



PERCEPTION OF SKILL DEVELOPMENT PROGRAMMES AMONG THE YOUTHS IN CHURACHANDPUR DISTRICT

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ABSTRACT

Indian youths, over the past decade, enter into the labour market mostly unskilled. In response to the recognised shortage of skills, the Government of India has launched various Skill Development Programmes under various schemes. Manipur, a hill-locked state, away from industries with its youth population on the rise, has many youths idle and unemployed. With the society's obsession of government jobs over self-employment having impact on the perception of youths about non-governmental jobs, this paper aims to study the outlook of the youths on skill development programmes. The main objective of the paper is to study the perception of the youths enrolled in various skill development programmes. The primary data collected were analysed using IBM SPSS English version 21. A sample of 109 youths has been used to collect the data using random sampling method out of which 62 were male and 47 were female. The minimum age of the youth was found to be 18, while the maximum was 29 and it was also found that only 26 of them were married. The study also, further shows that, there is no impact of the level of educational qualification on the enrolment of male and female youths in the skill development programmes.

KEYWORDS: *Skill Development Programme, Youth, Perception*

INTRODUCTION

"We are a youthful nation. Our youth are our strength. The world and India need a skilled workforce."

Shri Rajiv Pratap Rudy

Union Minister for Skill Development and Entrepreneurship

India is a fast developing country and with millions of young people newly entering the labour market every year, the Government has recognised that the country faces a serious shortage of skill, as the majority of these new labour market entrants are mostly unskilled in response to the skills demanded by the labour market.

In response to the recognised shortage of skills, the Government of India (GOI) launched the National Policy for Skill Development in 2009. Subsequently, the National Policy for Skill Development and Entrepreneurship 2015 came into effect. The primary objective of this policy is to meet the challenge of skilling at scale with speed, standard and sustainability. It aims to provide an umbrella framework to all skilling activities within the country to align them to common standards demanded by the skill market. Many companies and bank institutions conduct training programmes to meet the skilling requirements either as part, of their own work force, or, sometimes as part of their CSR initiative.

Skill development is an important driver to address poverty reduction by improving employability, productivity and helping sustainable enterprise development and inclusive growth. It facilitates a cycle of high productivity, increased employment opportunities, income growth and development. However, this is just one factor among many affecting the productivity whose measurement differs for individuals, enterprise and economy. The increase in productivity could be due to availability of skilled & healthy manpower; technological up gradation and innovative practices; and sound macroeconomic strategies.

Therefore, it is evident that skill development is just one factor necessary for the productivity growth and it needs to be an integral part of the development policies. The policies should address the levels of development and need and requirement of various sectors. Besides this the skill policy should focus on improving access, quality and relevance of training for different segments and sectors.

In the context of developing economies like India the challenge is to meet the skilled manpower requirement of the high growing sectors on the one hand through better synergy between employers and the training providers, increased investment in the training infrastructure and also to ensure

that the informal economy also have skilled manpower wherein the informally trained skills are recognised and certified and that entrepreneurship training is provided for moving to formal sector. The linking of skills and productivity would not only benefit the enterprise and economy but would also facilitate different segments of the population particularly the marginalised sections of the society to reap the benefits of the economic growth through skill development. The lack of access to education and training or the low quality or relevance of training keeps the vulnerable and marginalized sections into the vicious circle of low skills and low productive employment.

With the growing population and many more mouths to feed, just relying on the Government for a job is not possible. While the society believes in securing a government job to be the ultimate success, the youths of the present generation need to break that yoke and set up a new legacy of self-employment which can be succeeded only through nurturing the skills and abilities one has been blessed with. Product Entrepreneurship Development Programmes (EDPs) such as tailoring, candle making, Costume Jewellery, Bamboo and cane craft, Papad, Pickle and masala making, Jute products and Process oriented activities such as Motor vehicle repairs and services, mobile repair and services, masonry and bar bending, beauty parlour management are areas where one can start up their own business. Trainings on allied agriculture activities such as Goat rearing, sheep rearing, piggery, mushroom cultivation are also in the rise.

Manipur, a hill-locked state, away from the industrial area, with the youth population on the rise, has many youths unemployed and idle majority of the youth population dependent on the government for job and it has made it difficult for the government too. Skill development programmes has been offered to the youth by various skill development agencies in various districts of the state. This paper is on the verge to study the perception of the youths about skill development programmes and their reasons for enrolment into the programmes with the society obsessed over governmental jobs.

LITERATURE REVIEW

(Bello, Danjuma, & Adamu, 2007) In their survey found that the youths faced problems in their vocational training and related them mostly to the lack of career guidance, lack of moral support and abuse by adults.

(World Bank, 2008) stressed on the difficulties faced by the Government of India, despite the fact that India is a fast developing economy. A reform agenda lay out to improve the quality and labour market to improve the effectiveness of the vocational education and training system.

(Aguenza & Som, 2012) in their study state that the motivational factors that influence employee retention are financial rewards, job characteristics, career development, recognition, management and work-life balance. They have suggested that organisations should formulate appropriate retention strategies in a holistic manner to reduce turnover rates.

(Okada, 2012) reviewed the state of education, skills development and employment for Indian Youth and also considered the challenges facing India's skills development system. He has concluded that majority of Indian youths enter the labour market without adequate vocational skills.

(Ghodrati & Tabar, 2013) in their paper present a study to detect important factors that influence the motivation of employees working for public offices in the city of Kashan, Iran and their study indicate that job security, good salary, benefits and promotions that impact the employees' motivation.

(Mehrotra, Gandhi, & Sahoo, 2013), in their study have highlighted the problems with the existing workforce that is already supposed to be skilled. First is the poor quality of those having general education up to secondary level and the second is the mismatch between the skills that are currently available in the trained labour force and the type of skills that are actually in demand from the employers.

(Shahzadi, Javed, Pirzada, Nasreen, & Khanam, 2014) in their study aim to inquire the factors influencing employee motivation and the extent to which motivation affects the employees performance. The study shows a significant and positive relationship between employee motivation and employee performance and also concludes that intrinsic rewards have positive relationship with employee performance and employee motivation.

(Ganta, 2014) states that managers should not only be well-versed in finance, economics and information systems; but it is also important for them to have a firm grasp on organisational behaviour and psychology and the key aspect of organisational psychology is motivation. He concludes that motivation is very important for every company to improve the employee performance and productivity of the organisation.

(Ministry of Skill Development and Entrepreneurship, 2015) on the publication of the National Policy on Skill Development and Entrepreneurship, 2015, states that the objective of the policy is to meet the challenge of skilling at scale with speed and standard. The policy links skills development to improved employability and productivity.

(Sharma & Nagendra, 2016) in their article aimed to study the state of vocational education and review the vocational training models of the emerging economies. Their study found out that the 'demographic dividend' explained India to being the youngest workforce and also the largest producer of workforce to the world. India is still far behind countries like China and Singapore in imparting skills.

(Tara & Kumar, 2016), in their detailed interview with S. Ramadorai, Chairman, National Skill Development Agency (NSDA), GoI, have identified pathways for countering the changes of the schemes and programmes initiated by the GoI to enhance the skill development in the context of the country's transition to knowledge based economy, through the creation of a professional skilled workforce. The interviewee has also stated that the Indian society is "obsessed" with a person's "degree" more than his earning potential.

(Nabi, Islam, Dip, & Hossain, 2017) in their article to study employee engagement in decision making have concluded that extrinsic factors, job enrichment and performance appraisal, relationships, job security and growth opportunity dominates employees will to perform and achieve goals of the respective organisation

STATEMENT OF THE PROBLEM

With the population of the youths growing, the demand for job also increases while it is impossible for the Government

to provide a job to all the youths in the country. To provide a better livelihood, the Government has initiated various skill development programmes for the youths. On the other hand, securing a government job had been a priority and legacy passed down the generation over the past decades. This paper tries to study the perception of the youths on skill development and also the impact it has had on their perspectives after enrolling in the vocational programmes. On the other hand, the society, being so obsessed with government jobs over self-employment, over the past decade has had influence on the mind-set of the youths to opt for governmental jobs.

OBJECTIVES

1. To study the perception of the enrolled candidates on skilled development programmes.
2. To identify the employability of the trainees undergoing the skill development programmes in response to the demand of skill requires in the labour market.
3. To find the impact of educational qualification level on the enrolment of the trainees in the skill development programmes.
4. To give suggestions based on the findings of the study.

HYPOTHESES

Ho1: There is no difference on the impact of the level of educational qualification on the enrolment of male and female youths in the skill development programmes.

Ho2: There is no significant relationship between the perception of the youths for enrolment in the skill development programme and their educational qualification.

Ho3: There is no relationship between the factors of motivation and the reason for enrolment in the skill development programme.

METHODOLOGY

The data collected were coded and processed using the Statistical Product and Service Solution (IBM SPSS-Statistics) the English version 21.0. The study used descriptive statistics, T-test, Chi-square test and ANOVA to analyse the data. The descriptive statistics (mean, frequency, standard deviation and cross-tabulation) provides information on the data of the sample respondents. Both primary and secondary data were used for the purpose of this study. Secondary data were collected from available publications, research studies and websites.

The total population of the study was 150 and the sample size was 109. To collect the sample, questionnaires were distributed among the youths enrolled in SBI RSETI in Churachandpur. A total of 62 male and 47 female youths were selected where the minimum age of the youth was 18 and the maximum was 29. The minimum educational qualification for enrolment in the programme was Class VIII so in the study the educational qualification level was classified into four groups.

FINDINGS AND DISCUSSIONS

Table 1: Cross Tab of Gender with Marital Status, Social Status, Educational Qualification, Duration of Course and Introduction to SDP

Variable	Group	Gender		Total
		Male	Female	
Marital Status	Single	48	35	83
	Married	14	12	26
	Divorced	0	0	0
	Widowed	0	0	0
Social Status	General	0	0	0
	SC	0	0	0
	ST	62	47	109
	OBC	0	0	0
Educational Qualification	Below X	0	4	4
	Class XII	6	12	18
	Graduation	49	25	74
	Post-Graduation	7	6	13
Introduction to SDP	Family	11	8	19
	Friends	26	16	42
	T.V/ Radio	0	0	0
	Newspaper Advertisement	25	23	48
Courses	Beauty Parlour Management	0	26	26
	Tailoring	0	15	15
	Piggery	15	3	18
	Rural Entrepreneurship Development Programme (REDP)	29	0	29
	Mushroom Cultivation	18	3	21
Duration of Course	Two Weeks	62	6	68
	Four Weeks	0	41	41

Source: Computed from Primary Data

Table 1 depicts the marital status, social status, educational qualification, duration of course and introduction to SDP with the gender of the youths. The study shows that 83 of the youths were single while 26 were married and all the youths belonged to the ST community. It was also found that majority of the youths (74) were graduates out of which 49 were male and 25 were female and both the youths were introduced to SDP through friends and newspaper advertisement. The above table clearly shows that male youths

were found to have mostly enrolled in courses such as piggery, Rural Entrepreneurship Development Programmes and mushroom cultivation while majority of the female youths opted for beauty parlour management and tailoring. Rural Entrepreneurship Development Programme (REDP) course consisted to the various local entrepreneurship programmes like weaving, bamboo crafting, carpentry etc. It was also observed that all the male youths went for the two-week courses.

Table 2: Mean, S.D and T-test of the Impact of Educational Qualification on the enrolment in the Skill Development Programme with Gender

Item	Male		Female		t- value	P-value
	Mean	S.D	Mean	S.D		
Impact of Educational Qualification on the enrolment in the Skill Development Programme	4.01	0.46	3.78	0.72	1.903	0.061

Source: Computed from Primary Data *Significant at 5% level of Significance

Table 2 presents the results of the mean, standard deviation and T-test of the impact of Educational Qualification on the enrolment in the Skill Development Programme with Gender. It was found that the mean score for both the gender

were high, indicating that educational qualification had high impact on the enrolment of the youth as a whole in the skill development programme but when we compare its impact between the genders, there is not much difference in the enrolment.

Table 3: Frequency and Chi-square of the Perception of the Youths for enrolment in Skill Development Programme across Educational Qualification (n=109)

Items	Response	Educational Qualification				Chi-square	Sig.
		Below X	Class X11	Graduation	Post-Graduation		
1. Did you enrol in the skill development programme because you were left with no other educational option?	Yes	4	15	1	0	85.729	.000
	No	0	3	73	13		
2. Do you think skill development programmes are only for the uneducated and school drop-outs?	Yes	4	14	8	0	52.589	.000
	No	0	4	66	13		
3. Do you think you will be benefitting after attending the training course?	Yes	4	18	68	11	3.044	0.385
	No	0	0	6	2		
4. Do you think you'll be confident enough to carry out your own income earning activity in the future?	Yes	3	14	63	13	3.397	0.334
	No	1	4	11	0		
5. On completion of your course, will you still pursue government/private company jobs?	Yes	0	3	32	7	8.122	.044
	No	4	15	42	6		

Source: Computed from Primary Data *Significant at 5% level of Significance

Table 3 showed the Chi-square result of the Perception of the Youths for enrolment in Skill Development Programme across Educational Qualification. Out of all the items indicated, reason for enrolling into the skill development programme because of no option, the perception of skill development programmes meant only for the uneducated and school drop-outs and pursuance of governmental jobs on completion of the skill development course were found rejected at 5% level of significance, indicating that part of the Ho2 in relation to these items were rejected. The study showed that

youths with educational qualification below Class XII enrolled into the Skill Development Programmes because they didn't have further option to continue their education but this was not the case for youths with higher educational qualification. There was also a significant difference in the perception of the youths as to the enrolment of the uneducated and school drop-outs into the programme across the level of educational qualification. It was also found from the study that youths with lower educational qualification won't be pursuing government/ private company jobs after completion of the course.

Table 4: ANOVA of Reasons behind Enrolment in SDP with Motivating Factors

Variables	Sum of Squares	df	Mean Squares	F	Sig.
Interest in Skill Development	5.554	3	1.851	1.178	.322
Between Groups					
Within Groups	165.052	105	1.572		
Total	170.606	108			
Failure to secure Govt. job	8.096	3	2.699	1.793	.153
Between Groups					
Within Groups	158.050	105	1.505		
Total	166.147	108			
Lack of opportunity to Earn	2.145	3	.715	.633	.595
Between Groups					
Within Groups	118.625	105	1.130		
Total	120.771	108			
Low Income Earnings	1.732	3	.577	.831	.480
Between Groups					
Within Groups	72.984	105	.695		
Total	74.716	108			
Lack of Financial support	4.149	3	1.383	1.079	.361
Between Groups					
Within Groups	134.585	105	1.282		
Total	138.734	108			
Lack of employment security	1.598	3	.533	.578	.631
Between Groups					
Within Groups	96.750	105	.921		
Total	98.349	108			
Discontinuation of Higher education	20.586	3	6.862	4.161	.008
Between Groups					
Within Groups	173.157	105	1.649		
Total	193.743	108			

Source: Computed from Primary Data *Significant at 5% level of Significance

Table 4 depicts the result of the relationship between the reasons behind enrolment in SDP with motivating factors. From the table, we can understand that among all the dependent variables, only 'discontinuation of higher education' was effected by the different motivating factors, thus, in relation to this variable, a part of the null hypothesis (Ho3) was rejected while the null hypothesis for the remaining variables was retained.

LIMITATIONS

1. The study could not cover all the courses as different skill development programmes provided different courses throughout the year.
2. The study was carried out only among the youths in Churachandpur.

SUGGESTIONS

1. Youths should be made aware about skill development programmes.

2. Perception about "acquiring government job is a necessity and success" among the youths should be changed to self-employment.
3. There is a need for the youths to understand their talents through skill development programmes and develop skills to take up self-employment as an alternative career.
4. Once left idle, the skill learnt can be forgotten; the youths who have undergone the basic courses should go for further training programmes to upgrade their skills.

CONCLUSIONS

The overall development of a nation depends on the improvement of the standard living of the people, which requires every single household earning a minimum wage standard, wherein the need for skill becomes a 'necessity'. Without proper skill, it becomes difficult to seek jobs and make an earning. In response to the skills required by the

local market, skill development training programmes should be imparted to the youths and measures should be taken to spread more awareness about the training programmes. In this age of technology, proper knowledge and skills proves it easier for one to make a living without having to be dependent on the governmental jobs.

It can be concluded from the above study that educational qualification of the youths has had an impact on the enrolment in the programmes and majority of the youths had the perception that skill development programmes weren't meant only for the uneducated and school drop-outs. The perception of skill development programmes among the larger youths should be clarified. The study also concludes that even after going through skill development programmes, many were still willing to pursue government jobs. The society's obsession over securing only governmental jobs regarded to be a success, should be changed to help encourage more youths stand up on their own feet and build an overall development in the community as a whole.

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