

## WOMEN'S ENTREPRENEURSHIP DEVELOPMENT

*S. Indradevi*

*Assistant Professor, Department in Economics, DGGA College for Women, Mayiladuthurai, Tamil Nadu, India*

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### **ABSTRACT**

*This occurrence of writing acquires gender inequalities in the distribution of moderation as its point of endeavor. Women Employers face three holes in the training buckets namely learning risk, productivity risk and attrition risk. Given the well-known indication of the magnitude to which women, particularly poor women, have been marginalized in processes by which development policies are designed and implemented. In particular, there are certain 'critical moments' in the life of any intervention when the ideas, values and knowledge of key decision-making actors have a profound impact on how the intervention plays out in practice. Its bring to mind that explicit attention needs to be given to strengthening women's capacity for voice and action at different stages of the planning cycle, and also dispute the expectation relate to skills development for employability and sources of revenue. The article sets out to develop a theory of change that addresses to originate the women's empowerment.*

**KEYWORDS:** *Women Development, Entrepreneurship*

### **INTRODUCTION**

India is prominent for its dimension, variety and density, whether it be environmental, socio-economic, intellectual, growth of all which influence on each characteristic of existence, including service, labour force concerns, education and training. The locality is place of origin to some 63 per cent of the world's citizen of seven billion. Countries with the leading populations (People's Republic of China, 1.34 billion; India, 1.22 billion) and the most fast growing megacities to be begin in the region, as are countries with minor populations. The growing prominence of Asian economies and firms, together with globalization and technological modernization, is leading to long-term changes in skill, enterprise and labour markets. There is a rebalancing of power, centered on Asia and the Pacific region.

### **Statement of the Problems**

The mismatch problem arises from the divergence in what employers are seeking in the candidates in addition to qualifications and the actual skills candidates have. This issue of employability skills is particularly important for those who are already in low-productivity jobs in the workforce or students who have completed their education but are unable to get a job. Improving the supply of educated people for employability is more than just qualifications. The issue of financing training requires to be addressed.

Employers face three holes in the training bucket: first, they pay for training, but the candidates do not pass or complete the training successfully (learning risk); second, they pay for training, and the candidate completes it successfully but does not perform in the workplace (productivity risk); and third, employers pay for training, and the candidate

completes successfully and is productive in the workplace; however, he leaves (attrition risk). So employers are not willing to pay for training upfront but they are willing to give apprenticeship stipends or reimburse candidates for fees they have paid if they stay with them for some time.

Competency assessment and performance management in employability skills are not an area that has been given adequate attention. In addition to qualifications, there are no concrete metrics that help employers and institutions assess the employability skills. Currently, vocational training has wide open entry and exit gates. There is a lack of alignment between various parts of the skills, training and employment ecosystem that includes assessment, curriculum, certification and jobs. Unless training institutions are able to effectively take on board market demands and trends for skills, including employability skills in their curriculum and courses, and able to provide certification for well-defined skill sets, the employability mismatch will continue.

### **Challenges of Women Employees**

Women's work in which responsibilities have been distributed to a high degree is a major challenge. The communication between employees and their administrator may be based only on virtual contacts. It is difficult for administrator to support continuous learning of individual employees and to emphasize shared learning of all employees in the network of a team or an organization. There is a growing need for flexible structures and practices that facilitate lifelong learning. Learning at work and Web-based social software has an increasingly important role in competence development. The requirements of speed and possibilities of virtual work have emphasized the emergence of new business models, such as open source. Instead of strictly protecting the development work up to the launch of a product or service, the idea or project is openly discussed and collectively developed from an early stage on the Internet. Based on open source, anyone can contribute an idea or provide improvements to the project in order to benefit the total development. The development resources can thus be multiplied.

Workers face two related challenges. The first is to acquire the skills necessary to enter an increasingly digital and competitive job market, and the second is to continually improve those skills and learn new ones as a part of their lifelong learning. Many studies suggest that employees around the world are not able to maintain this regularity, and it is widely considered that schools are failing to keep providing employees who are adequately prepared to exploit new knowledge and skills.

Considering that the first skill to be acquired in the working life is bridging information gaps, there is a wide consensus that all employees should be able to master suitable implement to gather information, understand the context of that information, shape and distribute information in ways that make it understandable and useful, exchange ideas, opinions, questions and experiences. The paradigm of learning in the corporate setting is rapidly shifting from skills development to capability management.

The strongest factors driving this change are the ever-increasing need for faster innovation cycles and for abilities to support a strategic competence renewal. The current learning paradigm can be expressed as the 70-20-10 formula of learning, i.e. 70 per cent of employees' capabilities are built through on-the-job development and real life experiences, 20 per cent are built through coaching, assessments and increased self-awareness. – 10 per cent are acquired through structured learning deliveries, such as instructor-led trainings and e-Learning.

Learners will soon realize that, once they adopt this formula, each day will be a learning day. The need to separately plan times for learning and for work will disappear; learning will be incorporated into the daily work routine. Basically, what this formula requires is developing the right mindset for learning rather than making choices between learning events and modes of delivery. There will always be room for skills-based competency development. Certain enabling skills will continue to be delivered in a classroom, not to mention those that are acquired via interactive leadership development, where discussions and networking play a major role. However, employees and trainers are all becoming more responsible in trying to ensure the continuous development of the knowledge and skills acquired. The traditional focus of vocational education on skills needed for manual work is being challenged by the mixture of competencies required in the workplace today. Many traditional forms of work are undergoing major changes, and as a result the division between manual and mental work is vanishing. Sustainable vocational education should concern and affect both manual and mental competencies.

### **Importance of Skills Development**

To increase productivity, reduce poverty, increase human capital in ways which complement 'physical investment', begin technological and structural change should exist for a country's economic development. However, while these qualities may be necessary for quick enlargement, they in no way ensure quick enlargement, or even ensure any enlargement at all, of a national financial system. Many other nations also share these macroeconomic personalities, but they have not yet experienced similar enlargement curve. The importance of specific government regulation, preparation, strategies and interference is essential. Markets fare even worse when planning for long-term future needs is necessary, not just in terms of what skills are going to be in demand in the labour market, but what sectors will be the growth sectors in the medium and long term and what skills will be needed by them then'.

### **OBJECTIVES OF THE STUDY**

- To find out how many women are really involved in investment in the skill development in the study area.
- To determine if there has been any correlation between their socio-economic lives with Society streams in the study area.
- To discuss the attempt of women to improvement of humanity has become an empowerment or not.
- To suggest the policy makers to the points of empowerment of women employees for a better future.

### **Hypothesis**

Women Empowerment are correlated with enrichment and society in the study area

### **METHODOLOGY**

The present study confines with the women employees of Nagapattinam district. It covers one developed town i.e. Mayiladuthurai Town. The opinion of the 120 sample women employees both wage (60) and self (60) employees comprised the core of the information about the sample respondents in the study area, further comprising each 20 from self-help groups, data entry operators, Lab technicians into which have been further analysed and interpreted for getting the result during 2016 to 2017.

## RESULTS AND DISCUSSIONS

- More than one third of the sample respondents are in the age group of 25 – 35 years. They are married, and most of them are belong to nuclear family.
- In the sample women relatively more are from most-backward community and 80 per cent belong to Hindu religion and more than half of them have medium family size of 4 – 5 members.
- Household assets, annual household income, expenditure, savings, and borrowings, are relatively higher for those in higher level occupation. Contribution of sample women employed in the wage and self of self-help groups, data entry operator, and lab technicians ranges from 38.3 to 68.9 per cent in average annual household income.
- More than one third of the sample respondents, have their basic educational qualification with technical qualification (certificate < diploma < degree) and more than half of them have studied in Local institutions. One third of the samples respondents are continue their technical education or training even after employment.

**Table 1: Fitted Multinomial Logistic Regression for the Determinants of the Sample Respondent's Level of Education with Technical Education: Wage Employment**

S. No	Predictor Variables	B	Wald	P-Level Significance	Exp. (B)
	Non- Economic Characteristics				
1	Basic Educational Qualification(Score)	0.608	5.231	0.008	0.389
2	Type of Activity (Score)	0.454	4.167	0.050	0.732
3	Experience (years)	0.657	7.328	0.002	1.230
	<b>Constant</b>	<b>-2.395</b>	<b>16.562</b>	<b>0.001</b>	<b>-</b>

Source: Computed

Note:  $P \leq 0.05$  Implies that the Estimated Parameter is Statistically Significant

The likelihood of women's level of education with technical qualification in wage employment is best predicted by basic educational qualification (less likely to have rising of basic educational qualification of women with increasing technical education), type of activity (more likely to have rising level of technical education of women with higher type of activity), experience for employment (more likely to have lesser experience of women increasing lab technician).

**Table 2: Fitted Multinomial Logistic Regression for the Determinants of the Women's Level of Education with Technical Education: Self Employment**

S. No	Predictor Variables	B	Wald	P-Level Significance	Exp. (B)
	<b>Non- Economic Characteristics</b>				
1	Waiting period for employment (years)	-4.861	12.167	0.001	0.021
	<b>Economic Characteristics</b>				
1	Annual household asset (in lakhs)	0.432	7.916	0.003	1.980
2	Annual personal Income(in lakhs)	-2.197	8.981	0.002	0.054
3	Annual household borrowings(inlakhs)	1.968	6.981	0.006	1.907
	<b>Constant</b>	<b>5.676</b>	<b>8.376</b>	<b>0.012</b>	<b>-</b>

Source: Computed

Note:  $P \leq 0.05$  Implies that the Estimated Parameter is Statistically Significant

The overall fit of the model is good with significant values of estimated parameters for some of the variables with significant differences in mean values. The likelihood of sample respondents level of education with technical qualification in self-employment is best predicted by waiting period for employment (more likely to have lesser waiting period for employment of women increasing lab technician), household asset (more likely to have rising level of technical education

of sample respondents with increasing household asset), personal income (less likely to have lesser rising level of education with technical qualification of sample respondents with increasing personal income), household borrowings (more likely to have rising level of education of sample respondents with increasing borrowings).

**Table 3: Distribution of Sample Respondents for All Level of Technical Education According to their Share in Household Income and Empowerment**

Contribution (% Share in Family Income)	Level of Empowerment (Score)			Total
	Low (20 – 25)	Middle (25 – 30)	High (30 – 35)	
Low (10 – 30)	13 (41.9)	19 (37.3)	6 (15.8)	38 (31.7)
Medium (30– 50)	14 (45.2)	24 (47.1)	18(47.4)	56 (46.7)
High (50 – 70)	4(12.9)	8(15.7)	14(36.8)	26(21.7)
<b>Total</b>	<b>31(100)</b>	<b>51(100)</b>	<b>38 (100)</b>	<b>120 (100)</b>
P level Significance = 0.003 $\chi^2 = 12.289$				

Source: Computed

Note: Figures in Parentheses Percentages Denotes Respective Column Total

The above table results from the per cent values that contribution of sample respondents with technical education promotes their empowerment as majority are in the cells with low middle, medium middle and high high. Technical education has the possible to support income and it is an influential tool to attain empowerment of women. It implies that irrespective of different socio-economic group's women undergo technical education of various levels to achieve empowerment.

## CONCLUSIONS

This prepare and through paper had validated the view that collective workers play significant role and contributes a lot towards the building of comprehensive societies and promoting harmony by preventing peacefulness and reducing gender inequalities. Therefore, Mayiladuthurai town should have a rethink on their attitude towards collective work. Government needs to do more with less by sufficiently funding collective wellbeing services, and be practical on issues of societal welfares. However, the researcher predicts positive future for collective welfare and collective work services association of enrichment and society for sustainable national development.

Formal learning is getting more and more inclusive of informal and non formal learning to vocationalise education by devising most effective ways in which education institutions can best prepare learners for the world of work and for a smooth transition from education institutions into the world of work. As a result, programmes aimed at skills development for employability increasingly stresses learning which is lifelong and life-wide. The move to vocationalise secondary and postsecondary education can be achieved through adopting a lifelong learning model which represents a major paradigm shift in how best to achieve skills development for employability and sustainable livelihoods. Multiple pathways between vocational and academic education, as observed in the study area, provide additional opportunities for learners in skills development.

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