

Impact Of Skill Development Programmes On Social Entrepreneurship Attitude: A Study Among Self-Help Groups Women Beneficiaries.

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ABSTRACT

"Social entrepreneurship" refers to the collaborative effort of utilizing existing resources to address challenges faced by society. Self-help group is an initiative by Government that aims to promote social entrepreneurship in rural regions is the establishment. These are aiding the success of their members and other social entrepreneurs by providing material resources and positive reinforcement. Through the implementation of numerous educational and skill-enhancement programmes, SHGs unquestionably contribute to the growth of social entrepreneurship. For this reason, research has been conducted into the factors that influence the satisfaction of SHGs with regard to their "skill development programmes." Further analyses the impact of overall satisfaction towards social entrepreneurship attitude. The findings add to the scope of understanding about social entrepreneurship as well as skill development by emphasizing efficacious approaches and areas that require additional improvement. This study may provide value to policymakers, practitioners, and organizations engaged in women's empowerment and women's initiatives.

Key words: Self-help groups, skill development programmes, women entrepreneurship and social entrepreneurship attitude.

"Social entrepreneurship," as defined by Ashta (2018), is when private individuals or non-profit organizations conduct business with the intention of bettering society as opposed to generating profit." Using acquired skills and knowledge, this will also aim to improve society in an effort to generate revenue. Self-Help Groups (SHGs) have embraced the concept of social enterprise in order to supplement a diverse array of initiatives that strive to improve society. SHGs have significantly advanced women's equality in rural areas through the improvement of their financial security, education, and social skills. They facilitate access to banking services for individuals residing in impoverished regions, particularly in rural India, thereby contributing to the success of social enterprises Indarti & Krinstiansen (2003). In the last five years, the social sector has witnessed the emergence of numerous new businesses specializing in vocational training and skills development; this trend signifies the sector's increasing significance within the social enterprise ecosystem. The expansion of micro and small enterprises nationwide can be largely attributed to state initiatives such as Kudumbashree, Janashree, Samatha, and Neighborhood Groups . Angelalalhmingsangi (2018) stated that SHGs successfully developed social entrepreneurship among their beneficiaries by providing skill development programmes in tailoring, embroidery, hand looming, craft, and mobile manufacturing, among others.

Considering this study has three objectives, primarily to determine the skill development programme factors that affect participants' overall satisfaction from the participant's perceptions point of view. Secondly to understand the impact of Skill development programme satisfaction on social entrepreneurship attitude among beneficiaries. And finally, to determine whether overall satisfaction on skill development programme is differing with skill levels.

The present study investigates the subsequent questions in light of the aforementioned objectives.

- In regard to skill development initiatives, how can SHG members achieve consensus on matters including programme content, environment, schedule, resources, and mode of delivery?
- How do participants assess the impact of specific variables addressed in the skill development programmes (SDP), such as skill enhancement, knowledge transfer, market access, and confidence building?
- Whether social entrepreneurship attitude have any relationship with skill development programme satisfaction?

SHGs Skill Development Programmes (SDP)

An intervention-based investigation conducted by Verma, M (2015) explored the potential of apparel design training to enhance the effectiveness of female self-help groups. The main objectives of the study encompassed to ascertain needs of individuals, evaluate the efficacy of the training, and identify the disparity between the current practises of the subjects and the demands of the market. The primary objective of the research investigation conducted by Surbhi Sharma and Sudha Babel (2016) was to design, implement, and evaluate a jute packing-focused skill-development programme. The findings of the study indicated that this programme effectively prepared participants for the challenging employment market. A approach for determining the types of training required to enhance the competencies of micro-entrepreneurs is proposed in the study by Debanjan-Nag (2015). The article discusses a range of training methodologies, evaluating their advantages and disadvantages and providing practical suggestions for enhancing micro-entrepreneurial skills.

Das (2012) discovered that 20.67 percent of the SHGs surveyed trained between 25 and 50 members, while 38 percent trained fewer than 25 members. Another research, Subramaniam (2012) stated that success of beneficiaries was linked to Frequent training and discussion gatherings, enabling skill development and the sharing of business experiences, ultimately aiding in overcoming daily challenges. Nithyanandan and Mansor (2015) found that SHG members received three types of training: Skills development and training programmed pertaining to animation, craft and motivational bootcamps etc. The study revealed that 82.8% of participants engaged in the training, with 60.9% reporting its usefulness. SHGs expressed a desire to learn new product-making methods to enhance their market sustainability. Hemalatha, AV (2012) A study was undertaken to ascertain potential strategies for improving the capabilities of these entities, which are composed of female small-scale entrepreneurs, in Kerala. Examining the extent to which skill development for rural women has advanced since the inception of SHGs.

according to the findings. Also, an individual's perception of the extent to which they are receiving educational assistance influences their knowledge, attitudes, and abilities with regard to wanting to start a business.

Factors affecting Overall satisfaction of SDP

Research conducted by Deros (2012) highlighted significant relationship between overall satisfaction and Instructor's proficiency, the audiovisual resources, the training materials, and the manner in which the information was presented. In addition, the research revealed that the subjects' knowledge, comprehension, and abilities significantly improved following the training. The study produced the Employees' Training Motivation Model (ETMM) and identified two distinct categories of training motivations: intrinsic and extrinsic. External and internal factors, such as the supervisor and colleagues, can have an impact on the effectiveness of training Sanjeev kumar & Yanan, (2011). It is critical that training courses align with the objectives of the organization and are designed to fulfil its requirements. An extensive array of training quality elements, including the instructor, the content, the timetable, the procedures, the objectives, and the feedback, were discovered to significantly influence employee job satisfaction Qura-Tul-Aain Khair (2013).

Given that we are examining overall satisfaction with the SDP in this study, it is reasonable to assume that this evaluation will be associated with SDP factors.

Social entrepreneurial attitude and Overall satisfaction

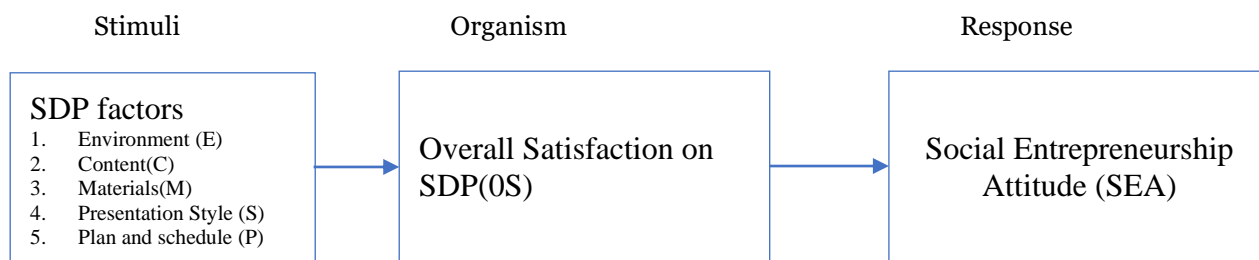
An individual's Attitude on a particular subject, object, or occurrence is shaped by their personal encounters and the influence of their social surrounding, which can be unfavorable to favorable. Social enterprise is gaining traction as an innovative approach to addressing complex social issues. Social entrepreneurs are individuals who found and operate unique enterprises with the aim of addressing societal issues. Fard (2018) defines socially entrepreneurial attitude as "a positive assessment of pre-entrepreneurial social-centered behaviors". Additionally, it was demonstrated that cognitive elements, including prior knowledge and experience, positively influence an individual's inclination towards pursuing a career as a social entrepreneur. As per the findings of a study conducted by Makararavy (2012), the influence of training and development on the performance of organizations and individuals is substantial.

Based on the above sequence of reasoning, the concluding hypothesis of this research is as follows

H1: Skill development programme factors i.e. environment, content, materials, presentation style and plan have positive impact on overall satisfaction.

- H2:** SDP overall satisfaction significantly differ among skill levels
- H3:** SDP satisfaction has a positive impact on social entrepreneurial attitude

Conceptual Framework



Research Methodology:

This descriptive study focuses on women entrepreneurs and specifically target SHGs members. The research group for this study comprised 213 individuals who had previously engaged in a skill development programme. The purposive sampling method was employed in the study, involving the following steps: initially handpicked trainees as potential participants. Then, the selection of trainees based on their familiarity with a research topic, including attendance in skill development programme (SDP). Primary data was collected through structured questionnaires administered during SDP with respondents using the local dialect. A pilot study with 30 participants was carried out to ensure the reliability and validity of the results. For data analysis, tools such as one-way ANOVA, multiple regressions were utilized to interpret the collected data.

The questionnaires used in the study were likely derived from similar studies conducted previously. Content and environment of the skill development programme (SDP) were adapted from Markgraf (2016), Bristin and Hester (2015). Both the programme schedule (McNamara, 2016) and the SDP materials (Kumar, Sanjeev, & Yanan, 2011) were modified for this study. The Trainer's presentation style was borrowed from Nagar (2009). These studies might have focused on training. The scale for SDP Satisfaction and social entrepreneurship attitude was taken from Parahoo (2016) and Rosa (2020) respectively. In the questionnaire, five points comprise the Likert scale, where one denotes strong disagreement and five represents strong agreement. Initially below listed variables were selected.

Reliability and Construct Validity

A sample size of 30 was utilized to determine the construct validity and reliability of the questionnaire. Table 2 displays the reliability statistics of selected measures Using Cronbach's alpha, the internal coherence of the 25-item scale based on Likert was assessed, resulting in a coefficient of reliability of 0.812. (<.7) The obtained score signifies the reliability of the scale.

Table 1: Reliability statistics

Cronbach's Alpha	Number of Items
0.812	25

Data Analysis:

The views of respondents on selected factors are shown in Table 3. To analyze the data, we computed the Mean and Standard Deviation. Findings indicate a general agreement among the respondents regarding the contents of the skill development programmes (SDP). They also agree with the favorable environment provided. When it comes to the SDP materials, the respondents hold neutral views, i.e. they do not have a strong opinion. According to the survey participants, the SDP schedule works well(good). Moreover, the respondents possessed a favorable impression on the presentation styles employed by the trainers during SDP. Lastly the respondents report high levels of satisfaction with the SDP and social entrepreneurship attitude (SEA), ranging from highly satisfied to satisfied.

Factor	Scale	M	SD	Scale	M	SD	Scale	M	SD	Scale	M	SD
C	C1	4.17	1.03	C2	4.18	1.15	C3	4.25	1.04	C4	4.16	1.11
E	E1	4.16	1.02	E2	4.17	1.22	E3	4.09	1.05	-	-	-
M	M1	3.86	1.36	M2	3.89	1.15	M3	3.46	1.54	-	-	-
S	S1	4.05	1.19	S2	4.19	1.01	S3	3.81	1.3	-	-	-
P	P1	3.72	1.32	P2	3.93	1.19	P3	4.1	1.17	P4	3.46	1.58
OS	OS1	4.29	0.97	OS2	4.56	0.81	OS3	4.11	0.95	OS4	4.39	0.92
SEA	SEA1	4.11	0.95	SEA2	4.09	1.05	SEA3	4.16	1.02	SEA4	4.18	1.15

Table (2) Perception of Participants on each factor of SDP (skill development programme) and SEA (social entrepreneurship attitude)

One Way ANOVA with Post Hoc

ANOVA test was conducted to examine whether there are differences in OS based on the skill level among trainees. The findings presented in Table (3) indicate a significant difference in OS based on the skill level among trainees ($P < 0.05$). The data in table 4 suggests that there is a statistically significant difference in OS among Trainees "skill level" i.e. high skill – semi skill ($P = .006$) and high skill – moderate skill ($P = .002$). Hence H2 accepted.

Table (3) One Way ANOVA

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	25.918	2	12.959	6.024	.003
Within Groups	451.725	210	2.151		
Total	477.643	212			

Multiple Comparisons

Table (4) Post Hoc Tukey HSD: Skill Level

Dependent Variable: Overall satisfaction						
Tukey HSD						
Skill level(I)	(J) Skill level	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
High Skill	Semi Skill	1.23137*	.39397	.006	.3014	2.1613
	Moderate Skill	1.31016*	.37988	.002	.4135	2.2069
Semi Skill	High Skill	-1.23137*	.39397	.006	-2.1613	-.3014
	Moderate Skill	.07879	.21554	.929	-.4300	.5876
Moderate Skill	High Skill	-1.31016*	.37988	.002	-2.2069	-.4135
	Semi Skill	-.07879	.21554	.929	-.5876	.4300

*. The mean difference is significant at the 0.05 levels.

Multiple Regression Analysis:

Multiple regressions can be employed to compute both the overall model fit, which accounts for the variance explained, and the individual contributions of the independent variables to that variance.

Regression between SDP Satisfaction and Factors:

Here the dependent variable is SDP overall satisfaction (OS) and independent variables are the content, environment, material, schedule, and presentation style. The following table displays the findings:

The R- value of .847 indicates a high positive relation between the SDP factors (content (C), environment (E), material (M), schedule (S), and presentation style (P)) and overall SDP satisfaction. The conclusion is drawn from an analysis of a model with an R-squared value of 0.717 and an adjusted R-squared value of 0.711, which indicates a proportion of the independent variables are making a contribution to the model.

The p-value for the regression model is .000 in the ANOVA, suggesting that the mean of independent factors are found to contributing factor and found significant for hypothesis acceptance, Hence H1 accepted,

$$y = 0.545x_1 + 0.414x_2 + 0.143x_3 + 0.361x_4 + 0.369x_5 + 0.269$$

Assuming a significance threshold of 5%, the aforementioned variables were used to build a regression equation that was statistically significant. The results indicate that the proposed hypotheses were supported, confirming a significant positive impact of the various factors: content (C), environment (E), material (M), schedule (S), and presentation style (P) on overall satisfaction. The significant outcome of the mentioned study indicates that the aforementioned elements collectively contribute to the improvement of participants' contentment with the skill development programme.

Table (5) Regression- Coefficient Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.269	.168		1.608	.000
	Content (C)	.545	.055	.9537	9.946	.000
	Environment (E)	.414	.052	.140	2.174	.031
	Material (M)	.143	.047	.165	3.067	.002
	Schedule (S)	.361	.066	.386	5.472	.000
	Presentation Style (P)	.369	.069	.345	5.353	.000

a. Dependent Variable: OS Overall Satisfaction

b. Independent variables: Content (C) , Environment , M, S & P

Regression between overall satisfaction (OS) and social entrepreneurship attitude (SEA)

Here the dependent variable is social entrepreneurship attitude (SEA) and independent variable is overall satisfaction (OS).

The R value of 0.883 indicates a relatively positive relationship between the overall satisfaction and social entrepreneurship attitude. The Adjusted R Square value of 0.871, which suggests that variable is contributing

to the model and its results are considered for conclusion. The regression model, ANOVA shows statistically significant as indicated by the significant p-value of 0.000.

From the table 6, it is noted that, The calculated values of $B = 0.678$, $t = 11.646$, and $p = 0.000$ are all lower than the presupposed value of 5%. It's clear to conclude that OS influences SEA in a way that's positive and significant. Thus, we accept H3.

Table (6) Regression- Coefficient

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.195	.230		5.167	.000
	Overall Satisfaction (OS)	.697	.057	.637	11.656	.000
a. Dependent Variable: Social entrepreneurship attitude (SEA)						
b. Independent Variable: Overall Satisfaction (OS)						

Discussion:

The survey results indicate that the respondents agree on the Content and positively view the Environment. They also perceive the Material, Presentation, and Schedule as good. Moreover, the respondents expressed high levels of satisfaction with the SDP, suggesting that the programs effectively met their expectations and needs. The analysis conducted using One-Way ANOVA revealed a significant difference in OS among trainees of different skill levels, including high, semi, and moderate skills ($p < 0.05$). Subsequently, a Post hoc Tukey HSD test results indicated statistically significant differences OS between trainees with high-semi skill levels ($p = .006$) and high-moderate skill levels ($p = .002$). These findings highlight the significance of developing the SDP programmes according to the skill level of the participants, as indicated by the results. The value of the coefficient of determination (R^2) is used in multiple linear regression models to estimate how much of the variance in overall satisfaction can be accounted for by the factors of SDP. These findings indicate a significant relationship between the variables of SDP and over all SDP Satisfaction. Similarly, regression analysis between SEA and OS indicates a significant and moderately favorable effect between the variables. Funding should be increased for Self-Help Groups (SHGs) in order to improve and better align their skill-development initiatives with the objectives of social entrepreneurs. This will streamline the process for individuals to establish enterprises that positively impact their respective communities. SHGs can optimize their skill development programmes and improve participant satisfaction, leading to influence participants attitude towards social entrepreneurship Also Considering the variation in SDP programme satisfaction among skill levels, administrators and Coordinators ought to exercise prudence when devising and coordinating skill development programmes, prioritizing the needs of stakeholders. They are required to meticulously plan and execute customized SDP activities. to enhance the teaching and learning process. To validate the study's findings, a comprehensive evaluation and follow-up skill development programmes in the SHGs, within a broader scope and setting, is recommended.

Conclusion

In conclusion, skill development programmes have significantly benefited Self-Help Groups (SHGs) and have been instrumental in fostering a paradigm shift towards social entrepreneurship. Their economic opportunities have expanded as a result of the enhanced financial literacy, product-selling expertise, and passion for social entrepreneurship that SHG members have acquired as a result of these programmes. By gaining these abilities, SHG members are now capable of evaluating community requirements with greater precision, thereby creating opportunities for innovative social enterprises that not only generate revenue but also have quantifiable positive impacts on society and the environment. Furthermore, these skill development initiatives have enhanced the SHG members' sense of collective empowerment and self-sufficiency, thereby strengthening their resolve to engage in social entrepreneurship and make contributions towards broader sustainable development goals. This transition exemplifies the considerable potential of these programmes in fostering a vibrant community of entrepreneurs who are conscientious of social issues within self-help groups, thereby advancing beneficial social, economic, and communal change.

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