

Original Research Article

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Impact Assessment of Stitching Trainings for Empowerment of Rural Women

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ABSTRACT

Vocational trainings for upgrading the creative skills and improving the standard of living of rural women and their families, are gaining impulse in the country. The present study was conducted to assess the impact of five days training of stitching and tailoring on knowledge acquisition of rural women belonging to SC/ST community. Majority of rural women were married belonged to the age group of 26-35 yrs of age (50.00%) and joint family (54.00%), were educated up to matriculation level (29.00%). Half of respondents were unemployed and their family occupation was private service, had a family income up to Rs. 10,000 (62.00%). More than half of the respondents (59.00%) were informed about training by staff and faculty of KVK, Sonipat. Majority of the respondents were motivated to attend the training to upgrade their stitching skills, ranked Ist with WMS 3.00, to increase family income by acquiring creative skills, ranked IInd with WMS 2.80 and to start own enterprise, ranked IIIrd with WMS 2.60. Respondents acquired high skills regarding care & repair of sewing machine, cutting and stitching of lower garments and children garments, finishing of garments and also the use of various types of trimmings for designing of stitched garments. It was found statistically significant at 1% level of significance. Majority of respondents (72%) felt that duration of training should be 15 days to one month so that they could get more time to get skills in stitching of garments and designing techniques. For determining the success of training, there is an emergent need for follow-up action after imparting training to sustain learnt behavior of trainees.

Keywords

Finishing of garments, Training, Stitching, Knowledge acquired, Women empowerment

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Introduction

For the overall development of a nation and economic growth of a country, the rural masses should be imparted suitable knowledge and skills. Vocational education or skill-based education, based on occupation and employment, is therefore, need of the

hour for each and every country (Kaushik, 2014). Skill India, a flagship campaign of Govt. of India which was launched on 15th July, 2015 with the main objective to skill the youth of the country in such a way so that they get employment and also improve entrepreneurship also aims at providing training and skill development to 500 million

youth of our country by 2020, covering each and every village.

The aim of Skill Development is to develop a workforce empowered with the necessary and constantly upgraded skills and knowledge. For India, skill development is necessary to address the opportunities and challenges to meet new demands of changing economies and new technologies in the perspective of globalization. It is also important for stimulating a sustainable growth process.

Training is a vital tool to attain, sustain and accelerate the pace of development. Apart from developing human capital i.e. skills and knowledge, education and training also develop social, cultural and identity capital as well (Anon, 2013). Training aims at helping individuals reach their maximum potential by way of increased knowledge, changed attitude and improved skills enabling them to perform their job according to established standards. To keep abreast of fast-changing technological developments, the skills of human resources are also required to be continuously updated through training and development. The significance of training and education for improving the standard of living of a family, especially through homemakers has been recognized long back but has gained impetus only in the recent past. The importance of training for women empowerment has further gained the attention of policy makers in our country. Women form a significant proportion of the work force in India. One of the serious problems that they face is poor quality of work. With fast emerging sophisticated innovations and technologies in every field, training is increasingly becoming a potent instrument that can help women to bring improvement in their prevailing conditions and standard of living (Anita, 2006). Keeping the importance of vocational trainings in view, the present study was, therefore, undertaken to assess the

impact of training on trainees' gain in knowledge in stitching skills.

Materials and Methods

The present study was conducted in Sonapat district of Haryana state. Hundred participants of the five days training programmes on stitching and tailoring for SC/ST women conducted by Krishi Vigyan Kendra, Sonapat of CCS Haryana Agricultural University comprised the data.

Knowledge acquisition of trainees regarding stitching skills

Knowledge acquisition was operationalized as the amount of information acquired by the respondent as a result of the training on stitching and tailoring.

The knowledge level of the respondent regarding stitching skills was assessed before and after the training. The pre and post exposure knowledge level was judged using self-structured knowledge inventory. The data regarding pre and post exposure knowledge level of trainees was collected in dichotomized categories of Yes/No and scores were assigned as 1 and 0, respectively. The pre and post scores were obtained and gain in knowledge was calculated. The paired 't' test was also applied to know the significance of gain in knowledge by the trainees.

Analysis of data and application of statistical tools

The collected data were coded, tabulated and analyzed using frequency, percentage, weighted mean score and paired t- test.

Frequency and percentage

Frequency and simple percentage were calculated to assess the socio-personal and

economic profile of the trainees, sources regarding training and satisfaction of trainees regarding duration and sub components of training.

Weighted mean score (WMS)

Weighted mean scores were calculated to know the ranks for the preferences of trainees regarding motivational reasons for attending the training. Ranks were allotted on the basis weighted mean scores.

Weighted mean score =

$$\frac{\text{Total weighted score}}{\text{No. of respondents}}$$

Paired t-test

It was applied to test the significance of gain in knowledge by trainees. The formula used was:

$$t = \frac{d\sqrt{n}}{s} \text{ with } n - 1 \text{ d. f.}$$

Where:

d = mean of differences (pre- exposure knowledge and post exposure knowledge)

s = standard deviation of differences

n = number of respondents

Results and Discussion

The data regarding socio-personal and economic profile of the trainees, sources regarding training, satisfaction of trainees regarding duration and sub components of training gain in knowledge by trainees and motivational reasons for attending the training have been presented in Table-1-5.

Socio-personal profile of the respondents

The data in Table-1 reveal that half of the respondents (50.00%) belonged to 26-35

years of age, followed by 42 percent belonged to the age group of 15 – 25 years and only 8 percent were from the age group of 36 – 45 years. Majority of respondents (64.00 %) were married while 23 percent of respondents were unmarried. Only 7 percent respondents were widow, followed by 6 percent respondents, who were divorce. The data further revealed that 29 percent respondents received formal education up to matriculation followed by 24 respondents who received formal education only up to middle class. Seventeen percent respondents were primary pass, closely followed by the 15 percent respondents who were illiterate, while only 11 percent respondents gained education up to senior secondary and only 4 percent respondents were graduate. More than half of respondents (54.00%) belonged to joint family type and 46 percent respondents belonged to nuclear family type.

Thus majority of the respondents were married, received formal education up to matriculation belonged to the age group of 26 - 35 years and were from joint family type.

Economic profile of respondents

Economic profile of the respondents presented in Table-2 indicates that half of the respondents were unemployed. They were housewife, followed by 38 percent respondents working as agricultural labourer. Twelve percent women were self employed as they were engaged in stitching garments and pickle making etc. Family occupation of half of the respondents' family was private service, while 26 percent of the respondents' family was engaged in their own work like plumber, carpenter and electrician etc. and 19 percent respondents' family head were agricultural labourer. Only 5 percent respondents' family occupation was government service. Monthly family income of majority of respondents (62.00%) was up

to Rs. 10,000, while 34 percent respondents had family income between Rs. 10,000-15,000 and only 4 percent respondents had family income more than Rs. 15,000.

Thus half of the respondents were employed, their family occupation was private service and monthly family income was up to Rs.10,000.

Motivational reasons for attending the training

The data regarding motivational reasons reported by respondents for attending the training have been presented in Table 3.

It is apparent from the data that foremost reason for attending the training was 'to upgrade the stitching skills ranked Ist with WMS 3.00, followed by the reason 'to increase family income by acquiring creative skills', got IInd rank with WMS 2.80' and 'to start own enterprise got IIIrd rank with WMS 2.60. Some of the respondents also reported that they have attended the training as they wanted 'to upgrade their educational qualifications' ranked IVth with WMS was 2.30. The least convincing reason was 'to utilize spare time', ranked Vth with WMS 1.40.

Thus respondents were motivated to attend the training of stitching as they were strongly agreed with the reasons that these trainings will upgrade the stitching skills to increase family income by acquiring creative skills which will help to start their own enterprise. Anuradha and Reddy (2013) revealed that vocational education and training can play a vital role for many of the rural women by improving household productivity, income earning opportunities, employability and also for enhancing food security and promoting sustainable rural development.

Sources of Information for training

The data related to sources of information regarding organization of training have been furnished in Table-4. The data reveal that faculty and staff of KVK was the prime source of information (59.00%) for the respondents while 18 percent respondents got the information about the training through anganwadi workers. Twelve percent respondents were informed by their friends / relatives and only 11 percent respondents received the training information from Asha workers.

Knowledge acquisition regarding stitching skills

The specific information regarding stitching skills acquired by the rural women of different villages of Sonipat district was assessed through pre and post exposure mean score and 't' test. Pre and post exposure mean score and 't' test value were computed for all the sub-components of stitching skills and have been presented in Table - 5.

It is clear from the data that after training, the trainees acquired sufficient knowledge regarding different sub components of training significant gain in knowledge i.e. care & repair of sewing machine, cutting and stitching of lower garments and children garments, finishing of garments and also the use of various types of trimmings for designing of stitched garments. It was found statistically significant at 1% level of significance. Sufficient gain in knowledge was also recorded for common defects & remedies of sewing machine and stitching of upper garments but it was found statistically significant at 1% level of significance while knowledge acquisition of respondents regarding making of designer sleeves and necklines was recorded statistically non significant. It may be due the reason that

period of training was only five days and these specific sub components of stitching required more time for better understanding.

Thus trainees acquired high skills regarding care & repair of sewing machine, cutting and stitching of lower garments and children garments, finishing of garments and also the

use of various types of trimmings for designing of stitched garments as it was found statistically significant at 1% level of significance. Such trainings, if imparted for extended duration could further enhance the skills of the women to make them competent enough to start their own enterprise.

Table.1 Socio-personal profile of the respondents

n-100

| Variables | Categories | Frequency | Percentage |
|-----------------------|------------------|-----------|------------|
| Age | 15-25 years | 42 | 42.00 |
| | 26-35 years | 50 | 50.00 |
| | 36-45 years | 08 | 8.00 |
| Marital status | Married | 64 | 64.00 |
| | Unmarried | 23 | 23.00 |
| | Divorce | 06 | 6.00 |
| | Widow | 07 | 7.00 |
| Education | Illiterate | 15 | 15.00 |
| | primary | 17 | 17.00 |
| | Middle | 24 | 24.00 |
| | Matriculation | 29 | 29.00 |
| | Senior secondary | 11 | 11.00 |
| | Graduate | 04 | 04.00 |
| Family type | Joint | 54 | 54.00 |
| | Nuclear | 46 | 46.00 |

Table.2 Economic profile of respondents

n-100

| Variables | categories | Frequency | Percentage |
|-------------------------------|-----------------------|-----------|------------|
| Occupation of trainees | Unemployed | 50 | 50.00 |
| | Agricultural labourer | 38 | 38.00 |
| | Self employed | 12 | 12.00 |
| Family occupation | Govt. Service | 05 | 05.00 |
| | Private Service | 50 | 50.00 |
| | Agricultural labourer | 19 | 19.00 |
| Monthly income | Self employed | 26 | 26.00 |
| | Up to Rs. 10,000 | 62 | 62.00 |
| | Rs. 10,000 to 15,000 | 34 | 34.00 |
| | Above 15,000 | 04 | 04.00 |

Table.3 Motivational reasons for attending the training

n-100

| Sr. no | Reasons | WMS | Ranks |
|--------|--|-------------|------------|
| 1 | To utilize spare time | 1.40 | V |
| 2 | To upgrade the stitching skills | 3.00 | I |
| 3 | To start own enterprise | 2.60 | III |
| 4 | To increase family income by acquiring creative skills | 2.80 | II |
| 5 | To upgrade educational qualifications | 2.30 | IV |

Strongly agree -2.34-3.00, Agree-1.67-2.33, Somewhat agree -1.00-1.66, (WMS Weighted mean score)

Table.4 Sources of Information for training

| Sources | Respondents (%) |
|------------------------|-----------------|
| Faculty & staff of KVK | 59 (59.00) |
| Relatives / Friends | 12 (12.00) |
| Anganwadi workers | 18 (18.00) |
| Asha workers | 11 (11.00) |

Table.5 Knowledge acquisition of trainees regarding stitching skills

n-100

| Stitching knowledge | Pre-exposure Mean scores | Post-exposure Mean scores | Gain in knowledge Mean scores | ' t'-value |
|--------------------------------------|--------------------------|---------------------------|-------------------------------|------------|
| Care & repair of sewing machine | 0.50 | 2.00 | 1.50 | 10.35** |
| Common defects & remedies of machine | 1.80 | 2.00 | 0.20 | 2.17* |
| Upper garments | 1.80 | 2.00 | 0.20 | 2.17* |
| Lower garments | 1.30 | 1.70 | 0.40 | 3.55** |
| Children garments | 1.20 | 1.80 | 0.60 | 5.33** |
| Designer sleeves | 1.90 | 2.00 | 0.10 | 1.45(NS) |
| Designer necklines | 1.90 | 2.00 | 0.10 | 1.45(NS) |
| Finishing of garments | 1.20 | 1.30 | 0.10 | 1.45** |
| Use of trimmings | 1.20 | 1.90 | 0.70 | 6.65** |
| Surface embellishment | 1.80 | 2.00 | 0.20 | 2.17* |

** =1% level of significance , * = 5% level of significance , NS = non significant

Shankara *et al.*, (2014) studied the importance of trainings in the change of knowledge and skills of the personnel and observed that the training programmes conducted by KVKs are more effective in changing the knowledge and skill of trainees. Veeranjanyulu *et al.*, (2014) conducted a study on Apparel making and embroidery training program and revealed that there is about 51.6 % gain in knowledge among the trainees. Every trainee had become

an earner of supplementary income. The apparel making & embroidery gave a boost to livelihoods of rural women and provided supplementary income and additional employment especially to house wives. Similarly, Nazir *et al.*, (2012) observed that training on cutting and tailoring, knitting, fruit and vegetable preservation work adopted by the trainees had improved their socio-economic status. Fifty two percent of the

respondents adopted the training techniques and 46.75 percent became independent and 30.5 percent respondents had concentrated their dependency.

Satisfaction with duration and sub-components of training

After the training the trainees were asked to give their opinion regarding satisfaction with duration and components of the training. Majority of the respondents were not satisfied with duration of the training (72.00%). They felt that duration of the training should have been 15 days to one month so that they could get more time to get skills in stitching of garments and designing techniques, while the remaining 28 percent respondents were satisfied with duration of training. All the trainees were satisfied with the components of training but they felt that training should be conducted for a period of at least fifteen days to get expertise. Driskell (2011) revealed in his study that type of training implemented, training content and trainee expertise affect the training outcomes. He also found that success of a training programme always depends on how the training was given, what was the content and who was the trainer.

In conclusions, training can be considered as one of the most important tool for increasing efficiency and effectiveness of any technical skills of rural women to make them competent to work independently and confident enough to start their own enterprise. Majority of rural women were married belonged to the age group of 26-35 yrs of age (50.00%) and joint family (54.00%), were educated up to matriculation level (29.00%). Half of respondents were unemployed and their family occupation was private service, had a family income up to Rs. 10,000/- (62.00%). More than half of the respondents (59%) were informed about training by staff and faculty of KVK, Sonipat. Majority of the

respondents were motivated to attend the training to upgrade the stitching skills, ranked Ist with WMS 3.00, to increase family income by acquiring creative skills, ranked IInd with WMS 2.80 and to start own enterprise, ranked IIIrd with WMS 2.60. Respondents acquired high skills regarding care & repair of sewing machine, cutting and stitching of lower garments and children garments, finishing of garments and also the use of various types of trimmings for designing of stitched garments. It was found statistically significant at 1% level of significance. Majority (72%) felt that duration of training should be 15 days to one month so that they could get more time to get skills in stitching of garments and designing techniques. knowledge acquisition of respondents regarding making of designer sleeves and necklines was recorded statistically non significant. For determining the success of training, there is an emergent need for follow-up action after imparting training to sustain learnt behavior of trainees.

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