

EMPOWERING RURAL COMMUNITIES: THE ROLE OF MARKETING EDUCATION AND SKILL DEVELOPMENT ON WOMEN ENTREPRENEURS IN RURAL WARANGAL, TELANGANA

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ABSTRACT

Rural empowerment is a crucial aspect of sustainable development, and marketing education and skill development combine to provide rural residents with the tools they need to grow socially and economically. This study looked at how marketing education and skill-building programs affect rural empowerment, emphasizing how they can increase income, encourage entrepreneurship, and close knowledge gaps. It looked at the essential elements of marketing education, like customer interaction and market analysis, as well as how these courses support independent communities and market access. In order to assess revenue, market reach, and business sustainability in rural Warangal, the study used a mixed-methods methodology to collect data from farmers, SHGs, entrepreneurs, and young people. It also incorporates viewpoints from policymakers, trainers, and non-governmental organizations. In order to recruit women entrepreneurs in rural Warangal who had participated in marketing education or skill development programs, the study employed the Purposive Sampling technique. For the investigation, 216 samples were collected. The study demonstrates that by enhancing market analysis, product promotion, and customer relationship management, marketing education and skill development programs increase rural empowerment, especially for women entrepreneurs. This study emphasizes the necessity of inclusive policies and creative approaches, as well as the significance of combining traditional and digital marketing skills in marketing education for rural empowerment. In rural Warangal, Telangana, marketing education and skill development enable people and communities to negotiate market dynamics, fostering resilience, social cohesion, and economic advancement for long-term sustainable development.

Keywords: Rural Empowerment, Marketing Education, Skill Development, Rural Entrepreneurship, and Women Empowerment.

JEL Classification: J16, I25, L26, Q13, and M31.

INTRODUCTION

This study investigates how marketing education and skill development may benefit women entrepreneurs in rural Warangal, Telangana, a region known for its thriving business

environment and rich cultural legacy. Since the majority of people in nations like India live in villages and depend on small enterprises, agriculture, and entrepreneurship for their livelihoods, rural communities constitute the backbone of these nations. Empowerment is more than just providing people with opportunity or money; it also includes the capacity to act independently, make informed decisions, and significantly impact society. Overcoming socioeconomic barriers such as limited resources, illiteracy, and limited market access is necessary for rural communities to be empowered, particularly women. Low educational attainment, a lack of financial security, and limited mobility are just a few of the structural barriers that rural women commonly face when trying to launch their own enterprises Babel & Sharma, (2016).

By focusing on empowerment through education and skill development, women can acquire the knowledge, skills, and talents needed to overcome these challenges. Marketing education equips female entrepreneurs with the knowledge and abilities they need to successfully launch and expand their businesses by teaching them about client behaviour, branding, sales methods, and market dynamics. On the other hand, skill development programs enable women to participate in dynamic marketplaces by providing them with hands-on training in specialized domains like digital marketing, product design, and financial management.

Warangal in Telangana is renowned for its flourishing agricultural economy, rich cultural heritage, and growing female entrepreneurship. Despite its potential, rural Warangal faces challenges such as unequal access to good schools, poor infrastructure, and gender disparities in economic participation. Women entrepreneurs in this area typically operate in small-scale enterprises, traditional crafts, and agriculture-based initiatives, while their efforts are typically hindered by a lack of market access and economic understanding.

The Telangana government, non-governmental organizations (NGOs), and local institutions have started a number of programs to help rural women via education and skill development. These programs include vocational training, microfinance projects, and workshops on digital literacy and marketing. Despite these efforts, it is crucial to evaluate the extent to which these interventions support sustainable development in rural Warangal and assist female entrepreneurs. Women entrepreneurs are empowered by marketing education, which helps them close the gap between their products and potential customers. It helps women understand key marketing concepts like segmentation, targeting, and positioning, which helps them identify and satisfy specific customer wants. The importance of pricing, packaging, and branding strategies all crucial for obtaining a competitive edge in both domestic and foreign markets is also emphasized in marketing courses. Since women are crucial to the social and economic growth of rural communities, policymakers, educators, and social reformers have concentrated on empowering them.

REVIEW OF LITERATURE

The Indian economy has undergone significant changes since mid-1991 due to liberalization, globalization, and privatization (Dr. S. Koteswari, 2022). Entrepreneurship and skills are interrelated, and skills development is crucial for economic growth and employment. (Chaudary, 2024) The economic health of developing nations like India has improved as a result of women's involvement in business and industries. Utilising innovation and digital technology, rural women entrepreneurs are shifting from conventional to technologically sophisticated methods. They have been able to endure economic shocks like the COVID-19 outbreak, improve their trustworthiness, and obtain important business insights thanks to this. In order to improve rural women's socioeconomic empowerment and entrepreneurial abilities, this article focuses on

digital transformation. Women entrepreneurship has gained prominence, and their potential is recognized due to their social, psychological, economic, and cultural dimensions. Factors motivating women to enter the field of entrepreneurship include education, independence, and the desire to make a mark in society. Modifying women's mentality and addressing equal problems as defined in the Constitution are necessary. (Mishra, 2016) Particularly in India, women are rapidly gaining economic and social empowerment through entrepreneurship. Rural entrepreneurship has the potential to reduce poverty by generating new economic possibilities and promoting general growth. Due to a number of obstacles, including a lack of balance between work and family responsibilities, a lack of direct property ownership, a lack of financial independence, the absence of entrepreneurial skills, carelessness on the part of financial institutions, a lack of self-confidence, education, and capacity awareness, women's entrepreneurship has not developed much in rural areas. Furthermore, problems like male employees, restrictions on flexibility, and a lack of interaction with prosperous rural women business owners continue to exist. (V. Indumathi, 2021) The significance of rural entrepreneurship in emerging nations such as India is discussed in the article, along with the difficulties, success factors, benefits, and government initiatives. It also emphasizes the possibilities for growth and development in rural areas as well as the role of grassroots innovators. (Kumari, 2022) Though their contributions to growth and sustainable development are frequently underestimated, women entrepreneurs play a critical role in developing nations. Giving women entrepreneurs the chance to launch, manage, and expand their enterprises in rural areas is crucial to their empowerment. Since entrepreneurship creates new firms and job possibilities, it is essential to the health of the economy. Progress is sluggish, though, with only 14% of Indian women managing or owning their own businesses. Rural women's entrepreneurship can encourage the efficient use of their human potential by creating new revenue streams, employment opportunities, and market goods. This can have a big impact on women's empowerment, poverty eradication, and the financial health of families and communities Meenakshi et al. (2013). Economic growth and progress depend heavily on women, and their empowerment depends on their entrepreneurship. However, the growth of women in India is hampered by conventional society and state indifference. The economic development of the country is greatly aided by rural women, and government support for female entrepreneurs is essential. To raise knowledge of different business areas, awareness activities have to be carried out. This essay discusses the value of business in empowering rural women and offers ways to get around obstacles.

Chitra et al. (2017) Due to illiteracy, inadequate training, and a lack of skill development, women entrepreneurs confront numerous obstacles. Programs for Women Entrepreneurs (WEP) can assist in removing these barriers and advancing equitable economic participation. Institutions should provide technical and managerial skills as well as information about entrepreneurial initiatives to women who are interested. Research indicates that these initiatives have a good effect on female entrepreneurs, enhancing their businesses and inspiring other young female entrepreneurs. New training initiatives for the empowerment of female entrepreneurs are suggested. (Nupur, 2023) The entire credit for the significant change in the status of women entrepreneurs in India in the twenty-first century goes to the women themselves, as well as to society, government policies, and public institutions. They promoted the social and economic advancement of Indian women entrepreneurs. The function of skill development programs for female entrepreneurs will be the main topic of this essay, along with recommendations for ways to further enhance the status of female entrepreneurs in India. (Batada, 2022) This study

examines the effects of Pakistani programs for developing entrepreneurial skills, like BBSHRRDB and NAVTTC, on the development and efficacy of female entrepreneurs. A sample of 280 female entrepreneurs was analyzed using a strict random sampling technique. The results show that social elements such as social acceptances, informal networks, and formal/business networks are significant, but that BBSHRRDB and NAVTTC also significantly affect the development and success of female entrepreneurs. (Sharma, 2016) With 36% of small business owners in the third world being female, the idea of female entrepreneurs is spreading around the world. To create an intervention package for rural women's skill development and training for entrepreneurship, a study was carried out. Thirty respondents from Rajasthan's Griva Tehsil were chosen as a sample for the training. According to the study, most respondents were in the 20–30 age range, had medium socioeconomic standing, and made between Rs. 5,000 and Rs. 10,000 per month. Five value-added jute goods were part of the training program, and all of the ladies demonstrated exceptional skill growth.

RESEARCH GAP

1. Although a lot of study has been done on general education and skill development for rural upliftment, little attention has been paid to the precise function of marketing education in enabling rural people to take advantage of and access economic possibilities.
2. Rural participants' opinions about how these initiatives have affected their means of subsistence are still under-represented.
3. The complete range of issues, including digital literacy, sociocultural hurdles, infrastructure limitations, and affordability, is rarely covered in studies.
4. The causal relationship between marketing education and indicators like self-sustainability, job creation, and income development is frequently not thoroughly explored in research.
5. There is a lack of research on the potential of digital tools, e-learning platforms, and mobile applications to provide marketing education in rural areas.

Considering the research gap, the present study was built-in. The present study examines the role of marketing education and skill development on women entrepreneurs in rural Warangal, Telangana. Based on the research gap the below objectives were prepared. The present study makes an effort to reduce this gap.

Objectives

1. To analyze the role of marketing education in enhancing the economic opportunities of rural communities
2. To assess the impact of marketing skill development programs on rural entrepreneurial success
3. To explore the relationship between marketing education and rural Entrepreneurial success
4. To identify effective strategies for improving marketing education and skill development programs tailored for rural empowerment.

Based on the formulated objectives, the hypothesis was framed to analyze the role of marketing education and skill development on women entrepreneurs in rural Warangal, Telangana. An attempt was made to explore the relationship between marketing education and rural empowerment indicators such as income, employment, and self-sustainability. The effective strategies for improving marketing education and skill development programs tailored for rural empowerment was also evaluated using hypothesis testing.

Hypotheses

1. H1: Marketing education significantly enhances the economic opportunities of rural communities.
2. H2: Marketing skill development programs have a significant impact on rural individuals' livelihood and women entrepreneurial success.

3. H3: There is a significant relationship between marketing education and rural women Entrepreneurial success.
4. H4: There are significant differences in the effectiveness of various strategies for improving marketing education and skill development programs tailored for rural women empowerment.

RESEARCH METHODOLOGY

Primary data: For the present study the Primary data gathered was from 216 rural women who are actively running small businesses and self employed were selected for the study. Categories included women in handicrafts, textiles, agriculture-based products, food processing, retail, and services. The total registered industrial units were 250, total industrial unit including unregistered were 4419, and registered medium and large unit were 10 as per Brief Industrial profile of Warangal district, Government of India, Ministry of MSME (see table 1). The total population is approximately 4419. Considering confidence interval @93% for the total population of 4419 rural women entrepreneurs in Warangal district, the sample size is 196. Questionnaire was framed using 5 point likert scale with close ended questions. The questionnaire was distributed and the data was gathered from 216 respondents. Women business owners in rural Warangal who have participated in marketing education or skill-building initiatives are the study's primary emphasis. Study identified individuals that fit particular requirements, including location, type of business, income and entrepreneurial involvement, by using purposive sampling technique. This sampling technique guarantees that those who are most pertinent to the study's goals are included. It mainly focuses on a certain group, saving time and resources. Statistical tools, including percentage analysis, Multiple Regression, and Chi-Square test were used to observe the gathered data in order to assess rural women entrepreneurs perceptions on the role of marketing education and skill development in rural Warangal district using SPSS.

Secondary data: The secondary data was gathered from industrial profile of Warangal district and other government related websites, Journals, Thesis and few text books.

Table 1			
INDUSTRIAL SCENARIO OF WARANGAL DISTRICT: INDUSTRY AT A GLANCE			
S. No	Head	Unit	PARTICULAR
1	REGISTERED INDUSTRIAL UNIT	NO	250
2	TOTAL INDUSTRIAL UNIT INCLUDING UNREGISTERED	NO	4159
3	REGISTERED MEDIUM AND LARGE UNIT	NO.	10
4	ESTIMATED AVG. NO. OF DAILY WORKERS EMPLOYED IN SMALL SCALE INDUSTRY	NO	41228
5	EMPLOYEMENT IN LARGE AND MEDIUM INDUSTRIES	NO.	9998
6	NO OF INDUSTRIAL AREA	NO.	8
7	TURNOVER OF SMALL SCALE INDUSTRY/INVESTMENT	IN LACS	18237.88
8	TURNOVER OF MEDIUM AND LARGE SCALE INDUSTRY/INVESTMENT	IN CRORES	735

Source: Brief Industrial profile of Warangal district, Government of India, Ministry of MSME.

Scope for the present study: The scope for the current study is retained in evaluating the role of marketing education and skill development on women entrepreneurs in rural Warangal,

Telangana. Primary data was gathered from 216 rural women entrepreneurs. An attempt was made to explore the relationship between marketing education and rural entrepreneurial success. The effective strategies for improving marketing education and skill development programs tailored for rural empowerment was also evaluated.

Marketing Education and Skill Development on Women Entrepreneurs

For women entrepreneurs in rural Warangal, marketing education can help unlock new opportunities by enhancing market access, by which women learn to connect with buyers through online platforms, trade fairs, and local marketplaces. Increasing product viability aids in the training of female entrepreneurs in market research, which helps them match the preferences of their customers with their products. Increasing financial literacy aids in comprehending pricing and cost structures in order to increase profit margins. Women who possess digital marketing skills can reach a wider audience and grow their enterprises in an era where e-commerce is growing quickly Gautam & Mishra (2016).

Although marketing education emphasizes theoretical knowledge, skill development places more emphasis on practical ability, which is crucial for a business's daily operations. In order to prepare women to tackle the complex problems of entrepreneurship, skill development programs seek to improve their technical, managerial, and interpersonal abilities. Important facets of women entrepreneurs' skill development include Product innovation facilitates training in new methods and technology, enabling women to produce distinctive and superior products. Workshops on time management and productivity help women successfully manage their job and family obligations. Businesses maintain their financial viability through expertise in budgeting, bookkeeping, loan availability, and financial management. Leadership development programs empower women to lead their businesses and motivate others in their communities. Initiatives for skill development in rural Warangal directly affect women's capacity to maintain and expand their enterprises. Women who take part in these programs acquire the self-assurance they need to enter new markets, work with other business owners, and grow their companies.

Challenges and Opportunities

Rural Warangal still confronts a lot of challenges despite the clear benefits of marketing education and skill development. These include Poor connectivity and a lack of digital infrastructure make training programs less effective. Women are often prevented from pursuing business pursuits by social standards and established gender roles. Many women are unable to invest in their education and business advancement because they lack the necessary funds. However, these challenges also present opportunities for targeted responses. For instance, government policy might focus on improving digital infrastructure and providing funds for skill-development programs. NGOs and private businesses can collaborate to offer training materials that are specifically designed to meet the needs of rural women. Additionally, highlighting the achievements of Warangal women business owners might motivate and inspire others to pursue similar careers.

The Role of Stakeholders

For change to occur, government policies and programs that priorities women's education, entrepreneurship, and financial inclusion are crucial, and encouraging rural women

entrepreneurs necessitates collaboration from a variety of partners. Universities and colleges can offer workshops and specialty courses created especially to address the needs of female business owners in remote regions. In order to reach underprivileged populations and provide resources for skill development, non-profit organizations, or NGOs, are crucial. Through partnerships with nearby companies, mentorship programs, and corporate social responsibility (CSR) efforts, private sector corporations can make a positive impact. In order to change cultural perceptions, community leaders, such as local leaders, can promote women's involvement in training programs and business.

MATERIALS AND METHODS

Age	Number	Percentage
<25	34	16
26-35	68	32
36-45	91	42
46-55	11	5
>=56	12	5
Total	216	100
Education	Number	Percentage
Uneducated	16	7
Primary education	32	15
Secondary education	51	24
Under graduation	78	36
Graduation	16	7
Others	23	11
Total	216	100
Marital Status	Number	Percentage
Married	144	67
Unmarried	50	23
Divorced	12	6
Widow	10	4
Total	216	100
Business type	Number	Percentage
Handicrafts	41	19
Textiles	37	17
Agriculture-based products	57	26
Food processing	47	22

Retail	19	9
Others	15	7
Total	216	100
Income	Number	Percentage
Below 1,00,000	21	10
1,00,000-2,00,000	80	37
2,00,000-3,00,000	86	40
3,00,000-4,00,000	17	8
Above 4,00,000	12	5
Total	216	100.0
Years of Business experience	Number	Percentage
Less than 1 year	40	18
1-3 years	15	7
3-5 years	120	56
More than 5 years	41	19
Total	216	100
<i>Source: Authors gathered and calculated data</i>		

From the table 2, the information was gathered from 216 rural women entrepreneurs in Warangal district, Telangana; the respondents profile was described briefly. Maximum number of respondents was from the age category of 36-45 years 91 (42%) followed by 26-35 category respondents 68 (32%). Almost 78 (36%) of the respondents have completed their under graduation followed by secondary education 51 (24%). More than half of them were married 144 (67%) and 50 (23%) were unmarried. Majority of them were doing business based on agricultural products 57 (26%) followed by food processing 47 (22%). Maximum respondents were earning an income ranging 2, 00, 000- 3, 00, 000 which were 86 (40%) followed by 1, 00, 000- 2, 00, 000 which were 80 (37%). More than half of them were having 3-5 years experience in business 120 (56%) followed by an experience of more than 5 years 41 (19%)

Table 3			
TABLE REPRESENTING RELIABILITY TEST			
	Mean	Standard deviation	Cronbach's Alpha
Marketing Education	3.84	1.059	.920
Economic opportunities for rural communities	3.81	1.055	.926
Marketing skill development programs	3.88	1.006	.925
Entrepreneurial success	3.88	1.065	.925
Effectiveness of various strategies for improving marketing education	3.77	.977	.950
Effectiveness of various skill development programs	3.97	.772	.943
Cronbach's Alpha: 0.943			
N is 216			

To monitor how reliable a component is the Cronbach's alpha test was used for its internal consistency. Cronbach's alphas mean values represent the average covariance between pairs of scale or test items. The alpha coefficient quantifies the level of agreement between items on a standardized 0 to 1 scale, with higher values indicating greater agreement. A low alpha value may indicate that the test contains insufficient questions, and adding more relevant items can increase alpha. It is critical for determining the dependability of multi-item scales, with 0.7 or higher indicating acceptable internal consistency. Understanding the interdependence and correlation between the test items is required for interpretation as shown in Table 3. The reliability for all the selected variables were 0.943 which is greater than 0.7, which represents that the gathered data is more suitable and can be preferred for further evaluation. The variables when evaluated individually, the values are greater than 0.7, representing that the data is suitable for the analysis.

Validity Test

Face validity test was used to test the transparency and relevance of a test as it appears to test participants. Experts in skill development, NGO's, and Respondents (women entrepreneurs) have assessed whether the title aligns with the study's objectives and the questionnaire and felt satisfied.

Hypothesis Testing

H₁: Marketing education significantly enhances the economic opportunities of rural communities.

Table 4		
MULTIPLE REGRESSION		
Sum squared residual	38.824	
R	0.915	
R- squared	0.838	
F	272.444	
S.E. of regression	0.429	
Adjusted R-Squared	0.835	
P-value (F)	0.000	
Durbin-Watson	2.197	
Coefficients		
Coefficients	B	VIF
(Constant)	0.325	
Marketing education has helped me understand customer needs and preferences effectively	.024	4.880
The knowledge of branding and promotion gained through marketing education has enhanced my business performance	0.174	4.847
Marketing education has increased my ability to compete in local and regional markets	-0.031	5.482
Marketing education has helped me understand the importance of quality and packaging in attracting customers.	.743	22.038
Source: Authors gathered and calculated data		

From the table 4 the multiple regression was explained which comprises of “R value-915”, “R Square value-834” and “Adjusted R square values-835”, which were under the required limit. The P value for the regression model was less than 0.05. This indicates that marketing education had a considerable impact on the economic opportunities. The Coefficients represented that the factors like “The knowledge of branding and promotion gained through marketing education has enhanced my business performance” and “Marketing education has helped me understand the importance of quality and packaging in attracting customers.” have an impact on economic opportunities. The factors like “Marketing education has helped me understand customer needs and preferences effectively” and “Marketing education has increased my ability to compete in local and regional markets” have no impact on economic opportunities. The Output represents that out of all the factors “Marketing education has helped me understand the importance of quality and packaging in attracting customers” has a greater impact on economic opportunities. This represents that for every one unit increase in “Marketing education has helped me understand the importance of quality and packaging in attracting customers”, the economic opportunities increases by 0.743 units.

Regression assumptions: The Durbin-Watson always produces a test digit ranging from 0 to 4. Here the value is 2.197. (No autocorrelation). VIFs between 4 and 10 suggest that there is a high correlation, which represents Multicollinearity. Here the values are greater than 4. Homoscedasticity: Residual values should be constant, and then the Homoscedasticity is met. Here it is 38.824.

H₂: Marketing skill development programs have a significant impact on rural individuals' livelihood and women entrepreneurial success.

Sum squared residual	58.842	
R	0.871	
R- squared	0.759	
F	165.979	
S.E. of regression	0.528	
Adjusted R-Squared	0.754	
P-value (F)	0.000	
Durbin-Watson	2.162	
Coefficients		
Coefficients	B	VIF
(Constant)	.632	
Women entrepreneurship has significantly improved the household income in my community	.016	5.048
Entrepreneurial activities led by women have created new employment opportunities for others in the rural community.	-.205	4.169
The availability of marketing education has enabled women entrepreneurs to expand their customer base.	.009	6.048
Entrepreneurial activities among women have contributed to reducing poverty in my community.	1.037	22.175

Source: Authors gathered and calculated data	
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From the table 5 the multiple regression was explained which comprises of “R value-871”, “R Square value-759” and “Adjusted R square values-754”, which were under the required limit. The P value for the regression model was less than 0.05. This indicates that marketing skill development programs had a considerable impact on entrepreneurial success. The Coefficients represented that the factors like “Entrepreneurial activities among women have contributed to reducing poverty in my community” have an impact on entrepreneurial success. The factors like “Women entrepreneurship has significantly improved the household income in my community” and “Entrepreneurial activities led by women have created new employment opportunities for others in the rural community” and The availability of marketing education has enabled women entrepreneurs to expand their customer base” have no impact on entrepreneurial success. The Output represents that out of all the factors “Entrepreneurial activities among women have contributed to reducing poverty in my community” has a greater impact on entrepreneurial success. This represents that for every one unit increase in “Entrepreneurial activities among women have contributed to reducing poverty in my community”, the entrepreneurial success increases by 1.037 units.

Regression assumptions: The Durbin-Watson always produces a test digit ranging from 0 to 4. Here the value is 2.162. (No autocorrelation). VIFs between 4 and 10 suggest that there is a high correlation, which represents Multicollinearity. Here the values are greater than 4. Homoscedasticity: Residual values should be constant, and then the Homoscedasticity is met. Here it is 58.842.

H₃: *There is a significant relationship between marketing education and rural women Entrepreneurial success.*

Table 6		
CHI- SQUARE TEST		
	Value	Sig
Pearson Chi-Square	920.633 ^a	0.000
Phi	2.065	.000
Cramer's V	0.552	.000
Contingency Coefficient	0.900	.000

This test is especially useful when dealing with categorical variables, which can be nominal or ordinal. In this instance, marketing education is taken into account under ordinal. The alternative hypothesis in a Chi-Square test hypothesis test suggests a connection among marketing education and Entrepreneurial success, while the null hypothesis suggests no connection at all. To ascertain whether the null hypothesis should be rejected, the calculated Chi-Square statistic is then compared to a critical value. We can reject the null hypothesis if the calculated statistic shows a significant relationship between the variables and is greater than the critical value. According to Table 6, the study's p values are 0.000 and less than 0.05. The null hypothesis is rejected and the alternative hypothesis is accepted at the 5% level of significance, suggesting a robust correlation between marketing education and prosperous entrepreneurship. Entrepreneurial success increases with the implementation of marketing education. This implies that there is an unbreakable relationship between marketing education and entrepreneurial success.

H₄: *There are significant differences in the effectiveness of various strategies for improving marketing education and skill development programs tailored for rural women empowerment.*

	Value	Sig
Pearson Chi-Square	14427.967	0.000
Phi	8.173	.000
Cramer's V	0.876	.000
Contingency Coefficient	0.993	.000

This test is especially useful when dealing with categorical variables, which can be nominal or ordinal. In this instance, strategies for improving marketing education are taken into account under ordinal. The alternative hypothesis in a Chi-Square test hypothesis test suggests a connection among strategies for improving marketing education and skill development programs, while the null hypothesis suggests no connection at all. To ascertain whether the null hypothesis should be rejected, the calculated Chi-Square statistic is then compared to a critical value. We can reject the null hypothesis if the calculated statistic shows a significant relationship between the variables and is greater than the critical value. The p values for this study are 0.000 and less than 0.05, as shown in Table 7. At the 5% level of significance, the alternative hypothesis is accepted and the null hypothesis is rejected, indicating a strong association between methods for enhancing marketing education and skill-development initiatives. When strategies for improving marketing education are implemented, skill development programs increases. This suggests that strategies for improving marketing education and skill development programs are inextricably linked Indhumathi et al. (2021).

Findings

1. Majority were middle aged, completed their under graduation, married, involved in agricultural based products earning an income of 2, 00,000-3,00,000 with 3-5 years of experience in running a business.
2. The data gathered was reliable for further analysis, which was tested using Cronbach's alpha test.
3. Using multiple regression, the study evaluates that marketing education was having significant effect on economic opportunities of rural communities.
4. Applying multiple regression, the present study assessed the impact of marketing skill development programs on rural entrepreneurial success.
5. Using Chi-Square test, the study explored the relationship between marketing education and rural Entrepreneurial success. In this study the results explains that there is a strong relationship between marketing education and rural Entrepreneurial success.
6. For identifying the effective strategies for improving marketing education and skill development programs tailored for rural empowerment, chi- square test was applied, and the outcome explains that there is a strong association between marketing education and skill development programs tailored for rural empowerment.

Suggestions

1. Rural women entrepreneurs' need to explore local and government-sponsored marketing education and skill development programs. Get updated information about free or low-cost training programs available for rural women entrepreneurs in Warangal.
2. Rural women entrepreneurs can join local self-help groups (SHGs) or community networks to access resources and guidance. Rural women entrepreneurs can actively participate in workshops, webinars, and training sessions related to marketing, digital tools, and entrepreneurship.

3. Women entrepreneurs are recommend participating in practical, hands-on learning opportunities to strengthen business and marketing skills. This will encourage forming of partnerships or alliances with other rural women entrepreneurs to share knowledge and experiences.
4. Emphasize the importance of providing honest feedback to program organizers to improve the quality and relevance of training. Motivation is required for the respondents to seek advanced training opportunities to continuously upgrade their skills.
5. Rural women entrepreneurs need encouragement in finding mentors or advisors who can guide them in overcoming challenges specific to rural entrepreneurship.
6. Rural women need to learn about customer segmentation, pricing strategies, and product promotion tailored to rural markets. They can even use social media platforms to market products and increase visibility among wider audiences.
7. This will encourage participation in financial literacy programs to enhance understanding of budgeting, credit management, and investment for business growth.
8. They must look into rural banking programs or microfinance for financial assistance. To effectively manage entrepreneurial endeavours, they must develop their leadership abilities and self-confidence.
9. Women business owners must have faith in their ability to support the growth of rural communities. To cut expenses and promote sustainable practices, they are advised to employ locally accessible resources and raw materials.
10. In order to create competitive and pertinent items, they must determine local markets and client needs. In order to empower other women in their communities, rural women entrepreneurs must be inspired to share their expertise and experiences.

Policy Implications

1. The particular needs of rural women entrepreneurs must be taken into consideration while developing and implementing programs for skill development and marketing education. It is necessary to localize training modules that can increase women's economic participation in rural areas and enhance the effectiveness of skill development initiatives.
2. In order to provide more accessibility and participation, especially for women from low-income backgrounds, women in rural areas need free or significantly reduced access to programs that teach marketing and business skills.
3. Initiatives for skill development must include instruction in digital literacy and e-commerce. This makes female enterprises more competitive and expands their market reach by enabling them to use online channels for marketing.
4. Establish micro lending programs and financial literacy campaigns, particularly for female company owners in remote regions. These can improve loan availability and financial management skills, empowering women to invest in their companies and expand operations effectively.
5. The creation of women-led support groups and entrepreneurial networks must be encouraged at the local level. These peer networks provide mentorship, support, and chances for collaboration for female entrepreneurs.
6. Promote collaborations between public, commercial, and non-public sector organizations to offer comprehensive training programs. Using a range of expertise is necessary to deliver training programs that are appropriate for rural areas.
7. Establish rules that connect rural women entrepreneurs with broader markets through trade displays, exhibitions, and online marketplaces. Better market access increases sales potential and enables rural business owners to compete in bigger marketplaces.
8. To encourage women's participation, policies that tackle practical and cultural barriers, such as childcare assistance and awareness-raising campaigns, must be implemented. Removing barriers to participation promotes diversity and ensures that more women can benefit from education and skill-building programs.
9. It is necessary to set up systems for monitoring and evaluating the outcomes of marketing education and skill-development programs. Continuous evaluation keeps programs relevant and up to date while also guiding the necessary adjustments for improved outcomes.
10. Give rural women's entrepreneurship a high priority in rural development plans and allocate sufficient funds to support this endeavour. Recognizing the contributions of female entrepreneurs to economic expansion ensures continued investment and the long-term empowerment of rural areas.

CONCLUSION

Empowering rural residents through marketing education and skill development is not only economically essential, but also socially crucial. In rural Warangal, women entrepreneurs are spearheading this transformation by demonstrating resilience and creativity in the face of several challenges. By providing these women with the resources they require to thrive, society can unleash the immense potential of rural communities and foster inclusive growth and sustainable development. The importance of marketing education and skill development for empowering female entrepreneurs is highlighted in this study, as is the need for collaboration among all stakeholders to create an environment that supports them. If given the right tools and support, rural Warangal women can be change agents that drive progress and prosperity for their families and communities.

The transformative potential of targeted education and training programs in promoting rural women's economic growth and entrepreneurial success is highlighted in the study's conclusion. Marketing education is essential for increasing economic opportunities because it equips women with the knowledge and abilities necessary to successfully navigate competitive markets. Because skill development programs foster creativity, resilience, and business acumen, they have a significant impact on entrepreneurial success. Furthermore, the positive correlation between marketing education and entrepreneurial success highlights the importance of lifelong learning in achieving self-sustainability and economic empowerment. Resolving access barriers and adapting strategies to the unique needs of rural women entrepreneurs are necessary to maximize the efficacy of these initiatives. This study emphasizes the necessity of collaboration between lawmakers, educators, and community stakeholders in order to design and implement sustainable marketing education and skill development programs that truly empower rural communities.

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