

‘Analysis of Women’s Entrepreneurship Skills Training Programs in North Karnataka: A Study’

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ABSTRACT

Women's Entrepreneurship witnessed rapid growth over the past 25 to 30 years. The field is in an adolescent stage with a considerable number of research articles, reviews of literature and several books being published on women entrepreneurs. The objective of this study is two-fold. First is to comprehend the skills training imparted to the Women entrepreneurs via several government and non-government routes. The second is to study the growth of Women entrepreneurs via skills training programs in the North Karnataka region. The study covers 5 districts viz., Koppal, Gadag, Dharwad, Uttara-Kannada and Belagavi consisting of 500 Women entrepreneurs sampled on a stratified random sampling basis. For the analysis purpose 5-point Likert scale is used to know the satisfaction level of candidates who have undergone the training and trainers, income before and after the training was analysed. Arithmetic mean and other simple descriptive statistical tools were employed in the research

Keywords: Women’s Entrepreneurship, Training, Skills training institutes,

Type: Analytical Research

JEL Codes: J24, L26, P46.

I. INTRODUCTION

Women entrepreneurship in developing countries is still in a nascent stage. If one cannot secure the job that he desires and deserves needs to enhance his inherent skills stimulate his inner talents and become an entrepreneur. Entrepreneurship would be successful if it is equipped with the needed skill sets. The skills that are required by entrepreneurs can be grouped into three distinct categories: - technical skills, business management skills and personal entrepreneurial skills. Technical skills include oral and written communication, technical management, and organizing skills. Business management skills are

managerial skills like accounting, decision-making, planning and marketing. Entrepreneurs must have personal skills like innovation, risk-taking and steadfastness (Henry et.al, 2005). Entrepreneurial skill training involves the setting up and growth of business enterprises and also includes other entrepreneurial characteristics like creativity and innovation, risk propensity, leadership, need for achievement etc. Garavan & O’Cinneide (1994a) observed some of the commonly cited objectives of entrepreneurship education and training- to acquire appropriate knowledge to entrepreneurship; to acquire skills needed in the use of methods or techniques, analysis of solutions and integration of action plans; to identify and foster entrepreneurial drive, skills and talent; to develop affinity and support for all unique aspects of entrepreneurship; to construct attitudes towards change and to boost new start-ups and other entrepreneurial ventures. Training is the act of increasing the knowledge and skills of an employee for doing a particular job (Edwin B. Flippo, 1984).

II. REVIEW OF LITERATURE:

Economic empowerment of women is the yardstick of social inclusion in any economy and it is approached by Governments, Institutions, and NGOs, using various strategies from different dimensions. Review of literature creates a landscape for the reader, imparting him with a full understanding of the developments in the field. Landscape informs the reader that the author has indeed assimilated all (or the vast majority of) previous, significant works in the field into his research study. By considering the aims of the study, the review of earlier studies is presented below:

1. Studies related to Women's Entrepreneurship
2. Studies related to Rural Self Employment Training Institutes Programs

3. Studies related to Entrepreneurial Development Programs and their importance
4. Studies related to Problems Experienced by the Women Entrepreneurs.

1. Studies Related To Women's Entrepreneurship

Agrawal, L. Purohit, S. and Sharma, J. (2006) studied Motivating Slum Women for Entrepreneurship through Training. Entrepreneurship can help women's economic independence and improve their social status. Through economic independence, women automatically get empowerment. The development of women's entrepreneurship enables men to understand and appreciate women's abilities. Now it is an accepted fact that entrepreneurship is not the exclusive property of those who are gifted with certain qualities by birth, rather it can be developed and acquired. The process of entrepreneurial development has three basic features; (1.) Initiation (2) Development (3) Support. In the Initiation phase, we include creating awareness among the people about opportunities and stimulating through educational and social processes. In the development phase, the thrust areas for training are motivation, developing economic insight, promoting management skills, creating confidence through direct experience and supply of information. The final phase refers to the support for the establishment.

Chavada & Rachachh (2004) pointed out that women constitute almost fifty per cent of the human resources of our country. They have been assigned multiple roles, from house to society. They toil endlessly fulfilling economic contribution but much of their work has been described as invisible.

Choudhary (2005) studied globalization, women and employment. The study reported that women had traditionally been exploited. Modernization is the key to change this trend. They further report that information-intensive technologies result in the division of jobs in terms of deskilling and gradation. The adoption of computers, irrespective of production and office, created a dual or polarized structure of occupations. They also quote that global employment almost doubled between 1965 and 1995, the bulk of the expansion being in the developing countries and more than half, of the new recruit's women.

2. Studies Related To Rural Self Employment Training Institutes Programs:

The present research is related to the Women's Entrepreneurship and Skills Training

Institute programs. So, the literature review is incomplete if studies related to this particular institute are not taken into consideration. The following studies try to explain the Rural Self Employment Training Institutes' approach to entrepreneurial development programs.

Banerjee (2011) in his investigation declared that family size, motivation annual income, age, education and risk-bearing ability were significantly and positively related to the income of beneficiaries. The crucial factors that contributed to the success of beneficiaries through training were their inner strength, assistance from members of the family and technical or hard skills learnt during the whole training process.

Sushma (2007) studied the profile of RUDSETI trainees of district Dharwad in Karnataka and found that a greater number of trainees were young and most of the trainees were literate not graduates. Most of the trainees belong to small families with medium-sized income group or low-income groups, indicating that the small families are more aware, educated and have greater exposure to the external world and people having moderate or less than moderate-income go for such training.

Vandana Sharma (2016) examined the role of RSETI in facilitating women towards self-employment in the time period of 2011-2016 and compared the participation of men and women trainees in the same time period. The results showed that women are keener to take training and establish their own enterprises. The percentage of female trainees was 97.18%, 100%, 88.88%, 68.77%, and 74.81% respectively for the years from 2011-2016.

3. Studies Related To Entrepreneurial Development Programs And Their Importance

Studies on entrepreneurial development programs emphasize on need and extent of importance of training to the young/novice entrepreneurs. The Policymakers of India realized that human development is essential for our country. So, that led to the establishment of the Small Industry Extension Training (SIET) Institute in 1962 in Hyderabad. SIET in association with Professor David C McClelland of Harvard University conducted three three-month training and research programs in various towns of Tamil Nadu and Andhra Pradesh and proved that through training and providing education the vital quality of an entrepreneur which Professor David C McClelland called "Need for Achievement" can be developed. Hence, the seed for entrepreneurship

development programs in India was sown by this successful experiment. However, this arbitration by McClelland was just related to motivational training (Awasthi, 2011). However, to the favourable outcome of this Kakinada experiment, many entrepreneurial development centres were established in our country and finally in 1983 Entrepreneurship Development Institute of India (EDI) at Ahmedabad and the National Institute for Entrepreneurship and Small Business (NIESBUD) were established. Then EDP emerged nationwide campaign in India (Khanka, 2005).

3. Studies Related With Entrepreneurial Training Or Education And Youth Empowerment

The following studies tries through some light on entrepreneurial training and The term entrepreneurial training comprises two words entrepreneurship and training or education. Entrepreneurship is defined in the academic sense as a dynamic process of vision, change and creation. It requires an application of energy and passion towards the creation and implementation of new ideas and creative solutions. Although the words education and training are used interchangeably there is a difference between the two words.

Anderson and Jack (2012) insist that the creative entrepreneurial process is not independent of managerial knowledge, notwithstanding the argument that the imprecise notion of creativity associated with entrepreneurship is clearly more than 'managerialism'. As a consequence, both knowledge (relating to education) and experience (more related to training) are earmarked as the basis for assessing "what is possible, what is realistic, and what is achievable."

Feinstein, L. (2002) emphasise the importance of distinguishing between the two concepts. Education is not targeted at creating successful role performance, but rather at generally developing critical thinking skills, the ability to ask questions and find answers, and learning facts and figures. Accordingly, education is described as the transfer of knowledge to learners primarily in lectures based on theory. Training, on the other hand, is generally more concerned with delivering skills for practical decision-making, communication and on-the-job action.

Ismail et al. (2011) described youth empowerment as a process whereby the youth becomes able to organise themselves to increase their own self-reliance, to assert their independent right to make choices and control resources.

Lucas, B. et al. (2014) in their study examined entrepreneurship education as a vital tool for youth empowerment in Nigeria. The paper took a critical look at the role which is played by entrepreneurial education that is the adequate training which promote innovation and creativity to acquire such a skill that one can become self-employed or self-reliant. The study also discussed various challenges faced by Entrepreneurial education and youth empowerment in Nigeria and strategies for effective entrepreneurship education so that youth of Nigeria can be empowered. The article concluded that development of entrepreneurship education will go a long way in creating job opportunities and converting the job seekers to job providers.

Sathiabama (2010) in her study highlighted the empowerment of rural women through entrepreneurship and discussed the benefits of entrepreneurship among rural women. She concluded that economic empowerment among women through entrepreneurship led to development of family and community and same is proved by collective micro entrepreneurship in Tamil Nadu.

Steenekamp (2013) downplay the importance of debating whether entrepreneurship education or entrepreneurship training will produce higher number of new business start-ups.

4. Studies Related To Problems Experienced By Women Entrepreneurs:

Ashish and Priyadarshani (2013) analysed the challenges and opportunities for young entrepreneurs in India and declared that financial problems, credit facilities' problems, marketing problems, heavy competition, and high cost of production and lack of experience are major problems that the entrepreneurs face in market space business.

Halkias et al. (2011) found that Nigerian women entrepreneurs were facing problems in running their enterprises were hard to get finance or capital, low productivity and low labour force to expand and establish properly their business.

Kerenhapukh Sugiarto et al. (2014) made a quantitative inquiry in business schools of Jabodetabek in Indonesia with 280 respondents as sample and revealed that the students of business school in their entrepreneurial projects face financial, management, marketing, production and technological problems which most of the companies face.

Thus from the above studies, it is concluded that EDP programs are conducted to enhance the knowledge of the individuals towards

entrepreneurship and its benefits. These programs cover such areas as acquiring raw material up to final product manufacturing, traits of entrepreneurs, customer relationship, creative thinking, identifying the business and basic concepts of entrepreneurship. EDPs were also conducted for womenfolk of rural areas to inculcate and promote home home-based business environment. It could also be inferred from the above studies that EDPs did a remarkable job in shaping the individual's behaviour to become entrepreneurs and removing their poverty but for the success of these training programs faculty or directors of these institutes should be vigilant enough to make the right choice of candidates for training.

Need for the Study

Skills training institutes play a pivotal role in building the efficacy of entrepreneurs Rural Self-Employment Training Institute SETIs is skilling center that mainly help in training entrepreneurs. These two are managed by commercial Banks with active cooperation from the both Government of India and the State Government(s). These institutions are designed as to ensure essential skill training and skill gradation of the rural Indian youth (BPL) to mitigate the problem of unemployment.

Objectives of the Study: The following are the proposed objectives of selected study.

- i. To understand the current practices of Women entrepreneurial training in north Karnataka.
- ii. To make a comprehensive study of skills training programs designed for Women entrepreneurs.
- iii. To evaluate the effectiveness of skills training programs offered to Women entrepreneurs.
- iv. To give suggestions that strengthens training programs and helps Women entrepreneurs in a better way.

Methodology:

Sample Design- The sample size for the present research is 500 Women entrepreneurs who have undergone skills training programs and other allied training programs in different training institutes as recognized by the Government. The study also covers interviews of organizing faculty, and resource persons who give training to the candidates.

Primary data- The primary data include data pertaining to pre and post-satisfaction levels, skills set level and magnitude of economic reliance of 500 Women's entrepreneurs situated in 5 Districts of North Karnataka (Koppal, Gadag, Dharwad, Uttar Kannada and Belagavi). Structured interviews of facilitators and resource persons associated with the EDP training will be done.

Statistical Tools to be employed: For the analysis purpose grounded theory approach, 5 point Likert scale will be used to know the satisfaction level of candidates who have undergone the training and trainers, Arithmetic mean will be used in order to know the amount of deviation in the respondents' view, standard deviation will be analyzed.

Data analysis and interpretation

Entrepreneurial training plays a pivotal role in the overall development of women entrepreneurs. The effect of skills training programs on women was studied in different outcomes. Direct outcome in which immediate effect of entrepreneurial/skills training given was taken into consideration. In the intermediate outcome, the settlement rate of trainees was considered. In the outcome, women empowerment was measured on the basis of several important factors including youth empowerment i.e., improved economic conditions, better health facilities, involvement in family decision-making, improvement in quality of life and social status, access to modern technology, access to more business information, and family support.

1. DIRECT OUTCOME

Table 1: Distribution of skills trainees according to level of entrepreneurial intention in relation to women's empowerment

Entrepreneurial intention	Women Empowerment		
	Low (<30)	High (>=30)	Total
Belagavi District (N=95)			
Low (< 26)	39	21	60
High (> 26)	17	18	35
Total	56	39	95
Dharwad (N=98)			
Low (< 26)	24	38	62
High (> 26)	14	22	36
Total	38	60	98
Gadag (N=102)			
Low (< 26)	24	28	52
High (> 26)	22	28	50
Total	46	56	102
Koppal District (N=99)			
Low (< 26)	19	27	46
High (> 26)	24	29	53
Total	43	56	99
Uttara-Kannada District (N=101)			
Low (< 26)	23	27	50
High (> 26)	22	29	51
Total	45	56	101
Overall (N=495)			
Low (< 26)	129	141	270
High (> 26)	99	126	225
Total	228	267	495

In Table 1 effects of entrepreneurial intentions and women's empowerment are shown. On the basis of mean averages low and high range in each district was calculated. In the overall analysis, it was noticeable from the above table that

as the entrepreneurial intentions of women entrepreneurs increase overall empowerment rate of respondents also increases. With reference to Table no 4.1 it was clear that 270 (54.54%) respondents had low-level entrepreneurial

intentions and 225 (45.46) had entrepreneurial intentions of high level. On examining the relationship between both variables it was clear as entrepreneurial intentions arose more of the respondents got empowered. When the entrepreneurial intentions of respondents were higher >26 just 99 (44.00%) of respondents were empowered but when entrepreneurial intentions increased 126 (56.00%) of the respondents got empowered. Moreover with the acceptance of society and family decisions of respondents to an entrepreneur number of respondents that were empowered increased from 228 to 267.

The study also covers the intermediate impact of entrepreneurial training on women's empowerment on the basis of settlement rate. There are many organizations which are providing Entrepreneurial Development Programmes and skills training but their settlement rate is not as high as that of Rural Self Employment Training Institutes. On Average the settlement rate in all the sample tehsils was above 65% between the investigation periods of this study (2017- 2022). In this part of the study secondary data from RUDSETI of Dharwad District activity reports of sample tehsils was taken and their settlement rate was discussed.

1. INTERMEDIATE OUTCOME

Table 2: Performance of sample districts on a settlement basis for the years (2017-2022)

Settlement	Belagavi	Dharwad	Gadag	Koppal	Uttara-Kannada
Self-employed	1253	1340	1364	1273	1347
Wage employed	156	24	14	0	121
Total no. of trainees selected	1309	1254	1278	1273	1468
Total number of individuals trained	1530	1534	1462	1478	1660
Settlement percentage	85.56	81.75	87.41	86.13	88.43

(Source: Activity 2021-22 report of all sample Districts)

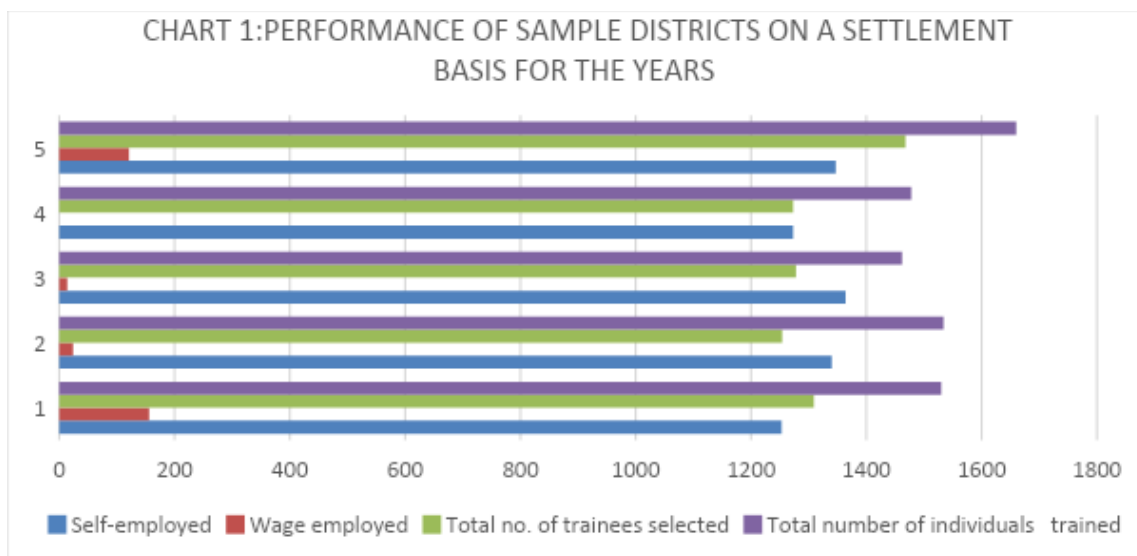


Table 2 and Chart 1 shed light on the settlement rate of each sample district. The average settlement rate of all the districts was approximately 85 %. The above table also depicts that the majority of the trainees selected self-employment rather than wage employment. District-wise comparison states that the maximum settlement rate was of Uttara Kannada District with 88.43% followed by Gadag district with 87.41% & Koppal district with 86.13%. The least settlement rate is of the Dharwad district with 81.75%.

As far as the present study is concerned primary data collected by the researcher shows out of 500 respondents. According the training model, the person who is earning above 5000 per month after the training by setting up an enterprise is considered a settled candidate. In the present study out of 495 respondents, 490 respondents earn more than 5000 INR per month as shown in the table.

FINAL OUTCOME

In the final outcome, women empowerment was measured on the basis of seven factors of youth empowerment that is improved economic conditions, better health facilities, participation in family decision-making, improvement in quality of life and social status, more access to modern technology and access to more business information in relation to total turnover, number of workers employed and total income.

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