

EFFICACY OF HOUSEHOLD ART TRAINING MODULES IN DEVELOPING ENTREPRENEURIAL KNOWLEDGE SKILL AND ATTITUDE (KSA) AMONG RURAL WOMEN

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ABSTRACT

The emergence of entrepreneurs in agriculture, home science and allied sectors can propel our rural population in to self-sustaining individuals, who in turn can catalyze the development of economy. In the recent industrial policy, the government has given tremendous importance for the agro based and home based products. Women have a natural flair and instinct for knitting stitching, kashidakari, drowing, food preparation and processing. A new market is developed for these household products. Thus there are plenty of opportunities available for women entrepreneurs. Women empowerment can be better achieved through entrepreneurship. It is an adventure to do something new or it may be an inner urge to make use of knowledge and skills in profitable direction. Household enterprises are comparatively easy to establish and to provide income in rural areas with less investment. Like other professions, entrepreneurship can also be developed and fostered through specific training programmes, is well evidenced by behavioural studies and experiments. However women income is of paramount importance for nutritional, economic and educational upliftment of rural family. Rural women owing to their peculiar situation requires a specific kind of training set up of entrepreneurial knowledge and skill of their doorsteps. Considering these facts investigator attempted to develop training module of entrepreneurial house hold arts and assesed its efficacy on rural women in terms of standard learning of knowledge, skill, attitude and by applying regressional analysis on those parameters. Hand embroidery and artificial flower making training modules were developed and executed on 150 rural women respondents. Experimental research design before-after without control was used. Data was collected through interview schedule and scale was developed for specific purpose.

Keywords: Rural women, Training Module, Entrepreneurship Household art, Hand Embroidery, Artificial Flower making.

Introduction

Empowering women particularly rural women is a challenge. Micro enterprises in rural area can help to meet these challenges. It not only enhances the productivity and employment, but also help to develop knowledge skill and attitude for economic independence.

Economic development of the country is determined by human, physical and financial resources. Even an abundance of physical and capital resources may go underutilized or misused, if human resource factor i.e. knowledge, skill, efficiency; are not adequately cultivated. The objective of any planned development, therefore, is to develop human resources among rural women to their brimming utilization. Empowerment of rural women is an important aspect today and self help groups (SGHs) is an important tool to develop a system of revolving credit for the benefit of group members on their own savings. Area identified for bringing economic empowerment among rural women are agriculture, home science, handicraft, herbal, forest industries. There is a need of

Government, nongovernment, promotional and regulatory agencies to come forward and play the supportive role in promoting the women entrepreneur in rural India. All these agencies should formulate various training and development cum income generation programmes for rural women to start their ventures. Thus right efforts from all areas are required in the process of women empowerment and entrepreneurship development in rural areas. Women by all means can be very effective agents to change for a better home, society and ultimately an economy. Henceforth, promoting entrepreneurship among rural women is certainly a short-cut to rapid economic growth and developments. Entrepreneurship development through training came to be viewed as a useful instrument for disseminating entrepreneurial knowledge skill and attitude among rural women. Researches in past have clearly established the efficacy of ready to use training modules for the development of various section of society which inspired for the present study. Training modules defines as

breaking down a basic training programme into specific components of learning, which then described in terms of objectives, contents methods and materials. So the present study developed two training module of household arts which will become not only the leisure time activity but also the best avenue of entrepreneurship for rural women. Considering the need of popularising various household arts in the world which will explore Indian cultural heritage as well as enhance entrepreneurial excellence of rural women. Present study was conducted with following objectives

- 1) To assess the impact of two Household Art Training (HAT) Module in terms of change in Knowledge, Skill, Attitude (KSA).
- 2) To study the efficacy of training modules and its relation with selected characteristics of rural women.

Hypothesis of the study

A hypothesis is a conjectural statement of the relation between two or more variables. It is a tentative generalization a validity of which has to be tested.

- 1) The household art training (HAT) modules are effective for developing knowledge, skill, attitude (KSA) and learning about entrepreneurship.
- 2) There is no significant relation of personal socio-economic and situational characteristics of rural women with effectiveness of two HAT modules.

Methodology

Methodology deals with the description of research methods and techniques used in conducting the present investigation. The present study is attempted to develop or transfer the entrepreneurial KSA in hand embroidery and artificial flower making art

through well developed training module. In present investigation experimental research design with before-after without control was adopted. For this study six villages from two blocks of Amravati panchayat samittee were selected randomly. Total 150 rural women respondents of different self help groups (SHGs) were selected by equal interval methods of random sampling. For testing the effectiveness of training modules a five point rating scales was prepared for obtaining the responses just after completing each training module. For the measurement of knowledge development teacher made test for each module was developed and administered before and after training and pre-post knowledge was tested. For skill measurement of two household arts tailor made four point rating scale was prepared. Attitude evaluation was carried out by three-point readymade scale designed by Usunde Augustine and Francis (2003), WAOS (Women's Attitude and Opinion Scale). The responses were obtained before and after the training. For the purpose of analysis different statistical methods used were mean, percentage, standard deviation, coefficient of variation, and regression coefficient.

Result and Discussion

Data obtained after assessing the efficacy of two selected household arts in terms of developing entrepreneurial KSA of rural women have been presented under following heads and subheads. Pre-post training KSA level of respondents : The data obtained from pre and post training knowledge, skill and attitude regarding hand embroidery and artificial flower making art are presented in table 1, 2 and 3 respectively.

Table 1 : Distribution of respondents according to pre-post training **KNOWLEDGE** level of Hand embroidery and Artificial flower making art.

S.N.	Knowledge Level	Hand Embroidery Art				Artificial Flower Making Art			
		Pre Training Score		Post Training Score		Pre Training Score		Post Training Score	
		No.	%	No.	%	No.	%	No.	%
1	Low	64	42.67	06	04.00	64	42.67	01	00.67
2	Medium	77	51.33	39	26.00	74	49.33	29	19.33
3	High	09	6.00	105	70.00	12	8.00	120	80.00
	Total	150	100.00	150	100.00	150	100.00	150	100.00
	Mean		37.78		2.43		36.33		79.71
	SD		15.72		17.86		16.98		17.79
	C.V.		47.97		24.66		46.74		22.32

From the table 1, it is noted that 51.33 and 49.33 percent respondents had moderate level of knowledge for hand embroidery and flower making art respectively. Very small proportion of respondents had high knowledge which suggested need of training of these arts-

Table 1 also depicts that majority of respondents i.e. 70.00 and 80.00 percent gained their knowledge to high level of both household arts respectively, indicating the satisfactory change in knowledge. These findings are supported by Garvin (1993), Verma et.al. (1993), Sanyogita Deshmukh (1999).

Table 2 : Distribution of respondents according to pre-post training **SKILL** level of Hand Embroidery and Artificial Flower making art.

S.N.	Skill Level	Hand Embroidery Art				Artificial Flower Making Art			
		Pre Training Score		Post Training Score		Pre Training Score		Post Training Score	
		No.	%	No.	%	No.	%	No.	%
1	Low	107	71.33	08	5.33	89	59.33	01	0.66
2	Medium	41	27.33	54	36.00	56	37.33	37	24.67
3	High	02	1.33	88	58.67	05	3.33	112	74.67
	Total	150	100.00	150	100.00	150	100.00	150	100.00
	Mean		24.21		68.27		28.07		74.11
	SD		14.15		18.85		15.16		18.29
	C.V.		58.44		27.61		54.00		24.68

From table 2 it seems that the majority of respondents i.e. 71.33 and 59.33 percent had low level of skill at the pre training time in both household arts. Skill of hand embroidery is comparatively difficult than flower making art hence its benchmark skill level was relatively low which thus indicates the demand of training. Budhani and Singh (1996) supported to these findings.

Table 2 also depicts that 58.65 and 74.67 percent respondents acquired the skill of high

level while 36 and 24.67 percent learning the skill of medium level respectively after the implementation of training. The mean score of skill level of the respondents for hand embroidery and flower making art was 68.27 and 74.11 respectively. Thus the training modules were found helpful in developing entrepreneurial skill of both selected household arts.

Table 3 : Distribution of respondents according to pre-post training **ATTITUDE** toward Hand Embroidery and Artificial Flower making art.

S.N.	Attitude Level	Hand Embroidery Art				Artificial Flower Making Art			
		Pre Training Score		Post Training Score		Pre Training Score		Post Training Score	
		No.	%	No.	%	No.	%	No.	%
1	Low	04	2.66	00	00.00	00	00.00	00	00.00
2	Medium	104	69.33	08	5.33	96	64.00	08	5.33
3	High	42	28.00	142	94.67	54	36.00	142	94.67
	Total	150	100.00	150	100.00	150	100.00	150	100.00
	Mean		57.16		83.72		60.25		85.26
	SD		15.14		10.57		13.48		11.49
	C.V.		26.50		12.63		22.37		13.48

Table 3 reveals that pre training attitude related to both training modules was relatively favorable, which means women's are basically inclined for such enterprises and always like to learn it. Followed by 28 and 36 percent respondents was most favorable attitude which might have inspired the respondents to

attend the training programmes organized for them.

Table 3 also shows that after training almost all respondents i.e. 94.67 percent had most favorable attitude towards selected household arts training modules. Mean, SD and CV of hand embroidery post training were 83.72, 10.57, 12.13 and the same for flower making

were 85.26, 11.49 and 13.48 respectively. Hence it is concluded that HAT modules were effective in learning and changing of KSA.

In order to find out the effectiveness of HAT training modules perception of the respondents was collected and categorised in four groups and presented in table no. 4.

Table 4 : Effectiveness of Hand Embroidery and Artificial Flower making training modules

Sr. No.	Effectiveness of Modules	Hand Embroidery Art		Artificial Flower making Art	
		Respondents Responses		Respondents Responses	
		(No)	(%)	(No)	(%)
1	Fair	01	0.66	00	0.00
2	Good	23	15.34	09	6.00
3	Very Good	66	44.00	68	45.33
4	Excellent	60	40.00	73	48.67
	Total	150	100.00	150	100.00
	Mean		74.17		77.69
	SD		13.17		10.58
	C.V.		18.16		13.62

It is revealed from the table 4 that nearly fifty percentage of the respondents reported very good to the effectiveness of both the modules, followed by 40 and 48.67 percent excellent to effectiveness where as only 15.34 and 6.00 percent respondents good to the effectiveness respectively. Further negligible percent reported fair to the effectiveness of hand embroidery and flower making training respectively. The mean score of effectiveness of both modules was 74.17 and 77.69

respectively which confirms the training modules were very effective. Similar finding were reported by Sofia and Girija Devi (2003), thus this report clearly supported the hypothesis.

For the prediction of total influence of each independent variable on the effectiveness of both training modules multiple regression coefficient was carried out. The result obtained had been presented in table no. 5.

Table 5 : Regression Analysis of HAT Modules Effectiveness.

Sr. No.	Respondents Characteristics	Hand Embroidery Training Module		Artificial Flower Making Training Module	
		Regression Coefficient	't' Value	Regression Coefficient	't' Value
1	Age	-0.130	-1.720	-0.929**	-5.469
2	Education	2.813	8.440	2.566**	9.614
3	Social Participation	2.252	0.976	0.970	-1.720
4	Occupation	3.429*	2.354	0.811**	3.412
5	Training Experience	3.650**	4.253	2.866**	3.276
6	Empowerment Attitude	0.202**	5.310	0.002**	4.253
7	Marital Status	0.687*	-2.354	2.932**	-4.109
8	Family Type	-0.259	-0.365	0.876	-1.099
9	Family Size	0.998	0.487	-0.243	-0.731
10	Family Social Participation	-2.057	0.000	-0.726	-0.243
11	Family Education	0.318**	3.687	0.049**	3.412
12	Caste	2.142	0.365	-1.205	-1.346
13	Size of Land Holding	-0.059	1.099	0.129	1.720
14	Family Annual Income	0.000**	3.687	0.000**	2.613
15	Family Occupation	2.126**	4.546	1.830**	3.967
16	Household Material Possession	-0.052**	3.826	-0.222**	2.744
17	Extension Exposure	0.292**	3.276	0.111	1.846
18	Mass Media Exposure	-0.020	1.846	0.045	1.720
	R ²	0.51		0.61	
	F	7.45		11.57	

* Significant at 0.05 level of Probability
** Significant at 0.01 level of Probability

Table 5 reveals that, out of eighteen variables Age, Marital status and Family type were found statistically significant but were negatively associated. The other variables namely Occupation, Training experience, Empowerment attitude, Family education, Family income, Family occupation, Household material possession and Extension exposure contributed positive significance towards HAT module of hand embroidery art.

Table 5 also shows that out of eighteen variables only Age, Marital status were negatively related with effectiveness of artificial flower making training module.

The value of R^2 is 51 percent and 61 percent respectively concluded that the predication level of selected variables was relatively high

regarding effectiveness of both HAT modules. Therefore the null hypothesis is rejected.

Conclusion

The finding of the present study lead to conclude that, training modules developed by investigator give an ideal direction of entrepreneurship in selected household arts to the rural women. It could be concluded from the study that the personal social economic and situational characteristics of rural respondents were significantly related with the effectiveness of HAT modules. The study has brought forward the need of introducing systematic modular training approach for entrepreneurship development of rural women for enhancement of knowledge skill attitude (KSAs) regarding home science.

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