open-ended questions are used so these tools can capture a variety of quantitative and qualitative data points. Data Analysis Techniques,

Quantitative Analysis which includes:

- Descriptive statistics: First off, the sample description and analysis with main variables.
- Regression analysis and Bayesian Sample test: Pinpointing the performance indicators of entrepreneurship based on canonic factors.

Qualitative Analysis which is in the form of responses to the survey questions gives detailed, unique opinions on the position of education in women's entrepreneurship. Thematic analysis can help to uncover the overall themes and stories that illustrate how mindset, skills, challenges, and approaches of women entrepreneurs have been affected by education.

3.4.3 Quality Measures

To ensure the quality and reliability of the research findings, several measures are implemented:

- Pre-testing of Questionnaires Ensuring clarity, relevance, and validity of survey instruments.

- Data validation: Checking for accuracy and consistency in Questionnaire responses.
- Statistical rigor: Applying appropriate statistical tests and techniques to enhance the robustness of data analysis.

3.4.4 Ethical Considerations

Ethical issues are the focal point of every stage of this research, especially as regards subjects that are very sensitive, such as women entrepreneurship and education. Adherence to ethical principles guarantees that the participants rights, privacy and wellness are safe within the whole research process. Informed consent which involve all people part taking in the study is one of the key ethical points. Moreover, it means that investigators will need to identify the research objective and procedure, explain to the participants about possible risks and rewards well in advance so that participants can give their consent freely. Informed consent simply make sure that the participants understand the situation they are in and also offer them an opportunity to make an autonomous decision if they choose to involve themselves in the study.

In addition to this, the confidentiality of the data is very crucial. Thus, it protects the privacy of the participants and their private information. Providing privacy and security for data collected should be researcher's priority and it must include the survey responses and personal information. Strategies, like the anonymization of data, safe data storage protocols and access restrictions to identifiable information are employed to maintain privacy and confidentiality of the participants. Moreover, ethical rules determine the truthful and transparent publication of the research results, including the fact that the data are correctly represented and the limits of the study are indicated and the biases are admitted. This transparency has a positive impact on building the trustworthiness and credibility in the research findings as well as retaining integrity of the research process.

4. RESULTS AND DISCUSSION

Chapter Overview

This chapter discusses the results and analysis of the research. This chapter starts with analyzing the descriptives of the study and then analyzes the reliability, bayesian sample test and regression analysis.

4.1 Analysis

Table 1: Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Gender:	256	1	1	1.00	.000
Age:	256	2	6	3.67	.716
Educational Attainment:	256	1	7	4.88	.899
Valid N (listwise)	256				

Interpretation

In the "Descriptive Statistics" table of the study, three main demographic variables are analyzed for a sample size of 256 individuals: The three notable factors are gender, age, and educational attainment. The data shows the uniform gender distribution; all the samples are in one category likely those of "women" who take center stage with this being a women's entrepreneurship study. The sampling too has indicated the null

standard deviation which on the other hand indicates the variance of gender within the sample. For the age segment, the data puts the age range as 2 to 6 and, probably, collective age groups with 3.67 being the mean age groups. The standard deviation of 0.716 suggests there is some variability present in the group, yet overall, ages decrease towards the middle of the age range. This might suggest a fairly diverse population. Possibly though it is true, that a larger group of seniors is from a particular age class is a possible indication that the majority of the sample is into the middle-aged group. Educational Attainment spreads from 1 through 7, being 4.88 in the mean and 0.899 in precision. This reveals that on average, there is good education among the respondents, with the median being somewhat close to upper level of educational scale. The standard deviation, with that parameter below 1, shows that there are types of education levels of the participants, however, the group is more of high educational qualifications. Consequently, the respondents represent the different dimensions of ethnicity and are primarily women, experience a lot of age similarity, and have a higher education level. Having provided a little insight into those participants' demographics, it is now possible to discuss the part that education plays in the development of women as entrepreneurs, which could point to this particular segment of population as being at the optimal stage of their careers and already being educated enough to pursue the field of entrepreneurship.

Table 2: Frequencies

		Statistics		
		Current Employment Status:	Field of Study:	Years of Entrepreneurial Experience:
N	Valid	256	256	256
	Missing	0	0	0

Interpretation

The table represents that total number of participants of the study that were 256 and there were no missing values in the data.

Table 3: Frequency Table

Current Employment Status:					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	193	75.4	75.4	75.4
	2	22	8.6	8.6	84.0
	3	28	10.9	10.9	94.9
	4	13	5.1	5.1	100.0
	Total	256	100.0	100.0	

Interpretation

The "Present Employment Status" table provides universal knowledge on the type of employment the participants engage in, appreciably indicating the characteristics of women's entrepreneurship in UAE. The table involves several groups depicting different employment status and shows the disparity among the respondents with reference to these categories.

The initial category that includes 1 with 193 people or 75,4% is the second part of participants. The considerable share of women who put forward this status shows that majority of them who were examined at this study all share a similar employment status, which may be self-employment, full-time or any other employment status that may have dominated among the investigated people.

The second group, 'Aging', which constitutes 8.6% of our sample (22 persons) and is composed of 22 participants. This small proportion implies that fewer respondents have taken some type of job which has a less common status compared to the full-time job status or a specific task as a business person that is not very popular. The last group, number '4', consists of 28 persons, who outline 10.9% of sample. This provides evidence for another employment category, which is different from the first employment states, and which has a low value of participation. The category number '4' has the value '13' and that is 5.1% of the sample population who did not report gainful employment.

The running total shows the numerals accumulating in order, leading to 100%, so we can be certain the table includes the whole information. The mean distribution within these percentages indicate a distinct abundance in the first category of mostly beneficiaries, reflecting that the women's employment statuses (in this study) is primarily characterized by being beneficiaries. The categories that follow, despite being in minority, showcase a rich diversity in terms of employment status, thus pointing to various roles or positions besides own entrepreneurship which women play in the UAE's startup ecosystem.

Table 4:

Field of Study:					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	109	42.6	42.6	42.6
	2	13	5.1	5.1	47.7
	3	63	24.6	24.6	72.3
	4	41	16.0	16.0	88.3
	6	20	7.8	7.8	96.1
	7	10	3.9	3.9	100.0
	Total	256	100.0	100.0	

Interpretation

The table named "Field Of Study" contains extensive details showing the broad variety of fields chosen by the 256 women included in the study. The most numerous field, category '1', has 109 women, who make up 42.6% of the participants, implying the presence of women in this particular field in the entrepreneurial community. On the other hand, only 26 women in category '5,' accounting for 10.7% of the total participants, this raises a question about the number of women entrepreneurs in that field. The remaining groups, categories '2' and '7', take 5.1% and 3.9% of the acknowledged sample go disclose that rarer areas of study that have not gain lots of followers yet. '3' and '4' categories mean the same thing as well, having 24.6% and 16.0% of the area, which is quite big, to document that these subjects also form the basis of the educational world of the young entrepreneurs. The undergraduates in this category are mainly come from business or management fields, while the ones from graduate and post graduate categories indicate a diverse educational foundation that the women entrepreneurs have and emphasize on the significance of the varied academic opportunities behind women entrepreneurship in the UAE. Women with a range of educational backgrounds might be responsible for this diversity of female entrepreneurs, who tend to offer different points of view and valuable inputs to the business environment.

Table 5

Years of Entrepreneurial Experience:					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	1.2	1.2	1.2
	2	55	21.5	21.5	22.7
	3	113	44.1	44.1	66.8
	4	45	17.6	17.6	84.4
	5	40	15.6	15.6	100.0
Total		256	100.0	100.0	

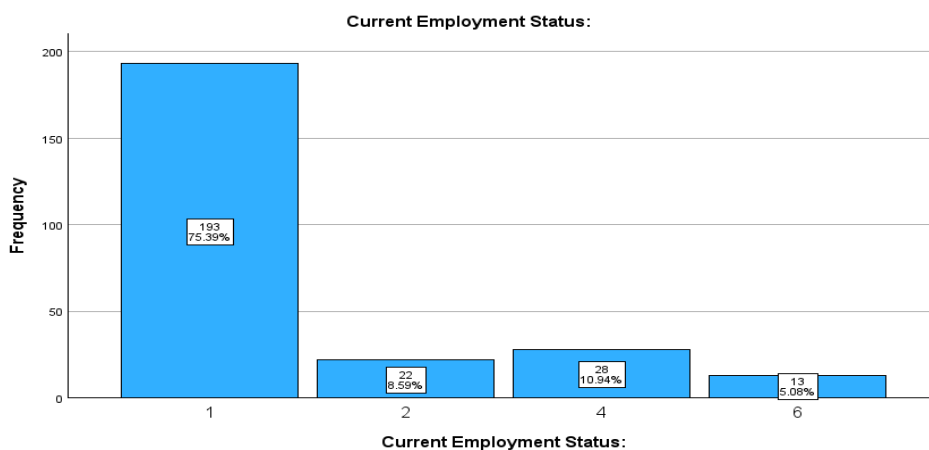
Interpretation

The table quantifies the professional experience of 256 participants in their respective entrepreneurial ventures. With the experience levels divided into five categories, the table provides insight into how long these women have been involved in entrepreneurship. Starting at the lower end, only 3 participants, or 1.2%, have one year of experience, indicating a very small fraction of the sample are relatively new to entrepreneurship. The second category, with 55 participants 21.5%, shows a significant jump, indicating that a larger group has been engaged in entrepreneurship for two years.

The most populated category is the third one, with 113 women representing 44.1% of the sample, indicating that nearly half of the participants have three years of entrepreneurial experience. This suggests that a substantial number of the women reached a certain level of stability or success in their ventures to continue beyond the initial stages. In the fourth category, 45 women (17.6%) have four years of experience, and the fifth category comprises 40 women (15.6%) with five years of experience. These numbers suggest that as the years of experience increase, fewer women are represented, which could reflect the challenges and attrition rates in sustaining entrepreneurial ventures over time.

The cumulative percentages add up to 100%, confirming complete representation within the sample. The distribution reflects a significant concentration of women with three years of entrepreneurial experience, highlighting a common milestone in their entrepreneurial journey. The table illustrates not only the range of experience among women entrepreneurs in the UAE but also points to the critical period of three years as a pivotal stage in their entrepreneurial careers.

Graph



Interpretation

The bar graph illustrates the proportion of current job status among the respondents of the group. 4 columns and with the names placed below, 1, 2, 4, and 6. The y-axis shows the absolute values of total individuals in classes. Category 1, representing a close to 200 S are the most popular as approximately 200 individuals in this survey are in this category of employment. It may that this status represents circumstances of being a full-time employee or an entrepreneur as they are often self-employed or employ others to do the work. Type 2's and type 4's are in much rarer (around 22 and 28) than the others. It shows that there are not many people who are self-employed (type 2) or unemployed (type 4) as compared to those with the other employment statuses. They are the self-employment part-time works, freelancers, and non-traditional tasks that are less popular among the respondents. The least frequent box is category 6 that includes from 10 individuals plus on. This could be either the unemployed, retired or students.

Reliability

Table 6:

Reliability Statistics	
Cronbach's Alpha	N of Items
.691	5

The "Reliability Statistics" table presents Cronbach's Alpha, a measure of internal consistency, for a scale with 5 items. The reported Cronbach's Alpha value is 0.691, which is substantially equal than the commonly accepted threshold of 0.7 that suggests an acceptable level of internal consistency among scale items. With a value this low, it indicates that the items on the scale may be reliably measuring the same underlying construct or that they lack correlation with each other. In essence, a scale with a Cronbach's Alpha of 0.691 have good reliability, and the items included may be suitable for constructing a composite score intended to represent a single attribute or concept. For a study, this implies that the scale used to measure a particular construct, such as an attitude, ability, or trait, may not be yielding consistent results across different items designed to assess the same thing. This level of internal consistency could suggest that the items may be measuring different dimensions or that there may be some flaws in the design or content of the questions.

Bayesian One-Sample

Posterior Distribution Characterization for One-Sample Mean						
	N	Posterior			95% Credible Interval	
		Mode	Mean	Variance	Lower Bound	Upper Bound
Location:	256	3.63	3.63	.015	3.39	3.86
Years in Business:	256	3.13	3.13	.004	3.01	3.26
Number of Employees in Your Business:	256	2.06	2.06	.006	1.90	2.21
Nationality:	256	2.04	2.04	.004	1.92	2.16
Prior on Variance: Diffuse. Prior on Mean: Diffuse.						

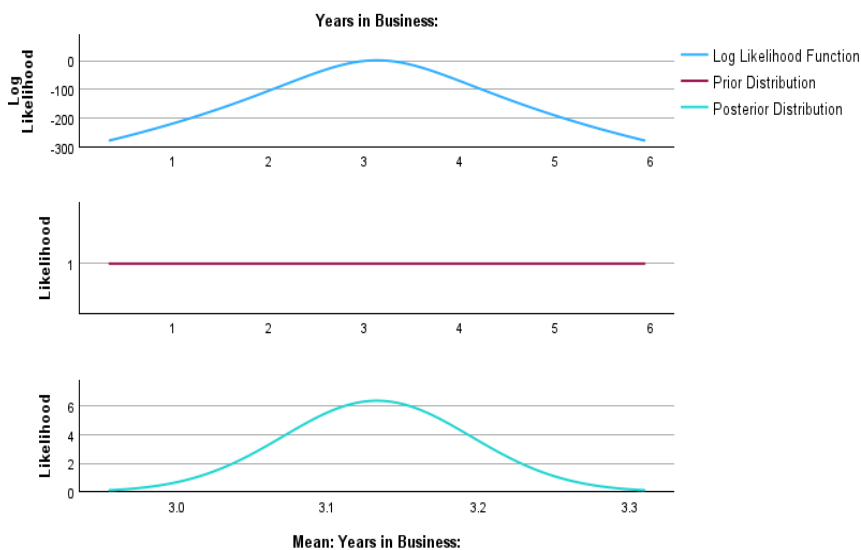
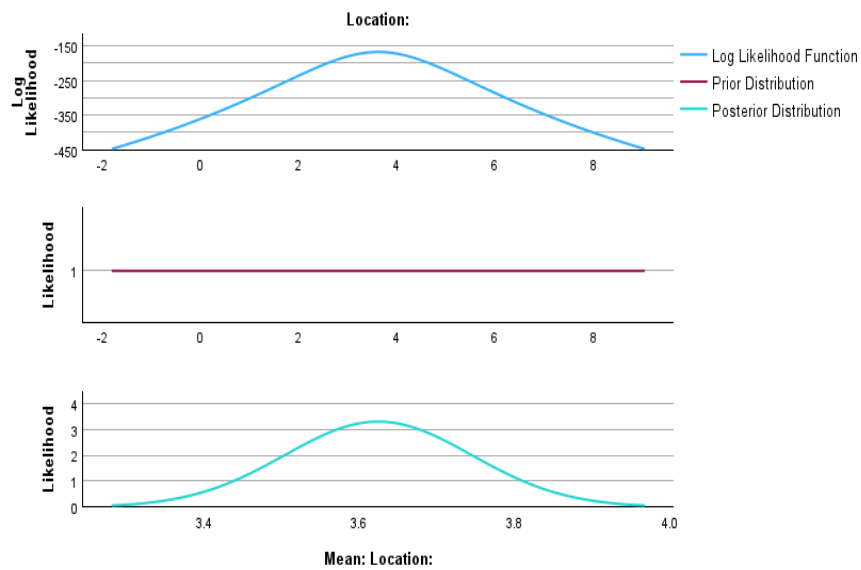
Bayesian One-Sample graph

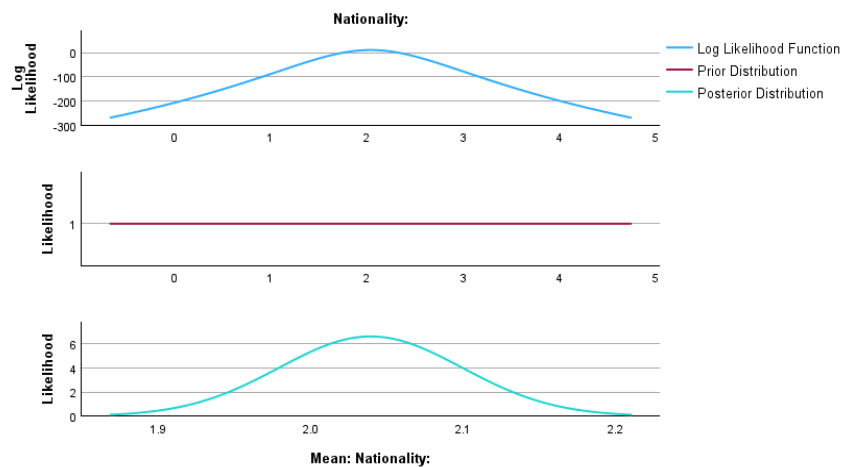
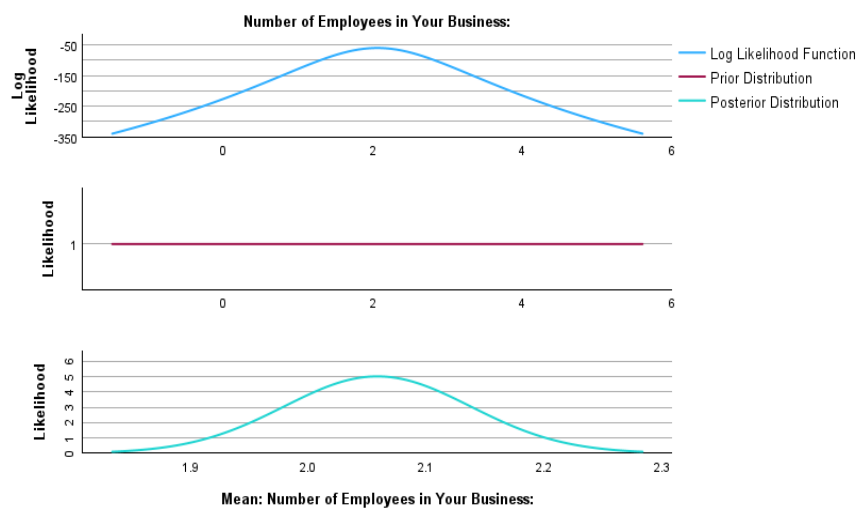
Interpretation

The table depicts the parametric Bayesian model for the average by using a sample of 256 from the four characteristics (Region, Years in Business, Number of People,

and Nationality). The posterior mode and mean are almost the same for these variables, indicating no dominant mode or skewness in the posterior distributions. The mean of stocks and bonds are about 3.63 and 3.13, while the show 2.06 and 2.04, with the latter being more accurate/confident. The 95% credible intervals cover the chances where the actual means are most likely to be, with narrow intervals presenting a less uncertainty in the estimates. By pointing out the mean location of the interval which is probably 3.39-3.86, we conclude. This Bayesian analysis doesn't just describe the expected value of those factors but also the confidence and precision of those estimates, which indicates that these are probabilistic estimates.

This analysis is further supported by these graphs:





Power Analysis - Linear Regression

Table 7:

Power Analysis Table							
	N	Actual Power ^b	Predictors		Test Assumptions		
			Total	Test	Power	Partial ^c	Sig.
Type III F-test ^a	46	.309	13	13	.3	.4	.05
a. Intercept term is included.							
b. Predictors are assumed to be fixed.							
c. Multiple partial correlation coefficient.							

Interpretation

The Table "Power Analysis - Linear Regression" presents power analysis results of a multiple linear regression model calculated using the statistical power method. This model work with 13 predictors and the research built on the sample of 46. The effect size quantity of 0.309 demonstrates that the study would be able (or not) to detect an effect in case is there on. Moreover, with regard to this, the power level reported is found to be remarkably lower than the typical recommended ceiling of 0.8. Hence, the findings seem to reveal a high possibility of Type II error. The low power could be due

to the small sample size comparison with the number of predictors or the effect display being very small, which can render a large sample size ineffective. The table also contains an "Intercept Term" as part of the analysis of the regression model (Type III F-tests), which is common in regression models. Meanwhile, there are listed assumptions which suggest that these factors are taken into account as constant variables rather than random variables, and we use a partial multiple correlation coefficient of 0.4 to find it significant (Sig.) when .05 is the level of the significance. This Sig. Number of p-value specifies the error when the assumption is holding true (Type I error).

4.2 Discussion

The findings from this reasearch underscore the significant role that education plays in shaping the entrepreneurial activities of women in the UAE. Through a detailed analysis of quesrionniare responses, interview transcripts, and descriptive statistics, several key insights have emerged.

4.2.1 Educational Attainment and Women's Entrepreneurial Intentions

The data reveals a strong correlation between the level of education attained and the decision to pursue entrepreneurship among women in the UAE. A substantial portion of respondents indicated that their educational experiences significantly influenced their entrepreneurial intentions. This supports the hypothesis (H1) that higher educational attainment positively impacts women's decisions to become entrepreneurs. For example, Participant 1 emphasized that her background in environmental science was crucial in founding her sustainable apparel business, highlighting how education provided her with the knowledge to identify market needs and opportunities.

4.2.2 Enhancement of Skills and Capabilities Through Education

Educational experiences were found to enhance critical entrepreneurial skills and capabilities, supporting hypothesis H2. The majority of participants agreed that their education had equipped them with the necessary skills to engage in entrepreneurial activities. This aligns with existing literature, which emphasizes the role of formal education in developing business acumen and strategic planning skills (Robinson & Sexton, 1994). Participant 3, with a background in industrial design, noted that her education taught her design thinking and problem-solving skills, which were crucial for new product development and market adaptation.

4.2.3The Role of Specific Fields of Study

The survey data and interviews indicated that certain fields of study, such as business, management, and specialized disciplines like environmental science and industrial design, are particularly conducive to fostering entrepreneurial intentions (H4). Participants with backgrounds in these fields reported feeling more prepared to start and manage their own businesses. This finding is consistent with Shane (2003), who posits that specific academic disciplines can significantly influence entrepreneurial outcomes. Participant 5, who has training in both culinary arts and business management, attributed her restaurant's success to the comprehensive education she received in these fields.

4.2.4 Educational Background and Entrepreneurial Success

The relationship between educational attainment and entrepreneurial success was evident in the responses, supporting hypothesis H5. Participants reported that their educational background provided a solid foundation for business success, with higher education levels correlating with better business performance metrics such as revenue growth and sustainability. This is in line with studies by Unger et al. (2011), which highlight the positive impact of education on entrepreneurial success. Participant 4 highlighted how her education in child development enabled her to create effective childcare programs that cater to the needs of both children and parents.

4.2.5 Interaction of Education with Other Success Factors

The survey and interviews explored how educational background interacts with other factors such as access to funding, mentorship, and networking opportunities. Many respondents noted that their education, combined with mentorship and support programs, significantly contributed to their business success (H8). This finding emphasizes the multifaceted nature of entrepreneurial success, where education is one of several critical components. Participant 2 discussed how mentorship from educational institutions helped her navigate the complexities of starting a digital healthcare company.

4.2.6 Effectiveness of Educational Programs

The data supports hypothesis H7, indicating that participation in educational programs positively impacts the support and success of women entrepreneurs. Respondents who had engaged in specialized entrepreneurial training programs reported higher levels of business success and resilience. These programs provided valuable knowledge and networking opportunities, underscoring their importance in the entrepreneurial ecosystem. Participant 6 highlighted how networking events sponsored by universities introduced her to key industry contacts that significantly impacted her business strategy.

4.2.7 Challenges and Opportunities for Educated Women Entrepreneurs in the UAE

The study identified several challenges and opportunities faced by educated women entrepreneurs in the UAE. Common challenges included securing adequate funding, navigating legal requirements, and balancing business and family responsibilities. However, the educational achievements of these women often provided them with unique opportunities, such as better access to financial resources and supportive networks. This dual dynamic highlights the complex environment in which these entrepreneurs operate. Participant 1 mentioned facing sexism in investor meetings despite her educational background, illustrating the persistent gender biases that educated women entrepreneurs still encounter.

4.2.8 Perceived Impact of Educational Programs

Respondents perceived educational programs as crucial in shaping their entrepreneurial identity, motivation, and resilience. Training and mentoring from family and friends were seen as particularly beneficial, helping women build the confidence and knowledge needed to pursue entrepreneurial ventures. This supports the hypothesis (H10) that educational background contributes to the distinct opportunities available to women entrepreneurs in the UAE. Participant 4 emphasized how her

education allowed her to create childcare programs that not only supported children's development but also provided valuable services to working parents.

5. CONCLUSION

Chapter Overview

This chapter provides the conclusion on overall study. Furthermore, it provides the limitation of the study and recommendations.

Conclusion

This research assessment was focused on investigating whether educational attainment influenced women's entrepreneurial intentions, examining the connection between women entrepreneurs' education and their success, assessing efficiency of educational programs supporting women's entrepreneurship and highlighting existing challenges and potential opportunities for educated women entrepreneurs in the UAE. With the use of a mixed-methods approach (e.g. collecting data quantitatively and qualitatively) that the study has provided some insights about these aspects of women's entrepreneurship in the UAE context. Through the findings of the study, it is evident that women's intentions to start and run a business are highly influenced by educational attainment. Females who possess higher levels of education will generally show stronger desires to set up and develop their business ventures. Besides, this study found a statistically significant positive relation between education levels and entrepreneurial success metrics such as business growth, revenue generation and innovation. This would mean more women could be empowered to use their entrepreneurial skills successfully. Additionally, the research analyzed the efficacy of the educational programs and events that assist women in business. The review, which was out earlier, has shown some of the programs and initiatives exist to empower educated women entrepreneurs through training and education, however, it calls for continuous evaluation and improvement of the programs in order to overcome the challenges faced by these women. This research confirms that education plays a pivotal role in encouraging and supporting women's entrepreneurship in the UAE. Educational attainment influences entrepreneurial intentions, enhances necessary skills, and interacts with other success factors to shape entrepreneurial outcomes. Despite facing unique challenges, educated women entrepreneurs in the UAE are well-positioned to leverage their education to achieve business success. Future research should continue to explore the dynamic interplay between education and other critical factors in fostering a thriving entrepreneurial ecosystem for women.

Limitations

Of course, the conclusions derived from the study though provide a lot of relevant information, also carry some limitations that deserve attention. First, the sample size of 256 women entrepreneurs in the UAE is quite large but, it may not be enough to fully understand the different industries and regions in UAE. The research study does not allow causal relationships to be established between education and entrepreneurial success due to this cross-sectional design as well. Such longitudinal studies that trace changes in individuals during a long time would add deeper dimension to the understanding of these relationships. Another impediment is the utilization of self-reported data through questionnaire, which might give disappointing information and introducing the bias of response. The next step would be addition of questionnaire with the objective measures and qualitative methods such as more

interviews with heads on women centers and universities to get more about support and facilitations for women entrepreneurs. Focus groups will be good ideas to get more thorough comprehension of experiences and challenges of the educated women entrepreneurs.

Recommendations

Based on the findings and limitations of the study, several recommendations can be made to support and promote women's entrepreneurship in the UAE: Based on the findings and limitations of the study, several recommendations can be made to support and promote women's entrepreneurship in the UAE:

- **Enhance Educational Opportunities:** Create and provide greater opportunities for women entrepreneurs to access the quality educational and training programs carefully customized for women entrepreneurs and embrace the disciplines in the areas of business management, finance, marketing, and technology.
- **Foster Networking and Mentorship:** Boost networking platforms which facilitate direct connection between educated female business owners with skillful mentors, professional experts and capable partners for the transfer of information, resources and support.
- **Evaluate and Improve Support Programs:** Follow up your educational programs and initiatives with continuous attentiveness on their effectiveness in encouraging women's entrepreneurship, not only through consulting their opinion, but also searching new approaches.
- **Enhance Access to Specialized Educational Programs:** Educational institutions and government bodies should develop and promote specialized programs tailored to the needs of women entrepreneurs. These programs should focus on practical skills, financial literacy, and strategic business management.
- **Strengthen Mentorship and Networking Opportunities:** Establish formal mentorship programs that connect aspiring women entrepreneurs with experienced business leaders. Networking events and platforms should also be expanded to facilitate the exchange of ideas and resources.
- **Increase Financial Support and Funding Opportunities:** Financial institutions and government agencies should create funding initiatives specifically designed to support women entrepreneurs. Grants, low-interest loans, and investment opportunities can help mitigate the financial barriers identified by the participants.
- **Promote Diverse Fields of Study:** Encourage women to pursue education in diverse fields beyond traditional business disciplines. This can be achieved through awareness campaigns and scholarship programs aimed at increasing enrollment in STEM (Science, Technology, Engineering, and Mathematics) and other high-potential areas.
- **Develop Policies to Support Work-Life Balance:** Implement policies that support work-life balance for women entrepreneurs, such as flexible working hours, childcare support, and family-friendly business environments. This will help women manage both their entrepreneurial and familial responsibilities effectively.
- **Facilitate Continuous Learning and Professional Development:** Promote lifelong learning and professional development opportunities for women entrepreneurs.

Workshops, seminars, and online courses can help them stay updated with the latest trends and technologies in their industries.

- Encourage Research and Data Collection: Conduct ongoing research to monitor the progress and challenges faced by women entrepreneurs. Data collection and analysis can inform policy decisions and ensure that support mechanisms are effective and responsive to the evolving needs of women in business.
- Raise Awareness About the Benefits of Education: Launch public awareness campaigns that highlight the benefits of education for entrepreneurial success. These campaigns should target not only potential women entrepreneurs but also their families and communities to build a supportive environment.

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Appendices

Interview Transcripts

Participant 1:

Question Number	Question	Response
1	Can you please describe your journey as a woman entrepreneur in the UAE? What motivated you to start your own business?	The journey to becoming a successful businesswoman in the United Arab Emirates has been both thrilling and challenging for me. I saw there was a need in the market for sustainable apparel, so I set out to fill it by founding my firm. The motivation came from my interest in eco-friendly practices and my desire to leave a positive mark on the world.
2	How do you believe your educational background has contributed to your success as a business owner?	My background in environmental science has greatly influenced the direction of my commercial career. I learned how to create eco-friendly product designs and marketing strategies that would resonate with conscious consumers.
3	In what specific ways has your formal education influenced your ability to navigate challenges and opportunities in the business world?	One of the many things I've learned in school is how to think critically. By keeping an eye on the market, I've been able to identify opportunities and fine-tune my approach. Due to my experience and education, I can keep up with new findings in my profession on my own initiative.
4	Could you share any experiences where your education helped you make informed decisions related to financial management, marketing, or technology in your business?	I can think of a moment when I used the information I received in school to make a good financial decision. I was able to analyse the benefits and costs of a potential business collaboration using my understanding of financial analysis.
5	Have you encountered any barriers unique to being a woman entrepreneur in the UAE, despite having a formal education?	Despite my education and work history, I have encountered sexism during investor meetings. Some of the company's backers doubted my ability to lead since I'm a woman. I had to ignore the nagging voice in my head and the contradictory evidence around me.

6	Can you discuss any mentorship or networking opportunities you've had through educational institutions and their impact on your business journey?	Going to seminars and conferences put on by universities has helped me meet more people in my field. Advisors I've discovered have been essential in educating me on business practices that are gentler on the environment. Having these connections has been crucial to my business's growth.
7	How do you view the relationship between education and social entrepreneurship in the context of your business and its impact on your community?	In my organisation, I've seen a robust relationship between classroom learning and social enterprise. It's vital to me that my products include details on how they were made using sustainable practices. As a result of my actions, environmental awareness will spread in my community and beyond.

Participant 2:

Question Number	Question	Response
1	Can you please describe your journey as a woman entrepreneur in the UAE? What motivated you to start your own business?	The ups and downs of being a female entrepreneur in the UAE have been equally gratifying and challenging for me. I decided to start my own digital company because I saw a demand in the healthcare business for innovative solutions. I went into business for myself because I was determined to find a method to improve the quality of treatment that patients received.
2	How do you believe your educational background has contributed to your success as a business owner?	Having degrees in both computer science and healthcare administration has been crucial to my success. Therefore, I know how to build a system that links those in need of medical attention with providers.
3	In what specific ways has your formal education influenced your ability to navigate challenges and opportunities in the business world?	Because of my education, I am current on trends in healthcare technology and regulation. This knowledge has helped me navigate the challenges provided by laws and stay up with the industry's fast pace of technological change.
4	Could you share any experiences where your education helped you make informed decisions related to financial management, marketing, or technology in your business?	My app's user interface was built on the idea of learning. My background in user experience design helped me create a platform that doctors and patients can utilise.
5	Have you encountered any barriers unique to being a woman entrepreneur in the UAE, despite having a formal education?	Despite my education and experience, several potential clients still questioned my computer savvy because of my gender. I was able to overcome this barrier by emphasising my company's technological prowess and the successes of other women in the IT business.
6	Can you discuss any mentorship or networking opportunities you've had through educational institutions and their impact on your business journey?	Schools advertised mentoring courses using a variety of telecommunications channels. I was able to network with prominent businesses who taught me how to grow my IT firm and offered me advice. Having these people as resources has allowed me to better plan and execute my company strategies.

7	How do you view the relationship between education and social entrepreneurship in the context of your business and its impact on your community?	Education and social entrepreneurship are complementary fields, in my opinion. My business's primary objective is to improve medical services for underserved communities. I'm using my knowledge and technology to better the healthcare system in the United Arab Emirates.
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Participant 3:

Question Number	Question	Response
1	Can you please describe your journey as a woman entrepreneur in the UAE? What motivated you to start your own business?	It has been amazing to build a business as a woman in the United Arab Emirates. Since there seemed to be a need in the market for environmentally friendly home items, I set out to create my own. The motivation came from my want to make a positive impact on people's houses and my commitment to sustainable lifestyles.
2	How do you believe your educational background has contributed to your success as a business owner?	My business success has been greatly aided by my background in industrial design. Thanks to the education I received, I am now able to create goods that are both sustainable and profitable.
3	In what specific ways has your formal education influenced your ability to navigate challenges and opportunities in the business world?	I learned how to use design thinking and problem-solving skills in the classroom. These skills have been crucial in responding to the dynamic nature of the market and the challenges of new product development.
4	Could you share any experiences where your education helped you make informed decisions related to financial management, marketing, or technology in your business?	My training was essential in terms of how to set prices. I used the cost analysis skills I learned in school to set prices that would provide a healthy profit without compromising the integrity of my products.
5	Have you encountered any barriers unique to being a woman entrepreneur in the UAE, despite having a formal education?	Despite my education, male merchants and business partners have treated me unfairly. Because of my gender, some individuals didn't take my advice seriously. Regardless, I was able to demonstrate my skills, and the market's reception of my products was a resounding endorsement.
6	Can you discuss any mentorship or networking opportunities you've had through educational institutions and their impact on your business journey?	Other colleges' networking events introduced me to other designers and businesses. Thanks to these groups, I was introduced to new contacts, heard about sustainable practices, and learned about developments in my field.
7	How do you view the relationship between education and social entrepreneurship in the context of your business and its impact on your community?	My method for doing business is a combination of educational theory and charitable endeavour. Inspiring people to make more sustainable choices, my products help make homes better places to live. My firm's contributions to the community go beyond just financial gain.

Participant 4:

Question Number	Question	Response
1	Can you please describe your journey as a woman entrepreneur in the UAE? What motivated you to start your own business?	Being a female business owner in the UAE has been a thrilling experience. I saw there was a need for low-cost child care and decided to fill it by starting my facility. The desire to see children succeed and provide working parents with a viable choice motivated me to take action.
2	How do you believe your educational background has contributed to your success as a business owner?	My background in dealing with youngsters might be a key factor in the success of my business. It educated me on how to provide a positive environment for children that also meets their parents' requirements.
3	In what specific ways has your formal education influenced your ability to navigate challenges and opportunities in the business world?	Thanks to my education, I can create programmes and exercises that are tailored to the needs of children of varying ages and help them grow and learn. Also, I've been able to have more honest and open conversations with my parents as a result.
4	Could you share any experiences where your education helped you make informed decisions related to financial management, marketing, or technology in your business?	My advertising strategy is informed by my understanding of kid development and education. By highlighting the educational benefits of my services, I have been able to connect with parents and set myself apart from other creches.
5	Have you encountered any barriers unique to being a woman entrepreneur in the UAE, despite having a formal education?	Despite my experience and credentials, potential investors have been wary of me due to the high-risk nature of my business. Some people doubted that a woman could successfully manage a nursery. These worries have been eased because of my expertise, effort, and the supportive comments of my parents.
6	Can you discuss any mentorship or networking opportunities you've had through educational institutions and their impact on your business journey?	Through my job in schools, I've met other teachers, and psychologists who specialise in children and parents. These connections have helped me find out about new and exciting ways to educate students and include their families.
7	How do you view the relationship between education and social entrepreneurship in the context of your business and its impact on your community?	Education and social entrepreneurship are the cornerstones of my business. What motivates me to work in the area of early childhood development is supporting working parents and contributing to the education of the future generation. The youngsters I care for at my creche represent our city's hope for the future.

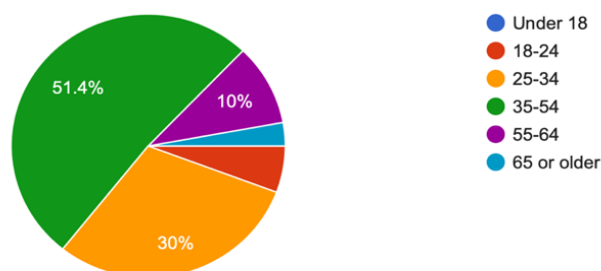
Participant 5:

Question Number	Question	Response
1	Can you please describe your journey as a woman entrepreneur in the UAE? What motivated you to start your own business?	As a woman, I've found the experience of becoming an entrepreneur in the UAE to be quite motivating. I started my restaurant because I saw there was a need for authentic Emirati cuisine. This action was motivated by my excitement at the prospect of passing on our rich cultural traditions, including our excellent culinary practices.

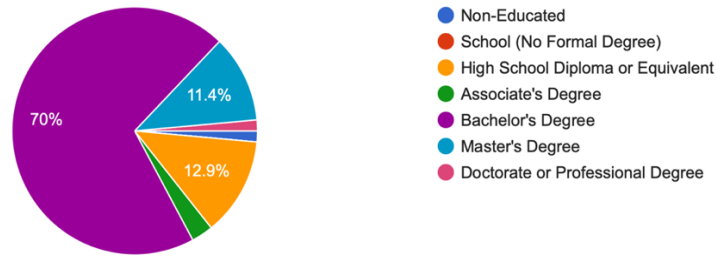
2	How do you believe your educational background has contributed to your success as a business owner?	Because of my background and training in both the culinary arts and business management, I have been able to run a successful restaurant. It taught me the skills in the kitchen and the business side of things that I needed to make my restaurant a success.
3	In what specific ways has your formal education influenced your ability to navigate challenges and opportunities in the business world?	Thanks to my education and experience, I am well-versed in food safety, quality control, and customer preferences. This awareness has been critical in maintaining the highest standards in the culinary arts while also satisfying the demands of an ever-evolving client base.
4	Could you share any experiences where your education helped you make informed decisions related to financial management, marketing, or technology in your business?	The education I received in business has prepared me to make wise decisions with my money. I have employed cost-cutting strategies like budgeting to ensure a healthy profit margin without compromising the quality of the product. In addition, I know how to use digital marketing strategies to increase both new business and repeat business.
5	Have you encountered any barriers unique to being a woman entrepreneur in the UAE, despite having a formal education?	Despite my education and expertise, I have encountered the common sexism that exists in the food industry. A few patrons raised eyebrows by questioning a female chef's credentials. I overcame this challenge by maintaining a consistent standard of excellent service and cooking for my customers and employees.
6	Can you discuss any mentorship or networking opportunities you've had through educational institutions and their impact on your business journey?	Networking activities sponsored by universities attracted professional chefs and restaurateurs. Because of these connections, I've been able to pick the brains of industry giants for insight into effective restaurant management and groundbreaking new ideas.
7	How do you view the relationship between education and social entrepreneurship in the context of your business and its impact on your community?	My restaurant is based on the principle that teaching and charity work go hand in hand. One way I share my heritage with the world is by explaining the significance of traditional Emirati cuisine. In addition, I am a source of pride for the community since I contribute to the local economy and provide jobs for its residents.

Questionnaire's Charts:-

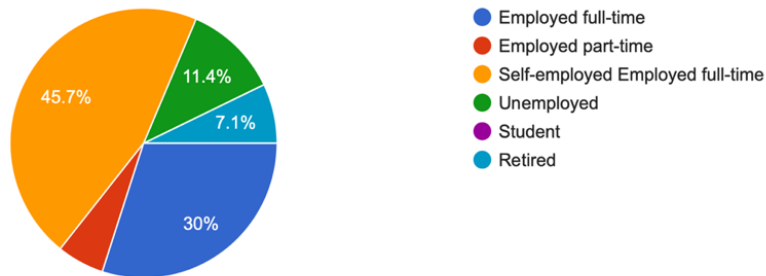
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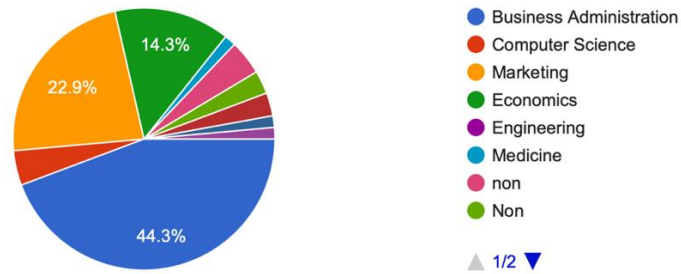
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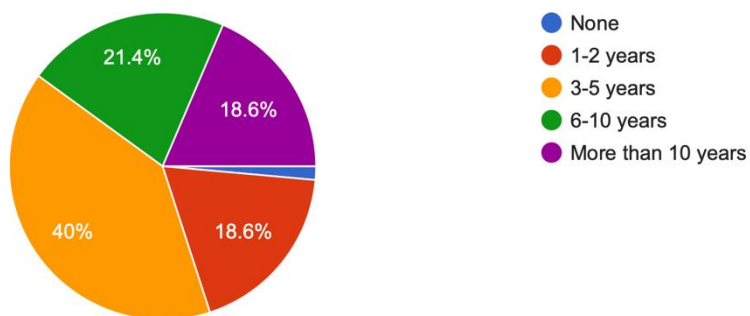
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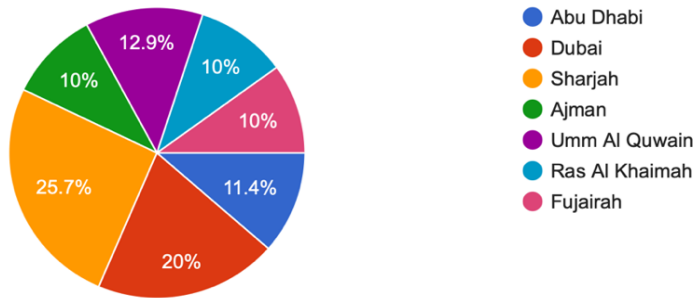
Field of Study



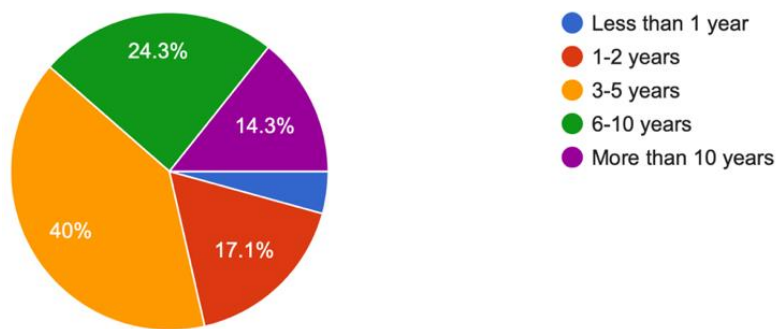
Years of Entrepreneurial Experience:



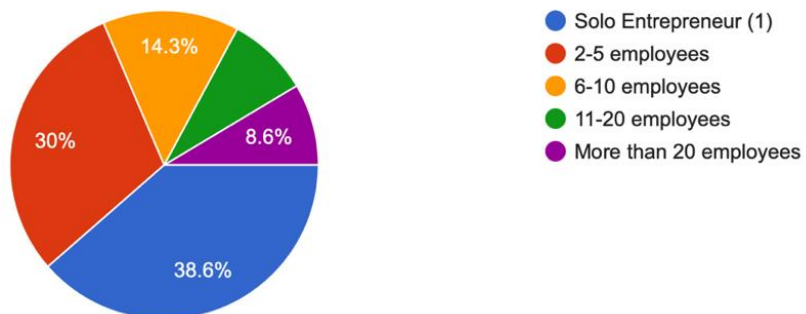
Location



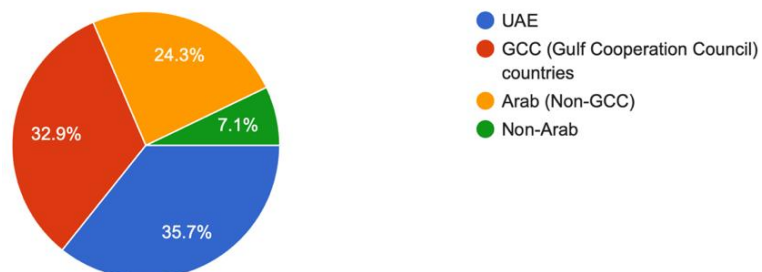
Years in Business:



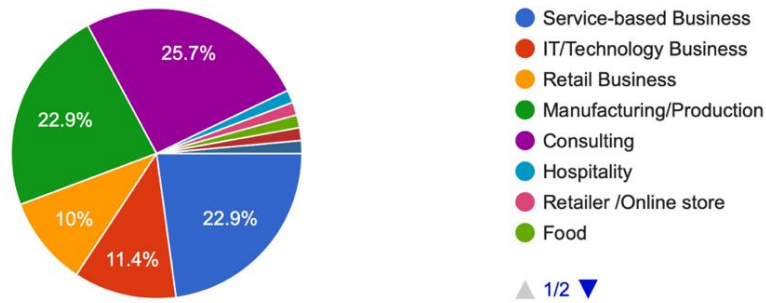
Number of Employees in Your Business



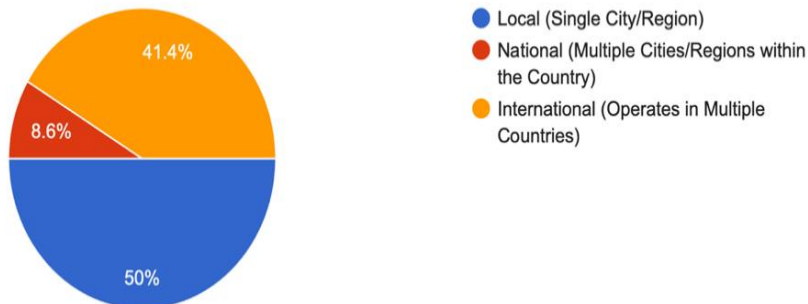
Nationality:



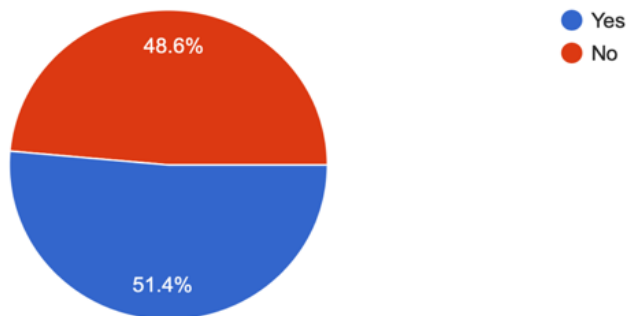
Types of Business:



Business Location:



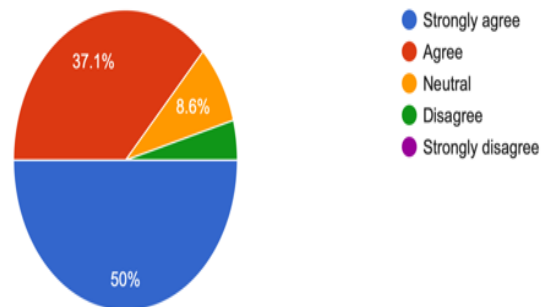
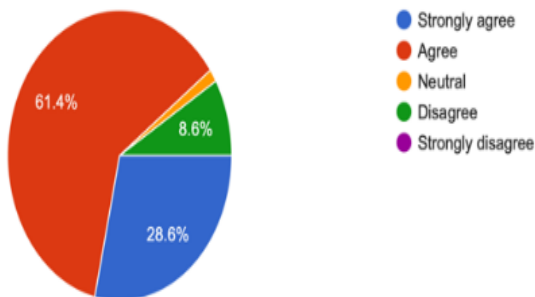
Participation in Entrepreneurial Training or programs:



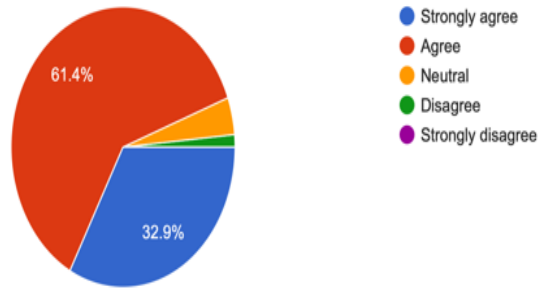
Educational Attainment and Women's Entrepreneurial Intentions

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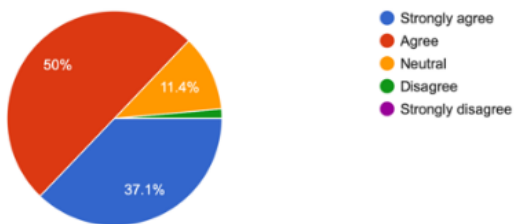
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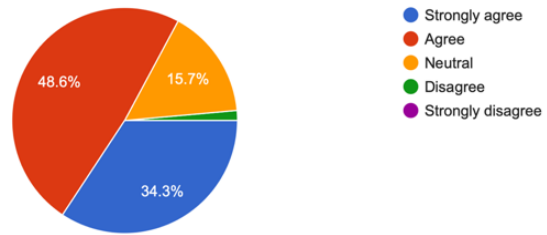
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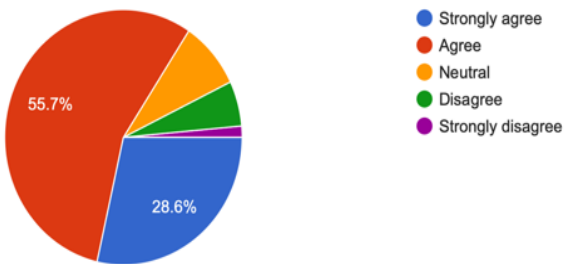


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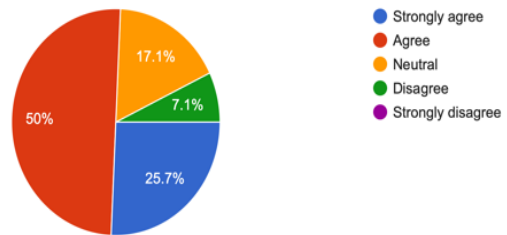


Education and the Success of Women Entrepreneurs

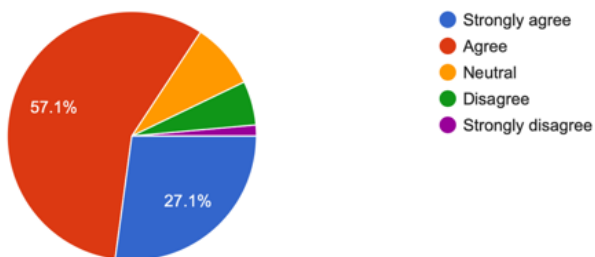
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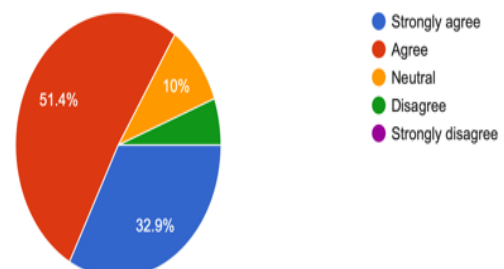
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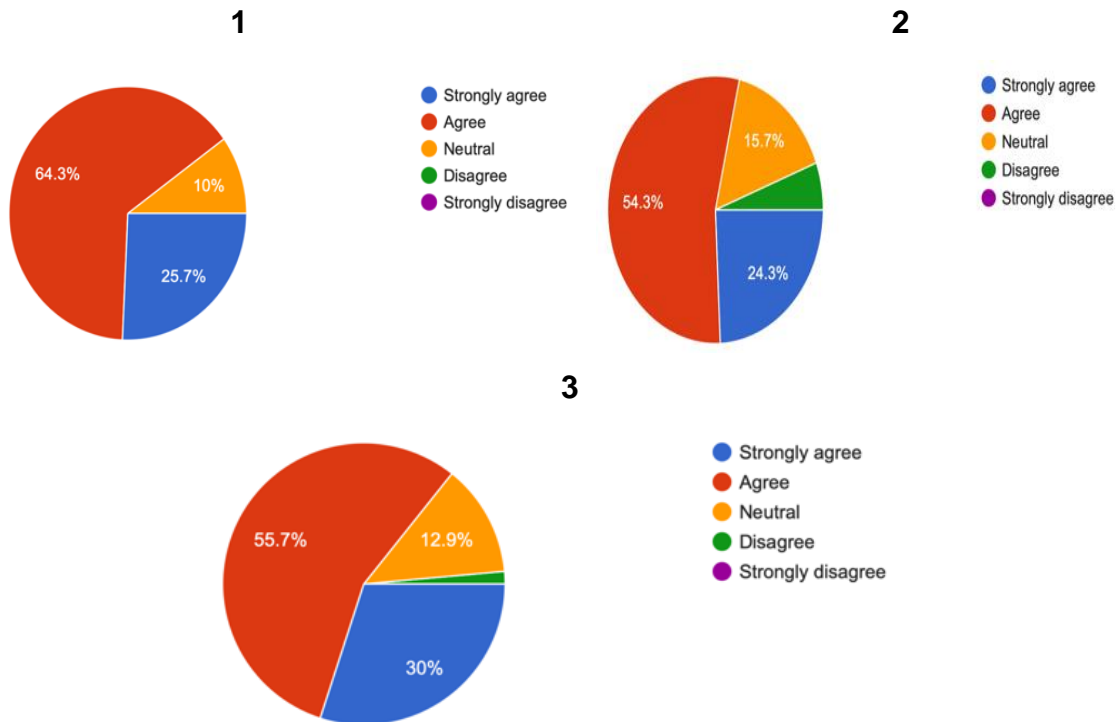
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Effectiveness of Educational Programs in Supporting Women's Entrepreneurship



Challenges and Opportunities Faced by Educated Women Entrepreneurs in the UAE

