University of Tartu

Faculty of Social Sciences

Institute of Education

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Jonas Epey Makia

THE ROLE OF TECHNOLOGY IN FOSTERING TECH ENTREPRENEURSHIP AND LEADERSHIP AMONG YOUNG WOMEN IN CAMEROON

Master's thesis

Supervisor:

Dr. Emanuele Bardone

Professor of Educational Technology

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Abstract

This study explores how technology fosters tech entrepreneurship and leadership among young women in Cameroon. Despite government efforts to promote youth entrepreneurship, female participation remains low. Using a cross-sectional survey of 12 young women in the Southwest region, the study identified major barriers: limited access to resources, mentorship, and persistent gender stereotypes. Technology, through virtual training, social media, and digital platforms, can help bridge these gaps. Tools like Tech4Girls, SheCodes, and LinkedIn enhance skills and networking. Emerging trends such as AI, Blockchain, and No-Code platforms offer further opportunities. The study concludes that removing these barriers through targeted technological integration is essential for empowering young women to thrive in Cameroon's growing tech ecosystem.

Key Words: Tech Entrepreneurship, Women in Technology, Barriers to Female Participation, Emerging Technologies, Virtual Mentorship, Digital Literacy

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CHAPTER ONE

GENERAL INTRODUCTION

1.0 Introduction

The role which technology plays as far as tech entrepreneurship and leadership is concerned cannot be over emphasized as it enhances efficiency, expands market reach and promotes innovation. Moreover, technology fosters problem solving competence, enabling teams to tackle issues with newfound efficiency (Zaheer, 2023). Furthermore, technology plays a crucial role in fostering tech entrepreneurship and leadership among young women by providing access to information, education, networking platforms, and tools that enable them to develop skills, build businesses, and connect with a global community, thereby breaking down barriers and empowering them to pursue leadership roles in the tech industry (Ndou, 2022).

In the context of Cameroon, tech entrepreneurship and leadership is steadily growing, particularly among the young population, with focus on startups in sectors like fintech, e-commerce, and healthtech. In recent years, the government of Cameroon has rolled out several initiatives to stimulate youth-led entrepreneurships, such as the establishment of the National Youth Council and the Youth Entrepreneurship fund, both designed to support young entrepreneurs as a pathway to economic self-sufficiency and innovation (Mbwoge et al., 2024). However, despite these policy efforts, young entrepreneurs in Cameroon continue to face significant challenges. These include limited access to finance, insufficient entrepreneurial education and training, regulatory hurdles, and restricted access to markets all of which hinder the growth and sustainability of youth-led tech entrepreneurial enterprises. The purpose this study is to investigate the role of technology in Fostering Tech Entrepreneurship and leadership among young women in Cameroon

1.1 Background to the Study

Historically, technologies can be traced back to the time of the three-age system periodization of human prehistory; namely the Stone Age, the Bronze Age, and the Iron Age (Saettler, 2004). During the Stone Age, there was the ignition of fire by rubbing stones, manufacture of various handmade weapons and utensils from stones and clothing practice. A fraction of Stone Age people developed ocean-worthy outrigger canoe ship technology to migrate from one place to another across the Ocean. Thereafter, they developed their first informal education of knowledge of the ocean currents, weather conditions, sailing practice, astronavigation, and star maps. During the later Stone Age period (Neolithic period), for agricultural practice, polished stone tools were made from a variety of hard rocks largely by digging underground tunnels, which can be considered as the first steps in mining technology. The polished axes were so effective that even after appearance of bronze and iron; people used it for clearing forest and the establishment of crop farming.

Although Stone Age cultures left no written records, archaeological evidences proved their shift from nomadic life to agricultural settlement (Saettler, 2004). Ancient tools conserved in different museums, cave paintings like Altamira Cave in Spain, and other prehistoric art, such as the Venus of Willendorf, Mother Goddess from Laussel, France, just to name a few are some of the evidences in favour of their cultures. Neolithic revolution of Stone Age resulted in the appearance of Bronze Age with development of agriculture, animal domestication, and the adoption of permanent settlements. For these practices Bronze Age people further developed metal smelting, with copper and later bronze, an alloy of tin and copper, being the materials of their choice. The Iron Age people replaced bronze and developed the knowledge of iron smelting technology to lower the cost of living, since iron utensils were stronger and cheaper than bronze equivalents. In many Eurasian cultures, the Iron Age was the last period before the development of written scripts.

Conceptually, technology is the application of conceptual knowledge to achieve practical goals, especially in a reproducible way (Ford, 2023). The word technology can also mean the products resulting from such efforts, including both tangible tools such as utensils or machines, and intangible ones such as software. Technology plays a critical role in science, engineering, and everyday life. With the use of technology in workplaces, organizations have been able to increase their productivity and efficiency at a rapid pace.

Technology entrepreneurship lies at the heart of many important debates, including those around launching and growing firms, regional economic development, selecting the appropriate stakeholders to take ideas to markets, and educating managers, engineers, and scientists (Bailetti, 2012). Technology entrepreneurship is a vehicle that facilitates prosperity in individuals, firms, regions, and nations. The field of technology entrepreneurship is in its infancy when compared to other fields such as economics, entrepreneurship, and management. However, we are at a point where we can leverage the insights contributed by previous work to create a clearer working definition of technology entrepreneurship.

Technology entrepreneurship involves specialized human resources, tapping into their skills and ability to collaboratively explore and exploit scientific and technological change to benefit the firm. Technology entrepreneurship is best understood therefore, as a joint-production phenomenon that draws from a team of specialized individuals from multiple domains, some or all of whom become embedded in the technology path they try to shape in real time (Garud and Karnøe, 2003).

Theoretically, this study is grounded in several theories like; Technology Acceptance Model by Fred Davies (1987), Abraham Maslow (1943) Needs Theory, Human Relations Theory by Elthon Mayo (1949) and X and Y Theory by McGregor (1949).

1.2 Statement of the problem

Considering the importance of tech entrepreneurship in the society, the participation of youths, especially young women cannot be over emphasized. The Cameroonian society earmarked by remarkable rates of unemployment necessitates youth reliance on other sectors especially in the growing tech sector in this dispensation of science and technology. Nevertheless, this growing sector of tech entrepreneurship mostly have male youths, with little or no female involvement. The focus of this study therefore, is to investigate the role of technology in tech entrepreneurship among young women in Cameroon.

1.3 Research Objectives

1.3.1 General Objective

To investigate the role of technology in fostering tech entrepreneurship among young women in Cameroon

1.4 Research questions

1.4.1 General research question

1.4.2 Specific research questions

1. What are the primary barriers (e.g., access, skills gap, mentorship) that young women face in pursuing tech entrepreneurship and leadership roles?
2. How can technology be leveraged to specifically address these identified barriers?
3. What technological tools and platforms are currently being used to support young women in tech, and how effective are they?
4. What are the emerging technological trends that could be harnessed to further promote women in tech leadership and entrepreneurship?

1.5 Significance of the study

This study maybe significant to young women as their participation and leadership in tech entrepreneurship are crucial in the advancing innovation and ensuring inclusive economic development as well. This study will therefore show how they can harness the produce of technology to participate in tech entrepreneurship initiatives

The study will also be able to identify some barriers that young Cameroonian women face in the tech entrepreneurship space as well as propose sustainable solutions to increase their participation in the tech industry.

1.6 Scope of the study

Geographically, this study will be carried out in Cameroon, a country located at the border of west and central Africa. Content wise the sets to investigate the role of technology in fostering tech entrepreneurship among young women. Specifically, the study seeks to to find out the primary barriers (e.g., access, skills gap, mentorship) that young women face in pursuing tech entrepreneurship and leadership roles; to determine how technology can be leveraged to specifically address these identified barriers; to find out the technological tools and platforms that are currently being used to support young women in tech, and how effective they are; and to examine the emerging technological trends that could be harnessed to further promote women in tech leadership and entrepreneurship.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter examines the views of other authors through their books, peer review journals and academic write ups in relation to this study's objectives. It was examined in three sections: conceptual, theoretical, and empirical review.

2.1 Conceptual review

Here, all the concepts of the study were reviewed. They include; Technology, Technology Entrepreneurship and Leadership.

Technology

The word *technology* comes from two Greek words, transliterated *techne* and *logos*. *Techne* means art, skill, craft, or the way, manner, or means by which a thing is gained. *Logos* means word, the utterance by which inward thought is expressed, a saying, or an expression. So, literally, technology means words or discourse about the way things are gained.Lately, t*echnology* has come to mean something different. In one respect, the term has come to mean something narrower -- the above definition would admit art or politics as means of gain, yet though those activities are permeated by technology now, most of us would not consider them to be examples or subsets of technology. In another respect, this definition is too narrow, for when most of us speak of technology today, we mean more than just discourse about means of gain.

Technology is the application of conceptual knowledge to achieve practical goals, especially in a reproducible way (Skolnikoff, 1993). The word technology can also mean the products resulting from such efforts, including both tangible tools such as utensils or machines, and intangible ones such as software. Technology plays a critical role in science, engineering, and everyday life.

Tecnology entrepreneurship and leadership

Tech entrepreneurship and leadership refers to the practice of leading and managing a technology-based startup or business, requiring a combination of technical expertise, innovative thinking, and strong leadership skills to identify opportunities, develop new tech products or services, and build a successful company within the dynamic landscape of the tech industry (Bailetti, 2012). According to Garud and Karnoe (2003), technology entrepreneurship involves specialized human resources, tapping into their skills and ability to collaboratively explore and exploit scientific and technological change to benefit them.

Technology entrepreneurship is about collaborative production decisions, not about a single individual making or delegating decisions. The firm's top management team jointly decides to invest in a project and a team of specialized individuals who create and capture value for the firm. The specialized individuals and assets can be held by a single entrepreneur-manager or can be distributed.

The study of technology entrepreneurship therefore, serves an important function beyond satisfying intellectual curiosity. The primary function of technology entrepreneurship is to assemble a combination of specialized individuals and heterogeneous assets in order to create and capture value for the firm through collaborative exploration and experimentation. The combination, some of the assets, or the assets' attributes may be unique and novel. The initial combination may change over time.

Young Women in Tech Entrepreneurship and leadership

Digitization has spurred a wave of innovation and entrepreneurial activities, transcending traditional industry boundaries. Scholars, such as Yoo et al., (2012); Nambisan et al., (2017); Cohen et al., (2017); Giones and Brem (2017) have extensively studied the multifaceted effects of digitization on various aspects of entrepreneurship. These impacts extend to how new ventures are conceptualized, developed, and scaled in the digital era.

Despite the transformative potential of digital technologies, women face unique challenges in the entrepreneurial landscape. The existing literature on women in technology entrepreneurship, highlighting the disparities, barriers, and opportunities that women encounter as they navigate the digital frontier. Case studies and examples from Chandra and Leenders, (2012); Chang (2017) illustrate how women entrepreneurs are using digital tools to overcome challenges, build networks, and contribute to the swift evolution of novel ventures. It also considers the role of networks, ecosystems, and communities in shaping women's experiences in technology entrepreneurship. While there has been a growing interest in exploring the intersection of women entrepreneurship and digital technologies, a significant research gap exists in comprehensively understanding how the latest emerging digital technologies can serve as empowering tools for women entrepreneurs. The current literature has indeed delved into entrepreneurship practices by women, but a systematic analysis of the potential impact of new digital technologies on overcoming constraints faced by women entrepreneurs and fostering a supportive network environment is notably lacking.

2.2 Theoretical review

Developed by Davies (1987), Technology Acceptance Model (TAM) is a behavioral model of user acceptance. It was designed to address two key research questions_ why do users accept or reject information technology? what is the impact of a system's design features on user acceptance? From a practical point of view, TAM is interested not only to explain why a system is unacceptable to a set of users, but also in understanding how to increase user acceptance through the design of the system. According to Davies (1987), TAM goes further to investigate how perceptions and attitudes by users of an information system are influenced by the system's objective characteristics. A prospective user's overall attitude towards using a given system is hypothesized to be a major determinant of whether or not he actually uses it. Attitude towards using, in turn, is a function of two major components: perceived usefulness and perceived ease of use. Perceived ease of use has a casual effect on perceived usefulness. System design features directly influence perceived usefulness and perceived ease of use. System design features have an indirect effect on perceived usefulness and perceived ease of use. TAM posits itself as a pivotal behavioral model of user acceptance. It views computer usage behavior to be largely extrinsically motivated, being driven by concern over performance gains and associated reward. This theory is relevant for this study as it explains how technology is accepted and adopted in the entrepreneurship enterprise by young women. Considering the fact that every sector in the society is going digital, there is need for technology to accepted in the field of entrepreneurship.

Maslow (1943) presented his theory of motivation as a pyramid-like structure covering five levels of need; psychological, safety, love and belonging, self-esteem and at the pinnacle self-actualization. Unlike physiological, safety, love, and esteem needs, which cease to be primary motivators of behaviour after the needs are met, self-actualization needs become more prepotent as they are satisfied. In this way, self-actualization is a unique and lifelong process. Since satisfied people are rare in our society, it is difficult to obtain information about self-actualization and the processes by which it occurs. In proposing his theory, Maslow (1943) lamented that not much is known about self-actualization empirically or clinically because basically satisfied people are rare and may be difficult to identify. Although "every baby" is born with the potential to self-actualize, according to Maslow, most have it "knocked out of them" by the time they reach adulthood (Maslow as quoted in Hoffman, 1988). this theory is important in explaining young women's participation in the field of technology entrepreneurship. It is no news that the tech entrepreneurship and leadership is dominated by the male folks. One of the the needs to be met at Maslow's hierarchy is self esteem, as such young women need mentorship sessions to boost their self esteem so that they can gladly engage in the field.

Human relations theory is a school of organizational thought which focuses on worker satisfaction, informal workplace organizations, and a means of influencing employee productivity. Unlike scientism, human relations theory does not view workers as essentially interchangeable parts Mayo introduced the Human relations theory of thought, which focused on managers taking more of an interest in the workers, treating them as people who have worthwhile opinions and realizing that workers enjoy interacting together. The human relations theory of organizations has two main components. First, the theory places an emphasis on the importance of the individual. A worker is not simply a cog in a machine but an idiosyncratic individual who responds to his or her environment. Maximizing the productivity of workers requires taking these individual characteristics into account. Second, human relations theory takes into account the informal organizations in the workplace. What is important to a worker – and what influences her productivity level – may not be the official organizational chart but her or his associations with other workers. Relating this theory to the study, the barriers that young women face in the field of tech entrepreneurship and leadership need to be considered and addressed.

Theory X and Theory Y are theories of human work motivation and management. They were created by Douglas McGregor while he was working at the MIT Sloan School of Management in the 1950s, and developed further in the 1960s. McGregor's work was rooted in motivation theory alongside the works of Abraham Maslow, who created the hierarchy of needs. The two theories proposed by McGregor describe contrasting models of work force motivation applied by managers in human resource management, organizational behaviour, organizational communication and organizational development. Theory X explains the importance of heightened supervision, external rewards, and penalties, while Theory Y highlights the motivating role of job satisfaction and encourages workers to approach tasks without direct supervision. Relating this theory to study, women involving young women in the field of tech entrepreneurship and leadership entails motivation by clearing off all the barriers they face in actively participating in the field.

2.3 Empirical review

Empirical review will be done according to the objective of the study

A study was carried out by Khuan et al (2023) on the role of technology in fostering innovation and growth in Start-up businesses. The integration of technology within the context of start-up enterprises has emerged as a transformative force driving innovation and growth. This paper presents a bibliometric analysis of the literature on the role of technology in propelling business innovation and growth in start-ups. Through a systematic review of scholarly articles, this study aims to uncover key trends, themes, and influential contributions in the field. The analysis employs co-citation networks, author and institution mapping, journal analysis, and keyword clustering to map the intellectual landscape of this dynamic research domain. The findings highlight the centrality of concepts such as open innovation, digital transformation, and disruptive innovation, underscoring the multidimensional interplay between technology and start-up success. Prolific authors and influential institutions are identified, showcasing the collaborative nature of research in this area. The prominence of specific journals underscores the dissemination of knowledge within the academic community. The comprehensive keyword analysis reveals prevalent themes such as business models, performance, and open innovation, as well as emerging considerations including sustainability and barriers. The insights derived from this bibliometric analysis contribute to a deeper understanding of the complex dynamics that shape the symbiotic relationship between technology, innovation, and growth in start-ups.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presented the methodology that was used in carrying out the study. Therefore, the chapter comprised of the following components: the research design, area of the study, the population of the study, target population of the study, accessible population of the study, the sample size and sampling techniques, the instrument for data collection, validity of the instrument, reliability of the instrument, method of data collection, method of data analysis, and ethical considerations.

3.1 Research Design

The research design used for this study was the cross sectional survey research design in a quantitative method so as to enable the researcher collect data from a sizable population. In a cross sectional survey a group of people or elements are studied by collecting and analyzing data from a few people to be a representation of the population (Cresswell, 2014). In a cross sectional survey research, several instruments or techniques include questionnaires and test observation. The cross sectional survey design was chosen for this study as it provides a high level of general capability in representing a large population. This enabled the researcher to extract data that are near to the exact attributes of the larger population.

3.2 Area of the study

This study was carried out in Cameroon, a country located at the boundary of Central and West Africa.

It shares boundaries with Nigeria to the west and north, Chad to the northeast, the Central African Republic to the east, and Equatorial Guinea, Gabon and the Republic of the Congo to the south. Its coastline lies on the Bight of Biafra, part of the Gulf of Guinea and the Atlantic Ocean. Due to its strategic position at the crossroads between West Africa and Central Africa, it has been categorized as being in both camps. Its nearly 27 million people speak 250 native languages and English or French or both *(Pereltsvaig, 2011).*

According to Pereltsvaig (2011), early inhabitants of the territory included the Sao civilisation around Lake Chad, and the Baka hunter-gatherers in the southeastern rainforest. Portuguese explorers reached the coast in the 15th century and named the area Rio dos Camarões (Shrimp River), which became Cameroon in English. Fulani soldiers founded the Adamawa Emirate in the north in the 19th century, and various ethnic groups of the west and northwest established powerful chiefdoms and fondoms. Cameroon became a German colony in 1884 known as Kamerun. After World War I, it was divided between France and the United Kingdom as League of Nations mandates. The Union des Populations du Cameroun (UPC) political party advocated independence, but was outlawed by France in the 1950s, leading to the national liberation insurgency fought between French and UPC militant forces until early 1971. In 1960, the French-administered part of Cameroon became independent, as the Republic of Cameroun, under President Ahmadou Ahidjo. The southern part of British Cameroons federated with it in 1961 to form the Federal Republic of Cameroon. The federation was abandoned in 1972. The country was renamed the United Republic of Cameroon in 1972 and back to the Republic of Cameroon in 1984 by a presidential decree by president Paul Biya. Paul Biya, the incumbent president, has led the country since 1982 following Ahidjo's resignation; he previously held office as prime minister from 1975 on. Cameroon is governed as a Unitary Presidential Republic.

The official languages of Cameroon are French and English, the official languages of former French Cameroons and British Cameroons. Its religious population is predominantly Christian, with a significant minority practicing Islam, and others following traditional faiths. It has experienced tensions from the English-speaking territories, where politicians have advocated for greater decentralisation and even complete separation or independence (as in the Southern Cameroons National Council). In 2017, tensions over the creation of an Ambazonian state in the English-speaking territories escalated into open warfare.

Large numbers of Cameroonians live as subsistence farmers. The country is often referred to as "Africa in miniature" for its geological, linguistic and cultural diversity (*Pereltsvaig, 2011)*. Its natural features include beaches, deserts, mountains, rainforests, and savannas. Its highest point, at almost 4,100 metres (13,500 ft), is Mount Cameroon in the Southwest Region. Its most populous cities are Douala on the Wouri River, its economic capital and main seaport; Yaoundé, its political capital; and Garoua. Limbe in the Southwest has a natural seaport. Cameroon is well known for its native music styles, particularly Makossa, Njang and Bikutsi, and for its successful national football team. It is a member state of the African Union, the United Nations, the Organisation Internationale de la Francophonie (OIF), the Commonwealth of Nations, Non-Aligned Movement and the Organisation of Islamic Cooperation.

Figure 1:Map of Cameroon

3.3 Population of the study

The population of this study constituted of young Cameroonian women. The target population was made up of young Cameroonian women involved in tech entrepreneurship. The accessible population constituted of young Cameroonian women in the Southwest region of Cameroon. The sample size constituted 12 young Cameroonian women engaged in tech entrepreneurship in the Southwest region.

3.4 Sampling Technique

Amin (2012) defined sampling technique as a plan specifying how elements will be drawn from the population. The sample techniques used for this study was multi-stage sampling techniques (purposive sampling, stratified sampling and the simple random sampling techniques). A simple random sampling is a sample obtained from the population in such a way that samples of the same size have equal chances of being selected. According to Amin, (2012) simple random sampling technique should give each and every one in the target population the chance of being selected for the study. This technique is suitable for this study because it gave each member of the larger population an equal probability of being selected. The purposive sampling technique was used in selecting only the young women who are engaged in tech entrepreneurship.

Demographic Information

The demographic characteristics
of the respondents were presented with respect to gender, age, device used and occupation.

Table 1: *Demographic information of respondents*

Characteristic		N	%	Extra information
	Male	05	41.7	Mode = Female (58.3%)
Gender	Female	07	58.3	
	Total	**12**	**100.0**	
	15 – 18	02	16.7	
	19- 25	03	25.0	
Age Range	26-30	04	33.3	Mode = 26-30yrs (33.3%)
	above 30	03	25.0	
	Total	**12**	**100.0**	
	Smart phone	06	50.0	
	Ipad	05	41.7	
Device used	Computer	01	08.3	Mode =Smartphone (50.0%)
	others	00	0.0	
	Total	**12**	**100.0**	

Among the 12 respondents sampled, 07 (41.7%) were females and 05 (58.3%) were males. Further, majority 04 (33.3%) of the respondents sampled are within the ages of 26-30yrs, followed by an equal proportion (25.0% each) who were between the ages of 19-25yrs and above 30. However, few (16.7%) are between the ages of 15-18. Based on the device used for tech entrepreneurship and leadership, out of 12 of the respondents sampled, majority (50.0%) of them use a smartphone, closely followed by some (41.7%) respondents who use IPad, only one (08.3) respondent uses a computer and none use other devices not mentioned.

3.5 Instruments for data collection

Data collection for this study used the survey open ended questionnaire. This questionnaire was designed in a digital format using google docs.

The questionnaire was designed to gather information about respondents in relation to the concerned variables of the study and complement the experiment making the results generalizable. It was designed into two sections. Section I had 4 items on demographic data (gender, age range, occupation and type of digital device used). Section II tackled the different research questions. The items on the questionnaire was open response format. The items found on the questionnaire were coined and adapted from literature as seen from the review of related literature in chapter two of this study. The questionnaire was organized in four sets of items addressing the different indicators of the study.

3.6 Validation of the Instrument

The instrument for this study was subjected to:

Face Validity. After constructing the instrument, copies were handed to some classmates for proof reading and to three experts (the research supervisors and a statistician) for scrutiny. They were required to review the questionnaire in relation to the research questions, clarity of the items and compatibility to statistical tools for analyses. In this light, the researcher under the guidance of the supervisor ensured that all the items in the instrument reflected the specific research questions of the study. All the items of the instruments were critically examined, some reframed to make them look simple and unambiguous while the unsuitable ones were eliminated. After their inputs and criticisms on the effectiveness of the instrument in achieving the required objectives, the necessary corrections were made.

Content validity: In this study, the content validity was done by sampling the opinions or perceptions of a targeted group of persons about the main topic of interest. With the assistance of the research supervisors and the statistician, it was checked to address the appropriateness of the content, the comprehensiveness of the instruments, the logicality of the instruments in getting at the intended variables, the adequacy of the sample of items or questions in representing the complete content that was intended to be measured and the appropriateness of the format of the instrument.

3.7 Reliability of the Instrument

The reliability of the instrument measures the consistency, objectivity and truthfulness of the participant's responses to the questions enlisted on the interview guide. Therefore, in order to find out the objectivity and consistency of student's responses, a pilot study was conducted with 10 young women involved in tech entrepreneurship in the Centre region of Cameroon. The respondents for the pilot test were selected because they meet the requirements as already stipulated under sampling technique. Their responses to the develop instrument proved that they understood the items, and could answer freely.

3.8 Method of data collection

Data was collected via google survey and email where copies of the questionnaire was sent to whatApp forums and other social media platforms for respondents to respond to the items developed in the instrument.

3.9 Procedure for data analysis

Data for this study was analyzed thematically whereby concepts or ideas were grouped under umbrella terms or key words. The first stage involved deciding on the level of analysis. At this level, single words, clauses and sets of words or phrases were coded. The researcher did not have an initial code list earlier developed based on the major indicators of the study and umbrella terms or codes were generated following the standard process of thematic analysis. The primary documents of textual data was coded for existence and for frequency of concepts by coding for every independent idea as it emerged from the data. During the coding it was assumed that any idea that emerged at least once was relevant. The existence of ideas were therefore considered more important than frequency.

3.10 Ethical considerations

Ethical procedures in data collection were respected, as the researcher took into consideration the following.

The researcher, in the introductory part of the questionnaire, explained the purpose of the study. The consent of respondents was also be taken into consideration. The researcher also urge respondents to respond to the exercise with all sincerity and fairness given that their identities (names, place of birth, to name just these) will not be revealed or taken into consideration in the study.

The items developed in the instrument were not psychologically damaging to the respondents. The respondents were be reassured that their identities will not be revealed.

CHAPTER FOUR

PRESENTATION OF RESULTS

4.0 Introduction

This chapter focuses on analysis of data collected from the field and presentation of findings. The chapter starts with an introduction, followed by the analysis of data from the online survey based on the research questions. Thematic analysis formed the main focus of data analysis of this study since data were gathered through transcripts of open ended questions which were structured in themes.

4.1 Presentation of Findings Based on Research Questions

Four research questions were formulated from the objective of the study taking into consideration the study's variables. This section presents the findings from the analysis of the research questions stated in chapter one. The data presented based on each research question is to help the researcher answer each of the research questions.

4.1.1 Research Question One: What are the primary barriers (e.g. access, skills gap, mentorship) that young women face in pursuing tech entrepreneurship and leadership robles?

The findings here presents opinions of respondents on the barriers that young women face in pursuing tech entrepreneurship and leadership roles

Table 2: *Respondents' opinions on the primary barriers that young women face in pursuing tech entrepreneurship and leadership roles*

Codes	Themes	Sampled quotations
Barriers young women face in pursuing tech entrepreneurship	Lack of access to resources	"Young women in my community face several key barriers such as limited access to high-speed internet, computers, and startup capital " Women often lack the same access to influential professional networks as their male counterparts"
	Lack of mentorship	"there is a shortage of female mentors and role models in tech-related fields" "Skills gap, mentorship, limited access to entrepreneurial knowhow and digital technologies, digital (in)security"
	Cultural and gender stereotypes	"Societal expectations often discourage women from entering male-dominated industries" "Society often expects girls to follow more "traditional" roles and discourages interest in technology and entrepreneurship" "Unequal access to opportunities

How the above barriers limit their chances of getting involved into tech entrepreneurship and leadership	Delay in access	“They cause delay and deteriorate the desire” “The poor network most at times cause us to either get to know about opportunities late or not even come across opportunity” :The orientation issue it's limit us in many given that we lack the necessary information needed to explore” “Discrimination it limits our ability to explore our opportunity and make progress”
	Prevention from participation	“These barriers collectively discourage young women from pursuing tech as a viable career path. Limited access and skills training prevent them from innovating or starting tech businesses”. “The absence of mentorship leads to a lack of guidance and confidence, while gender biases and exclusion from networks reduce visibility and opportunities for leadership roles. These factors result in under representation in both entrepreneurship and leadership positions”

The table above presents information on the barriers that young women face in pursuing tech entrepreneurship and leadership roles. From the table above, respondents said that lack of access to resources, the absence of guidance or role models as well as cultural and gender bias are the main barriers. One of them testified that; “*Young women in my community face several key barriers such as limited access to high-speed internet, computers, and startup capital*”. In addition, some of them asserted that *“Women often lack the same access to influential professional networks as their male counterparts*”; “*Society often expects girls to follow more "traditional" roles and discourages interest in technology and entrepreneurship”.*

Furthermore, as concerns how the above listed barriers limit chances of girls getting involved in tech, respondents said that it causes delay in access, as asserted by this respondent; “*”* ; “*The poor network most at times cause us to either get to know about opportunities late or not even come across opportunity*”. Also, it prevents participation as outlined by one of the respondents; “*These barriers collectively discourage young women from pursuing tech as a viable career path. Limited access and skills training prevent them from innovating or starting tech businesses*”

Research Question Two: How can technology be leveraged to specifically address these identified barriers?

The findings here presents opinions respondents on how technology can be leveraged to address the identified barriers

Table 3*: Respondents' opinions on how technology can be leveraged to address identified barriers*

Codes	Themes	Sampled quotations
	Virtual meetings & Training	"Provide free or subsidized online coding bootcamps and digital literacy programs targeted at young women. "Use video conferencing tools to connect aspiring entrepreneurs with mentors globally" "Create inclusive digital communities that support sharing, collaboration, and learning" "Utilize online platforms to help women raise capital for tech startups" "Use social media and blogs to highlight successful women in tech, inspiring others to follow" " Social media and blogging platforms allow women to share their journeys and inspire others

The table above presents information on how technology can be used to address the above identified barriers. From the table above, respondents stated that technology can be used via virtual meetings and training. One of them testified that; "*Use video conferencing tools to connect aspiring entrepreneurs with mentors globally*"

Another testified that: "*Use social media and blogs to highlight successful women in tech, inspiring others to follow"*

Research question three: What technological tools and platforms are currently being used to support young women in tech and how effective are they?

Table 4*: Respondents' opinions on the technological tools and platforms used to support young women in tech*

Codes	Themes	Sampled quotations
Technological tools and platforms currently used to support young women in tech entrepreneurship	Microsoft, excel and ai Tech4Girls by ITU	"Tech4Girls by ITU: Aims to empower girls through hands-on tech training"
Influence on students' motivation to learn	SheCodes Girls Who Code	"SheCodes: Offers coding workshops for women"

		"Girls Who Code: Provides resources and programs for school-age girls to learn coding"
	Women Who Code	"Women Who Code: A global community for career development in tech"
	LinkedIn	"LinkedIn: Used widely for professional networking and showcasing skills"
Effectiveness of the above listed platforms e	Increased female participation in tech entrepreneurship	"These platforms have shown measurable impact through increased female participation in tech programs, improved skills, and expanded global networks. For example, Girls Who Code has helped thousands of girls gain confidence in computer science. "However, reach is sometimes limited in under-resourced or rural communities due to internet and language barriers" "The platforms are veritable sites which not only empower women knowledge-wise, but spurs up the spirit of engagement in them to be revolutionary agents in their societies and beyond"

From the table above, the tools and platforms currently used to support young women in tech entrepreneurship and leadership are; Microsoft, excel and ai, Tech4Girls bhy ITU, SheCodes, Girls Who Code, Women Who Code, LinkedIn. Some of them in justifying these tools declared that "*"Tech4Girls by ITU: Aims to empower girls through hands-on tech training"*; "*SheCodes: Offers coding workshops for women*"; "*Girls Who Code: Provides resources and programs for school-age girls to learn coding*"; *Women Who Code: A global community for career development in tech*"; *LinkedIn: Used widely for professional networking and showcasing skills*"

In relation to how effective the above platforms and tools are, respondents said that it leads to increased female participation in tech entrepreneurship as asserted by this respondent "*these platforms have shown measurable impact through increased female participation in tech programs, improved skills, and expanded global networks. For example, Girls Who Code has helped thousands of girls gain confidence in computer science*".

Research Question Four: What are the emerging technological trends that could be harnessed to further promote women in tech leadership and entrepreneurship?

The findings here presents opinions of respondents on the emerging trends that could be harnessed to further promote women in tech entrepreneurship

Table 5: *Respondents' opinions on the emerging technological trends that could be harnessed to further promote women in tech entrepreneurship*

Codes	Themes	Sampled quotations
Emerging technological trends to further promote women in tech entrepreneurship	Blockchain	
	Social media	"Platforms like Instagram, Facebook, and Telegram, are widely used and can help women promote small businesses, sell products, and build personal brands
	Artificial Intelligence (AI) & Machine Learning	"Empower women to innovate in health, education, and fintech"
	Remote Work & Collaboration Tech	" Tools like Zoom, Notion, and Trello enable flexible work environments"
	Virtual & Augmented Reality (VR/AR)	"Virtual & Augmented Reality (VR/AR): Used in immersive learning experiences.
	No-Code/Low-Code Platforms	"Allow users with minimal coding skills to develop apps and software
Effectiveness of the trends	Increases visibility of young women engaged in tech	"These trends are effective when accompanied by proper training and inclusion strategies. For example, no-code platforms have lowered the barrier to entry for tech entrepreneurship, while remote tools have opened doors to global participation. However, effectiveness depends on how accessible and inclusive the rollout of these technologies is, especially in marginalized communities" "They have built a cult -like following where young women are aspiring to take part in tech studies to become well known women in tech" "Artificial intelligence will served as a large base data Digital education will be effective for transparency and understanding Blockchain will be used for effective transaction and funding" "Gain visibility and credibility in business and tech spaces. Access learning and mentorship"

The table above presents information on the emerging technological trends that could be harnessed to further promote women in tech entrepreneurship. From the table above, these emerging technological trends include; Blockchain, Social media, Artificial Intelligence (AI) & Machine Learning, Remote Work & Collaboration Tech, Virtual & Augmented Reality (VR/AR) and No-Code/Low-Code Platforms.

In justifying the above technological trends, respondents declared that "*Platforms like Instagram, Facebook, and Telegram, are widely used and can help women promote small businesses, sell products, and build personal brands*" "AI empowers women to innovate in health, (AI-powered telemedicine platforms and virtual assistants can provide women, especially those in remote areas, with access to specialized care, health information, and instant support, overcoming geographical barriers. Wearable devices integrated with AI can track symptoms and provide actionable health data, empowering women to monitor their health proactively.

education,(AI-powered platforms can identify skill gaps and suggest targeted training programs, guiding women towards career paths with high growth potential in fields like STEM and AI itself. AI can also offer personalized career counseling, job matching, and interview training tools).

and fintech" (AI-powered chatbots and virtual assistants can provide personalized financial advice, taking into account individual circumstances and goals, helping women make informed financial decisions about saving, debt management, and investments.); "*Virtual & Augmented Reality (VR/AR) is used in immersive learning experiences*"; "*No-code platforms allow users with minimal coding skills to develop apps and software*"

Moreover, as concerns the effectiveness of the trends, respondents said that it increases visibility of young women engaged in tech as testified by some of them; "*They have built a devoted following where young women are aspiring to take part in tech studies to become well known women in tech*"; *"Gain visibility and credibility in business and tech spaces. Access learning and mentorship*".

Table 6: *Summary of findings*

Research questions	Findings
Research question One: What are the primary barriers (e.g. access, skills gap, mentorship) that young women face in pursuing tech entrepreneurship and leadership roles?	The findings revealed that Resource scarcity and limited opportunities, limited access to experienced individuals and professional guidance as well as cultural and gendered assumptions/profiling are the main barriers
Research question two: How can technology be leveraged to specifically address these identified barriers?	The findings further revealed that technology can be harnessed through virtual meetings and training
Research Question Three: What technological tools and platforms are currently being used to support young women in tech and how effective are they?	Furthermore, the findings showed that the tools and platforms currently used to support young women in tech entrepreneurship and leadership are; Microsoft, excel and ai, Tech4Girls by ITU, SheCodes, Girls Who Code, Women Who Code, LinkedIn. Such tools are effective in that it leads to increased female training and participation in tech entrepreneurship
Research Question Four: What are the emerging technological trends that could be harnessed to further promote women in tech leadership and entrepreneurship?	Lastly, the findings showed that the emerging technological trends that could be harnessed to further promote women in tech entrepreneurship include; Blockchain(by passing traditional financial barriers), Social media, Artificial Intelligence (AI) & Machine Learning, Remote Work & Collaboration Tech, Virtual & Augmented Reality (VR/AR) and No-Code/Low-Code Platforms. Such trends are effective as they increases visibility of young women engaged in tech.

CHAPTER FIVE

DISCUSSIONS AND CONCLUSION

Discussion of Findings

This chapter delves into a comprehensive discussion of the research findings, connecting them to established theoretical frameworks and highlighting their implications for fostering tech entrepreneurship and leadership among young women in Cameroon.

Barriers to Tech Entrepreneurship and Leadership (Research Question One)

The study's first question aimed to identify the primary barriers young women face in pursuing tech entrepreneurship and leadership roles. The findings consistently revealed that resource deprivation, a lack of professional guidance or a developmental void, and persistent cultural and gender profiling are significant impediments. These findings resonate strongly with Elton Mayo's Human Relations Theory (1949). Mayo's emphasis on managers taking a genuine interest in their workers, valuing their opinions, and recognizing the importance of social interaction within the workplace directly parallels the need to address the human-centric barriers identified. When young women feel unsupported, lack access to essential resources (financial, educational, networking), and face discriminatory attitudes, their potential for productivity and leadership is severely curtailed. This theory underscores that simply providing opportunities is insufficient; a supportive and understanding environment that identifies and actively mitigates these barriers is crucial for boosting their participation and success in the tech entrepreneurial ecosystem. The "developmental void" specifically points to a lack of mentorship, skill-building programs, and pathways for growth, which are fundamental to individual development and career progression.

The Role of Technology in Addressing Barriers (Research Question Two)

Research question two explored how technology can specifically address these identified barriers. The findings clearly indicate that virtual meetings and trainings are highly effective technological solutions. This aligns seamlessly with Davies' Technology Acceptance Model (TAM) (1987). TAM posits that perceived usefulness and perceived ease of use are key determinants of technology acceptance and adoption. In the context of young women in entrepreneurship, virtual platforms enhance perceived usefulness by offering flexible access to crucial knowledge, networking opportunities, and skill development, overcoming geographical and logistical constraints often associated with traditional methods.

Their ease of use further encourages widespread adoption. As every sector increasingly embraces digitalization, the imperative for technology acceptance in entrepreneurship becomes more pronounced, providing a vital pathway for young women to overcome limitations imposed by distance, time, and even societal expectations that might hinder physical attendance at traditional events or training. This digital accessibility democratizes opportunities, making professional development more inclusive.

Effectiveness of Current Technological Tools and Platforms (Research Question Three)

The third question investigated the technological tools and platforms currently supporting young women in tech entrepreneurship and leadership and their effectiveness. The study identified several key platforms: Microsoft products (Excel, AI tools), Tech4Girls ITU, SheCodes, Girls Who Code, Women Who Code, and LinkedIn. These tools and platforms prove effective primarily because they lead to increased female participation in tech entrepreneurship. This outcome is highly consistent with Maslow's Hierarchy of Needs Theory (1943). Maslow's theory suggests that when fundamental needs are met, individuals are better positioned to pursue higher-level needs like self-actualization and productivity. In this context, these technological tools address foundational needs such as access to information, skill acquisition, networking, and community building (belongingness and esteem needs). By providing accessible educational resources, collaborative spaces, and professional networking opportunities, these platforms meet essential prerequisites for engagement. When young women feel their fundamental needs for learning, connection, and recognition are met through these tools, their active participation and involvement in tech entrepreneurship become not just inevitable, but a natural progression towards fulfilling their potential. The effectiveness of these platforms lies in their ability to bridge gaps in knowledge, access, and community, fostering a supportive environment conducive to growth.

Emerging Technological Trends for Promotion (Research Question Four)

Finally, research question four sought to examine emerging technological trends that could further promote women in tech leadership and entrepreneurship. The findings highlight several promising trends: Blockchain, Social Media, Artificial Intelligence (AI) & Machine Learning, Remote Work & Collaboration Technology, Virtual & Augmented Reality (VR/AR), and No-Code/Low-Code Platforms. These trends are effective because they significantly increase the visibility of young women engaged in tech. This aligns well with McGregor's X and Y Theory (1960). While often applied to management styles, McGregor's theory broadly speaks to motivating individuals to bring out their best. By embracing and leveraging these emerging technologies, the tech ecosystem can shift towards a "Theory Y" approach for young women – assuming they are intrinsically motivated, capable, and seek responsibility. These technologies create new avenues for innovation, entrepreneurship, and leadership, allowing young women to showcase their skills, connect with broader networks, and establish their expertise. For instance, social media amplifies their voices and achievements, AI and No-Code/Low-Code platforms democratize creation, and remote work expands opportunities beyond geographical limitations. By actively integrating these trends, the industry effectively removes barriers and provides empowering platforms, thereby motivating young women to participate actively and lead in the tech space. This proactive engagement, rather than a passive approach, is what truly fosters their entrepreneurial spirit and leadership potential.

Conclusion

The overarching aim of this study was to investigate the pivotal role of technology in fostering tech entrepreneurship and leadership among young women in Cameroon. The research systematically addressed four specific objectives: identifying primary barriers, determining how technology can address these barriers, assessing the effectiveness of current technological tools, and examining emerging technological trends for further promotion.

The findings for research question one revealed that the primary barriers hindering young women's pursuit of tech entrepreneurship and leadership roles are resource deprivation, the absence of professional guidance, and pervasive cultural and gender profiling. Addressing these human-centric and systemic issues is foundational to creating an inclusive environment.

Concerning research question two, the study demonstrated that virtual meetings and training serve as crucial technological interventions. These platforms effectively mitigate geographical and logistical barriers, providing accessible avenues for knowledge acquisition and skill development.

For research question three, the research identified impactful technological tools and platforms currently supporting young women in tech entrepreneurship and leadership, including Microsoft tools, Tech4Girls ITU, SheCodes, Girls Who Code, Women Who Code, and LinkedIn. These tools are highly effective in fostering increased female participation by providing essential resources, learning opportunities, and networking avenues.

Lastly, research question four highlighted key emerging technological trends that hold immense potential for further promoting women in tech leadership and entrepreneurship: Blockchain, Social Media, Artificial Intelligence (AI) & Machine Learning, Remote Work & Collaboration Technology, Virtual & Augmented

Reality (VR/AR), and No-Code/Low-Code Platforms. These trends are instrumental in increasing the visibility and reach of young women in the tech sphere, creating new opportunities for innovation and leadership.

Considering the comprehensive findings of this study, it can be unequivocally concluded that young women can indeed play an active and transformative role in tech entrepreneurship and leadership within Cameroon. This potential can be fully realized, however, only when deliberate and sustained efforts are made to systematically dismantle the multifaceted barriers that currently limiting their participation and to strategically leverage the power of technology to create inclusive, empowering, and visible pathways for their growth and success.

Recommendations

Building upon the findings of this research, several key recommendations emerged aiming to further enhance understanding and address identified gaps for immediate as well as for long-term implementation.

Recommendations for Addressing the Digital Divide; It must be noted that this unequal access to reliable and affordable internet and computing devices directly hinders young women in Cameroon from engaging with online tech education, networking platforms, and entrepreneurial resources and a possible recommendation would be

Firstly, for the policymakers and government bodies to Implement Subsidized Digital Access Programs and expand Public Wi-Fi Infrastructure in underserved urban and rural areas. Allocate national budgets to provide free or low-cost internet access points in community centers, libraries, and educational institutions. This can be done through CAMTEL which is a government owned telecommunication network provider. Over the years, other private network providers like MTN and ORANGE have completely almost pushed CAMTEL out of use because they are faster (but expensive for the unemployed Cameroonian population which is of course mostly made up of women). These women can't afford these private network providers so the government should try to revive the local network, introduce subsidies or tax breaks for young women (and educational institutions catering for them) to acquire essential computing devices, promote partnerships with telecommunication companies like MTN and ORANGE Networks to offer special, affordable data plans for educational and entrepreneurial purposes. These, will go a long way to increase women in Tech Entrepreneurship and leadership.

Secondly, For NGOs and Community Organizations, they can establish and expand Community Tech Hubs and Digital Literacy Training Centers. These hubs provide shared access to technology and crucial digital skills training, overcoming individual barriers to device ownership and internet subscription and also these hubs can partner with local schools to integrate digital literacy into extracurricular activities for young women.

Thirdly, for Tech Companies and Private Sectors, a possible recommendation would be to develop and scale Low-Cost or Data-Efficient Digital Solutions for learning and entrepreneurship. For instance, Apps and platforms that consume less data or function effectively on basic devices can significantly expand reach in areas with limited infrastructure. They can design "lite" versions of popular learning or business tools that are accessible on older smartphones and require minimal bandwidth, invest in developing offline-first applications that allow content to be downloaded and accessed without continuous internet connectivity and finally they can also sponsor community tech hubs or provide fairly-used devices to non-profit organizations focused on digital inclusion for women.

Recommendations for Addressing the Scarcity of Mentorship. The absence of guidance and support networks is a major deterrent. Technology offers powerful solutions to bridge this gap.

Firstly for Educational Institutions and Professional Associations, a possible recommendation would be to establish Formal Online Mentorship and Peer-to-Peer Networking Platforms. These digital platforms can connect young women with experienced tech professionals and fellow aspiring entrepreneurs, transcending geographical limitations and conventional networking barriers most of the women face presently. If these online portals or dedicated groups like on LinkedIn, Slack, or custom platforms, young women can then be matched with mentors based on their interests and career goals. These institutions and associations can facilitate virtual "meet-the-mentor" events, webinars, and online workshops featuring successful women in tech. Finally they can encourage the formation of online peer support groups where young women can share experiences, challenges, and solutions.

Secondly, NGOs and Women in Tech Organizations can start by launching AI-Powered Mentorship Matching and Virtual Shadowing Programs. AI is highly recommended to efficiently match mentees with the most suitable mentors based on skills, interests, and availability, while VR/AR can offer immersive learning experiences and will allow young women to "shadow" successful tech leaders in virtual environments, gaining insights into their daily work and decision-making processes.

Thirdly, for the Successful Women in Tech Entrepreneurship and leadership, they can contribute by actively participating in and championing Digital Mentorship Initiatives. I understand how busy most of them can be but their personal commitment is vital in inspiring and guiding the next generation of the young

Cameroonian women with passion for tech.They can spare just a little of their time and join online mentorship platforms, offer guidance and share their experiences. Also they can utilize their social media presence and professional networks to promote and highlight the importance of mentorship for young women.

Recommendations for Addressing the Preconceived Gender Assumptions; Challenging entrenched societal biases requires consistent effort, and technology provides powerful tools for narrative change.

Firstly, for Media Outlets and Content Creators (including digital platforms), a possible recommendation would be to Produce and disseminate Positive Digital Narratives and Role Model Spotlights. Showcasing successful women in tech leadership and entrepreneurship via digital channels can directly counter negative stereotypes and inspire young women. Develop engaging video series, podcasts, blog posts, and social media campaigns featuring interviews and profiles of young women who are thriving in tech can be developed. This will help to break down the perception that it's a male-dominated field and to amplify this, a collaboration with influencers and content creators should be taken into consideration.

Secondly, for Educational and Curriculum Developers (both formal and informal), Integrating Gender-Responsive Tech Education into curricula, utilizing interactive digital content would be a recommendation. Early exposure to positive representations and inclusive learning environments can deconstruct stereotypes from a young age. They can develop digital educational resources like e-books, apps, online modules that feature female protagonists in STEM and tech entrepreneurship and leadership roles, design interactive online games and simulations that promote problem-solving and critical thinking through tech-related scenarios, ensuring gender-neutral or female-led characters and finally encourage teachers to use online platforms to introduce students to real-world female tech innovators, these will obviously go a long way.

Finally, for Parents and Community Leaders, engaging them in tech related activities is vital to fostering a supportive environment that encourages young women to pursue tech.Virtual workshops and webinars for parents would debunk myths about women in tech and highlight career opportunities. Most of the un-enlightened parents in Cameroon still consider women engaging in tech related careers as prostitutes. If the social media groups and messaging apps used in sharing success stories, educational resources, and events that promote female participation in tech are also made available for the community leaders to see, they might be encouraged and even become vocal advocates for gender diversity in tech and the parents will obviously listen to them and this barrier will be by-passed somehow.

By implementing these technology-driven recommendations across various stakeholder groups, this research can contribute significantly to dismantling barriers and fostering a more inclusive and equitable tech ecosystem for young women in Cameroon.

Limitations

Considering the delicate nature of my thesis ("The role of technology in fostering tech entrepreneurship and leadership among young women") here are some of the limitations I recorded:

Firstly, cultural and Social Nuances was a noticeable limitation. This deep-rooted cultural norms, societal expectations, and gender stereotypes on women's roles in tech was complex and not fully captured by my research instruments. I suggest that a more qualitative research might offer deeper insights into these areas.

Secondly, this study wasn't able to capture all the targeted participants because unequal access to reliable internet, devices, or digital literacy. This influenced their ability to fully engage with the research questions and so the study did not fully capture the experiences of those without adequate access.

Thirdly, self-reported data bias can also be considered a possible limitation to this research. Data was collected through surveys and questionnaires, responses were self-reported. Participants might have provided socially desirable answers, or some of their recall of experiences might not have been entirely accurate thus triangulating with other sources. Case studies / observational data, will be best for future research.

Fourthly, Scope and Contextual Limitations can also not be overlooked. This investigation was focused and questionnaires mostly answered by young women in the three largest cities in Cameroon that is Douala (The Littoral region), Buea (The Southwest region), and Yaounde (The Central region), meaning the findings might not be directly transferable to other regions within Cameroon, where technological infrastructure, cultural norms, and economic conditions may be different significantly. The findings are context-specific and I suggest the need for further research in diverse geographical settings.

Finally, the age range for "young women" also influenced the findings. Access to technology, different life stages, and varying levels of experiences mostly depended on the different age range of the women in this studies this in turn impacted the results. The lowest responses came from the women ranging from 15 to 18 years even though they are always with devices while the greatest data was gotten from women ranging from 26 to 30 years of age with a limited access to devices. I suggest future research should be done on specific age groups.

Future Scope

Moving forward, several promising avenues for future research emerge from our current findings, some of which includes:

Examine the role of crowdfunding platforms, angel investor networks, and venture capital databases in increasing access to funding for women-led tech startups. This will investigate and address the persistent gender funding gap that disproportionately affects females.

Research the ongoing challenges of digital divide and access to reliable internet and devices for aspiring women tech entrepreneurs, particularly in underserved areas. This will be bring a lot of light in to those areas which during my investigation, I noticed women are truly lacking access to tech resources and fast internet. This proposed future investigation might also explore innovative solutions and programs that leverage technology to improve digital literacy and access for women.

Finally, future studies could focus on developing and testing practical applications derived from this research, this will really facilitate the much needed connection of mentees and mentors around the globe.

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This thesis would not have been possible without the collective support of these individuals and groups.

Sincerely,

Jonas Epey Makia

MA in Educational Technology

29/05/2025.

Author's Declaration

I, Jonas Epey Makia, declare that this thesis, titled "The Role of Technology in Fostering Tech Entrepreneurship and Leadership among Young Women in Cameroon," is my own original work and has not been submitted in whole or in part for a degree at this or any other university.

I confirm that:

All the research presented in this thesis was conducted by me.

Where I have drawn on the work of others, I have acknowledged it explicitly through proper citation and referencing.

Any assistance received in the preparation of this thesis, including editorial help, data analysis, or technical support, has been fully acknowledged in the acknowledgements section.

I have obtained all necessary ethical approvals for my research, where applicable.

Signature: ________________________

Date: 29/05/2025

JONAS EPEY MAKIA

Master of Arts in Educational Technology

The University of Tartu

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APPENDIX A: OPEN ENDED QUESTIONNAIRE FOR RESPONDENTS

Dear Respondent,

I am **Jonas Epey Makia** a final year student carrying out a research which is strictly and purely on academic identified problems entitled **The Role of Technology in Fostering Tech Entrepreneurship and Leadership among Young Women in Cameroon.** Your contribution to this piece of work will be really appreciated and be rest assured that any information gathered from you be treated with the confidentiality it deserve.

Place a tick ( ) for any of the option boxes provided below or against each item and provide explanations where necessary.

PART I I: DEMOGRAPHIC INFORMATION

Gender: Male Female

Age range: 15 – 18 19- 25 26-30 above 30

Digital tool used: Smart phone IPad computer others

PART II: ITEMS OF THE QUESTIONNAIRE

1. What are the primary barriers (e.g., access, skills gap, mentorship) that young women face in pursuing tech entrepreneurship and leadership roles in your community?
2. How do the above listed barriers limit their chances of getting involved into tech entrepreneurship and leadership?
3. Please list some technologically tools that can be used to overcome the above listed barriers?
4. How can technology be leveraged to specifically address these identified barriers in your community?
5. What are some technological platforms that are currently being used to support young women in tech?
6. How effective are the above listed platforms?
7. Please list the emerging technological trends that could be harnessed to further promote women in tech leadership and entrepreneurship?
8. How effective are the above listed technological trends?

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