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Analytics of Personal Motivation on Acquiring Skills for Workforce with reference to skill development Programmes

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ABSTRACT:

Purpose: The research aims to inspect and estimate the impact of Personal motivation of trainees on Skill acquiring in skill training. It identifies the relationship between the personal input its impact on the training process and the relation it produces in the outcome (skills acquired)
Design/methodology/approach: A questionnaire for the study was designed, and information was composed on a multistage random sampling basis. Three hundred and eighty-four samples of data were collected and analyzed using Smart PLS - Structural Equation Modeling (SEM) technique.
Findings: The study shows that Personal motivation plays a positive role in the skill gain of rural youth. It is also clear from the model that training processes like quality and relevance play a mediating role in acquiring skills. The factors help in the understanding type of input to be concentrated by the policymakers to increase a specific outcome. All the factors influence the training outcome (skill acquired) positive results.
Research limitations/implications: This study covers only personal motivation as trainee input. Other training inputs like social factors, economic factors, and equality factors may further be included in future studies.
Social Implications: The study will help the policymakers to get focus on which area the rural youth must be motivated to get the desired outcome. In this case, personal motivation is the key for rural youth to gain skills. Also, the training institutes must ensure that they provide good quality and relevance to boost the personal behavior of rural youth. If a training institute aims at only adding skill gain to the rural youth the major factor to be boosted is the personal factor.
Originality/Value: Only limited studies have examined the impact of Personal factors on the Skills acquired as training outcome with quality and relevance as mediating factors of Smart PLS is a novel idea, and it is a first-hand study of its kind.

Keywords: Personal factor, Skills acquired, Relevance, Smart PLS

INTRODUCTION

Human capability management is very critical for companies to endure and build up in today's competitive environment. Organizations focus to build the capabilities and the skills of their workforce by reorganizing organizational priorities and their workforce strategies. But the fact is only ten percent of the Indian workforce has undergone formal training in various forms like vocational training, technical education, or higher education. The current training capacity in India is 4.3 million, which is less than twenty percent of the total requirement for the industry's 22 million skilled workers a year. (Planning Commission India - 11th Five Year Plan). The infrastructure that is essential for imparting vocational as well as technical skills is inadequate. (Krunal K. Punjani, 2019). Harnessing the skill set to meet changing technological environment has turned out to be vital to stay competitive in the dynamic work culture.

Though there is improvement in skills of the rural and urban populace when compared to previous years, rural youth is

far lagging in obtaining formal vocational or technical training. (Economic Survey - 2021-22). Hence there is an explicit need to transform rural poor youth into economically independent and a workforce satisfying global standards. (Ministry of Rural Development). Generally, Students' learning behavior besides personal values may transform according to the situation and, in turn, it marks a direct outcome on the students' academic accomplishment. (Kelum A. A. Gamage etal., 2022). The values, behavior, attitudes, interests, and expectations of trainees may weaken or enhance the efficacy of training (Raymond A. Noe, 1886). Motivating the trainees before the training may prepare them to acquire the maximum benefits. The effectiveness of training mediates the relationship between need analysis and the type of training. (Kodwani& Prashar, 2019). Individuals with a high level of self-motivation to take part and learn were likely to specify that there is a clear outcome and benefits. Motivation pre-training is positively connected to perceived training transfer. (Jeffrey D Facteau, 1995). As the youth population takes a move into the labor market opening up opportunities for job providers, and entrepreneurs with continual learning to promote their competencies, it is necessary to create a provision to receive a clear understanding of career prospects, labor market information, and counselling upon completion of vocational training or higher education. (A Skilled Workforce, 2010).

LITERATURE REVIEW:

One of the critical area trying to obtain the outcome of benefits from training is through the measurement of the effectiveness of training. Training is commonly a short term process where as the learning related to it is continuous, and long term that can be carried through lifetime of the one who received it, which has its impact in their knowledge, skillset and behavior. (Bhattacharyya, D.,2015). The measures are formulated to evaluate the difference between pre and post training. To assess training that target at prompting person related behavior requires two kinds of measurements. They are changes that occur within the individual which is not seen in observation and secondly actual changes in their behavior at work. (Dayal I, 2001).

A comparative study among various training effectiveness evaluation models like Kirkpatrick's, Hamblin, Kaufman, CIPP, CIRO, and Phillips's, Kirkpatrick's four level of training and evaluation model focuses on the learning and behavioral outcome. (Choudhury, G. B., & Sharma, V., 2019). A study aimed to understand motivation through expectation and motivation to learn reveals that higher the level of personal motivation higher is the level of participation in training and development. Training motivation of employees did not intercede the effects of the work environment on involvement but weakened the expectation by support of the employer. (Tharenou, P., 2001). A study directing to understand the circumstances under which personal development plans can be efficiently executed for professional learning reveals that the learning as well as the reflection patterns in the organization are absolutely related to number of learning activities undertaken by employees and to perceived performance and the effectiveness is highly dependent on individual's motivation. (Eisele, L., et. Al., 2013).

One another important factor to attain training effectiveness is trainees self-progress. The features of trainees have an inclination to be interim between the characteristics of the post-training stage and the pre-training stage employees. At times post training, they may not completely change their behavior in which they are mostly hardened. This is because they have already gone through the extent of encouraging and discouraging factors. (Manna, A., & Biswas, D., 2018).

Excellence in training and significance to the job in skill development are key to India's global competitiveness and access to employment. (National Policy2019). Noble effort is essential to make sure that skills development systems carry both the quality as well as the quantity of training needed. Quality outcomes of training depends on retaining and upgrading of training contents, methodologies, amenities and resources. Internships, and the combination of classroom based and work-based training, bring out the best results. Training standards should be set and tested by involving stakeholders in the process. (ILO, 2010)

RESEARCH OBJECTIVES

To study and analyse the how personal motivation impacts the level of skills acquired. It also analyses how the skill development institutional factors like quality and relevance as mediating factor impact the levels of skills acquired among the rural youth.

HYPOTHESIS OF THE RESEARCH

Hypothesis 1: Impact of Personal motivation on the skills acquired by rural youth.

H0: Personal motivation has no positive relationship with skills acquired by rural youth.

H1: Personal motivation has a positive relationship with skills acquired by rural youth.

Hypothesis 2: Impact of Personal motivation on the improving quality and relevance provided by institutions.

H0: Personal motivation has no positive relationship with quality and relevance provided by the institutions.

H2: Personal motivation has positive relationship with quality and relevance provided by the institutions.

Hypothesis 3: Impact of Quality and Relevance provided by institutions on the skills acquired by rural youth.

H0: Quality and Relevance provided by institutions has no positive relationship with the skills acquired by rural youth.

H3: Quality and Relevance provided by institutions has positive relationship with the skills acquired by rural youth.

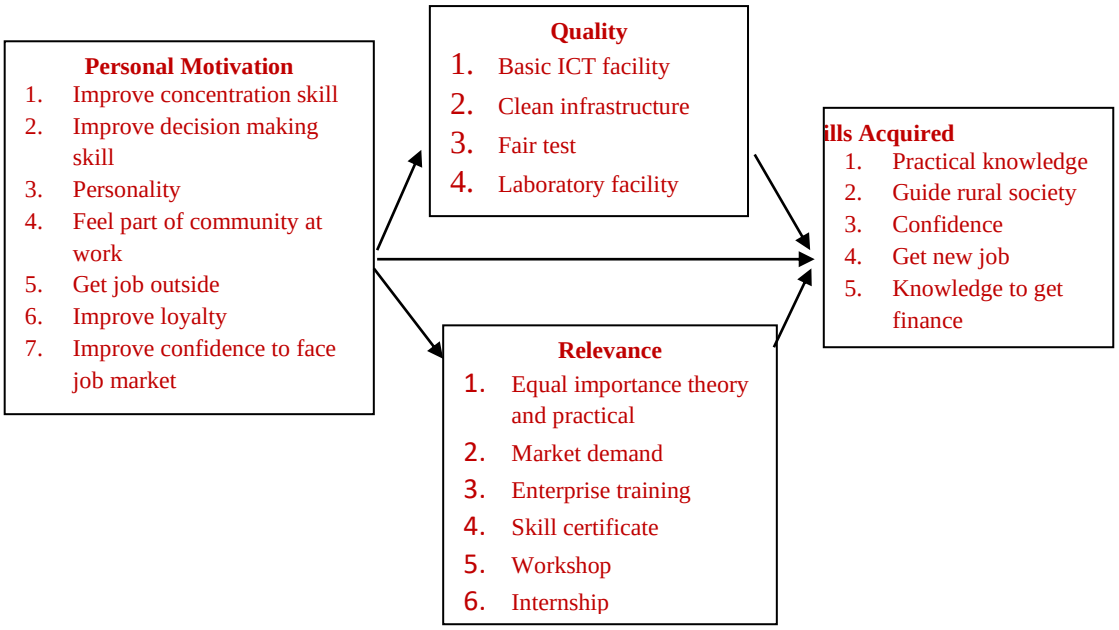
RESEARCH METHODOLOGY

The study has begun with widespread literature survey to identify the relationship of personal motivation and skills acquired in vocational training. Information related to negative and positive factors of personal motivation and their impact on outcome of competency acquired has been gathered from the secondary source. Primary and secondary data sources were a part of the research data collection. Primary data is collected through survey questionnaire and direct interaction from skill development trainees. For collecting sample multi-stage stratified random sampling method is used. A total of 384 questionnaires were collected, in rural area spread across 9 parliamentary constituency and 58 assembly constituencies in the state. From 9 parliamentary constituencies 5 parliamentary constituency where selected in stage I of sampling. The selected 5 parliamentary constituencies are Madurai, Ramanathapuram, Thoothukkudi, Tirunelveli, Kanyakumari. The selected 5 parliamentary constituency has 35 assembly constituencies. One assembly constituencies from each five identified parliamentary constituencies where selected in stage II of sampling. The selected assembly constituencies are Nagercoil, Ambasamudram, Ottapidaram, Ramanathapuram, Madurai West for trainee selection and expert selection. In the study, identification of the strata is based on the training providers. Training providers are classified as Agriculture based training and Non Agri based Training which includes product, process and EDPs. 76 trainees are selected randomly from all the skill training institutions each selected assembly constituencies. Among the 76 respondents, 38 respondents underwent Agri based training and other 38 underwent Non-Agri based training which is a stratified random sampling. In each assembly constituency, a fixed number of interviews were conducted. Similar procedure is followed for identifying experts. From each selected region 15 experts (8 from non-agri based training institute and 7 agri based institutes) were identified by stratified random sampling.

SEM Analysis:

Structural equation modelling uses multivariate statistical analysis technique to analyse structural relationships between variables and parameters. SEM analysis technique is a combination of multiple regression analysis and factor analysis. It is also used to analyse the structural relationship between measured variables and error and gives the goodness of fit based on the analysis of covariance of structure (Hooper et al., 2008). The analysis also pictures about the personal motivation model developed and tested using SMART PLS Software. The fig below shows the Conceptual framework of personal motivation which links with skills acquired as the outcome of skill development.

Fig 1Framework of Personal MotivationConceptual



RESULT

The paragraph explains the demographic and economic status of the trainees attending the skill training. The major respondent from the community are women (70%) because in rural community women enroll more for skill training. It is a found that 77 of skill trainees are first generation graduates. Among the trainees only 79 women are unmarried and they may be migrated to other communities soon after training due to marriage and 1.6 percent trainees are with personal disabilities like deaf, dumb etc. While finding the education qualification of the trainees 30 percent of the trainees are UG graduate students and 31 percent have not completed 10th std. and 6.8 percent have completed SSLC. The demographic profile presented represents part of population.

Table 1 Demographic Profile

Variable	Sub Factors	Frequency	Percentage	Total No. of Respondents
Gender	Male	113	29.4	384
	Female	269	70.1	
	Transgender	2	.5	
First Generation Graduate	No	89	23.2	384
	Yes	295	76.8	
Marital Status	Married	79	20.6	384
	Unmarried	305	79.4	
Disabilities	No	378	98.4	384
	Transgender	1	.3	
	Mentally retarded	1	.3	
	Physically challenge	2	.5	
	Deaf and dumb	1	.3	
	Polio	1	.3	
Educational Background	Primary school	16	4.2	384
	Middle school	105	27.3	

	Secondary school	63	16.4	
	Higher secondary	26	6.8	
	UG	115	29.9	
	PG	42	10.9	
	MPhil	4	1.0	
	Polytechnique	4	1.0	
	ITI	9	2.3	

To confirm the amount of measurement model and structural model Smart PLS software is used. This section lists the factors considered for the model: Personal motivation, quality, relevance, skills acquired. The basis of PLS is principal component analysis (Chin, 1998). It helps to explain the structural changes in the model Chin,et.al (2003). The SMART PLS model has 3 stages namely; (i) measurement models (ii) the structural model (iii) structural regression equation. A measurement model is used to evaluate the validity and reliability of the structural measures in the model by measuring the link between apparent variables (sub-factors) and latent variables (factors). Estimation and verification of the path coefficients between the structures is tested in the structure model. The structural model stipulates the associations related to the suppression structure. The trajectory coefficient is an indicator of the predictive capacity of the model.

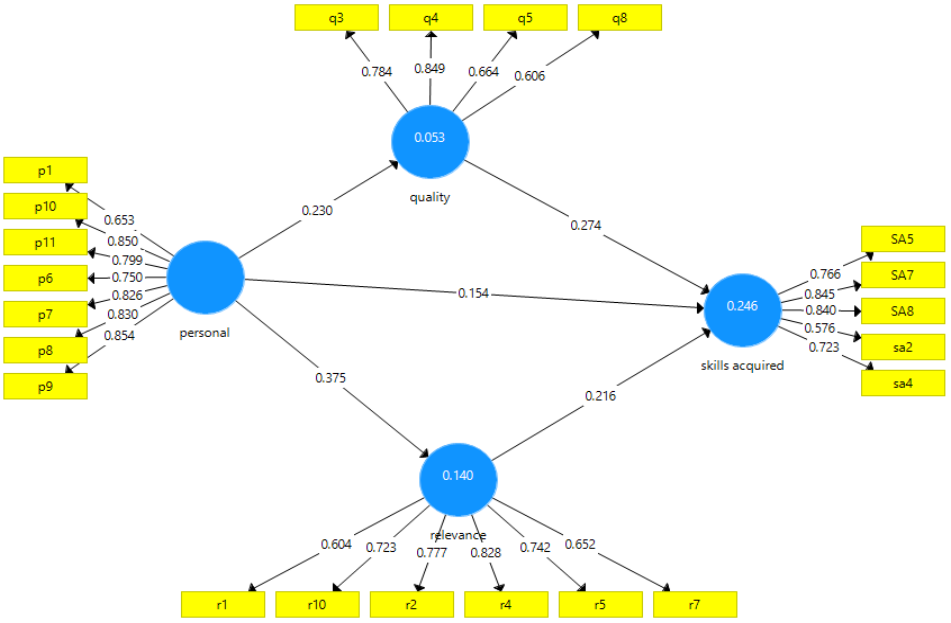


Fig 2 Initial Loading of Personal motivation

Table 2 Item Loading of Personal motivation

Factors and Sub- factors	Factor loading	Cronbach's alpha	Composite reliability	AVE
Personal		**0.904**	**0.924**	**0.636**
p1	**0.653**			
p10	**0.850**			
p11	**0.799**			
p6	**0.750**			
p7	**0.826**			
p8	**0.830**			

p9	**0.854**			
Quality		**0.705**	**0.819**	**0.586**
q3	**0.784**			
q4	**0.849**			
q5	**0.664**			
q8	**0.606**			
Relevance		**0.823**	**0.868**	**0.586**
r1	**0.604**			
r10	**0.723**			
r2	**0.777**			
r4	**0.828**			
r5	**0.742**			
r7	**0.652**			
Skills Acquired		**0.806**	**0.868**	**0.572**
Sa2	**0.576**			
sa4	**0.723**			
SA5	**0.766**			
SA7	**0.845**			
SA8	**0.840**			

Reliability: Under measurement model second aspect is inner consistency which is analysed using Cronbach's alpha and composite reliability. As per Hair et al.,(2011), in PLS-SEM, the cut-off score for composite reliability is 0.7. Gefen, Straub and Boudreau(2000) suggested a least score should be above 0.6 for Cronbach's alpha. The table 1 shows the factor loadings, composite reliability and Cronbach's alpha values proposed by PLS algorithms. From the Table 4.3 it is inferred that, the Cronbach's alpha value of personal, Quality, relevance, skills acquired factors are 0.904, 0.705, 0.823, 0.806 respectively which is above the least score suggested. The least score should be above 0.6 for Cronbach's Alfa as suggested by Hair et al., 2010. It is also inferred that composite reliability score for personal, quality, relevance, skills acquired is 0.924, 0.819, 0.868 respectively which is also well above the least cutoff score of 0.7 as suggested. Hence, the proposed model is reliable and trustworthy.

Convergence: Convergent validity of dignified constructs was assessed using (Fornell and Larcker, 1981) Average Variance Extracted (AVE) tests, composite reliability scores, and Cronbach's alpha were used to examine the convergent validity of dignified constructs. All of the Cronbach's alpha standards and composite reliability scores were regarded over the 0.55 limits. The AVE test's results (Table 2) demonstrate that the AVE score constructions are greater than 0.55. It is also inferred that AVE score for personal, quality, relevance, skills acquired is 0.636, 0.586, 0.586, 0.572 respectively. Therefore, the model is convergent valid.

Discriminant: According to Hulland (1999), the sub factors of each construct must be different from those of other constructs. Table 3 shows the diagonal line of the standards that covers the square root of the AVE and the construct correlations. Discriminant validity is established by confirming that the diagonal line's standards are higher than its columns and rows. The model's validity is established by the discriminant validity table.

Table 3 Discriminant Validity of personal motivation

	personal	**Quality**	**relevance**	**skills acquired**
Personal	0.797			
Quality	0.230	0.732		

Relevance	0.375	0.473	0.725	
skills acquired	0.298	0.412	0.404	0.756

Path Analysis: Smart PLS software aids in the projection of a structural model for a specific study. It shows the route and covariance of several components. The evaluation function for predicting the path between two factors is called the path coefficient. A bootstrapping re-sampling technique of 384 samples was utilised to determine the consequence level of the paths defined inside the structural model. As a statistical conclusion measure, a 1% significance threshold (p 0.01) is chosen. The resultant t-value indicates the level of significance based on the amount of similar factor estimates between the constructs. The outcome of the structural model is summarised in Table 4.

Table 4 Path Analysis of personal motivation

	Path Coefficient	**T-Statistics (|O/STDEV|)**	**P Values**	**Confidence interval 2.5%**	**Confidence interval 97.5%**
personal -> quality	0.230	3.979	**0.001**	0.106	0.333
personal -> relevance	0.375	8.685	**0.001**	0.284	0.455
personal -> skills acquired	0.153	3.218	**0.001**	0.057	0.243
quality -> skills acquired	0.274	4.645	**0.001**	0.145	0.386
relevance -> skills acquired	0.216	3.668	**0.001**	0.089	0.320

DISCUSSIONS:

The relationship between personal motivation and quality is significant with β = 0.106, P value less than 0.01 and t = 3.979 indicating that the personal motivation has significant influence on the quality in Skill training aspects. The relationship between personal motivation and relevance is significant with β = 0.284, P value less than 0.01 and t = 8.685 indicating that the personal motivation have significant influence on the relevance in Skill training aspects. The relationship between personal motivation and skills acquired is significant with β = 0.057, P value less than 0.01 and t = 3.218 indicating that the personal motivation have significant influence on the skills acquired in Skill training aspects. The relationship between quality and skills acquired is significant with β = 0.145, P value less than 0.01 and t = 4.645 indicating that the quality has significant influence on the skills acquired in Skill training aspects. The relationship between relevance and skills acquired is significant with β = 0.089, P value less than 0.01 and t = 3.668 indicating that the relevance has significant influence on the skills acquired in Skill training aspects

The above findings indicate that a unit increase of personal motivation will increase the quality of training by 0.230. The increase of one unit of personal factor will also impact relevance and skills acquired by 0.375 and 0.153 respectively. The direct impact of skill acquired on improving personal motivation is less compared with the improvement in training process like quality and relevance. Therefore, personal motivation can improve the training process.

The training institutions should select identify the personal motives before admitting a rural youth for training. Right personal motive trainee acquires more skill. The increase on a unit of quality has a positive impact in skills acquired with 0.274 values and a unit of relevance has a positive impact in skills acquired with 0.216 values. Therefore, improving the training process also have a direct impact in skill acquiring. Improving quality has more impact than relevance. So policy makers can concentrate on providing right course, at right time, with right resources so that the rural youth gain more skills that can help in rural transformation.

The people with right personal motivation get use of the quality and relevance, the skill training provide in the institute,

others blame about the system. In rural area there is a perception that skill training is for SHGs and for school dropouts. This blocks potential youth who are unemployed to join skill training. This scenario must be changed or else it will be hard to mobilize real needy candidates into the ecosystem.

Without identifying the needy trainees and providing training to the same people makes the system ineffective. Even with improved process in training if the trainees are not with good personal motivation the system could not perform effectively. Because for short term course, it is difficult to mould and change the perception of trainees in a short duration. Pre training and identification of suitable candidate through some psychometric test can be a solution to the problem.

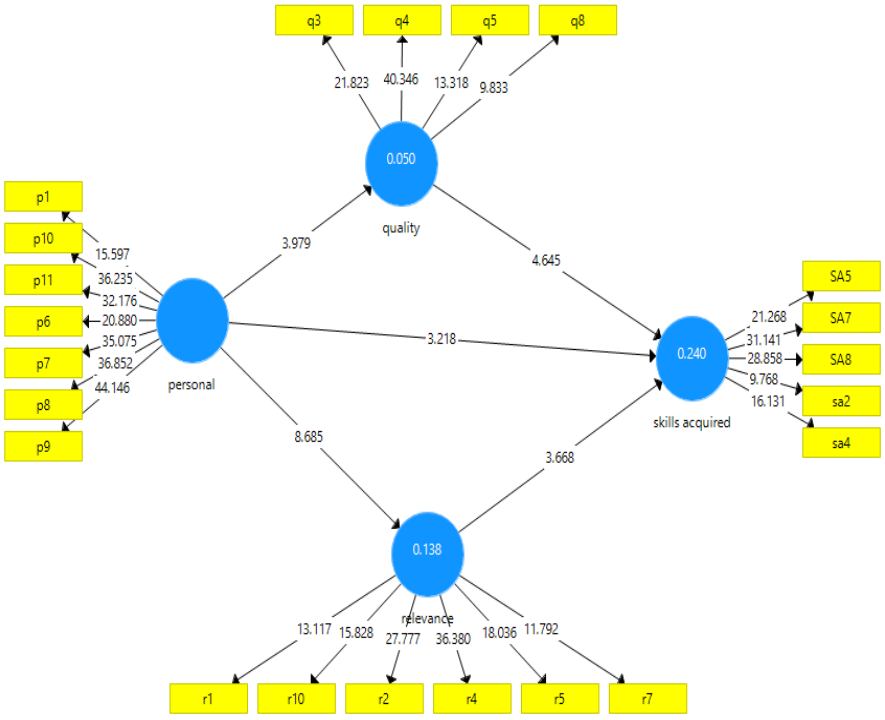


Fig 3 Boot strapping for Personal motivation

CONCLUSION AND SUGGESTIONS

The research was focused on the development and validation of ability of skill acquired from skill training Programmes as a mediating factor between quality and relevance. Personal Motivation with quality institutions and industry relevant curriculum or policies can help rural youth to acquire both hard and soft skills that are required for immediate job openings.

The developed model suggests the level of personal motivation to be given to the rural youth in the awareness of the programme. Due to lack of personal motivation lot of rural based skilled development Programmes have not attained the end result it is aimed to. With the findings from the model few suggestions are made for the vocational trainers and the stakeholders.

- Carrier based skill development programme should be included in the curriculum conducted from school and college level
- The career guidance Programmes should be conducted by professional associations to highlight the personality traits required for performing the job.
- Motivating rural youth based on the personality- career mapping can help trainees in focusing on exact job training.
- Motivation of rural youth can be done in three levels. Firstly, the trainer needs to identify age, social and environmental and biological factors affecting people's preferences for particular activities. The second classification is based on social and environmental aspects of the trainees. The learner should identify the introvert and extrovert personalities. As per the social behaviors like enthusiasm, communication, interaction others etc. The last classification is based on intellect of personalities.

By classifying the rural youth in the above classification and motivating them through exact job they can take up, improves the ability of skills acquired. This could improve the effectiveness of skill training. The study has focused mainly on the personal motivation of rural youth in gaining skills. In addition to personal motivation socio-cultural motivation and access to the training ecosystem could also play a major role in determining the skill acquired which could be scope for further researchers.

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