

A Quantitative Analysis of Stakeholders in Case of Women Employability in India

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Abstract

The concerns on women employability in India are quite prominent due to the impact caused by a varied number of factors. In this study, a detailed look into such factors is taken which has been able to provide many interesting insights into the situation. A total of 505 working women in India are used for primary data collection in a quantitative approach through a structured questionnaire. While the socio-cultural challenges faced by women in India have been focused on by many researchers, the stakeholder analysis is not that thoroughly investigated. The importance of factors such as work-life balance, employability/entrepreneurial skills, socio-emotional competencies, stereotyping mediated by social support and perceived organisational support on women employability is significant. From the analysis conducted here it can be established that the need to include skills is as essential as paying heed to the social and emotional surroundings covering women in India. The need for positive support especially from the social group around these women along with the organisational support is very crucial.

Keywords – Women; Employability; Working; Stakeholder; Support

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Introduction

The Enhancing Student Employability Coordination Team (ESECT) in (Moreland, 2006) defined employability as –

“ a group of skills, knowledge and private attributes that make a private more likely to secure and achieve success in their chosen occupation to the advantage of themselves, the workforce, the community and therefore the economy.”

Women in India just like the entire Indian society are under a process of transformation (Kapoor, 2019). One prominent feature which is consistently changing is the professional aspect of girls. Profession never comes easy to them. The society and therefore the culture of India have made their own graph of progress where women are concerned. During this graph, albeit education is allowed to be taken together, within the end of the day personal variables take a toll on a mean Indian woman's life. Personal variables as in marriage, child-birth, social and family expectations then on. Then slowly a woman's professional interests are side-lined for the so called important aspects of her life (Agarwal & Lenka, 2018). There is a discrepancy, an enormous discrepancy between what we are saying and what we do. Due to liberalization, privatization and globalization there's an enormous degree of exposure available out there. The women are allowed to pursue what they need to on the other hand there are limits everywhere. There's a time and age slot for everything. It becomes a continuing point of war for a lady to balance her personal and professional interests. If she wants to pursue her professional interests, she can't do so without a network, either from her family or from the organization she works for (Makarova et al., 2019). But, because nothing is refined or certain, this plan to balance takes a toll on her. Women who want to stay abreast of their professionalism find themselves compromising on their personal front and vice-versa. This study makes an effort to know and find a solution to the above mentioned questions. Girls are mentioned to ascertain and understand life quite differently within the Indian context. Due to this the society has happily begun tasks and jobs which women are good at and thus acceptability is high when women are seen doing all that. Hence, when a lady tries to snap out of that specific image, she is met with resistance. This resistance could be implicit or explicit, prominent or subdued. Stereotyping and socio-cultural norms are a serious roadblock for ladies (Adom & Anambane, 2019). Moving further and building up on the concept of stereotyping, where skills and education matters, there are fields that ladies are encouraged to pursue and there are some they're asked to refrain from. The solution of this is often unclear to the researcher. To research the impact of skill and competency gap, whether as a result of stereotyping or social norms, or even personal interests, is additionally within the scope of this study.

Review of Literature



(Balint & Dufour, 2023) concentrated particularly on gender stereotyping in the workplace by taking into account the students' potential for future employment in the workforce. According to the findings of the study, there are favourable statements offered by all parties involved, even men, regarding the breaking of stereotypes in relation to the development of one's job. (Guidotti et al., 2023) explored the knowledge and perspectives of the women sports managers in order to have a better grasp of the abilities and competencies held by women in sports management. The study demonstrates the importance of providing training that is tailored to the educational levels of these women (Samuel, 2022) emphasised on the work-life balance of working Indian women in Bahrain. Due to the fact that a case of migration has taken place in this location, the study will evaluate 120 women. It has been discovered that these women's ability to strike a healthy balance between their professional and personal lives has a considerable bearing on the kind of life they are able to enjoy. (Varghese et al., 2022) stated that women's employability in the tourism industry is high. The research investigates economic resilience and the possibility of gender inequality in the context of the process. The significance of gender parity is based on the dynamic capacities that are associated with women in the private business space within the hotel industry. (Li et al., 2022) looked at work engagements and investigated the role of perceived organisational support as a mediator in the relationship between the two. The research emphasises the impact it plays and has a better understanding of the many moderating roles provided by perceived organisational support. The findings indicated that mentoring has a positive correlation with work engagement, and that POS and FEOR play numerous roles of mediation in the connection between mentoring and the work engagement of protégés. (Tabassum & Nayak, 2021) focused their attention on the existence of stereotyping throughout the career progressions of working women and the influence that this has produced on those careers. The research not only acknowledges the persistence of stereotyping in the present day but also discusses the conceptual modifications that have taken place over the course of time. The researchers suggested that the modern management culture does not critically engage with the social theories of gender studies, which could assist in the development of gender-neutral affirmative action-oriented managerial viewpoints.

(Uddin, 2021) conducted their analysis with a particular emphasis on the work-life balance of working women during the COVID-19 time period. According to the findings of the study, the socio-cultural aspect, the flexibility of working, and work commitments are all significant aspects that should be taken into consideration. Because of societal, cultural, family, and gender standards, working women confront a variety of obstacles with regard to striking a balance between their job and home responsibilities. Since COVID-19 first appeared on the globe, the obstacles that need to be overcome have become increasingly difficult. (Ricci et al., 2021) investigated the perceptions held by professionals working in labour market intermediaries regarding the employability of highly skilled migrant women in STEM fields, as well as the training needs that those professionals believe are necessary to effectively work with this target group. The research centred on how women might improve their employability and performs better in their particular fields by acquiring

new skill sets. This particular study focuses on the experiences of migrant women who are employed in STEM-related fields. (Fisher et al., 2020) have chosen to centre their attention on the gender factor, the purpose of this study is to investigate the connection between perceived organisational support and citizenship activity. It was revealed that the feeling of obligation was a mediator of the connection, however this was only the case for male responders. Tupe, (2020), discussed the potential of blended learning programmes to instill an entrepreneurial spirit in women living in India. Specifically, they focused on the country's growing middle class. The first and most crucial phase in the instructional design process is to conduct the entrepreneurial skill assessment. This is an extremely important step. It would appear that the experimental group has grown the level of entrepreneurial abilities reasonably significantly more in post-test compared to pre test as a result of blended learning interventions because there was a significant difference found between the post-test and pre test scores of female students.

Based on the review it is established that the need to know more on women employability especially from stakeholder's perspectives is essential. This would help to understand the role played by different factors considered essential in the process. The study has set the following objectives for the study –

1. To identify the different factors essential for stakeholders involved in women employability in India.
2. To determine the mediating role played by perceived organisational and social support in encouraging women employability.

The next section provides a detailed understanding on the method followed to arrive at the results of the study.

Research Methodology

The study here takes a quantitative approach to give a holistic idea about stakeholder analysis on women employability. The approach would include both primary and secondary sources of data. The secondary sources are gathered from journal articles, books and reports to curate the research instrument used for the study. The statistical approach planned for the purpose of the study is mostly based on primary datasets. As the research is based on women employability, the instrument used for data analysis includes items from the existing review of literature in the form of a structured questionnaire mostly in 5 Point Likert Type Scale. There are a total of 505 datasets collected from women residing in India and are having working experiences of minimum a year.

The first factor that has been established from the literature review to be of utmost importance when understanding women employability is work life balance. Most women are found to not opt

for work due to their inability to manage between the personal and professional lives. This factor shows a number of attributes that can lead to the decision making of a woman.

The second and third set of factors that has emerged quite clearly from the review is that employability/entrepreneurship skills and socio-emotional competencies. The role of skills in generating employment is quite necessary. In the case of women, the same can play a major role as well. With technology being integrated today, the same is seen to become more complicated and updated. The next factor relating to competencies mostly focus on the socio-emotional aspects. As a woman, specifically in India is guided by a number of socio-cultural and emotional norms, identifying the competencies related to it and understanding its role in employability would be quite interesting.

The fourth factor is that of stereotyping which is one of the most consistent factors found across the review. The process of stereotyping has been carried on for the past years and is still found to exist. This provides an interesting base for making the conceptual model.

Social and Organisational support are two factors which have been observed in the literature to have a significant impact on the job satisfaction as well overall well-being of an individual. The most important aspect to be considered here however is that the role of gender in such studies is quite prominent. This suggests that the social and organisational support can be effectively used to understand the relationship between the factors influencing employability of women as mediators. In the previous research as well it is seen that the role of social and organisational support are being used as mediators in understanding career development activities. However, for women centric studies and that too in employability is found to be quite scarce. This conceptual model hereby including the social and organisational support as mediating variables can generate interesting insights.

As the factors for the conceptual model are hereby extracted from the literature review, the below table provides the list of factors to be used and its role in the model.

DEPENDENT VARIABLES	MEDIATORS	INDEPENDENT VARIABLES
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WOMEN EMPLOYABILITY	SOCIAL SUPPORT PERCEIVED ORGANISATIONAL SUPPORT	WORK-LIFE BALANCE EMPLOYABILITY/ENTREPRENEURSHIP SKILLS SOCIO-EMOTIONAL COMPETENCIES STEREOTYPING
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There are different statistical tools used to analyse these results and they are used in the next section of the study.

1. Data Analysis

The chapter here has been designed to put forward the statistical analyses done with respect to the primary datasets collected.

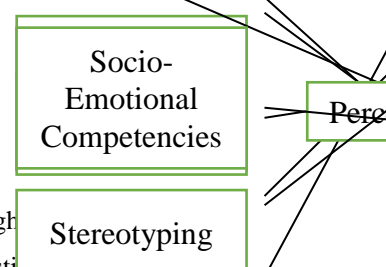
The analysis chapter here is divided into sections based on the analysis being taken up. The first section includes a demographic representation of the samples collected. In the next sections, an objective wise analysis is done to understand each of them in a detailed manner.

The study uses SPSS to record and analyse the datasets to arrive at the desired results.

Demographic Association

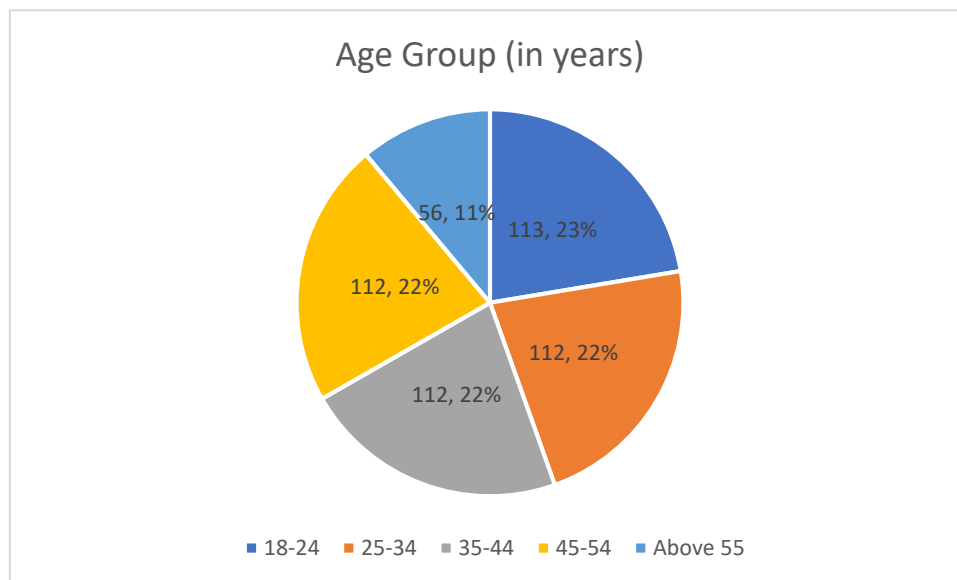
The demographic composition of any dataset is of utmost importance as it can highlight interesting insights into the study. In this case as well, a look into the demographic characteristics of respondents are considered and have been represented below.

There are a total of five demographic factors that have been used for the purpose of defining the respondents in the study.



Frequencies of Age (in years)

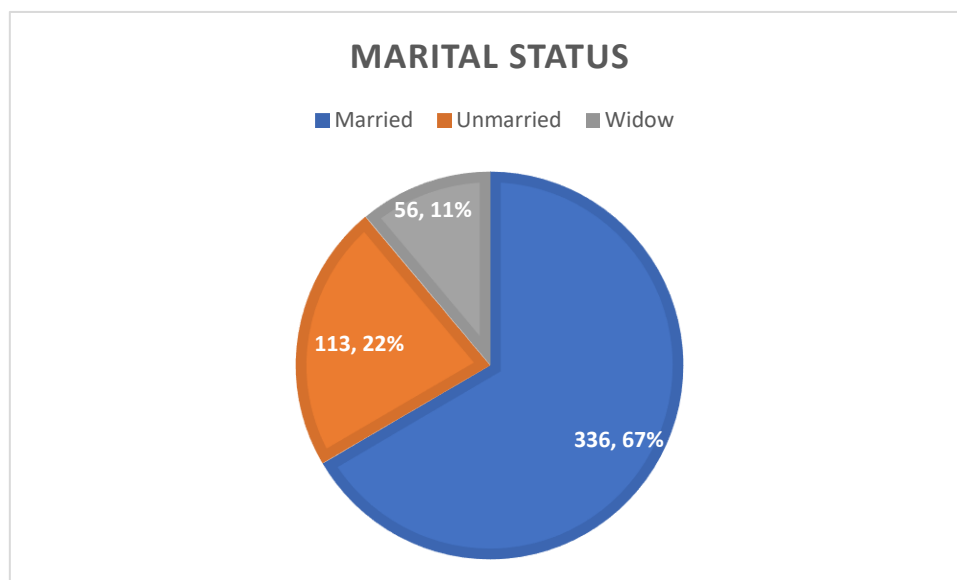
Age (in years)	Counts	% of Total	Cumulative %
18-24	113	22.4 %	22.4 %
25-34	112	22.2 %	44.6 %
35-44	112	22.2 %	66.7 %
45-54	112	22.2 %	88.9 %
Above 55	56	11.1 %	100.0 %



The first variable considered is that of the age group of the respondents. It is seen that the highest number of respondents are in the group of 18-24 years with a total of 23%. It is closely followed by equal numbers i.e., 22% of 25-34, 35-44 and 45-54 years of respondents. Lastly, with 11.1%, the least composition is for the age group of above 55 years. This shows that the number of working women being found in the population range mostly from 18 to 54 years of age.

Frequencies of Marital Status

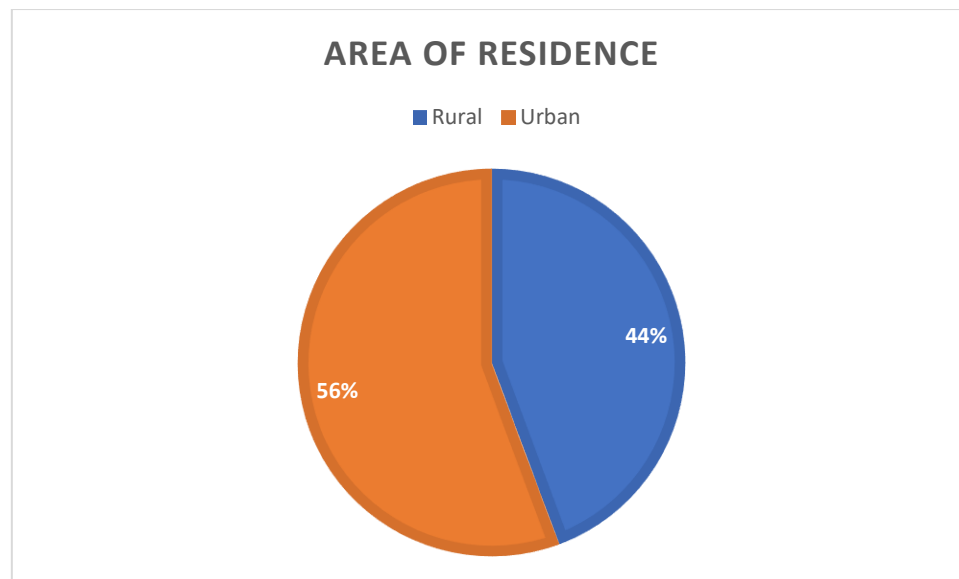
Marital Status	Counts	% of Total	Cumulative %
Married	336	66.5 %	66.5 %
Unmarried	113	22.4 %	88.9 %
Widow	56	11.1 %	100.0 %



The next factor is with respect to the marital status of the respondents and it is seen that out of 505 women being considered, 66.5% of them are married followed by 22.4% who are unmarried and the remaining categorise themselves as widow with 11.1%.

Frequencies of Area of Residence

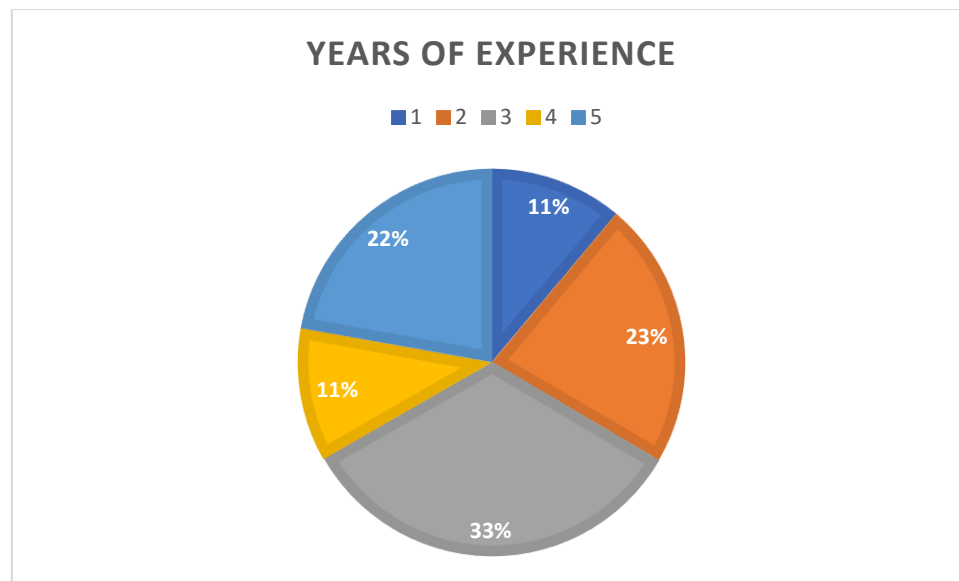
Area of Residence	Counts	% of Total	Cumulative %
Rural	224	44.4 %	44.4 %
Urban	281	55.6 %	100.0 %



The women being considered in the study come from an almost equal split about their area of residence. While 55.6% belong to the urban areas, the remaining 44.4% belong to rural areas. This shows that the representation of situations from almost equivalent proportions can give a clear idea about the problems in hand.

Frequencies of Years of Working Experience

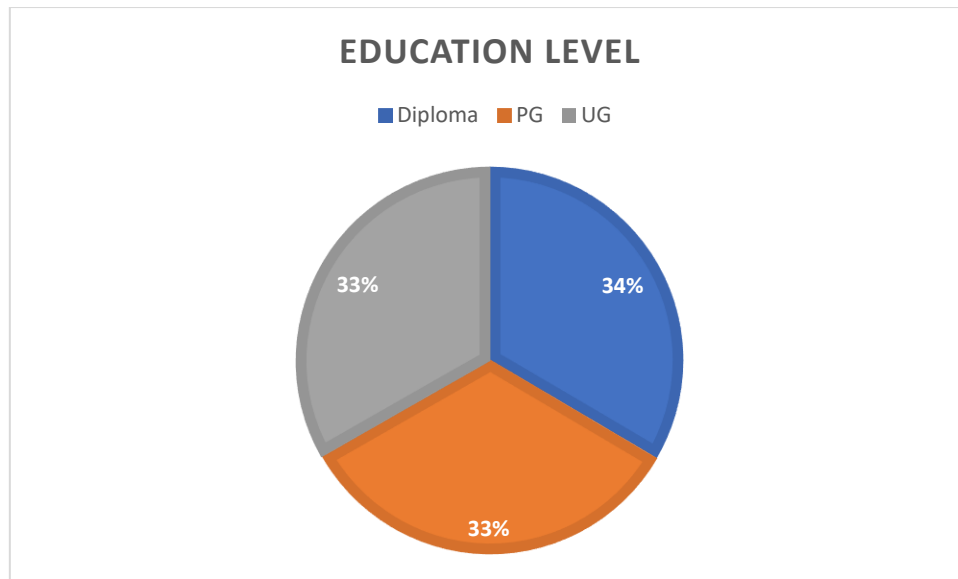
Years of Working Experience	Counts	% of Total	Cumulative %
1	56	11.1 %	11.1 %
2	113	22.4 %	33.5 %
3	168	33.3 %	66.7 %
4	56	11.1 %	77.8 %
More than 5	112	22.2 %	100.0 %



As the study deals with the working situation of these women, understanding the number of years they have spent working can highlight important results. The above statistics show that, majority of these women have an experience of 3 years followed by 2 and more than 5 years. It is the women in the experience category of 1 and 4 years that is the least at 11.1%.

Frequencies of Education Qualification

Education Qualification	Counts	% of Total	Cumulative %
Diploma	169	33.5 %	33.5 %
PG	168	33.3 %	66.7 %
UG	168	33.3 %	100.0 %



The last demographic factor is that of the education level of the respondents. The education level are directly related to the employability and hence its consideration is very essential. It is seen that 33.5% of these women are diploma holders and the remaining 33.3% each are either undergraduates or postgraduates.

Stakeholder Analysis

The objective of the study is to hold a stakeholder analysis in understanding women employability. It would include the variables of perceived organisational support and social support along with the factors directly impacting women employability.

The company and the social group of these women formulate the stakeholder consideration but in order to understand the scenario, the use of these two stakeholders' perspectives would be in the form of mediators. This would allow us to understand the exact role played by each of the two stakeholders on women employability.

A total of 38 items are provided in the questionnaire used for the study. Before conducting the mediation analysis, the study here is going to organise a principal component analysis coupled with KMO and Bartlett's test of sphericity for sampling adequacy. The questionnaire designed with the items mentioned in the above section would be analysed using PCA through varimax rotation to confirm the underlying factors while considering a factor loading of 0.4 for acceptance (Hair et al., 2006).

Component Loadings

	Component						Uniqueness
	1	2	3	4	5	6	
WLB1: I am not able to balance between time at work and time at other activities.			0.822				0.05161
WLB 2: There isn't much time to socialise/relax with my partner/see family in the week			0.914				0.03493
WLB 3: I have to take work home most evenings			0.504				0.02716
WLB 4: I often work late or at weekends to deal with work without interruptions			0.887				0.03293
WLB 5: Relaxing and forgetting about work issues is hard to do			0.570				0.02435
WLB 6: My relationship with my partner is suffering because of the pressure or long hours of my work			0.949				0.02405
WLB 7: My family are missing out on my input, either because I don't see enough of them/am too tired			0.625				0.17136

WLB 8: Finding time for hobbies, leisure activities, or to maintain friendships and extended family relationships is difficult	0.717	0.00525
WLB 9: I would like to reduce my working hours and stress levels, but feel I have no control over the current situation	0.691	0.09584
ES1: Employability has enhanced the leadership skills to my expected level	0.867	0.00954
ES2: My communication skill has improved to the satisfaction level as expected due to the job	0.793	0.13606
ES3: The job has improved my presentation skills to the desired level.	0.489	0.02247
ES 4: My analytical skills got enhanced to the desired level of satisfaction due to the job	0.683	0.19681
ES5: My interpersonal skills have improved considerably	0.816	0.07573
ES 6: My domain knowledge in the specialized area has improved and can be compared to my previous job roles	0.722	0.14671
SO1: I'm productive with the time spent working on the tasks assigned to me	0.723	0.01033
SO2: I mostly meet the target quotas and goals	0.611	0.02413

SO3: Overall my productivity in getting the job done is satisfactory	0.509	0.02515
SO4: I know what I am thinking and doing	0.544	0.07160
SO5: I understand why I do what I do.	0.703	0.07668
SO6: I understand my moods and feelings	0.827	0.07144
SO7 I know when I am moody.	0.896	0.08996
SO8: I can read people's faces when they are angry.	0.674	0.03840
SO9: I recognise how people feel by looking at their facial exp	0.766	0.03213
SO10: It is easy for me to understand why people feel the way they do.	0.807	0.01978
SO11: If someone is sad, angry or happy, I believe I know what they are thinking. [0.868	0.06294
GS 1: When making decisions, I face gender based reactions towards the consequences of my actions.	0.971	6.61e-4
GS 2: I get assigned projects based on gender	0.885	0.00311
GS 3: I face gender based weighing of my strengths of the situation before deciding on my role	0.984	0.02136
GS 4: My feedbacks are often driven by gender based comments	0.802	0.12071

GS5: I face consideration of my strengths and weaknesses based on my gender	0.890	0.01537
POS1: My supervisor highly supports me at work	0.971	0.02136
POS2: My colleagues provide me an amicable environment at work	0.955	0.04033
POS 3: I can ask my colleagues for help without any hesitation	0.913	0.07221
POS 4: The management has policies designed that helps me balance my life	0.955	0.04033
SS 1: My family is in support of my job	0.791	0.00175
SS 2: My partner is happy about my working status	0.814	0.01466
SS 3: My friends support me in making my work life better	0.756	0.00817

Note. 'varimax' rotation was used

It is evident from the above that a total of six factors have been extracted where all have factor loadings of more than 0.4. This shows that all the items considered in the analysis above statistically represent their respective factors. Now, with respect to the KMO and Bartlett's test, the results are as follows-

Bartlett's Test of Sphericity

χ^2	df	p
Inf	703	< .001

Bartlett's test generates a p-value of less than 0.05 and the overall KMO value generated stands at 0.763 which is above the acceptable level of 0.720 and is above the acceptable level of 0.7 (Hair et al., 2006). The above analysis shows that the questionnaire designed with each of the six factors has generated a good sampling adequacy level and can be used for further analysis in this regard.

For the stakeholder analysis, a total of two mediating variables have been considered using mediation analysis. The factor of women employability is taken as the dependent variable and the four extracted factors of work-life balance, employability/entrepreneurial skills, socio-emotional competencies and stereotyping and the dependent variables. The mediating variables here include the stakeholder perspective which includes perceived organisational support and social support. The model consists of a single depiction with both sets of mediators being present in the same environment.

Models Info

Mediators

Models

m1 Perceived Organisational Support ~ Work-life Balance + Employability/Entrepreneurial Skills + Socio-Emotional Competencies + Stereotyping

m2 Social Support ~ Work-life Balance + Employability/Entrepreneurial Skills + Socio-Emotional Competencies + Stereotyping

Full Model

m3 Women Employability ~ Perceived Organisational Support + Social Support + Work-life Balance + Employability/Entrepreneurial Skills + Socio-Emotional Competencies + Stereotyping

Indirect Effects

IE 1 Work-life Balance \Rightarrow Perceived Organisational Support \Rightarrow Women Employability

IE 2 Work-life Balance \Rightarrow Social Support \Rightarrow Women Employability

IE 3 Employability/Entrepreneurial Skills \Rightarrow Perceived Organisational Support \Rightarrow Women Employability

IE 4 Employability/Entrepreneurial Skills \Rightarrow Social Support \Rightarrow Women Employability

IE 5 Socio-Emotional Competencies \Rightarrow Perceived Organisational Support \Rightarrow Women Employability

IE 6 Socio-Emotional Competencies \Rightarrow Social Support \Rightarrow Women Employability

	IE 7	Stereotyping \Rightarrow Perceived Organisational Support \Rightarrow Women Employability
	IE 8	Stereotyping \Rightarrow Social Support \Rightarrow Women Employability
Sample size	N	505

The table above provides the details of the variables used in the mediation model. It shows the full model along with the two separate considerations with both mediators. Further, the indirect effects to be considered are also shown.

Indirect and Total Effects

Type	Effect	Estimate	SE	95% C.I. (a)		β	z	p
				Lower	Upper			
Indirect	Work-life Balance \Rightarrow Perceived Organisational Support \Rightarrow Women Employability	-1.1277	0.1012	-1.3261	-0.9292	-1.0089	-11.14	< .001
	Work-life Balance \Rightarrow Social Support \Rightarrow Women Employability	-0.0246	0.0185	-0.0609	0.0116	-0.0220	-1.33	0.183
	Employability/Entrepreneurial Skills \Rightarrow Perceived Organisational Support \Rightarrow Women Employability	2.8559	0.2327	2.3999	3.3120	1.7725	12.27	< .001
	Employability/Entrepreneurial Skills \Rightarrow Social Support \Rightarrow Women Employability	-0.3858	0.2736	-0.9220	0.1504	-0.2395	-1.41	0.158
	Socio-Emotional Competencies \Rightarrow Perceived Organisational Support \Rightarrow Women Employability	-1.7041	0.1287	-1.9563	-1.4518	-2.6729	-13.24	< .001
	Socio-Emotional Competencies \Rightarrow Social Support \Rightarrow Women Employability	0.2305	0.1634	-0.0897	0.5508	0.3616	1.41	0.158

Component	Stereotyping \Rightarrow Perceived Organisational Support \Rightarrow Women Employability	-0.4862	0.0394	-0.5635	-0.4089	-0.7486	-12.32	< .001
	Stereotyping \Rightarrow Social Support \Rightarrow Women Employability	0.0451	0.0320	-0.0177	0.1079	0.0695	1.41	0.159
	Work-life Balance \Rightarrow Perceived Organisational Support	2.2835	0.1637	1.9626	2.6044	1.2500	13.95	< .001
	Perceived Organisational Support \Rightarrow Women Employability	-0.4938	0.0267	-0.5461	-0.4416	-0.8071	-18.51	< .001
	Work-life Balance \Rightarrow Social Support	-0.2257	0.0566	-0.3366	-0.1149	-0.1022	-3.99	< .001
	Social Support \Rightarrow Women Employability	0.1091	0.0773	-0.0423	0.2605	0.2156	1.41	0.158
	Employability/Entrepreneurial Skills \Rightarrow Perceived Organisational Support	-5.7830	0.3527	-6.4742	-5.0918	-2.1962	-16.40	< .001
	Employability/Entrepreneurial Skills \Rightarrow Social Support	-3.5369	0.1218	-3.7757	-3.2982	-1.1109	-29.04	< .001
	Socio-Emotional Competencies \Rightarrow Perceived Organisational Support	3.4505	0.1821	3.0935	3.8075	3.3118	18.94	< .001
	Socio-Emotional Competencies \Rightarrow Social Support	2.1134	0.0629	1.9901	2.2367	1.6776	33.59	< .001
	Stereotyping \Rightarrow Perceived Organisational Support	0.9844	0.0596	0.8676	1.1012	0.9275	16.52	< .001
	Stereotyping \Rightarrow Social Support	0.4137	0.0206	0.3734	0.4540	0.3224	20.10	< .001
	Work-life Balance \Rightarrow Women Employability	2.4753	0.1087	2.2623	2.6883	2.2145	22.78	< .001
Direct	Employability/Entrepreneurial Skills \Rightarrow Women Employability	-3.8035	0.2859	-4.3638	-3.2431	-2.3606	-13.30	< .001
	Socio-Emotional Competencies \Rightarrow Women Employability	2.6352	0.1625	2.3167	2.9538	4.1336	16.21	< .001

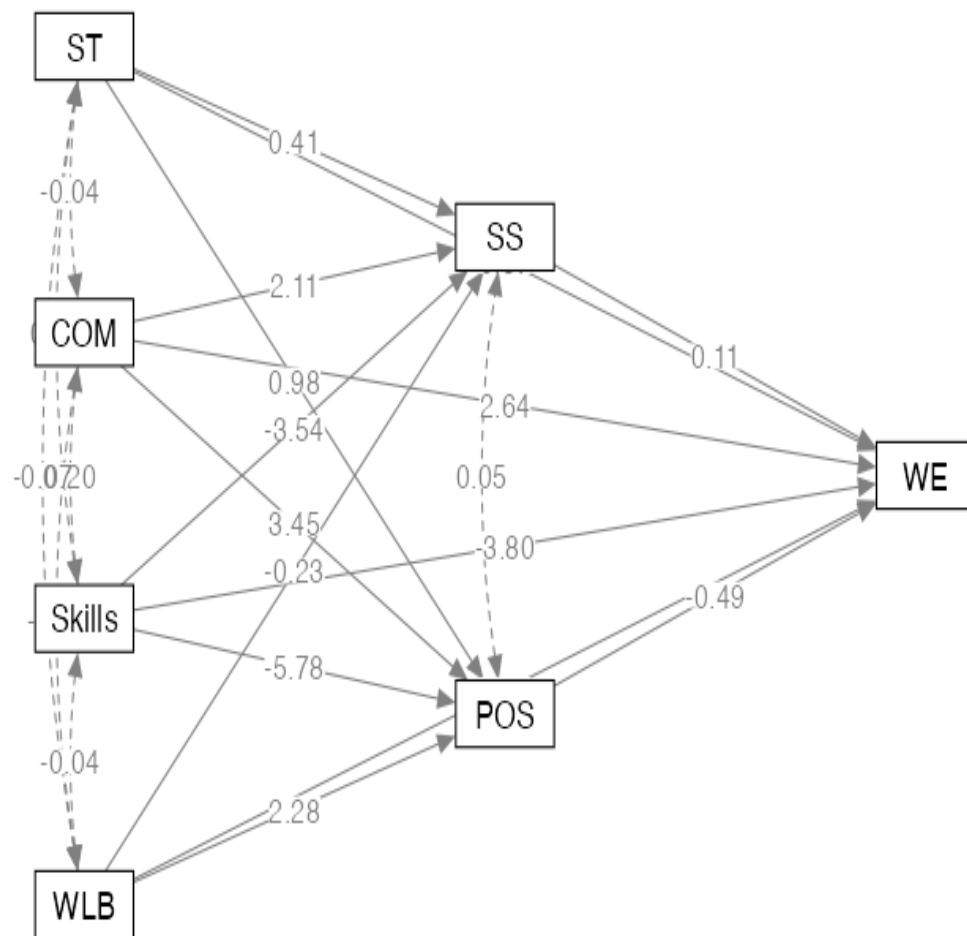
	Stereotyping \Rightarrow Women Employability	0.5738	0.0405	0.4943	0.6532	0.8835	14.16	< .001
Total	Work-life Balance \Rightarrow Women Employability	1.3230	0.1124	1.1026	1.5433	1.1836	11.77	< .001
	Employability/Entrepreneurial Skills \Rightarrow Women Employability	-1.3334	0.2422	-1.8080	-0.8587	-0.8275	-5.51	< .001
	Socio-Emotional Competencies \Rightarrow Women Employability	1.1617	0.1251	0.9166	1.4069	1.8222	9.29	< .001
	Stereotyping \Rightarrow Women Employability	0.1327	0.0409	0.0525	0.2129	0.2044	3.24	0.001

Note. Confidence intervals computed with method: Standard (Delta method)

Note. Betas are completely standardized effect sizes

The table above shows that considering the direct relationship between the dependent and independent variables, it is seen that it is statistically significant with the p-value of less than 0.05. It shows that the four factors of work-life balance, employability/entrepreneurial skills, socio-emotional competencies and stereotyping all have a statistically significant impact on women employability. Now considering the indirect relationships where the mediators of perceived organisational support and social support are being introduced. It is interesting to note that the relationships in all the four dependent variables remain significant with p-values less than 0.05 with respect to perceived organisational support. This indicates that it only acts as a partial mediator in the process. On the other hand, when the mediator of social support is introduced the relationship between all the independent factors on women employability takes the p-value of more than 0.05 which is statistically not significant. This shows that the introduction of social support as the mediator exerts full mediation among the relationships.

It can be stated from the above statistical inferences that when it comes to the organisation as a stakeholder, the mediation is partial and other components in the environment might also influence along with it. However, when it comes to social support, it can fully mediate the relationships. This shows that with respect to women's employability, the social support from family, partner and friends can highly alter the nature of relationship between the factors causing hindrances on their employability. The model generated from the mediation analysis is as follows.



****Here WLB means work-life balance; Skills mean employability/entrepreneurial skills; COM represent socio-emotional competencies; ST mean stereotyping; SS mean social support; POS mean perceived organisational support and WE mean women employability.***

The chapter here has put forward the statistical analysis and how it has been able to fulfil all the objectives set up for the purpose of the study. The mediation model generated shows the impact of the mediators on the relationship between dependent and independent variables. A detailed discussion is provided in the next section

5. Discussion

The concerns on women employability in India are quite prominent due to the impact caused by a varied number of factors. In this study, a detailed look into such factors is taken which has been able to provide many interesting insights into the situation. These nine items enquire various perspectives of the first and the most important aspect faced by working women - work-life balance. However, understanding each of them and the respondents' level of agreement on a scale from 1 to 5, it is seen that the highest mean score is at 3.22. It is with respect to the agreement of the women that they are not able to maintain their work and other activities at the same time. This shows that there are high difficulty levels associated with the maintenance of work-life balance among the working women. The lowest score is at 1.78 with respect to the agreement about the deteriorating relationship with a partner because of work. This states that out of the problems in maintaining work-life balance, the relationship maintenance with their partners is the least of the concern. The remaining aspects are more crucial in comparison to this. The second factor identified is that of employability/ entrepreneurship skills. It refers to the skills essential to grow in one's career and a total of six items have been used to understand this factor. The highest mean score stands at 3.89 for meeting the target quotas and targets. This shows that for the majority of the women, the performance at their workplaces is quite good. The lowest mean score of 2.22 suggests the least level of agreement of the women about them being moody. The word moody is often related to women but here out of the aspects of socio-emotional competencies, it is seen that being moody receives the lowest level of agreement.

The next factor identified is that of stereotyping which is also often related to women in the workplace. A total of 5 items are used to understand the perspective of the respondents. The set of items generate the mean scores for all items above 3 showing a high level of stereotyping experiences among them. It is seen that with the highest score of 3.56, the maximum women agreed to have faced gender based assessment of their strengths before assigning a job role. The lowest score with 3 is with respect facing gender based reactions towards the consequences of the actions. In both cases, the differences are quite low and it shows that there does exist stereotyping at the workplaces even today. Other than these four factors, there are two other factors that have been observed to cause distractions among women at their workplace. It includes the level of perceived organisational support they receive and the second one is the social support they gain. Both these are related to the support and help they receive admits the hindrances and serve as a mediator in their contribution at work. The 4 item scale measuring perceived organisational support shows that with 3.56, the highest mean score depicts the high agreement on the provision of support by the supervisor at work. The lowest score is at 2.44 for provision of an amicable work environment and policies working in favour of them. It shows that there is not much of an amicable

environment for work provided by the colleges and the management policies do not help them in balancing their lives to a great extent. There are 3 items used to understand the social support provided by the family, partner and friends. Based on the mean scores it is seen that in case of all, the support provided is at a higher level. The agreement about friends support is the highest followed by family and then by partner.

The above factors investigated shows that there are enough components included in these factors that are associated with the stakeholders involved in women employability. It includes the role of partners, family, friends and even the organisational support.

The mediation analysis included the role of professional stakeholders as mediators and identified its effectiveness in establishing the relationship between the extracted factors and the women employability levels. The results show the high impact caused by social support in establishing women employability and the partial role played by organisational support in this regard. The study establishes the results by (Neumeyer et al., 2019; Roomi, 2013; Suseno & Abbott, 2021) who mention the significant impact of social support in the context of women employability.

The results have clearly established the role played by each of the essential components related to the stakeholders in the situation. This can be utilised further for studies in the area and generate interesting implications.

2. Conclusion

The results of the study here have been quite insightful in understanding the situation of women employability in India. While the socio-cultural challenges faced by women in India have been focused on by many researchers, the stakeholder analysis is not that thoroughly investigated. The importance of factors such as work-life balance, employability/entrepreneurial skills, socio-emotional competencies, stereotyping mediated by social support and perceived organisational support on women employability is significant. From the analysis conducted here it can be established that the need to include skills is as essential as paying heed to the social and emotional surroundings covering women in India. The need for positive support especially from the social group around these women along with the organisational support is very crucial. The women being employed at various jobs must be facilitated with systems that enable them to have proper work-life balance while understanding their socio-emotional competencies. The development of various policies to support women who are employed is necessary to encourage more women towards employment and eventual empowerment.

The future research can investigate more about the type of social support sought after in women employment. Undertaking qualitative analysis can also be fruitful in regard. Moreover, the need to determine more factors essential to stakeholder analysis must be undertaken in the future research.

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