

Measuring Success Beyond Profit: An Exploration of Professional Fulfillment among Women Entrepreneurs in Kerala's Early Childhood Education Industry

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Abstract: *For the purpose of this research, 384 women who are in charge of preschools in Kerala were questioned about the things that provide them joy and a sense of accomplishment. The researchers came to the conclusion that there are three primary factors: having the flexibility and time to create a balance between work and family life, having enough money to keep the school running, and having employment that is meaningful and benefits other people. It is estimated that around sixty percent of the reasons why women experience a sense of fulfillment may be attributed to these three variables. The findings of the survey also showed that the factors that contributed the most to their overall satisfaction were having flexibility and a healthy work-life balance, while the factors that made them the happy about their occupations were feeling respected and valuable in their positions. Money was also a factor, but not as much as it was for them. In light of this, the researchers are of the opinion that we need to provide these women a greater degree of support, regulations that are equitable, and friendly help in order to enable them to continue doing what they like and to have a more fulfilling life.*

Keywords: Women Entrepreneurs, Early Childhood Education, Professional Fulfillment, Factor Analysis, Work-Life Integration, Kerala, Edupreneurship.

I. INTRODUCTION

It's not just about the money; many people do it because they want to be of service, get a sense of accomplishment, and be a part of something that counts. Due to the fact that families, outdated regulations, and schools all make it difficult, women often choose careers that seem to be "right" for them, such as teaching young children. Preschools and play schools are maintained by a large number of women in Kerala (Barbosa et al., 2024). These women combine care with innovative business concepts and provide assistance to their communities. Due to the fact that people in Kerala read a lot and are helpful to one another, the state seems to be prepared for this; nonetheless, outdated notions about who should be employed continue to persist. People are more likely to accept women who work in childcare, which is a positive development; yet, it also has the potential to make their labor seem less significant, as if it were only a pastime rather than a legitimate career. In spite of this, these women are redefining what it means to be successful (Tisu et al., 2023). They want financial security and safety, but they also want independence, respect, and opportunities to do what they love while also assisting people.

People often call the industry a "pink-collar ghetto" because that's where a lot of women's work is done, and it might not be valued as much as it should be or meet some social expectations. Because of this, a woman who owns a preschool in Kerala has experience as a businesswoman, teacher, community member, and family caregiver. This many-hats mentality will always shape her goals and what she thinks is a successful business (Chatterjee et al., 2022).



There has been an increasing acknowledgment in both international and national discourses on entrepreneurship regarding the limitations imposed by a solely profit-oriented evaluation framework. Sarasvathy (2008) and other supporters of effectuation theory have been saying for a long time that non-economic factors like wanting to be independent, being your own boss, and controlling your own future are common reasons why entrepreneurs act the way they do, especially when they are starting a business. In many cases, these non-economic reasons are stronger for women. Brush, de Bruin, & Welter (2009) emphasize the necessity of adopting a "5M" framework for comprehending women's entrepreneurship, which incorporates not only the conventional Market, Money, and Management aspects but also critically integrates Motherhood and Macro/Meso contexts. It is not just about making money for many women in Kerala who run preschools; it is about feeling proud, helping children, and being a part of the neighborhood (Central Square Foundation 2023). There are rules from the state, what people expect, and friends and families who help, and all of these things shape how these little schools begin and grow. In Kerala, running a preschool is like being a mother, a boss, and a teacher all at the same time. There are a lot of these schools that used to be in people's homes, but now they have signs and uniforms and are more like real businesses. This is because more mothers are working, and everyone knows that early learning is important. As a result, there are a lot of opportunities, but there are also challenging new things like branding and competition, and women who just want to teach and care for their children are sometimes concerned about these things. Some locations are managed by the government and are referred to as Anganwadis, while others are private. Sometimes these two types of locations mix together, which causes everyone to have to continuously modifying their plans. That balance is different here since it is not two distinct things but rather one interwoven existence that offers purpose. Being a preschool boss means that you have to combine family and school issues every day, and sometimes work and home are the same location (Banu et al., 2022). There is a brilliant theory known as capacity theory that asserts individuals should be free to pursue the things that really matter to them. This is precisely what many of these women want: to be creative, to assist their community, and to maintain their independence (Puri et al., 2022). They create these schools because they are loving and have a want to learn in their hearts, but they also have to deal with the responsibilities at home, the social norms, and the heavy labor of operating a school. The small things that make them happy carry a lot of weight, such as receiving a thank-you card from a parent, hearing a kid giggle, or seeing another woman get employment. This article examines their experiences as if someone were asking how it really feels, rather than only focusing on the stats, and it poses questions such as "what is a great day?" and "how do little wins and worries change how they feel?" Due to the fact that their lives are comprised of being instructors, employers, mothers, and leaders all at the same time, the research makes significant use of attentive listening in order to determine what success means to them. These women use their networks to get assistance, trust, and teamwork from parents, teachers, and neighbors; they create jobs for other women; and they talk with local officials to make better preschools, which makes the entire community stronger. In addition, making friends and good connections, also known as social capital, is a significant factor in the success of these women. According to them, success is not only monetary; rather, it is characterized by smiles, respect, a sense of purpose, and the sensation of leaving something positive behind.

STATEMENT OF THE PROBLEM

Profits, growth, and market share are the typical metrics that are used to evaluate the performance of entrepreneurs; nevertheless, these metrics fail to take into account a significant portion of the factors that are important to these women. In order to fully understand and assist them, we need to go beyond balance sheets and include factors like as purpose, flexibility, family obligations, and the social and legislative settings that impact their choices (Contreras-Barraza et al., 2021).

A good month isn't enough for a woman entrepreneur to be successful. It's also a special thank you from a parent to see their child read their first book of three-letter words, to make a space where her female staff feels seen, heard, and recognized for who they really are, and to keep a balance between the needs of the school at home and abroad without losing sight of what matters most to her.



There have been big changes in early childhood education all over the world, including in India. Kerala is no different. From being something you do for fun at home to being part of a formal, competitive, and very commercialized industry. More mothers are going to work, nuclear families are becoming more common, and people are becoming more aware of how important early brain development is (Gardiner et al., 2024). This has made the need for good preschool education much greater. All of these things show that people want to do better in school and make more money. In Kerala, there are a great number of little preschools as well as some large, dazzling preschools. The women who operate these preschools are both thrilled and frightened because they have the opportunity to create new opportunities, but they also have to do more, such as advertise and obey the laws. Considering that the government also operates Anganwadis, these ladies are attempting to demonstrate why their schools are unique by providing excellent care and gaining the confidence of the parents. When people establish preschools, it's not simply for the sake of making money; they do it because they want to teach, because they want to serve children, and because they want to be independent. But it is also difficult since they have to perform housekeeping, listen to family members, and manage the school all at the same time, which means that home and work are not distinct but rather blend together. Not only does this research want to know how much money they earn, but it also wants to know what makes people happy and proud. It asks minor questions such as "what makes a good day?", among other things. or "how do you feel when a parent is angry?" It examines their experiences, sentiments, and the multiple roles they play in their lives, such as being a teacher, a boss, a mother, and a neighbor, as well as how all of these things converge. Due to the fact that these women are constructing more than just enterprises, they are also building love, learning, and a brighter future for children and the community as a whole, the researchers believe that we need to establish guidelines and provide assistance to those who understand their whole existence (Binder et al., 2024).

Access to resources is yet another part of this complicated problem. Women entrepreneurs all over the world have trouble getting formal financing, but in Kerala ECE, the problem is a little different. Banks and credit unions often think that small service-based businesses in a "soft" industry are risky or slow to grow, which makes it hard for them to get the loans they need to grow and improve their facilities. Building strong professional networks, also known as "social capital," is harder than getting money. Men in clubs, associations, or socializing opportunities can also help male entrepreneurs by sharing information, mentoring, and making business deals. Women entrepreneurs, particularly in gendered industries, frequently lack membership in such networks. Their networking often constitutes a "homogeneous network," primarily connecting them with similar women rather than facilitating access to diverse resources, potential clients in non-gendered sectors, or influential policymakers. It means they don't know much about the market, don't have a good strategic plan, and can't grow because they are in a very small, often crowded market. Then, of course, there is the bigger problem of visibility and representation in the whole ecosystem in Kerala and India as a whole. The tech founder or industrialist, who is usually a man, is the most famous image of a successful entrepreneur in the media and in policy. This story mostly ignores the women who are building small but necessary educational systems in their communities. The lack of recognition and support for the above at a sectorial level can be seen as a discursive erasure (in terms of contribution to human capital formation, sense of community building, local economic impact) that undermines e and keeps the cycle of marginalization going.

Ultimately, the issue this project aims to investigate is not merely a political challenge regarding the 'unlocking' of barriers to entry; rather, it is a multifaceted, multi-scalar concern situated at the crossroads of gender, labor acquisition and processing, educational development, and cultural dynamics. This is the question of how women entrepreneurs experience early meaning-making, satisfaction and success in the context of Kerala's childhood education industry which both affords and prohibits their activities. This is accomplished by rigorously examining the limitations of existing entrepreneurial theories to incorporate women's experiences, contesting Andrea L. Dobson's daily negotiation of gendered role expectations. "Competition for Resources" was written under the title "Experimenting with Disruption" and addresses the perplexing or inadequately understood elements of negotiation within a gendered market segment and the operational challenges in an unclear regulatory landscape.



II. NEED AND SIGNIFICANCE OF THE STUDY

The necessity for this research arises from the fact that no one has really paid careful attention to the women who operate preschools in Kerala, despite the fact that they do a great deal of crucial labor that is sometimes overlooked. This demonstrates that these women are not just interested in financial gain; they also want to be respected, to spend time with their families, and to have the flexibility to do their jobs in the manner that they believe is most effective. The research provides adults who are responsible for making laws with the knowledge necessary to understand how to provide the appropriate sort of assistance, such as modest loans, helpful training, and more lenient regulations that do not shut down little home schools. In addition, it informs us that these preschools are beneficial to children, parents, and the whole community; hence, providing assistance to them helps communities become more robust. This study, in a nutshell, provides women who are entrepreneurs in the field of education a voice, demonstrates why their work is important, and suggests methods to improve both their lives and their enterprises.

III. THEORETICAL BACKGROUND OF THE STUDY

This research does not fit neatly into a single conceptual box; rather, it draws inspiration from a wide variety of sources in order to acquire a comprehensive understanding of the situation of women who manage preschools in Kerala (Hossain et al., 2025). The idea is that their experiences are not only based on economic factors; rather, they are intertwined with societal expectations, cultural significance, and personal significance. As a result, the framework incorporates feminist economics, institutional theory, the capacity approach, intersectional feminism, and a little bit of social psychology in order to provide a more comprehensive picture of how these women define and maintain success. The field of feminist economics encourages us to reconsider the definition of "economic activity" and the individuals who are considered to be "entrepreneurs." When women transform their caring talents into preschools, they are formalizing something that was previously considered to be something that was taken for granted. A significant amount of care labor used to be unpaid or without recognition (Central/Indian policy source: Government of India, 2020). This gives rise to a conflict, which is frequently referred to as the "care commodity dilemma," about the manner in which one might set the price of care without diminishing its ethical worth. In a nutshell, the concept of entrepreneurship in the field of early childhood education is not limited to only making a profit.

Because of intersectional feminism, we are reminded that "women" do not constitute a single group. All of these factors—caste, class, religion, geography, and education—have an impact on the path of an entrepreneur (Bonny et al., 2022). An urban woman with an education has quite different challenges and supports than a woman who comes from a rural background and belongs to a lower caste. The concept of intersectionality is useful for illuminating the ways in which overlapping systems of privilege and deprivation influence access to resources and respect.

More layers of complexity are added by social psychology and gender theories. The Theory of Planned Behavior demonstrates how attitudes, conventions, and perceived control influence people's intentions. In collectivist societies like as Kerala, social worth and family honor may be just as important as financial gain (Sebastian et al., 2024). The social role hypothesis provides an explanation for why early childhood education (ECE) seems to be a "fit" for many women. Since society expects women to be nurturing, preschools offer an appropriate venue for women to get experience in both caregiving and business (Ruby et al., 2023). Women, on the other hand, are in a difficult position because they must be self-sufficient enough to manage a company while simultaneously being compassionate enough to fulfill the expectations of society (IIM Kozhikode & Kudumbashree initiative, 2025)

One last aspect to consider is that institutional entrepreneurship highlights the fact that people may bring about change even inside restrictive structures. It is not enough for women who administer early childhood education centers to just adhere to the regulations; they must also be able to adapt, negotiate, and sometimes even push the system in new directions.

When taken as a whole, these viewpoints provide a more comprehensive and humane perspective on the entrepreneurial endeavors of women in the field of early childhood education (Taneja et al., 2024). This perspective acknowledges the emotional motives as well as the practical problems that women encounter.



Research Objectives

To identify the underlying dimensions (factors) of professional fulfillment among women entrepreneurs in Kerala's early childhood education industry.

Analysis: Exploratory Factor Analysis (EFA)

To examine the relationship between the identified dimensions of professional fulfillment and the overall satisfaction of the entrepreneurs.

Analysis: Pearson Correlation Analysis

To determine the influence of the key dimensions of professional fulfillment on the overall life satisfaction of the entrepreneurs.

Analysis: Multiple Linear Regression

IV. ANALYSIS AND DISCUSSION

Objective 1: Factor Analysis

Method: Exploratory Factor Analysis (EFA) was conducted on 20 statements (items) measured on a 5-point Likert scale (1=Strongly Disagree to 5=Strongly Agree). The principal axis factoring extraction method with Promax rotation was used to identify the underlying latent constructs.

Table 1: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy	0.891
Bartlett's Test of Sphericity	
Approx. Chi-Square	4289.215
df	190
Sig.	.000

Table 2: Total Variance Explained

Factor	Initial Eigenvalues	Extraction Sums of Squared Loadings	Rotation Sums of Squared Loadings				
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	7.452	37.262	37.262	6.891	34.453	34.453	5.921
2	3.128	15.642	52.904	2.845	14.227	48.680	4.123
3	2.015	10.077	62.981	1.782	8.912	57.592	3.254
4	0.987	4.937	67.918				

The three extracted factors have a cumulative variance of **57.592%**, which is considered acceptable in social science research. This means these three factors explain nearly 58% of the total variance in the responses to the 20 statements.



Table 3: Rotated Factor Matrix (Pattern Matrix)

No.	Statement	Factor 1: Socio-Emotional Fulfillment	Factor 2: Autonomy & Work-Life Integration	Factor 3: Economic Viability & Growth
1	I feel a deep sense of purpose in contributing to children's development.	0.872	0.102	-0.045
2	My work is highly valued by the parents and the community.	0.815	0.054	0.118
3	I have created a positive and supportive environment for other women.	0.798	0.213	-0.003
4	The gratitude from children is a major source of my job satisfaction.	0.764	-0.087	0.156
5	I am respected as an educational leader in my locality.	0.721	0.145	0.234
6	My work allows me to be a positive role model for my own family.	0.683	0.298	-0.121
7	I have the freedom to set my own work schedule.	0.156	0.901	0.078
8	Running this play school allows me to effectively balance my family responsibilities.	0.098	0.867	-0.034
9	I have the autonomy to make all important decisions regarding my business.	0.223	0.802	0.195
10	I can implement my own educational philosophy and teaching methods.	0.345	0.745	0.102
11	The flexibility of this work reduces my stress compared to a regular job.	-0.045	0.698	0.312
12	My business generates sufficient profit to support my family comfortably.	0.104	0.112	0.885



13	I am confident about the financial growth and sustainability of my venture.	-0.021	0.245	0.842
14	The income from this play school gives me a sense of financial independence.	0.178	-0.034	0.821
15	I have been able to reinvest profits to improve infrastructure and quality.	0.256	0.187	0.793
16	I face intense competition from other preschools. (R)	-0.102	0.045	-0.234
17	Regulatory compliance is a major challenge for my business. (R)	0.088	-0.156	-0.198
18	I struggle with managing the administrative aspects of the business. (R)	-0.334	0.102	-0.412
19	Finding and retaining qualified staff is difficult. (R)	-0.198	-0.045	-0.521
20	Societal expectations about my gender roles sometimes hinder my business growth. (R)	-0.445	0.278	-0.308

Extraction Method: Principal Axis Factoring. **Rotation Method:** Promax with Kaiser Normalization. a. Rotation converged in 6 iterations.

(R) indicates a negatively worded item that was reverse-coded before analysis.

Interpretation:

Factor 1: Socio-Emotional Fulfillment is defined by high loadings on items related to purpose, community value, respect, and creating a positive impact. This factor captures the non-monetary, affective rewards of the profession.

Factor 2: Autonomy & Work-Life Integration is defined by items concerning freedom, flexibility, balance, and decision-making power. This factor highlights the key motivational driver of being one's own boss.

Factor 3: Economic Viability & Growth is defined by items related to profit, financial independence, and business sustainability. This factor represents the traditional, yet crucial, economic dimension of entrepreneurship.

We used Factor Analysis to help us find the main goal of finding the dimensions of professional fulfillment by narrowing down the data we had to look at. The fundamental premise of this analysis is that despite posing 20 distinct questions (observed variables), the responses provided by individuals are fundamentally derived from a significantly smaller array of psychological constructs, or factors, that remain unobservable. Verifying the information The analysis commenced with an evaluation of data suitability, as indicated by the KMO (Kaiser-Meyer-Olkin) measure and Bartlett's Test of Sphericity. A KMO value of 0.891 is very high, which means that the 20-item statements are very similar and clear. This is what makes it good for factor extraction [27]. Table 1 (Factor Loadings for Each Factor Pattern) shows the EFA loadings for 2, 4, and 5 factors. It does not include any that are less than 0.6, as Tabachnick et



al. [30] say to do. In short, the data is easy to get for this kind of analysis. Bartlett's Test ($p < .001$) also showed that the data was not homoscedastic, which showed that the correlation matrix is not an identity matrix. This shows that the variables are strongly related to each other, which is important for finding any common factors. Without this meaning, there would be no way to find structure.

Then, the extraction and rotation process tries to find this hidden structure. In this case, the "Total Variance Explained" table is important because it shows that our extracted three factors, which were created using factor analysis, covered 100% of the total variance of all 20 original variables. In the social sciences, where human attitudes are hard to counteract and cross, using just three factors to explain 55% of the variance is a huge success. This means that we have gotten most of the important information into a model that is much simpler. This is where "Rotated Factor Matrix" really shines in terms of interpretation. In Promax rotation, the factors are permitted to correlate, which is a reasonable assumption for psychological constructs. Additionally, the method seeks to achieve a "simple structure" in which each item predominantly loads on one factor while loading minimally on others, thereby enhancing the distinctiveness and interpretability of the factors. The three-factor solution that was based on real data was pure enough. Socio-Emotional Fulfillment was the most important factor, with high loadings on items related to purpose, community, and respect. Two eafs A shallow reading of the visual data would put all married women with kids in the same group. However, when it comes to satisfaction, some women seem to care most about that, while others seem to get the same level of satisfaction through other self-regarding behavior.

Objective 2: Correlation Analysis

Table 4: Pearson Correlation Matrix (N=384)

Variable	Mean (SD)	1	2	3	4
1. Socio-Emotional Fulfillment	4.45 (0.52)	1			
2. Autonomy & Work-Life Integ.	4.20 (0.67)	.412**	1		
3. Economic Viability & Growth	3.85 (0.81)	.287**	.234**	1	
4. Overall Career Satisfaction	4.30 (0.61)	.721	.598	.485	1
5. Overall Life Satisfaction	4.15 (0.70)	.643	.682	.381**	.754

** Correlation is significant at the 0.01 level (2-tailed).

After determining these characteristics, the next step was to investigate how they are connected to wider entrepreneurial outcomes. More specifically, we wanted to know how these dimensions influence the total level of pleasure that women experience in their lives and in their jobs. The Pearson Correlation technique was used in this particular situation. In layman's words, correlation is a statistical technique that shows us how strongly two items move together and in which direction they move. In order to determine if changes in one component could have an effect on another, this is an essential initial step.

In this research, we concentrated on investigating the connections between two primary outcomes, namely career satisfaction and life satisfaction, and three critical dimensions: socio-emotional fulfillment, autonomy and work-life integration, and economic viability and growth. Career satisfaction and life satisfaction are the two most important outcomes. A clear and informative picture of the ways in which these elements are related to one another was created by the correlation matrix that was produced as a consequence.



The high positive association between socio-emotional fulfillment and career satisfaction ($r = 0.721$) was one of the most startling results that was discovered. Women who find purpose in their job, who are appreciated by their community, and who take pleasure in the development of the children they teach are the ones who are most content with their professions. To put it another way, women who feel emotionally fulfilled in their work are also the ones who feel the most satisfied with their employment. Not only is it important to manage a prosperous firm, but it is also essential to engage in work that actually feels like it is worth doing. It seems that the emotional connection they have with one another, as well as the feeling of being a part of something bigger, is the basis of their professional pleasure. In addition, there was a significant and robust correlation between autonomy and work-life integration, particularly with regard to life satisfaction ($r = 0.682$ respectively). Moreover, this is a significant discovery since it reveals that the satisfaction of these women goes beyond the confines of their professional lives. It seems that having the ability to manage their time, to make choices on their own, and to have a feeling of control over both their house and their company makes a significant difference in the overall quality of life that they experience. In the eyes of many people, being an entrepreneur is not simply a job; rather, it is a means of creating a life that is well-balanced and self-directed. It is interesting to note that the financial dimension, which is known as Economic Viability and Growth, established a positive link with the satisfaction measures, although one that was somewhat weaker. To put it another way, monetary wealth is important, but it is not everything. Not only does having a secure financial situation help to a feeling of safety, but the emotional, relational, and personal aspects of one's life are the ones that carry the greatest weight when it comes to experiencing a sense of fulfillment and happiness.

Objective 3: Regression Analysis

Method: A Multiple Linear Regression was performed to test if the three factors significantly predicted the respondents' **Overall Life Satisfaction**.

Model:

$$\text{Overall Life Satisfaction} = \beta_0 + \beta_1(\text{Socio-Emotional Fulfillment}) + \beta_2(\text{Autonomy \& Work-Life Integration}) + \beta_3(\text{Economic Viability \& Growth}) + \varepsilon$$

Table 5: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.791	.625	.622	0.431

The regression model explains 62.5% of the variance in Overall Life Satisfaction ($R^2 = .625$, Adjusted $R^2 = .622$), indicating a strong model fit.

Table 6: ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	98.452	3	32.817	176.42	.000
	Residual	70.128	380	0.186		
	Total	168.580	383			

a. Dependent Variable: Overall Life Satisfaction

b. Predictors: (Constant), Economic Viability, Autonomy & Work-Life Integration, Socio-Emotional Fulfillment



Table 7: Regression Coefficients^a

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.	Collinearity Statistics		
	B	Std. Error	Beta		Tolerance	VIF	
1	(Constant)	0.852	0.201		4.238	.000	
	Socio-Emotional Fulfillment	0.351	0.045	0.261	7.800	.000	.793
	Autonomy & Work-Life Integ.	0.482	0.039	0.461	12.359	.000	.812
	Economic Viability & Growth	0.128	0.032	0.148	4.000	.000	.879

a. Dependent Variable: Overall Life Satisfaction

Interpretation:

All three factors are statistically significant predictors of Overall Life Satisfaction ($p < 0.001$).

The **Standardized Beta Coefficients** allow us to compare the relative importance of each predictor. **Autonomy & Work-Life Integration** ($\beta = 0.461$) is the strongest unique predictor, followed by **Socio-Emotional Fulfillment** ($\beta = 0.261$), and then **Economic Viability & Growth** ($\beta = 0.148$).

The regression equation can be written as:

$$\text{*Predicted Life Satisfaction} = 0.852 + (0.351 \times \text{Socio-Emotional}) + (0.482 \times \text{Autonomy}) + (0.128 \times \text{Economic})\text{*}$$

The collinearity statistics (Tolerance > 0.1 , VIF < 5) indicate that multicollinearity is not a concern, meaning the three factors are sufficiently distinct from one another.

Correlation only tells us that there are relationships; it doesn't tell us how much each variable adds when all the others are controlled. We now use Multiple Linear Regression to fill this gap by letting us make a predictive model for Overall Life Satisfaction. This lets us figure out which of the three factors has the most power to drive. RESULTS AND ANALYSIS: 2.1..popup4 The "Model Summary" tells you how good your model is right away. In this case, it's 0.625! This results in a significant discovery: the three dimensions of professional satisfaction collectively account for 62.5% of the variance observed in Overall Life Satisfaction among entrepreneurs. This is a lot, so our model explains most of the main mood and affective factors that affect their life satisfaction, and only a small amount that is not explained by other outside factors that are not included in this analysis.

The true strength of regression is evident in the "Coefficients" table, which displays the standardized beta (β) weights. These beta weights let us figure out how important each predictor is compared to the others because they are all on the same scale. The findings demonstrate that Autonomy & Work-Life Integration ($\beta=0.461$) is the principal distinctive predictor of Overall Life Satisfaction. This means that when the effects of Socio-Emotional Fulfillment and Economic Viability are kept the same, an increase of one standard deviation in Autonomy results in a 0.461-standard-deviation increase in Life Satisfaction. This supports the idea that these women value the ability and freedom to be an entrepreneur more than their overall health and happiness. Socio-Emotional Fulfillment ($\beta = 0.261$) is the second most important thing, which means that having a sense of purpose and being respected by a community are important factors. Nevertheless, considering that the associated significant beta weight is comparatively minor in relation to the substantial correlation identified in a prior analysis (above), it can be inferred that a portion of the influence of



perceived security on life satisfaction is mediated by autonomy. Economic Viability & Growth ($\beta = 0.148$) is clearly the weakest unique predictor, but it is still important.

V. CONCLUSION

Rather than being a generally applicable term, the accomplishment of success for women who manage preschools in Kerala is a varied and personal process, as shown by the results of this study, which make it clearly evident that this is the case. Not only do these women's businesses provide them with a means of financial support, but they are also inextricably related to the women themselves, the things that are significant to them, and the way that they would want to live their lives. The findings of the study indicate that there are three primary factors that are significant: emotional fulfillment, which refers to the feeling of being appreciated and having a purpose; autonomy and work-life balance, which refers to the ability to have control over one's time and decisions; and economic stability, which refers to the capacity to have sufficient funds to keep things running.

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