



## FACTORS THAT DISCOURAGE HIGHLY EDUCATED WOMEN FROM BEING ENTREPRENEURS

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### Abstract:

Men have traditionally dominated the entrepreneurial arena because women's expected roles have traditionally been focused on marriage and the household. Despite accounting for more than half of the population, the majority of women are excluded from the formal business environment. Their contribution to the business is primarily concentrated in the areas of crafts, hawking, personal services, and retail. However, the entrepreneurial landscape has shifted, with women becoming the fastest-growing group of entrepreneurs, although anecdotal evidence suggests that highly educated women's participation in business is low. The goal of this study was to find out, if any, factors that discourage highly educated women from being entrepreneurs. The study was situated in the interpretivist paradigm, with twenty carefully chosen highly educated Zimbabwean women responding to emailed semi-structured questionnaires that were thematically analysed. The study found out that the factors that discourage highly educated women from being entrepreneurs included high societal expectations of educated women, negative attitudes towards entrepreneurship, male chauvinism, salaried job security and risk aversion. This study focused on this often-overlooked group of women who, if properly groomed, can make a significant contribution to society. The implication of the study was that women with high academic qualifications needed to develop positive mind sets towards entrepreneurship and serve as role models for prospective women entrepreneurs.

**Keywords:** prospective women entrepreneurs, high academic qualifications, mind sets role models

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## 1. Introduction

Women's traditional roles in societies have been that of wives and mothers (Co, Groenewald, Mitchell, Nayager, van Zyl, and Visser, 2007). According to Carr & Bowden (2002), women on average have less access to education than men. Kardam (2005) concurs that in traditional societies where girls were married at a young age, parents were unwilling to invest in their daughters' education as this would translate into negative investment. In some cases, when a girl attained high educational qualifications, this would decrease marriageability chances, leading to financial losses. However, as socio-cultural expectations change, there is an increase in the number of women obtaining high academic qualifications, obtaining top positions, and being well compensated.

Women are not only making strides in education but in entrepreneurship too. According to Ncube (2003), there is a rapid growth of female entrepreneurs and it is one of the world's most significant economic and social developments. Zinger, LeBrasseur, Riverin, and Robichaud (2005) concur that women entrepreneurs are becoming more visible in developing countries' local economies and even in the field of entrepreneurship. This increased visibility of women can lead to long-term development because enlightened women will be the primary contributors.

According to Nieman and Nieuwenhuizen (2014), people become entrepreneurs for a variety of reasons. Ellis and Williams (2011) cited by Nieman and Nieuwenhuizen (2014) classify these entrepreneurs as necessity or opportunity driven. Necessity-driven entrepreneurs are those who have few or no other sources of income or employment. These are individuals who start businesses out of necessity rather than choice. Opportunity-driven entrepreneurs are those who start their businesses despite the fact that they could earn a living elsewhere. Co et al. (2007:304), assert that many factors motivate women to start their own businesses, including independence, job satisfaction, achievement, opportunity, money, status and prestige, power, economic necessity, and career security.

## 2. Statement of the Problem

Literature shows that with the opening up of educational opportunities for the girl child, there is an increase in the number of women accessing formal education. Despite this paradigm shift, research on highly educated women entrepreneurs, in general, has been limited. The reason for focusing on this group of women in this study is that they have received little attention in terms of their participation in entrepreneurship. Their status as highly educated women increases their chances of making a significant contribution to knowledge generation. With this backdrop, one wonders whether Zimbabwean women with high academic credentials who are salaried would choose entrepreneurship over formal employment. This study is significant because women constitute the majority of the population, and if they are encouraged to become entrepreneurs, the economy will benefit, immensely. Women with high academic credentials are generally admired by society. As a result, if this group of women chooses to be entrepreneurs, information

dissemination will be more effective because they are seen as role models by the less educated.

### **3. Purpose of the Research**

The purpose of this research was to determine the current state of affairs regarding the participation of highly educated women in entrepreneurship. According to the research, there is a lack of focus on this important group of women. This is the first study to focus on this group of women who have the potential for long-term development but are often overlooked. The results of such a study would inform relevant authorities on how the potential of this group of women could be harnessed for the economic development of Zimbabwe in particular and nations in general. Highly educated women may be unaware of the potential that needs to be tapped and unleashed for long-term development.

### **4. Research Objectives**

- 1) To assess the level of entrepreneurial participation among selected Zimbabwean women with high educational qualifications.
- 2) To identify, if any, factors that discourage selected highly educated Zimbabwean women from pursuing entrepreneurship.

### **5. Theoretical Framework**

Women's primary roles in patriarchal societies have predominantly been housework, nursing children, and meeting the needs of families (Chirwa, 2008:348; Khumalo, 2008:43). It has been the trend that economic development has not always benefitted men and women equally. The discursive and material contexts of people's lives, as well as the extent to which women are emancipated or subordinated in their societies, all influence whether development initiatives benefit women and men differently. These variables, however, are especially difficult to assess in Africa. The combination of dramatic economic decline, endemic civil wars, and widespread autocratic rule muddies the picture, as does the diversity of social, political, and economic conditions in Africa's many countries. Clearly, continent-wide generalisations are impossible, but an examination of one country may shed light on the relationships between economic development, patriarchy, and women's position(s) in society.

There are various schools of thought on patriarchy; this study examined it from structural and radical perspectives, all of which share the belief that social relations between individuals, in businesses and elsewhere, are part of a larger system of relations between unequal groups based on gender (Halford & Leonard, 2001). Furthermore, these structures were built in the interests of dominant groups and served to maintain their dominance. According to this viewpoint, women are oppressed directly in order to serve the interests of other more powerful social groups, particularly men. The radical

viewpoint asserts that men as a social group dominate women, referring to this system of dominance and subordination as "patriarchy".

### **5.1 Entrepreneurship and Feminist Theory**

Feminist hypothesising challenges the highly gendered nature of entrepreneurship studies (Galloway et al., 2015; Harrison et al., 2015; Henry et al. 2015) by advocating for a change away from an entirely masculine focus and toward a more interpretive methodology that better comprehends and innovations of women's experiences (Calas et al, 2009). Feminist theory and research can be divided into three categories based on how gender is conceptualised in relation to entrepreneurship studies (Ahl, 2006; Calas et al., 2009).

First, studies employ liberal feminist theory, which holds that there is equality and equal opportunities for both genders, but structural barriers that subordinate women create disparities between men and women (Diaz-Garcia and Welter, 2013; Lewis, 2013). This perspective stimulates a clear, albeit unspoken, masculine norm and encourages women to become accustomed to social inequalities by ditching their perceived femininity and adopting the normalised masculine discourse of entrepreneurship (Lewis 2013). Second, according to Ahl (2006), studies such as social and radical feminist theories portray men and women as distinct but equal. Both groupings of feminist studies are condemned within women's entrepreneurship for essentialising gender, which increases the risk of oversimplification and blaming the victim, in this case, criticising women entrepreneurs and their activities, or lack thereof, for their own subservience.

Social constructional and post-structural feminism, the third category of feminist theories, shifts from viewing gender as a variable to viewing gender as an influence (Calas, et al., 2009). Post-structural feminism, in particular, is concerned with how gender power relations are established, replicated, and contested in order to understand why women endure social relations that subordinate their pursuits to those of masculinist culture (Weedon, 1987). Post-structural feminism rejects masculine dominance expectations and creates implications by exposing and delegitimising patriarchy within societies through the strategies of opposition, resistance, and deconstruction. Scholars use a post-structural feminism lens to examine how gender is socially constructed through a series of individual acts and daily interactions with others (Lewis, 2013).

This lens also reveals the variety of ways in which women engage in entrepreneurship (Ahl, 2006). Galloway et al. (2015), for instance, highlight female entrepreneurs' pluralistic tendencies as multiple subjectivities that influence and shape their interpretations of entrepreneurship. It is also proposed that the social construction of femininity and masculinity allows for the development of culturally produced multiple identities, such as entrepreneurial leadership (Calas et al, 2009). Men and women can draw on masculine and feminine characteristics when constructing identities (Lewis, 2013). This feminist viewpoint provides an intelligible approach to the atheoretical nature of knowledge of women's entrepreneurship and allows for a better understanding of entrepreneurship through the experiences of women.

Gender identity, according to Diaz-Garcia and Welter (2013), is a dynamic process in which women entrepreneurs use complex stratagems in their working lives, swing between identities, and embrace various leadership procedures depending on the state of affairs.

## 6. Literature Review

### 6.1 The Entrepreneur Concept

Schumpeter (1934) defined an entrepreneur as someone who coordinates production and acts as a change agent ('creative destruction'). An entrepreneur, according to this theory, possesses three major characteristics: being innovative, having foresight, and being extremely creative. This demonstrates that the "Schumpeterian" entrepreneur is an innovator first and foremost. Other authors and researchers who share this viewpoint believe that entrepreneurship has a greater impact later in development when knowledge and competition drive economic growth.

According to Nieman and Nieuwenhuizen (2014:10), an entrepreneur as a person who sees an opportunity in the market, gathers resources, and creates and grows a business venture to meet these needs. He or she bears the risk of the venture and is rewarded with a profit if it succeeds.

The entrepreneur is well-explained as an individual who has the capability and yearning to create, manage, and flourish in a start-up endeavour with the risk of profit. The launch of a new business venture is the best example of entrepreneurship. Entrepreneurs are frequently referred to as a source of new concepts or pacesetters and introduce innovative ideas to the marketplace by substituting ancient with new creations. The concept of entrepreneurship is undefinable, difficult to describe, and can take on various connotations depending on the context in which it is used. The psychologist (behaviourist) views it as "*the desire for achievement, professed position of control, and risk-taking proclivity*" (Shuaibu et al., 2021). The economist sees it as squaring off the factors of production (such as capital, labour, entrepreneur, and land) and taking the risk of purchasing at a fixed price and selling at a variable price. Neither of these approaches is sound or all-encompassing because they each focus on different aspects of entrepreneurship while leaving others out.

### 6.2 The Role of Gender in Entrepreneurship

According to most studies, gender plays a significant role in predicting entrepreneurial and self-employment career choices (Verheul et al., 2012). Literature reveals that there are extensive gender differences in entrepreneurship (Reynolds et al., 2004) and the existence of a gender gap in entrepreneurship has long been acknowledged (Daz-Garca & Jiménez-Moreno, 2010; Hughes et al., 2012). Research has found that males have more entrepreneurial aspirations than females (Hindle et al., 2009). However, in their study, Bae et al. (2014) did not find any evidence to sustain the hypothesis that there is a positive relationship between entrepreneurship education and entrepreneurial intentions weaker in men than in women.

### **6.3 Factors that Affect and Hinder Female Entrepreneurship**

Starting from the early twenty-first century, researchers have shown a spotlight on the importance of the current economic climate on female entrepreneurship. Based on this, economic and employment factors can be identified as third-place explanatory factors of female entrepreneurship. These are interrelated to the labour market's constrained employment prospects, high unemployment rates, instability and insecurity, and employment discrimination against women. Based on statistics from the Observatory Global Entrepreneurship Monitor (GEM), entrepreneurship rates "by necessity" have increased in recent years in Spain, with this increase being predominantly significant among women as a way of ensuring personal income (Ruiz, Camelo, and Coduras, 2012a).

Some scholars have also expressed curiosity in categorising the factors that affect and hinder female entrepreneurship, the reviewed literature and the outcomes of fieldwork interviews assist to identify, mainly, four barriers that hinder such entrepreneurship in the female population, of which two are of particular interest; specifically, those related to women's socio-cultural status and access to corporate networks, could be information or business (Bruni, et al., 2004; Rodríguez & Santos, 2008).

Pineda (2014) exposed that, one of the key determinants for embarking on entrepreneurship is the education and training of women as entrepreneurs. This is a process of social re-education and self-recognition of itself, nurtured by other relevant people on what sustains business management and entrepreneurial spirit. Undoubtedly when the company is running, the woman perceives positive traits in socialisation (Rodríguez-Daz, Jiménez, & Rebollo-Catalán, 2014), and at this stage, social networks play a vital role, specifically in the early stages of a company's creation.

Responsibilities towards their family tend to be a constraint regulating the entrepreneurial activity of women. Studies analysing the relationship between women entrepreneurs and families found conciliation of family and business to be a persistent theme in research (Aldrich & Cliff, 2003; Bruni et al., 2004; Brush et al., 2009). According to Neneh (2018), women's family embedding implies that there will always be overlapping roles for women in family and business circles. This suggests that women struggle with work-life balance. Carr and Bowden (2002) and Stevenson and Onge (2005), concur that balancing home and work roles is a significant challenge for women. Sinha (2005) agrees that, while socio-cultural changes are possible, traditional gender role expectations and patriarchal attitudes in many developing countries make it even more difficult for women to relieve themselves of family responsibilities.

Incidentally, the literature reviewed has revealed some awareness of the complexity existing in this relationship, leading to the consideration of two perspectives, the developed countries and the developing countries with Zimbabwe as our focus.

In their research, Álvarez et al. (2012) found that the family role of women engaged in housework decreased their probability of being entrepreneurs. The data in that study indicate that women who have family responsibilities, reduced by 33.1% probability to commence entrepreneurship while that decrease is only 2.4% in the case of men. Literature on female entrepreneurship exposes the impact of administration and/or

external funding as the fourth constraint on female entrepreneurship. There is a need to analyse this subject in order to understand the avatars of female entrepreneurship. External financial resources are some of the variables that influence the start-up of a business as they can act as either propellants or impediments to the development of female entrepreneurship.

Human capital requires a high level of education. It is a tool needed to stimulate, create, achieve, and improve productivity, as well as to encourage rural women's active participation in development. Women's participation rates in development initiatives are heavily influenced by their educational levels. The more educated a woman is, the more likely she will be able to enter the labour force and the less likely she will be unemployed (Browne & Barrett, 1991). Inequalities and disparities in labour markets, including absolute poverty in rural areas, exacerbate a lack of education (Adams & Kruppenbach, 1987).

Despite the obvious benefits of women entrepreneurs to an economy, the sector's full potential has yet to be realised. Women entrepreneurs are at a crossroads right now. The current incentive system no longer meets the sector's needs or the challenges posed by the new economy. New incentives and support for women entrepreneurs are critical to assisting them in developing capabilities and staying ahead of the competition, both locally and in international markets. Many governments seek to develop programmes to attract, retain, and advance women, so it is hoped that the findings of this study will be used to design and implement corrective programme strategies, as well as ongoing research to support women entrepreneurs.

## **7. Research Methods**

An interpretive paradigm anchored in the qualitative study used purposive convenience sampling in data collection. The main criterion for selecting participants was their willingness to participate and possession of high academic qualifications. Participants were chosen based on the fact that they held a Masters, Doctorate, or Professorial degree. Twenty women holding the aforementioned high academic qualifications who are currently employed as university lecturers participated in this study's research. According to Bryman, Bell, Hirschsohn et al. (2017); Cooper and Schindler (2008), qualitative research usually entails an intensive, in-depth study of a small group or individuals who share certain characteristics. The goal of qualitative research is to collect in-depth data and detail, and it is based on the researcher immersing themselves in the phenomenon to be studied, collecting data that provides a detailed description of events, situations, and interactions between people and things. Qualitative researchers, according to Merriam and Tisdell (2016), are interested in understanding how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences. To gain insights into these women academics' experiences and perceptions of entrepreneurship, a qualitative approach was deemed appropriate. This study allowed for in-depth interrogation of highly educated women's business intentions.

Permission was obtained from the participants prior to the start of the study. Potential participants were sent open invitation letters to participate in the study. Because of the Coronavirus disease, data was obtained via emails (COVID-19). The study's purpose was explained to potential participants. The invitations stated that participation in the study was voluntary and that participants could opt out at any time without penalty. The right to anonymity, confidentiality, and the ability to withhold sensitive information was upheld (Cooper and Schindler, 2008). The manuscript was shared with some of the participants for verification to ensure credibility and trustworthiness in this study. As a result, the researchers' bias was reduced. Semi-structured questionnaires were read several times for data familiarisation before being broken down, examined, and conceptualised. The data was analysed by identifying themes (Bryman et al., 2017). To conceal their identities, the participants were coded as P1, P2 up to P20.

## 8. Results and Discussion

The study endeavoured to find out if selected Zimbabwean women with high academic credentials were actively engaged in entrepreneurial activities, and if not, what was discouraging them from doing so. The study included twenty Zimbabwean highly qualified female academics who were carefully chosen based on their willingness to participate in the study and possession of high educational qualifications. Due to their high level of education, study participants were enlightened individuals who provided well-informed responses about their entrepreneurial activities and perceptions. Table 1 starts with a breakdown of the participants' academic qualifications, employment status, entrepreneurial status, type of business and length of the period in business, and motivational factors for being in business.

**Table 1:** Participants' biographic profiles (N=20)

Participant No.	Highest level of academic education	Are you currently employed?	Are you an entrepreneur yourself?	Type of Business	Duration in business	Motivational factors for becoming an entrepreneur
1	Master's Degree	Yes	No	N/A	N/A	N/A
2	Master's Degree	Yes	Yes	Poultry, buying and selling of groceries	4 years	To augment my salary
3	Master's Degree	Yes	Yes	Cattle ranching	5 years	To get additional income
4	Master's Degree	Yes	No	No	N/A	N/A
5	Master's Degree	Yes	Yes	Digital & Social Media Marketing	1 year	To have multiple streams of income
6	Master's Degree	Yes	No	N/A	N/A	N/A
7	Master's Degree	Yes	Yes	Farming and transport	3 years	Need for financial independence



8	Master's Degree	Yes	No	N/A	N/A	N/A
9	Master's Degree	Yes	No	N/A	N/A	N/A
10	Doctorate	Yes	No	N/A	N/A	N/A
11	Doctorate	Yes	No	N/A	N/A	N/A
12	Doctorate	Yes	Yes	Poultry and gardening	2 years	To exploit my potential
13	Doctorate	Yes	No	N/A	N/A	N/A
14	Doctorate	Yes	No	N/A	N/A	N/A
15	Professor	Yes	No	N/A	N/A	N/A
16	Doctorate	Yes	No	N/A	N/A	N/A
17	Doctorate	Yes	Yes	Commodity broking	7 years	To augment my salary
18	Doctorate	Yes	No	N/A	N/A	N/A
19	Doctorate	Yes	No	N/A	N/A	N/A
20	Doctorate	Yes	Yes	Transport	5 years	I saw an opportunity

According to Table 1, there were nine (9) Master's Degree holders, ten (10) Doctorate holders, and one (1) Professor. Among the selected participants, there were also more non-entrepreneurs (13), than entrepreneurs (7). This finding supported anecdotal evidence that some Zimbabwean women with high academic credentials were not fully engaged as entrepreneurs. These findings revealed that the selected women with high academic credentials were not full-time entrepreneurs because they all stated that they were employed. These findings suggest that these highly educated women may hire full-time employees to run their businesses while also working full-time. What is notable, however, is that the few highly qualified academic women who are in business attest to the fact that these incomes supplement their salaries and that being in business helps them identify their potential and provides them with financial independence (P2, P3, P5 & P17). This clearly demonstrates that these women have the potential to become entrepreneurs as revealed by their aside businesses.

The second goal was to identify any factors that discouraged selected highly educated Zimbabwean women from becoming entrepreneurs. The findings in this section are organised around the following themes: high societal expectations of educated women, negative attitudes toward entrepreneurship, male chauvinism, salaried job security, and risk aversion.

### 8.1 High Societal Expectations of Educated Women

One of the findings' themes was that society has high expectations of women with high academic qualifications and that they were not expected to be full-time entrepreneurs, as evidenced by the following verbatim statements.

*"Entrepreneurship is a job for the uneducated."* (P1)

*"There is no room for women with my qualification."* (P9)

*"People expect me to have a higher social status than being an entrepreneur." (P10)*

*"Entrepreneurship is for the uneducated." (P19)*

*"Women with my qualifications are underrepresented in business." (P11)*

The aforementioned verbatim statements indicate that running a business has been relegated to the less educated. Perhaps this is why there are only a few highly educated women in business in this study. These findings concur with Tegtmeier and Mitra's (2015:255) comment, *"Where education has been a spur for independent economic activity, we note that women who are highly qualified and educated often refrain from entrepreneurial activities."* There is a widespread misconception that African women in business are poor and uneducated. Highly educated women appear to agree with this misconception, believing that they do not need to start a business because they work full-time and are highly educated. Their education gives them social standing. If they decide to start a business, they will most likely hire labour from poor women with low educational levels. Business is viewed as the only way for an uneducated and impoverished woman to provide for her family. This type of venture is more of an income-generating project than entrepreneurship. This is due to the fact that the majority of women in business work in the informal sector, and some are recruited to work for others.

## **8.2 Negative Attitudes towards Entrepreneurship**

*"There is no incentive to go into business." (P13)*

*"Entrepreneurship is taken to be a job for the less educated." (P1)*

Business is seen as the only option an uneducated and poor woman can do to provide for her family. This is because the majority of women in business are in the informal sector and some are recruited and working for other people.

## **8.3 Male Chauvinism**

*"There is far too much competition from male counterparts." (P15)*

*"There is no reason to start a business. Risk-taking is a masculine attitude in gender socialisation." (P13)*

As previously stated, the entrepreneurship arena was largely dominated by men, to the point where women would consider themselves inferior to men, hence the sentiment by P 15. These sentiments resonate with the views by Co et al. (2007); Chirwa, (2008); Khumalo (2008), that the role of women has always been that of household chores

and nurturing children. With these social constructs, women are bound to be looked down upon and men are also bound to be egoistic and worse in business, where they know women do not have the experience. These findings are also in tandem with Carr & Bowden (2004) and Stevenson & Onge (2005) who assert that balancing home and work roles is a significant challenge for women.

#### **8.4 Security from Salaried Jobs**

*"I feel more secure in full-time employment."* (P14)

*"I am content with my full-time job."* (P16)

*"I'm happy with my full-time job."* (P18)

These responses indicate that the selected Zimbabwean women with high academic qualifications are unwilling to step outside of their comfort zones. They confirm that preference for entrepreneurship indicates a choice intention, which is also referred to as "latent entrepreneurship," which is defined as an individual preferring to be self-employed instead of being a salaried employee (Verheul et al., 2012). These participants are calculative, according to the inferences that can be drawn. They would rather have a guaranteed salary than not have one. One would think that these more enlightened women would consider earning extra money or creating jobs rather than looking for work. The fear may be that if the business fails, one will lose income, but if one is employed full-time, there is the assurance of a monthly salary to meet monthly expenses.

Women with advanced degrees who took part in this study stated that they could not leave salaried jobs to start their own businesses. Those who are already in business have informal small-scale businesses that they use for extra income.

It is clear that for some women, leaving salaried work is a difficult decision. When women start businesses before obtaining a high education, they prefer salaried work over focusing on how to grow their businesses. Sinha (2005) asserts gender role expectations and patriarchal attitudes in many developing countries make it difficult for women to relieve themselves of family responsibilities. According to participants, the financial security that comes with full-time employment is a hindrance to starting a new business.

#### **8.5 Risk Aversion**

Some of the participants indicated that they chose not to embark on entrepreneurship due to risk-taking fear. The following responses reflect risk aversion and an unwillingness to take risks.

*"In entrepreneurship, there is no job security."* (P4)

*"I am a risk-averse individual."* (P6)

*"I'm losing faith in our economic situation. This is why I've decided to stay in a formal job." (P8)*

Entrepreneurship is a game in which you either win or lose. As a result of the participants' fear of failure, women with high educational qualifications rely on salaried jobs. This finding emerged from Orser et al. (2013) where feminist entrepreneurs highlighted themes like lack of confidence and fear of failure. This fear and lack of confidence are enforced by gender stereotypes that construct entrepreneurship as being masculine, heroic, self-reliant, and assertive (Ahl, 2004). The findings from the current study concur with Caliendo, Fossen & Kritikos's (2009) conclusions that African women's entrepreneurship development was generally insufficient and plagued by numerous constraints such as culture and religion. Furthermore, they cited entrepreneurial behaviours such as lack of innovativeness, incapability and reluctance in taking calculated risks, lack of determination, and lack of economic independence which posed as challenges. Societies teach women to be sensitive and politely instilling fear and uncertainty in areas that are traditionally constructed as masculine. This emerges from participants who are afraid to leave their jobs and venture into entrepreneurship.

## **9. Conclusion**

According to the study, high societal expectations of educated women, negative attitudes toward entrepreneurship, male chauvinism, security from salaried jobs, and risk aversion are some of the factors that discourage selected highly educated Zimbabwean women from becoming entrepreneurs.

## **10. Future Implications**

The study made the following recommendations based on its findings.

- Women with high academic credentials needed mindset reworking to realise that side hustling in the form of engaging in entrepreneurial activities was critical.
- Through business start-up seminars, workshops, cooperatives, and groupings, appropriate teaching is required to boost these women's confidence in venturing into unknown territory.

## **11. Areas for Further Research**

This particular study focused on factors that discourage selected Zimbabwean women with high educational qualifications to embark on entrepreneurship. Another study could be carried out to find out whether high academic qualifications mean possession of entrepreneurial skills.

## **Conflict of Interest Statement**

The authors declare no conflicts of interest

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