



Empowerment of Women Through Entrepreneurship in Baluchistan

Mehmood Kakar

PhD Scholar

University of Baluchistan (Quetta)

Dr Noor Ahmed

University of Baluchistan (Quetta)

Assistant Professor and PhD Scholar

Abstract

The study examined the factor of entrepreneurship in the context of Baluchistan women. Being a fast-growing but least developed province, Baluchistan, there is a high level of gender inequality related to the lack of schooling and conservative social norms. In the current study, women entrepreneurs' roles have been identified and associated with the factors, e.g. environmental, family, and personal attributes. The study was conducted in the localities of Quetta city with a population of agricultural entrepreneurs; the focus of this research is on female MBA students in Quetta-area universities. Correlation and regression were practical techniques to carry out the analysis. To test these relationships among hypotheses, we used SPSS software for testing the effects of dependent and independent variables. A systematic research design was applied for testing the constructed hypothesis. Descriptive statistics and inferential statistics were used to identify the relationship and impact of the variables. The findings proposed the substantial impact of the factors on the role of women entrepreneurship in the context of Baluchistan.

Keywords: Baluchistan, Women entrepreneurs, Environmental, Family and personal attributes

Introduction:

Entrepreneurship is becoming more and more critical in a modern, competitive economy, and its role in an economy is well-known worldwide. In Pakistan, which is still a developing country, people are still trying to figure out why they need self-employed people who can help the country instead of being served by it. People who want to grow economically cannot do it without the help of women in all areas of their lives. Many academics agree that women can play a big part in the entrepreneurial process. When the institutions work to ensure more gender equality and support for gender equality, the amount of women's contribution to the economy and society changes. Women make up about half of the world's population, but they have less power over their lives and can make less important decisions than men (Revenge and Sudhir 2012). Entrepreneurs help the economy, jobs, and other aspects of well-being by breaking things down and making new things. In Schumpeter's view, the entrepreneurial process is a big part of economic growth. The entrepreneur is the key to economic growth. Many people think that the excellent state of the Indian economy and its prospects is because the government has been making economic changes since 1991. (Kumar, 2007: 12). Since 1991, central and state governments have tried to make it easier for businesses to start and grow. The Government of India (GoI) has many policies to help people start businesses. In the last two decades, much attention has been paid to encouraging women to start businesses. The government is setting up, strengthening, and promoting several institutions that help women start businesses and get money and other help (Kumar, 2007: 1-2; Weinstocks, 2002: 56).

Most of the women who live in rural areas of Balochistan province have small businesses that they run from home and traditional and small businesses that they run from their own homes. Women still prefer to do things that do not require much movement and do not involve much interaction with men. The culture allows them to make money by using skills they already



have. In Balochistan, religious beliefs play a significant role in the culture, especially in honour, because a woman is thought to be the centre of honour for the people.

Women in the province are more likely to be poor because of local traditions. A survey by Shinwari (2008) shows that most Pashtun people think that women should be able to get an education and get better healthcare, but they do not like the idea of women working or becoming more powerful. This study, then, will look at how the SRSP helps women start businesses by giving them small loans in rural areas of Balochistan. The study's findings are expected to raise awareness about the power of women entrepreneurs, who are traditionally limited in how they can organise and run their businesses. They will also be helpful for researchers, policymakers, government and non-governmental organisations that want to help women entrepreneurs.

1.1 Research Questions

The following questions have been asked in order to direct the research and meet the research goals:

1. How do factors that make people want to start their businesses in agriculture help women become more economically powerful?
2. What problems do women face when they start their businesses in agriculture?
3. How do social and cultural factors affect women's economic power in agricultural entrepreneurship?
4. How does women's support in agricultural entrepreneurship affect their economic power?
5. How does economic empowerment affect the rules for women who start businesses in agriculture?

Literature review:

In the 1970s, when empowerment was first articulated formally, Brazilian educator Paulo Freire invented the word in his book *Pedagogy of the Oppressed* (Hossain 2010). In the context of the development debate, "women's empowerment has increasingly become a popular concept" (Parpart 2002 cited in Hossain 2012:20). Empowerment often enhances an individual's spiritual, political, social or economic strength. Encouraging the empowered to believe in their skills is often necessary (Behal 2011). The concept of "empowerment" involves personal development (Mayoux 1998). Empowerment is a social development process that gives people the freedom to make their own decisions (Kabeer 1999).

Additionally, the ability and right to make decisions are part of empowerment. Feminists believe that empowerment encompasses various factors, from financial well-being to artistic gender and preferences (Bali-Swain 2006 referenced in Kulkarni 2011:11). Using Longwe's (1991) framework, it is possible to distinguish between several aspects of empowerment. There is a "welfare" "degree when it comes to essentials." Another measure of equity is the "degree" of access: the extent to which everyone has equal access to education, land, and credit. As a third consideration, consider the "degree" of conscientisation and awareness-raising that has taken place. For the fourth time, the "degree" of participation and mobilisation is defined as the point at which choices can be accepted equally by all parties involved.

Humans have a "degree of control" over their environment when making decisions. Individuals and groups must be empowered to make workable development and life choices and convert these choices into desired actions and outcomes, according to the Longwe structure of the Longwe organisation. Increasing an individual's or group's ability to make sound decisions about their growth and development, as well as to put those decisions into action to achieve the results they wish, is a critical component of empowerment, according to Krishna (2003). (Kulkarni 2011:17). According to Barakat (1994), this empowerment process has resulted in significant change by employing methodologies and local problem-solving



efforts (Nawaz 2010:64). Making judgments and allocating resources are essential (Luttrell et al., 2009).

When defining the term "empowerment," experts like Robert Adams argue that no single definition exists. As a result, people who should be able to use and benefit from the phrase and its associated behaviours may be excluded from such definitions (Luttrell et al., 2009). The term "empowerment" is defined as "the ability of an individual, group, or community to take charge of their circumstances; to exercise power, and to achieve their own goals; it is also defined as the process by which they can assist themselves and others in order to maximise their quality of life." Those who do not have an equitable share of resources, according to one definition, can gain more access to and control over those resources (Luttrell et al., 2009). People who do not have an equal share of resources can obtain access to and control those resources through a deliberate, ongoing process centred on the local community that combines mutual respect, critical reflection, compassion, and collective engagement. The activities of rural development organisations are solely accountable for empowering rural people in their own right. Agriculture growth, social and economic infrastructure development, equal pay initiatives, public health and education initiatives, village planning and nutrition initiatives, and information dissemination are all part of the rural development programme (Luttrell et al., 2009). The activities of rural development organisations are solely accountable for empowering rural people in their own right. Development programmes for rural areas should include everything from agricultural expansion to creating decent pay to affordable housing, public health, education, and village planning. The activities of rural development organisations are solely accountable for empowering rural people in their own right (Ali & Ahmed, 2011).

Development programmes for rural areas should include everything from agricultural expansion to creating decent pay to affordable housing, public health, education, and village planning. The activities of rural development organisations are solely accountable for empowering rural people in their own right. Building social and economic infrastructure, paying a living wage to all, providing adequate housing for the rural populace, preparing for the community's future, and improving nutrition are all part of rural development (Ali & Ahmed, 2011). Rural transformation is frequently referred to as "rural development." According to the United Nations' definition of "empowerment," this phrase refers to policies and practices that aim to empower individuals and communities to advocate for themselves and represent their interests responsibly and self-determined. A process of self-empowerment and professional support can help individuals overcome their emotions of helplessness and lack of influence by teaching them how to understand and utilise their resources. Empowerment is used by many different concepts and disciplines, such as social movements and organisations' research and community development. Empowerment teaches you how to see things from a variety of perspectives. Empowerment's meaning is often more widely known than its definition or description in today's empowerment literature. According to Rappler (1984), empowerment can be easily defined in its absence, but it is more difficult to define how it manifests itself. Is the concept even debatable? - A single definition of empowerment might lead to efforts to accomplish it being formulaic or prescription-like, which is at odds with the concept of empowerment, according to Zimmerman (1984). However, we need a common understanding of what it means to be empowered if we are to consistently assess our programmes and the individuals with whom we engage. According to Bailey (1992), the concept of empowerment used in our efforts and programmes would change depending on the person and the circumstances. It is possible to empower marginalised people directly or with the help of non-marginalised people who are willing to share their access to these opportunities with those on the margins. To counter any denial of these possibilities, proactive measures are also taken. To remove any future need for charity or welfare on the



part of group members, empowerment involves training and building self-sufficiency capacities. It may be challenging to get started with this treatment and finish it. Several advantages accrue to young people who take part in well-established empowerment programmes. Youth inclusion and empowerment practices become part of the company's and the community's ethos (Ali & Ahmed, 2011). These programmes also have a positive impact on adults and organisations. Program improvements and improved participation from young people in the programme stem from becoming more connected and sensitive to the needs of teenagers in the community (Symez, 2012). Women's "Empowerment" is a term used to describe strengthening and developing women's social, economic, political, and legal strength to achieve equal rights for women and instil confidence in them to claim their rights. In both economics and development, the issue of gaining the right to vote has become a hot button issue. This lens can help identify other methods to marginalise different genders in a particular political or social setting. According to the United Nations' definition of "empowerment," this phrase refers to policies and practices that aim to empower individuals and communities to advocate for themselves and represent their interests responsibly and self-determined (Bailey, 1992). A process of self-empowerment and professional support can help individuals overcome their emotions of helplessness and lack of influence by teaching them how to understand and utilise their resources. Girls' and women's education spans various issues and debates surrounding education (from elementary school to post-secondary education to health education) for both genders. Gender equality, educational access, and poverty alleviation are among the subjects covered in this book. Historically, education has been divided along gender lines, and religious teachings on education have also dominated and remain relevant in contemporary discussions about the education of females on a global scale. Single-sex education, religious education, and religious teachings on education are all involved. Feminism's emphasis on the necessity of women's education has raised awareness of its importance, but the topic is far from limited to one area. There are many examples, including AIDS education. There is still a long way to go until free public elementary and secondary education for all students, regardless of gender, is considered the global standard. Many Western countries have seen women outpace men in some country areas when it comes to education. Women earned 62% of associate degrees, 58% of bachelor's degrees, 60% of master's degrees, and 50% of doctorate degrees in the United States in 2005/2006. Disabled women's education has also improved during the past few decades (Nurin and Khalid, 2012). When Giusi Spagnolo graduated from college in 2011, she became the first woman with Down syndrome in Europe. At the University of Palermo in Italy, she received her undergraduate degree. Since her assassination was reduced to her pursuit of an education at a young age, the background surrounding Malala's shooting was completely ignored (Syed et al., 2016). They did not raise concerns about American intervention, poverty or government corruption. Women's education has been shown to benefit their health and economic future and their communities by raising the educational attainment of young women. When a mother is illiterate or has no education, her child's mortality rate is twice as high as when she is educated. In the world's poorest countries, half of all female secondary school students do not complete their education. According to a study, girls' lifetime wages improve by 15% for every additional year of schooling they complete (Nurin and Khalid, 2012). In order to raise the standard of living for their children, women spend a larger percentage of their income on their families than men. However, despite this, several obstacles stand to female education. Some African countries, including Burkina Faso, do not allow female students to use the school's private bathroom, which is one of the reasons they are unlikely to attend school. Each jurisdiction's education system is unique in terms of administration, curriculum, and staff, but all have an impact on pupils. Women's rights have grown, and formal education has become a sign of progress and a step towards gender equality (Moolji, Gynsee & Stidla 2015). A



comprehensive approach is needed to achieve true gender equality. Girl power and women's education as answers to eradicating violence against women and economic dependency on men are likely to take precedence, obscuring how context, history, and other variables affect women (Khoja-Moolji, 2015). She used girls' education as a focus point, history, and issue to which she responded when she linked Malala Yousafzai's tragic death in Pakistan to the kidnapping of schoolgirls in Nigeria. Education has always played an important part in the development of human society. In addition to the beginning of an individual's knowledge, information, and consciousness, this will likely herald the beginning of a strategy for holistic development and transformation.

Khoja-Moolji, (2015) Women's ability to build social networks based on mutual respect and equality and their development of the crucial social good of self-respect are intimately linked to their educational attainment. Additionally, it is vital for mobility (utilising work and political participation) and health and quality of life (through the connection to bodily integrity). As a result of education, women can engage in politics and ensure that their thoughts and concerns are considered when drafting public policy.

Women's access to the legal system is just as important as men's. Syed et al. (2002) Pakistani women's education is influenced by their religious and cultural traditions, which must be considered. Understandably, some women would prefer to maintain their conventional roles simply because they are used to them and have grown up with them. It would be an enormous advantage for women to have the power to make their own decisions. To be informed or to keep the status quo, they must at the very least be aware of the viewpoints of all parties involved. Human resource development and economic growth are intertwined, and education is an essential part of both. According to the World Bank, individual productivity and efficiency are improved, and a well-trained workforce is created that can guide the economy toward long-term growth and prosperity.

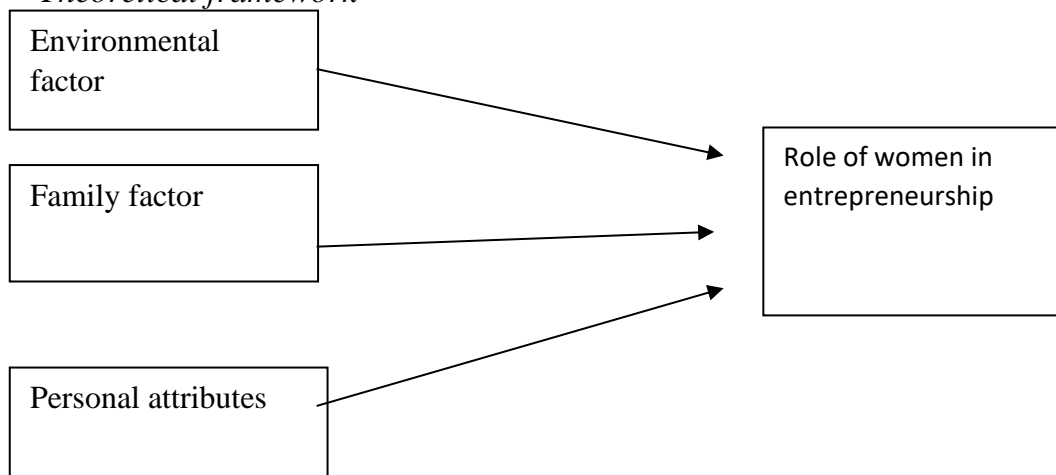
Another thing to consider is that, while investing in women's education offers a greater overall return, investing in men's educational opportunities pays off more quickly, especially in elementary school. That means parents who were planning on sending their kids to elementary school alone may now put their males' education ahead of their daughters'. Women's education may be hindered by social gender conventions that limit its potential to promote gender equality for women (Jasmin & Jeasn 2002).

(Bysne & Gn, 1991) Women's education should not be viewed solely as a tool to make them more attractive as potential wives. Some academics do not deny that women's education positively impacts growth; rather, they question the methodology used in the research that indicates it does. The difficulty of comparing educational attainment is a problem acknowledged by academics. Even though the number of years spent in school is the same in the two countries, the quality of the education provided during those years may be vastly different. When it comes to what is referred to as "primary school," the definitions vary widely from country to country. There is a lack of data on education in developing nations, whereas data on education in wealthy countries is abundant. Is it possible to extrapolate this to other countries with growing economies? While the economic benefits are primarily accepted, there is some debate over how to measure the social benefits, and there is some difference in research. Through education in logic and analytical reasoning and the acquisition of knowledge and values that are beneficial to the advancement of society, education aids in the development of one's mind. The organisation, management, and administrative skills can all be improved. Self-esteem and the well-being of society are directly influenced by education, which has a positive effect on both.

Consequently, Pakistan can accomplish social and human growth and equality of gender by boosting female higher education. Women's educational gains outweigh those of men on average, according to numerous empirical researches, proving that women's educational gains

outweigh those of males. Child survival, health, and educational attainment have all been demonstrated to improve when more women have a higher education level. Because it lowers the average level of human capital in the population, a country's economic growth will be harmed if more women drop out of school. (Jasmin & Jeaasn 2002) According to developmental economists, educating women lowers fertility and infant mortality in developing nations while raising educational attainment amongst children. Gender disparities negatively impact growth in the economy in educational attainment. "Based on the regression analysis results, it has been found that the ratio of literate females to literate males and the overall literacy rate all have a positive and substantial effect on economic growth in their respective countries. Chaudhry (2007) studied the link between Pakistan's economic growth and gender imbalance in education. Time series data from many different places were sourced from a secondary source. As part of his research, he created several regression models with just a little explanatory power. Literacy rate, enrollment ratio, and the proportion of literate females to literate males all statistically significant impacts on economic growth. The gender imbalance has negatively impacted economic growth in early childhood schooling. According to Chaudhry (2009), rural poverty in southern Punjab (Pakistan) can be reduced by reducing the household size and dependency ratio, boosting education and expanding female labour involved in the agricultural sector. With data he obtained from the Asian Development Bank's project region, he used logit regression models for the estimation. The researchers found that increases in dependency and household size are associated with a rise in poverty. As it promotes work and discourages poverty-related behaviours, education has a statistically significant inverse association with the prevalence of poverty. Women's well-being would be enhanced, but so would productivity in the workforce, since more firms would be able to compete for the best and brightest workers". Women's education should be prioritised by development and feminist economists since it will positively impact the entire community.

2.2 *Theoretical framework*





3. Research Methodology

It is a systematic way to solve the problem. It tells each step of research and how the research is performed. In the context of the study, research design refers to all decisions made by the researcher in the planning of the study, including strategy, methods, unit of analysis, and research variables. The research design can be defined as a strategy adopted by a researcher to study a particular research problem. Research in both the study and the literature review relies on quantitative methods to examine the effects of various variables. The standard deviation number displays the difference between one respondent and another, with a smaller value considered better, while the descriptive analysis refers to the demographic element. A correlation analysis is used to investigate the relationship between all model variables. The independent and dependent variables' relationship can be predicted with the help of the regression analysis.

The hypothesis will be tested using the following statistical tool:

- Correlational research.
- Regression analysis
- Statistics that describe

The researcher also presented other methods for verifying dependability and validity. To ensure validity and reliability, selecting appropriate models and theories relevant to the study topic and issue statement and consistently providing them is necessary.

According to Babbie & Mouton (2009), the item, phenomenon, entity, process, or event that a person wishes to investigate is the unit of analysis. The focus of this research is on female MBA students in Quetta-area universities.

For this study, there are three independent variables and one dependent variable.

The research was carried out for scholarly purposes. To obtain results, quantitative techniques are applied. The descriptive analysis is a demographic analysis in which the mean reveals the consumer's proclivity toward a particular reaction, and the standard displays less variety. A lower standard deviation value is preferable. Rahual Argha (2014) used descriptive statistics and factor analysis to conclude his study on Online shopping: A study of factors impacting the online purchasing of products in Kolkata.

Descriptive statistics provide results about variables such as mean, standard deviation and inferential statistics to test the hypothesis. I have used both descriptive and inferential statistics to test the hypothesis and draw results in this study.

The following statistics tool has been applied to test the hypothesis:

- Correlation Analysis
- Regression Analysis
- Mean, Standard Deviation
- Reliability analysis

Using these stats, we can better understand what the data is saying. A bar graph shows the data's average, std dev, and percentage.

All variables in the model are examined using correlation analysis to see if there is a correlation between them. Here, it will be used to see if variables are positively or negatively correlated and, if so, to identify those with higher and those with lower correlation.

Using regression analysis, you may determine the relationship between the independent and dependent variables.

Because I have one dependent variable and five independent variables, I will apply multiple regression analysis in my study. This study reveals how much the independent variable has changed due to the presence of the independent variable.

A reliability analysis determines the quality of the item used to collect primary data. The extent to which data collection methods yield consistent results is shown through reliability analysis.

4. Results

4.1 Reliability analysis

Table: 4.1 Reliability Analysis

Item	Reliability
Environmental factor	.800
Family factor	.837
Personal attributes	.700
Role of women in entrepreneurship	.837

The above table shows the Reliability of all items. The Reliability of convenience is .800, which is excellent. The Reliability of the price is also excellent. The Reliability of change in perception due to advertising is .700, which is good and shows the consistency of results. The Reliability of the role of women in entrepreneurship is excellent.

4.2 Descriptive Statistics

**Table No 1
Descriptive Statistics**

	Mean	Std. Deviation	N
ROWE	3.42	.969	320
EF	3.44	.831	320
FF	3.39	.970	320
PA	19.87	.774	320

The above table shows the average response of the respondents, and on average, respondents have shown neutral responses towards the variables, and the deviation in responses is not so high, which means that respondents have the same opinion towards variables.

**Table No 2
Correlations**

		ROWE	EF	FF	PA
Pearson Correlation	ROW	1.000	.497	.374	.492
	E				
	EF	.497	1.000	.667	.658
	FF	.374	.667	1.000	.513
	PA	.492	.658	.513	1.000
Sig. (1-tailed)	ROW	.	.000	.000	.000
	E				
	EF	.000	.	.000	.000
	FF	.000	.000	.	.000
	PA	.000	.000	.000	.
N	ROW	320	320	320	320
	E				
	EF	320	320	320	320
	FF	320	320	320	320



	PA	320	320	320	320
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Pearson correlation shows the intensity of the relationship among the variables. ROWE has positive weak relations with all variables, while EF has a moderate positive relation with FF and PA and a weak positive relationship with ROWE. FF has a moderate positive relation with EF and PA while keeping positive with ROWE. PA has a moderate positive relation with EF and FF, while ROWE has a weak positive relationship.

The Sig. (1-tailed) shows the significance of the relation. The ROWE has significant relationships with all variables because the p-value is less than 0.05.

Table No 3

Variables Entered/Removed

Model	Variables Entered	Variables Removed	Method
1	PA, FF, EF ^b	.	Enter
a. Dependent Variable: ROWE			
b. All requested variables entered.			

Table (Variables Entered/Removed) describes that one model is being reported. It shows that all the independent and dependent variable is being entered. It also helps in understanding whether any variable is removed or not. Moreover, the fourth column shows that each independent variable is entered in the usual fashion.

Table No 4

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.544 ^a	.296	.290	.816
a. Predictors: (Constant), PA, FF, EF				

(Model Summary) reflects the Model Summary and regression coefficients "R" = 0.554 or 55.4, indicating a positive correlation between the dependent variable (customer purchase intention) and the independent factors. The coefficient of determination "R²" = .296 indicates that independent variables explain 29.6 per cent of the variation in consumer purchase intention. The adjusted R square provides a more precise estimate, indicating that independent factors cause 29 per cent of the change's independent variables.

Table No 5

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	97.394	3	32.465	48.710	.000 ^b
	Residual	231.935	348	.666		

Total	329.328	351
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a. Dependent Variable: ROWE

b. Predictors: (Constant), PA, FF, EF

A p-value of less than 0.05 means that the null hypothesis is rejected and the alternative hypothesis is accepted, which is that women's entrepreneurial roles have a positive relationship with environmental factors, family factors, and personal attributes. The p-value of less than 0.05 means that the alternative hypothesis is accepted.

A valid regression model is one in which there is a significant correlation between the dependent and independent variables. Because all independent variables must explain some kind of correlation with a dependent variable, regression models must be valid.

4.3 Hypotheses testing:

The regression coefficient 1=.283 in the table suggests that one unit increase in the environmental component can increase the ROWE by .283, which is significant, and H1 is acceptable because the p-value of the environmental factor is .000, which is less than 0.05.

The regression coefficient 2=.039 indicates that one unit increase in the family component reduces the participation of women in entrepreneurship by .039. This is noteworthy because the P-value is less than 0.05, and H2 is accepted.

The regression coefficient 3 =.286 indicates that increasing personal qualities by one unit improve women's entrepreneurship participation by 286. This is noteworthy because the P-value is less than 0.05 and H3 is accepted".

Table No 6
Coefficients

Model	Unstandardised Coefficients		Standardised Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.001	.206		4.858	.000
EF	.330	.081	.283	4.073	.000
FF	.039	.061	.039	.643	.500
PA	.058	.012	.286	4.741	.000

a. Dependent Variable: ROWE

Hypothesis:

H1: Environmental factors have a substantial favourable impact on women's roles as entrepreneurs in Baluchistan.

H2: Family characteristics have a substantial impact on the position of women entrepreneurs in Baluchistan.

H3: Personal characteristics have a significant impact on the performance of women entrepreneurs in Baluchistan.

Despite spending most of their time away from home, the ladies of Baluchistan have inherited a rich embroidery culture. The demand for needlework in the region and elsewhere in the United States suggests satisfaction.

5. Conclusion

The province of Baluchistan in Pakistan is the least developed. Baluchistan has higher levels of gender disparity than other provinces, which can be linked to a lack of education and strict



societal standards and higher poverty levels. According to the labour pressure Survey 2010-11, the proportion of females engaged in labour pressure in Baluchistan was 6%. This is much lower than the national average of 15% or the Punjab province average of 20%. The majority of girls lack mobility and are frequently absent from their homes. Most girls concerned with agriculture are members of an unpaid circle of relatives, and their ownership of large property or land is rumoured to be limited. Accounting for 44 per cent of the country's total geographical area, but it only has 7.1 million inhabitants, accounting for 5.1 per cent of the entire population. With 7.1 million inhabitants or 5.1 per cent of the national population, it is Pakistan's most populated province. The province is exceptionally arid and remote, and it is the least developed of Pakistan's four provinces, with poverty levels well above the national average. Unacceptable road and track conditions in rural locations of the province and barriers to accessing public services such as safe drinking water, healthcare, and education are all typical occurrences in rural communities. According to the World Bank, Baluchistan has the lowest Human Development Index (HDI) of any Pakistani province and the slowest rate of HDI increase between 1998 and 2005.

5.1 Discussion

Educational opportunities for a country's citizens significantly impact its development and well-being. Powerful transformation can be achieved with its use. A country's national goals can be achieved through creating minds that have the information, skills, and competencies necessary to shape the country's future. Many people agree that literacy and primary education are critical to social equity, economic prosperity, social well-being, and stability. (Ahmed et al., 2020) Prioritising women's education entails addressing a wide range of issues, from improving the health and status of women and girls to providing quality early childhood care, ensuring adequate food, water, and sanitation, and fostering community participation in decision-making processes. There are only a few instances in history where their education aided the advancement of women. In locations with a high poverty level, the economic benefits of investing in women are significantly smaller than in other areas. Women's education, in some situations, is inferior to that of men, which reduces its utility. This issue is frequently accompanied by implementation of a so-called "hidden curriculum" in schools, which promotes particular views and ideologies in the students. Educated women may choose lower-paying traditionally female employment over higher-paying alternatives because of the emphasis on male dominance, which has adverse economic and societal effects (Ahmed et al., 2020).

5.2 Recommendations

The study has the following recommendations;

1. The study recommends that women in Balochistan should take the initiative in agriculture and handicrafts
2. Government should support businesses by giving them small loans in rural areas of Balochistan
3. NGOs and welfare institutions must raise awareness about the power of women entrepreneurs, who are traditionally limited in how they can organise and run their businesses



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