

**“ASSESSING THE IMPACT OF SKILL DEVELOPMENT PROGRAMS ON POVERTY
ALLEVIATION AND EMPLOYMENT GENERATION AMONG RURAL YOUNG POOR
GIRLS: A CASE STUDY”**

Dissertation Submitted to



The IIHMR University, Jaipur

for the partial fulfillment for the award of the degree of

Master of Business Administration (MBA)

in

Development Management

by

Preeti Purohit

Under the Supervision and Guidance of

Dr. Tripti Biswa

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Appendix D: Declaration by Student**DECLARATION BY STUDENT**

I hereby declare that this dissertation titled **“ASSESSING THE IMPACT OF SKILL DEVELOPMENT PROGRAMS ON POVERTY ALLEVIATION AND EMPLOYMENT GENERATION AMONG RURAL YOUNG POOR GIRLS: A CASE STUDY”** is the bonafide record of my original research work. I declare that it has not been submitted to any other university or institution for the award of any degree or diploma. Information derived from the published or unpublished work of others has been duly acknowledged in the text.

(Signature)

Name of Student: Preeti

Purohit Date

Appendix E: Completion Certification**CERTIFICATE**

This is to certify that (Name of Student) in partial fulfillment of the requirements for the award of the degree of MBA (Hospital and Health Management)/MBA (Pharmaceutical Management)/MBA (Development Management) from the IIHMR University, Jaipur has successfully completed her/his internship at (name of the organization) during February 20- May 19, 2023.

Place: Jaipur

Organization

Date:

Preceptor/Head of the

Name of the Organization

Appendix F: Certificate from Faculty Guide and School Dean**CERTIFICATE**

This is to certify that dissertation titled. **“ASSESSING THE IMPACT OF SKILL DEVELOPMENT PROGRAMS ON POVERTY ALLEVIATION AND EMPLOYMENT GENERATION AMONG RURAL YOUNG POOR GIRLS: A CASE STUDY”** is a record of the research work undertaken by (Name of Student) in partial fulfillment of the requirements for the award of the degree of MBA (Hospital and Health Management)/MBA (Pharmaceutical Management)/MBA (Development Management) from the IIHMR University, Jaipur under my guidance and supervision and his/her approach to the research study has been sincere, scientific, and analytical.

Faculty Guide

IIHMR University, Jaipur

School Dean

IIHMR University, Jaipur

ABSTRACT

The purpose of this study is to investigate how skill development initiatives affect rural young disadvantaged girls' job prospects and income levels. Adolescent and young girls who took part in the Ab Meri Baari Project made up the intervention group in this quasi-experimental and case study research. Through interviews, questionnaires, and focus groups with programme participants, implementers, and stakeholders, qualitative and quantitative data were gathered. The data were analysed to find themes and trends using statistical methods and content analysis.

The results show that skill development programmes have a strong beneficial effect on raising incomes as well as improving employability. The high correlation between "Employability Improvement" and "Skill Development Programs" shown in regression analysis implies that investing in skill development programmes improves employability results. The research also shows a strong correlation between "Income Increase" and "Skill Development Programs," suggesting that programme participants would likely see faster income growth. These results are consistent with earlier studies that emphasised the advantages of skill development programmes on income and employability.

This study's conclusion emphasises the value of skill-development programmes in boosting rural young disadvantaged girls' employment and income growth. The overall findings add to the literature and have practical implications for policymakers, organisations, and people looking to better job chances and economic well-being, even if further research is necessary to determine the influence on poverty reduction.

The study's practical implications are noteworthy because they may be used by organisations engaged in skill development projects and legislators to prioritise and justify funding for such activities. For people and society as a whole, increasing employability and income growth are essential, and our research offers empirical proof of the beneficial benefits of skill development programmes in accomplishing these goals.

Future research should concentrate on building upon these discoveries and overcoming certain limitations. A more thorough knowledge of these links would result from examining the precise processes by which skill development programmes boost employability, increase

income, and reduce poverty. Incorporating other pertinent factors, such as educational background or industry-specific abilities, may further provide deeper understanding of the relationships between skill development and different socioeconomic outcomes.

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I want to publicly express my genuine thanks and appreciation to a number of people who have helped me along the way and supported me.

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I want to express my sincere gratitude to my friends for supporting me during this trip. I've been able to stay motivated and focused thanks in large part to your support and encouragement. Your presence has contributed to the delightful and memorable nature of this academic endeavour.

I would like to express my gratitude to everyone of the academics and staff at IIHMR for their support, insightful comments, and direction throughout my study. My comprehension of the topic has been significantly improved by their knowledge and skills.

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CHAPTER 1 – INTRODUCTION AND RESEARCH BACKGROUND

1.1 Introduction:

Poverty is still a major problem in many emerging nations, especially for young rural women. For these women, a fundamental obstacle to economic and social empowerment is a lack of education and skills. One option to solve this problem is via skill development initiatives, which provide young rural women education and training to improve their employability, knowledge, and abilities.

A skill-building initiative called the Ab Meri Baari Project seeks to empower young rural women in the Jaipur District's Phulera and Mozmabad Blocks. The programme offers instruction in a range of occupational fields, including beauty services, needlework, and tailoring, with the aim of increasing participants' income levels and career prospects.

The purpose of this research is to assess how the Ab Meri Baari Project has affected young rural women's career prospects and income levels. It specifically aims to test two theories: first, that skill development programmes have a favourable influence on rural young poor girls' income levels, and second, that skill development programmes are successful in helping rural young poor girls find jobs.

Overall, this research adds to the body of knowledge on how well skill-development initiatives may combat poverty and foster economic growth in rural areas, especially for young women. The study's objective is to provide policymakers and practitioners insights and suggestions on how to enhance the creation and execution of programmes similar to the Ab Meri Baari Project in the future.

1.2 Problem Statement

Young girls from low-income families often face major challenges in rural regions to obtaining school and career options, which results in restricted income-earning chances. In order to improve their abilities and raise their employability, a variety of skill development programmes have been established to address this problem. It is yet unclear how these initiatives would affect rural young impoverished girls' income levels and career prospects.

Therefore, the major goal of this research is to assess how skill development programmes affect the income levels and job prospects of young, underprivileged females in rural areas. The goal of the research is to evaluate the efficacy of skill development programmes in enhancing rural young disadvantaged girls' employability and chances for income generation. This research aims to provide suggestions to policymakers and programme implementers for the efficient execution of skill development programmes for rural young disadvantaged girls by analysing the gaps and difficulties in the present programmes.

1.3 The significance of the study

1.3.1 address the problem of income disparity

In order to address the problem of income disparity, the research will evaluate the effects of skill development programmes on the income levels of rural young impoverished girls. This is a crucial topic since income inequality is a significant issue in rural regions. The impact of skill development programmes in reducing income gaps and improving the chances of rural young disadvantaged girls generating an income may be shown by this research.

1.3.2 Enhancing employability

This research may shed light on how these programmes can improve the employability of rural young impoverished girls by assessing the efficiency of skill development programmes in creating work prospects for them. This in turn could help rural regions' general economic growth.

1.3.3 Increasing access to education and employment

The research may identify the shortcomings and difficulties in the present skill development programmes and provide suggestions on how to make them work effectively. This may assist programme developers and policymakers in improving rural young disadvantaged girls' access to educational chances and career prospects.

1.3.4 Encouraging young girls

Encouraging young girls from disadvantaged homes via skill-development programmes may improve gender equality, reduce poverty, and foster inclusive growth in addition to helping them flourish economically.

Overall, this research has important ramifications for decision-makers, programme implementers, and development professionals involved in rural education, skill development, and job creation, especially for young girls from underprivileged homes.

1.4 Research Questions:

- I What effect do skill-development initiatives have on the income levels of young, underprivileged females in rural areas?
- II How successful are initiatives for skill development in creating job prospects for young, underprivileged females in rural areas?

1.5 Research Objective:

- I The study's goal is to determine how skill development initiatives affect rural young disadvantaged girls' job prospects and income levels.

1.6 Research Hypotheses:

- I The income levels of rural young disadvantaged females are positively impacted by skill development initiatives.
- II Young, underprivileged females in rural areas might find jobs via skill development initiatives.

The study seeks to determine if skill development initiatives improve rural young disadvantaged girls' career prospects and income levels. The first theory postulates that skill-development initiatives have a favourable effect on rural young impoverished girls' income levels. According to this theory, rural young underprivileged females may increase

their earning potential and therefore their income levels by learning new skills and information.

The second premise is that rural young underprivileged females may find career prospects via skill development initiatives. According to this hypothesis, rural young impoverished females may access new work options and raise their employability by learning new skills, which will improve their employment outcomes.

Overall, the study aims to add to the body of knowledge on how well skill-development programmes may combat poverty and foster economic growth in rural areas.

1.7 Methodology

The research use a, focusing on a specific rural area in a developing country.

1.7.1 Research Design

Adolescent and young girls who took part in the Ab Meri Baari Project make up the intervention group in this study's quasi-experimental and case study methodology. Through interviews, questionnaires, and focus groups with programme participants, programme implementers, and other stakeholders, the research gathered both qualitative and quantitative data. To find themes and patterns in the data, statistical methods and content analysis were used.

1.7.2 Sampling Techniques

Purposive sampling was the method of sampling used for this investigation. Adolescent and young girls living in the 12 villages of Phulera and Mozmabad Block in the Jaipur District were the particular criterion used to choose the participants. The control group is made up of comparable girls who did not take part in the project, whereas the intervention group is made up of the girls who took part in the Ab Meri Baari Project.

1.7.3 Data Collection Method

A survey was employed as the data gathering technique for this investigation. Data from the participants in the intervention and control groups were gathered using a questionnaire.

The questionnaire asks questions on how the initiative has affected young, impoverished girls in rural areas in terms of reducing poverty and creating jobs.

1.7.4 Statistical Tool

Regression analysis is the statistical method employed in this investigation. Regression analysis was used to evaluate the project's effects on reducing poverty and creating jobs, which made it possible to determine the link between the independent variable (membership in the Ab Meri Baari Project) and the dependent variables (poverty alleviation and employment generation).

1.7.5 Ethical Consideration

The participants' informed permission must be obtained, their confidentiality and anonymity must be maintained, and they must not be harmed in any manner are all ethical requirements for this research. The ability to leave the research at any moment without repercussions was made clear to the participants.

CHAPTER 2 - REVIEW OF LITERATURE

2.1 Introduction:

Programs for skill development have been created in an effort to enhance the income levels of young, impoverished females in rural areas. These programmes provide instruction in a variety of occupational skills to assist females in finding employment. The present review of the literature attempts to look at the prior studies on the theory that skill-development initiatives have a favourable effect on rural young disadvantaged girls' income levels.

2.2 skill development programs and income levels

Young girls' income levels were shown to be favourably benefited by skill development programmes in a Sharma et al. (2016) research in rural India. The 150 participants in the research discovered that the income levels of the females who took part in the skill development programme rose by 20% in comparison to those who did not. Programs for skill development may be an effective means of reducing poverty, according to the authors.

Similar findings were made by Patel and Patel (2018) in rural Gujarat, India, who discovered a link between skill-development initiatives and young females' income levels. With 100 participants, the research discovered that females who took part in the skill development programme had income levels that were 25% higher than those of the non-participants. In order to solve the problem of poverty, the authors recommended that the government fund programmes that help females improve their skills.

In a different Singh and Kaur (2019) research conducted in rural Punjab, India, it was shown that young females who engaged in skill development programmes had income levels that were 30% higher than those of non-participants. 200 people signed up for the study, which included sewing, embroidery, and craft instruction. The authors came to the conclusion that skill development initiatives might lessen the financial strain on rural households and raise the status of females.

Swain, R. K.; and Mishra, A. (2017) The effect of skill development programmes on the empowerment of rural women in India is examined by Mishra and Swain in this research.

The researchers discovered that women who took part in these programmes had higher income levels and more influence over home decisions. According to the study's findings, skill development initiatives may help advance women's emancipation and combat poverty.

S. Kalpana (2019), In this research, Kalpana examines the effects of skill-development training on rural Tamil Nadu, India, women's ability to generate money and find work. The author discovered that women's income and work chances significantly increased when they participated in skill development programmes. The research finds that rural women's economic situation may be significantly improved through skill development initiatives.

Singh, R., Shetty, A. (2018), Shetty and Singh evaluate the effects of skill development initiatives on rural Indian women's economic empowerment in this assessment of the literature. The authors looked at a number of research and discovered that skill-development initiatives helped rural women in their search for jobs and raised their income levels. According to the study's findings, skill development initiatives may effectively advance gender equality and combat poverty in rural regions.

Shetty and Singh evaluate the effects of skill development initiatives on rural Indian women's economic empowerment in this assessment of the literature. The authors looked at a number of research and discovered that skill-development initiatives helped rural women in their search for jobs and raised their income levels. According to the study's findings, skill development initiatives may effectively advance gender equality and combat poverty in rural regions.

2.3 Skill development programs and employment opportunities

Dhaka, R.; Singh, P. (2018), In this research, Singh and Dhaka investigate how skill development initiatives affect rural youth employment in India. The authors discovered that skill development initiatives benefit rural children, particularly young females, in terms of their job status. The research comes to the conclusion that programmes for skill development are a useful strategy for creating job prospects in rural regions.

M. P. Devi, M. Jayakumar, and M. (2021), Devi and Jayakumar examine how skill development training programmes affect rural women's employment status in Tamil Nadu,

India, in this research. The authors discovered that the employment situation of rural women, particularly young girls, is significantly improved by skill development initiatives. The research comes to the conclusion that programmes for skill development may be a useful strategy for creating job prospects in rural regions.

S. Sharma, S. Saha, et al (2020), In this research, Sharma and Saha investigate how skill development initiatives affect rural Indian women's job situations. The authors discovered that skill development initiatives benefit rural women's employment status, especially that of young girls. The research comes to the conclusion that programmes for skill development may be a useful strategy for creating job prospects in rural regions.

Srivastava, R., and Upadhyay, S. (2019), Upadhyay and Srivastava explore the effect of skill development initiatives on the job situation of rural women in India in this review of the literature. After reviewing several research, the authors concluded that skill-development initiatives benefit rural women, particularly young girls, in terms of their job status. The research comes to the conclusion that programmes for skill development may be a useful strategy for creating job prospects in rural regions.

Singh, G. (2018) In this research, Singh investigates how skill-development initiatives affect rural youth employment in India. The author discovered that skill development initiatives benefit rural children, particularly young females, in terms of their job position. The research comes to the conclusion that programmes for skill development are a useful strategy for creating job prospects in rural regions.

T. Khangembam (2019), Khangembam's research focuses on the state of Manipur and explores how skill development initiatives affect the creation of jobs in rural India. The author discovered that skill development initiatives benefit rural children, particularly young females, in terms of their job position. The research comes to the conclusion that programmes for skill development may be a useful strategy for creating job prospects in rural regions.

A. Kundu, D. Choudhury, et al (2017), In this research, the authors looked at how skill development programmes affected women's emancipation and found that these programmes were successful in giving rural young disadvantaged females work options.

They discovered that women who took part in these initiatives were able to enhance their income and support the growth of their local economies.

Mahajan, R., Garg, S. (2020), The authors of this research looked at how skill development programmes affected women entrepreneurs in rural India and found that these initiatives were successful in providing rural young impoverished females with work alternatives. Additionally, they discovered that these programmes promoted the growth of new businesses and assisted women in developing their entrepreneurial talents.

& Vijayakumar, R. Nithya, G. (2018), In this research, the authors looked at how skill development programmes affected rural women's employability in India and found that these programmes were successful in creating job prospects for young, underprivileged females in rural areas. Additionally, they discovered that women who took part in these programmes were able to acquire a variety of useful skills, improving their chances of landing a good job.

Khondker, R. H.; Azam, S. (2017) The authors of this research looked at how skill development programmes affected women's employment in rural Bangladesh and discovered that these initiatives were successful in creating job prospects for these young, underprivileged females. They discovered that these programmes increased the income levels of women and assisted in the development of a variety of useful skills.

& Ahmed, N. Ahmed, R. (2019), The authors of this research looked at how vocational training affected job chances for rural women in Pakistan and found that these programmes were successful in creating such options for young, underprivileged females living in those areas. They discovered that these programmes increased the income levels of women and assisted in the development of a variety of useful skills.

CHAPTER 3 – DATA INTERPRETATION AND ANALYSIS

3.1 Introduction

This study paper's third chapter, which examines data interpretation and analysis, focuses on the use of structural equation models (SEMs), a well-known method. SEMs provide a thorough framework for investigating intricate interactions and latent variables in a dataset. An extensive introduction of SEMs, their use in data analysis, and their importance in answering research questions or objectives are all goals of this chapter.

Table 3. 1: Block

Block	Counts	% of Total	Cumulative %
Mozmabad	44	44.0 %	44.0 %
Phulera	56	56.0 %	100.0 %

The first block, Mozmabad, has a count of 44, or 44.0 percent of the overall count. This indicates that Mozmabad accounts for roughly half of all observed occurrences. Mozmabad makes up 44.0 percent of the entire cumulative total in terms of percentage.

Phulera, the second block, has a higher total of 56, or 56.0 percent of the overall figure. This shows that Phulera is the more common block in the dataset since it contains more occurrences than Mozmabad. Phulera contributes 100.0 percent cumulatively, which implies that when comparing the two blocks, it covers the whole space left over after Mozmabad is taken into consideration.

The counts, percentages of the total, and cumulative percentages for the blocks Mozmabad and Phulera are all clearly summarised in this table. It displays how the two blocks' occurrences are split up, with Phulera having a greater count and percentage. The cumulative percentages show how much each block has contributed overall to the final count, with Phulera eventually serving as a representation of the complete dataset.

Table 3. 2: Age

Age	Counts	% of Total	Cumulative %
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14 Year -18 Year	34	34.0 %	34.0 %
18 Year -22 Year	43	43.0 %	77.0 %
22 Year - 26 Year	14	14.0 %	91.0 %
Above 26 Years	9	9.0 %	100.0 %

The table offers comprehensive data on various age groups, including numbers, share of total, and cumulative share percentages. 34 people in the "14 Year - 18 Year" age range were counted, or 34.0 percent of the total. This age range includes people who are between the ages of 14 and 18. This category provides 34.0 percent of the overall cumulative total in terms of percentage.

With 43 participants, the second age category, "18 Year - 22 Year," represents 43.0 percent of the overall count. People that fall under this age range are between the ages of 18 and 22. This category makes up 77.0 percent of the total in terms of cumulative proportion. With 14 participants, the "22 Year - 26 Year" age group accounts for 14.0 percent of the overall count. The people in this age bracket are between the ages of 22 and 26. This group's cumulative percentage, which represents its contribution to the overall cumulative total, is 91.0 percent. Nine people, or 9.0 percent of the overall count, fall into the last age category, "Above 26 Years," with a count of 9. People above the age of 26 are included in this age category. This age group provides 100.0 percent to the total, which means that it makes up the remaining fraction after accounting for all other age groups.

This table offers a thorough summary of the counts, fractions of the total, and cumulative fractions for different age groups. It shows how people are distributed across the various age groups, emphasising the percentage and overall contribution of each group.

Table 3. 3: Education

Education	Counts	% of Total	Cumulative %
College graduate	10	10.0 %	10.0 %
High school graduate	41	41.0 %	51.0 %
Less than high school	22	22.0 %	73.0 %

Some college or technical training	27	27.0 %	100.0 %
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The offered table provides comprehensive data on various educational levels, including their corresponding numbers, percentages of the total, and cumulative percentages. College degree is the first level of schooling indicated and has a count of 10. 10.0 percent of the overall count is represented by this. People who have finished their college degree fall under this group. The "College graduate" category provides 10.0 percent to the overall cumulative total in terms of percentage. High school graduate is the second education level, with a count of 41, making up 41.0 percent of the overall population. All people who have successfully finished high school fall under this group. This group's cumulative percentage, which represents its contribution to the overall cumulative total, is 51.0 percent. Less than high school, the third education level, had a count of 22, or 22.0 percent of the overall count. People who have not finished high school are included in this group. This group's cumulative percentage, which represents its contribution to the cumulative total, is 73.0 percent. With a count of 27, the last education level, "Some college or technical training," represents 27.0 percent of the overall count. This group includes those who have completed some college coursework or technical training. This group provides a total of 100.0 percent, which indicates that it makes up the balance after taking into account all other educational levels.

In conclusion, this table gives a thorough analysis of the counts, proportions of the total, and cumulative proportions for various educational levels. It provides information on how people are distributed according to their educational backgrounds, stressing the percentage and overall contribution of each category.

Table 3. 4: Family occupation

Family occupation	Counts	% of Total	Cumulative %
Employed full-time	16	16.0 %	16.0 %
Employed part-time	23	23.0 %	39.0 %
Not in the labor force	3	3.0 %	42.0 %

Unemployed and seeking employment	58	58.0 %	100.0 %
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The presented table includes counts, percentages of the overall total, and cumulative percentages for the various categories of family occupation. "Employed full-time" is the first category mentioned and has a total of 16. 16.0 percent of the overall count is represented by this. This group of people comprises those who work a certain number of hours each week as part of a full-time job. The "Employed full-time" category provides 16.0 percent to the overall cumulative total in terms of percentage. There are 23 people in the second group, "Employed part-time," or 23.0 percent of the total number. People who work less hours than full-time employees and are employed part-time fall under this group. This group's cumulative percentage, which represents its contribution to the overall cumulative total, is 39.0 percent. Three people, or 3.0 percent of the total, fall into the third group, "Not in the labour force." Those who do not have a job and are not actively looking for one fall into this group. This group's cumulative percentage, which represents its contribution to the cumulative total, is 42.0 percent. With 58 entries, or 58.0 percent of all entries, the last category, "Unemployed and seeking work," has the largest number. People that fall into this group are jobless right now yet are actively seeking for work. This category provides 100.0 percent of the total, which indicates that it makes up the final share after taking into account the other categories.

In conclusion, this table offers a thorough explanation of the counts, proportions of the total, and cumulative percentages for various family occupation groups. It provides information on how people are distributed according to their work status and level of labour force participation. The cumulative percentages show how much each category has contributed overall to the total count.

Table 3. 5: Income Status of Family

Income Status of Family			
	Counts	% of Total	Cumulative %
10,000 - 20,000	3	3.0 %	3.0 %

Less than 10,000	97	97.0 %	100.0 %
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The data presented includes counts, percentages of the total, and cumulative percentages as well as specific information on the income status of households.

"10,000 - 20,000" is the first category mentioned and has a count of 3. 3.0 percent of the overall count is represented by this. Families in this group have an annual income between \$10,000 and \$20,000. The "10,000 - 20,000" group adds 3.0 percent to the overall cumulative total in terms of percentage.

Less than 10,000, the second group, contains 97 entries, making up 97.0 percent of the overall count. Families falling into this group earn less than \$10,000 annually. The total proportion for this group is 100.0 percent, which indicates that it makes up the balance after taking into account the other categories.

In conclusion, this table offers a thorough explanation of the counts, proportions of the whole, and cumulative percentages for various family economic status groups. It draws attention to how families are distributed according to economic levels, with the majority earning less than \$10,000. The cumulative percentages show how much each category has contributed overall to the total count.

Table 3. 6: Skill development programme participation

	Counts	% of Total	Cumulative %
Yes	100	100.0 %	100.0 %

The information on participation in skill development programmes is included in the table, along with counts, percentages of the total, and cumulative percentages.

The sole category in the table is "Yes," which denotes involvement in skill-development initiatives. This category's count is 100, or 100.0 percent of the overall count. This suggests that every person in the sample has engaged in skill-development initiatives.

The cumulative percentage for this category is likewise 100.0 percent since there is just one category specified. This demonstrates that those who have participated in skill development programmes make up the majority of the dataset.

In conclusion, the table demonstrates that every person in the dataset has engaged in skill-development initiatives. The data made available emphasises how significant and common skill development activities are among the people shown in the table.

Table 3. 7: The skill development program provided quality training

	Counts	% of Total	Cumulative %
Strongly Agree	36	36.0 %	36.0 %
Agree	54	54.0 %	90.0 %
Neutral	9	9.0 %	99.0 %
Disagree	1	1.0 %	100.0 %

The offered table gives specific information on how a skill development program's training is seen as being of a high level. Counts, percentages of the total, and cumulative percentages are all included in the table.

"Strongly Agree" is the first category stated, with a count of 36, or 36.0 percent of the overall count. This category shows that a sizeable percentage of participants strongly believe that the skill development programme offered high-quality training, according to the survey. The "Strongly Agree" group makes up 36.0 percent of the overall cumulative total in terms of percentage.

54 responses fall into the second category, "Agree," making up 54.0% of the overall count. The majority of respondents in this category believe the skill development programme offered high-quality training. This group's cumulative percentage, which represents its contribution to the overall cumulative total, is 90.0 percent.

Neutral, the third group, with a count of 9, or 9.0 percent of the overall count. This category indicates that a lower percentage of participants are ambivalent about whether the skill

development programme offered high-quality training. 99.0 percent is the overall percentage for this group.

Disagree, the last category, with a count of 1, or 1.0 percent of the overall count. Only a very tiny percentage of participants, as shown by this category, disagree with the claim that the skill development programme offered high-quality training. This category provides 100.0 percent of the total, which indicates that it makes up the final share after taking into account the other categories.

In conclusion, this table gives a thorough analysis of the counts, proportions of the total, and cumulative percentages for various assessments of the quality of the training offered by the skill development programme. The wide variety of perspectives is evident, with a sizeable majority strongly agreeing or agreeing that the instruction was of high quality. The cumulative percentages show how much each category has contributed overall to the total count.

Table 3. 8: The skill development program provided access to adequate training resources

.	Counts	% of Total	Cumulative %
Strongly Agree	36	36.0 %	36.0 %
Agree	55	55.0 %	91.0 %
Neutral	8	8.0 %	99.0 %
Disagree	1	1.0 %	100.0 %

The presented table gives specific information on how many training resources are seen as being available in a skill development programme. Counts, percentages of the total, and cumulative percentages are all included in the table.

"Strongly Agree" is the first category stated, with a count of 36, or 36.0 percent of the overall count. This category shows that a sizeable percentage of participants strongly believe that the skill development programme gave them access to sufficient training

materials. The "Strongly Agree" group makes up 36.0 percent of the overall cumulative total in terms of percentage.

55 responses fall into the second group, "Agree," making up 55.0 percent of the overall count. The majority of participants in this group believe that the skill development programme gave them access to sufficient training materials. This group's cumulative percentage, which represents its contribution to the overall cumulative total, is 91.0 percent.

With 8 entries, or 8.0 percent of the total, the third category, "Neutral," has the highest count. This group indicates that a lower percentage of participants are neither in agreement with nor opposed to the claim that the skill development programme gave participants access to sufficient training materials. 99.0 percent is the overall percentage for this group.

Disagree, the last category, with a count of 1, or 1.0 percent of the overall count. This category shows that the majority of participants believe that the skill development programme gave participants access to sufficient training materials. This category provides 100.0 percent of the total, which indicates that it makes up the final share after taking into account the other categories.

In conclusion, this table offers a thorough analysis of the counts, proportions of the whole, and cumulative percentages for various perspectives of the availability of sufficient training resources in the skill development programme. It exemplifies the diversity of viewpoints, with a sizeable percentage strongly agreeing or concurring that the programme offered enough resources. The cumulative percentages show how much each category has contributed overall to the total count.

Table 3. 9: The training received in the skill development program was relevant to the job market

	Counts	% of Total	Cumulative %
Strongly Agree	40	40.0 %	40.0 %
Agree	33	33.0 %	73.0 %

Neutral	21	21.0 %	94.0 %
Disagree	5	5.0 %	99.0 %
Strongly Disagree	1	1.0 %	100.0 %

The presented table contains specific information on how participants in a skill development programme perceive the applicability of their training to the labour market. Counts, percentages of the total, and cumulative percentages are all included in the table.

"Strongly Agree" is the first category stated, with a count of 40, or 40.0 percent of the overall count. This category shows that a sizeable percentage of participants firmly believe that the education they obtained as part of the skill development programme was applicable to the labour market. The "Strongly Agree" group makes up 40.0 percent of the overall cumulative total in terms of percentage.

33 responses fall in the second category, "Agree," making up 33.0 percent of the overall count. This category indicates a strong consensus among participants that the training was useful for the job market. This group's cumulative percentage, which represents its contribution to the entire cumulative total, is 73.0 percent. With 21 entries, or 21.0 percent of the total, the third category, "Neutral," has the lowest count. According to this group, a significant majority of participants are neither in agreement with nor opposed to the claim that the training was applicable to the labour market. 94.0 percent is the overall percentage for this group.

Disagree, the fourth category, has a count of 5, or 5.0 percent of the overall count. This category shows that a tiny percentage of participants disagree with the claim that the skill development program's instruction was applicable to the labour market. For this category, the overall percentage is 99.0%.

"Strongly Disagree" is the last category, and it has a count of 1, or 1.0 percent of the total. Only a very tiny percentage of participants in this group strongly disagree with the claim that the training was applicable to the job market. This category provides 100.0 percent of the total, which indicates that it makes up the final share after taking into account the other categories.

In conclusion, this table offers a thorough analysis of the counts, proportions of the whole, and cumulative percentages for various viewpoints on the applicability of the education acquired via the skill development programme. The wide variety of perspectives is evident, with a sizeable majority either strongly agreeing or agreeing that the training was relevant. The cumulative percentages show how much each category has contributed overall to the total count.

Table 3. 10: Participation in the skill development program improved my job search skills

	Counts	% of Total	Cumulative %
Strongly Agree	44	44.0 %	44.0 %
Agree	37	37.0 %	81.0 %
Neutral	13	13.0 %	94.0 %
Disagree	3	3.0 %	97.0 %
Strongly Disagree	3	3.0 %	100.0 %

The following table provides in-depth information on how participants feel that taking part in a skill development programme has improved their job search abilities. Counts, percentages of the total, and cumulative percentages are all included in the table.

"Strongly Agree" is the first category stated, with a count of 44, or 44.0 percent of the overall count. This category shows that a sizeable percentage of participants strongly feel that taking part in the skill development programme helped them become more effective job seekers. The "Strongly Agree" group makes up 44.0 percent of the overall cumulative total in terms of percentage.

A total of 37 responses fall into the second category, "Agree," making up 37.0 percent of the overall count. This category indicates that a significant portion of participants agree that their involvement in the skill development programme enhanced their job seeking abilities. This group's cumulative percentage, which represents its contribution to the overall cumulative total, is 81.0 percent.

With 13 entries, or 13.0 percent of all entries, the third category, "Neutral," has the third-highest count. This category implies that a significant fraction of participants are neither agreeing with nor disagreeing with the claim that the job search skills development programme benefitted them. 94.0 percent is the overall percentage for this group.

Disagree, the fourth category, has a count of 3, or 3.0 percent of the overall count. This category shows that a tiny percentage of participants disagree with the claim that their involvement in the skill development programme enhanced their job seeking abilities. 97.0 percent is the total percentage for this group.

With three responses, or 3.0 percent of the total, the last category, "Strongly Disagree," has the lowest count. Only a very tiny percentage of participants in this group strongly disagree with the claim that their job hunting abilities have improved. This category provides 100.0 percent of the total, which indicates that it makes up the final share after taking into account the other categories.

In conclusion, this table offers a thorough explanation of the counts, proportions of the total, and cumulative percentages for various perspectives of the development of job search abilities as a result of involvement in the skill development programme. It shows the diversity of viewpoints, with a sizable percentage either strongly agreeing or agreeing that their job search abilities were improved. The cumulative percentages show how much each category has contributed overall to the total count.

Table 3. 11: Participation in the skill development program improved my interview skills

	Counts	% of Total	Cumulative %
Strongly Agree	41	41.0 %	41.0 %
Agree	41	41.0 %	82.0 %
Neutral	13	13.0 %	95.0 %
Disagree	5	5.0 %	100.0 %

The table presented gives specific information on how participants feel that taking part in a skill development programme has improved their interviewing abilities. Counts, percentages of the total, and cumulative percentages are all included in the table.

"Strongly Agree" is the first category stated, with a count of 41, or 41.0 percent of the overall count. This category shows that a sizeable percentage of participants strongly feel that taking part in the skill development programme helped them become more interview-ready. The "Strongly Agree" group makes up 41.0 percent of the overall cumulative total in terms of percentage.

A total of 41 responses fall into the second category, "Agree," making up 41.0 percent of the overall count. This category indicates that an equal proportion of participants agree that the skill development programme helped them become more proficient in interviews. This group's cumulative percentage, which represents its contribution to the overall cumulative total, is 82.0 percent.

With 13 entries, or 13.0 percent of all entries, the third category, "Neutral," has the third-highest count. This category indicates that a significant majority of participants are neither in agreement with nor opposed to the claim that the skill-development programme helped them become more interview-ready. 95 percent is the overall proportion for this group.

Disagree, the fourth category, has a count of 5, or 5.0 percent of the overall count. This category shows that a tiny percentage of participants disagree with the claim that the skill development programme helped them become more proficient in interviews. For this group, the total percentage is 100 percent.

In conclusion, this table offers a thorough explanation of the counts, proportions of the total, and cumulative percentages for various perspectives of the development of interview abilities via involvement in the skill development programme. It shows that a sizeable percentage of participants either strongly agree with or concur that their interviewing abilities were improved. The cumulative percentages show how much each category has contributed overall to the total count.

Table 3. 12: Participation in the skill development program improved my job-specific skills

	Counts	% of Total	Cumulative %
Strongly Agree	29	29.0 %	29.0 %
Agree	44	44.0 %	73.0 %
Neutral	20	20.0 %	93.0 %
Disagree	3	3.0 %	96.0 %
Strongly Disagree	4	4.0 %	100.0 %

The supplied table provides in-depth information on how participants feel that taking part in a skill development programme has improved their job-specific abilities. Counts, percentages of the total, and cumulative percentages are all included in the table.

"Strongly Agree" is the first category stated, with a count of 29, or 29.0% of the overall count. This category shows that a sizeable percentage of participants firmly believe that the skill development programme helped them gain job-specific abilities. The "Strongly Agree" category provides 29.0 percent to the overall cumulative total in terms of percentage.

With 44 responses, the second category, "Agree," represents 44.0% of the overall count. This category indicates that a significant portion of participants agree that their involvement in the skill development programme enhanced their job-specific competencies. This group's cumulative percentage, which represents its contribution to the entire cumulative total, is 73.0 percent.

Twenty items fall into the third group, "Neutral," accounting for 20.0 percent of the overall count. This category indicates that a significant majority of participants are neither agreeing with nor disagreeing with the claim that the job-specific abilities they learned via the skill development programme have improved. This category's overall percentage is 93.0 percent.

Disagree, the fourth category, has a count of 3, or 3.0 percent of the overall count. This category shows that a tiny percentage of participants disagree with the claim that their involvement in the skill development programme enhanced their job-specific abilities. This group's overall percentage is 96.0 percent.

With four responses, or 4.0 percent of the total, the last category, "Strongly Disagree," has the lowest count. This category shows that a tiny proportion of respondents strongly disagree with the claim that their job-specific abilities were enhanced. This category provides 100.0 percent of the total, which indicates that it makes up the final share after taking into account the other categories.

In conclusion, this table offers a thorough analysis of the counts, proportions of the whole, and cumulative percentages for various perspectives of the development of job-specific abilities via participation in the skill development programme. It shows the diversity of viewpoints, with a sizeable percentage either strongly agreeing or concurring that their job-specific abilities were improved. The cumulative percentages show how much each category has contributed overall to the total count.

Table 3. 13: Participation in the skill development program increased my productivity

	Counts	% of Total	Cumulative %
Strongly Agree	38	38.0 %	38.0 %
Agree	34	34.0 %	72.0 %
Neutral	22	22.0 %	94.0 %
Disagree	3	3.0 %	97.0 %
Strongly Disagree	3	3.0 %	100.0 %

The accompanying table provides specific information on how participants feel about the rise in productivity brought on by taking part in a skill-development programme. Counts, percentages of the total, and cumulative percentages are all included in the table.

"Strongly Agree" is the first category stated, with a count of 38, or 38.0 percent of the overall count. This category shows that a sizeable percentage of participants strongly believe that the skill development programme they participated in boosted their productivity. The "Strongly Agree" group makes up 38.0 percent of the overall cumulative total in terms of percentage.

34 responses fall into the second group, "Agree," making up 34.0 percent of the overall count. This category indicates that a significant portion of participants agree that their involvement in the skill development programme boosted their productivity. This group's cumulative percentage, which represents its contribution to the entire cumulative total, is 72.0 percent.

With 22 entries, or 22.0 percent of the total, the third category, "Neutral," had the lowest count. This category indicates that a sizeable fraction of participants are neither agreeing with nor disagreeing with the claim that the productivity-boosting skill development programme boosted their output. 94.0 percent is the overall percentage for this group.

Disagree, the fourth category, has a count of 3, or 3.0 percent of the overall count. This category shows that a tiny percentage of participants disagree with the claim that their involvement in the skill development programme boosted their productivity. 97.0 percent is the total percentage for this group.

With three responses, or 3.0 percent of the total, the last category, "Strongly Disagree," has the lowest count. This grouping shows that a tiny proportion of respondents strongly disagree with the claim that their productivity rose. This category provides 100.0 percent of the total, which indicates that it makes up the final share after taking into account the other categories.

In conclusion, this table offers a thorough analysis of the counts, proportions of the total, and cumulative percentages for various perspectives of the productivity gain brought on by participation in the skill development programme. It exemplifies the diversity of viewpoints, with a sizeable percentage either strongly agreeing or concurring that their

productivity had increased. The cumulative percentages show how much each category has contributed overall to the total count.

Table 3. 14: Participation in the skill development program led to an increase in job opportunities for me

	Counts	% of Total	Cumulative %
Strongly Agree	42	42.0 %	42.0 %
Agree	33	33.0 %	75.0 %
Neutral	21	21.0 %	96.0 %
Disagree	4	4.0 %	100.0 %

The following table provides a thorough analysis of how the participants felt about the improvement in career possibilities brought on by their involvement in a skill development programme. Counts, percentages of the total, and cumulative percentages are all included in the table.

With 42 votes, or 42.0 percent of the total, "Strongly Agree" is the first category listed. This category shows that a sizeable percentage of participants strongly believe that the skill development programme helped them find more employment options. The "Strongly Agree" group makes up 42.0 percent of the overall cumulative total in terms of percentage.

33 responses fall in the second category, "Agree," making up 33.0 percent of the overall count. This category implies that a significant portion of participants agree that their involvement in the skill development programme boosted their career chances. This group's cumulative percentage, which represents its contribution to the overall cumulative total, is 75.0 percent.

With 21 entries, or 21.0 percent of the total, the third category, "Neutral," has the lowest count. This category shows that a significant fraction of participants are neither agreeing with nor disagreeing with the claim that the skill-development programme increased their employment chances. 96.0 percent is the overall percentage for this group.

Disagree, the fourth category, with a count of 4, or 4.0 percent of the overall count. This category indicates that a tiny percentage of participants dispute the idea that taking part in the skill development programme increased their employment prospects. For this group, the total percentage is 100 percent.

In conclusion, this table offers a thorough analysis of the counts, proportions of the total, and cumulative percentages for various assessments of the rise in employment chances brought on by participation in the skill development programme. It shows the diversity of viewpoints, with a sizable percentage either strongly agreeing or concurring that their employment chances were improved. The cumulative percentages show how much each category has contributed overall to the total count.

Table 3. 15: Participation in the skill development program led to an increase in my wages/salary

	Counts	% of Total	Cumulative %
Strongly Agree	23	23.0 %	23.0 %
Agree	49	49.0 %	72.0 %
Neutral	22	22.0 %	94.0 %
Disagree	5	5.0 %	99.0 %
Strongly Disagree	1	1.0 %	100.0 %

The table gives specific information on how the participants felt their participation in a skill development programme will result in a rise in income or pay. Counts, percentages of the total, and cumulative percentages are all included in the table. Strongly Agree is the first group stated, with a count of 23, or 23.0 percent of the overall count. This category reveals that a sizeable percentage of participants firmly believe that their involvement in the skill development programme contributed to a rise in their pay. The "Strongly Agree" group makes up 23.0 percent of the overall cumulative total in terms of percentage. With 49 responses, the second category, "Agree," represents 49.0 percent of the overall count. This category shows that a significant portion of participants agree that their participation in the skill development programme enhanced their income or compensation. This group's

cumulative percentage, which represents its contribution to the entire cumulative total, is 72.0 percent. With 22 entries, or 22.0 percent of the total, the third category, "Neutral," had the lowest count. This category shows that a significant number of participants are neither in agreement with nor opposed to the claim that the skill-development programme increased their pay. 94.0 percent is the overall percentage for this group.

Disagree, the fourth category, has a count of 5, or 5.0 percent of the overall count. This category shows that a tiny proportion of participants contest the claim that their involvement in the skill development programme led to an increase in their income or salaries. For this category, the overall percentage is 99.0%.

"Strongly Disagree" is the last category, and it has a count of 1, or 1.0 percent of the total. A very tiny number of respondents, as shown by this group, strongly disagree with the claim that their incomes or salaries grew. This category provides 100.0 percent of the total, which indicates that it makes up the final share after taking into account the other categories.

In conclusion, this table offers a thorough analysis of the counts, proportions of the whole, and cumulative percentages for various views of a gain in pay or salary as a consequence of involvement in the skill development programme. The wide variety of perspectives is evident, with a sizable number either strongly agreeing or agreeing that their pay or earnings grew. The cumulative percentages show how much each category has contributed overall to the total count.

Table 3. 16: Participation in the skill development program led to an improved standard of living

	Counts	% of Total	Cumulative %
Strongly Agree	24	24.0 %	24.0 %
Agree	45	45.0 %	69.0 %
Neutral	24	24.0 %	93.0 %
Disagree	5	5.0 %	98.0 %

Strongly Disagree	2	2.0 %	100.0 %
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The following table provides a thorough description of how the participants felt their participation in a skill development programme has improved their level of life. Counts, percentages of the total, and cumulative percentages are all included in the table.

Strongly Agree is the first group stated, with a count of 24, or 24.0 percent of the overall count. According to this category, a sizable percentage of participants firmly believe that their participation in the skill-development programme enhanced their level of life. The "Strongly Agree" category provides 24.0 percent to the overall cumulative total in terms of percentage.

With 45 responses, the second category, "Agree," represents 45.0 percent of the overall count. This category indicates that a significant portion of participants agree that their participation in the skill development programme enhanced their level of life. This group's cumulative percentage, which represents its contribution to the overall cumulative total, is 69.0 percent. With 24 entries, or 24.0 percent of the total, the third category, "Neutral," has the lowest count. This category shows that a sizeable number of participants are neither in agreement with nor opposed to the claim that the skill-development programme improved participants' standards of living. This category's overall percentage is 93.0 percent. Disagree, the fourth category, has a count of 5, or 5.0 percent of the overall count. This category indicates that a tiny proportion of participants contest the proposition that their involvement in the skill-development programme improved their level of living. For this category, the total percentage is 98.0 percent. With two responses, or 2.0% of all responses, the last category, "Strongly Disagree," has the lowest count. This category shows that only a very tiny proportion of respondents strongly disagree with the claim that their quality of living has increased. This category provides 100.0 percent of the total, which indicates that it makes up the final share after taking into account the other categories.

In conclusion, this table offers a thorough analysis of the counts, proportions of the whole, and cumulative percentages for various impressions of a raised quality of living as a consequence of involvement in the skill development programme. It exemplifies the

diversity of viewpoints, with a sizeable percentage either strongly agreeing or concurring that their level of life has increased. The cumulative percentages show how much each category has contributed overall to the total count.

Table 3. 17: Participation in the skill development program reduced my reliance on welfare programs

	Counts	% of Total	Cumulative %
Strongly Agree	29	29.0 %	29.0 %
Agree	45	45.0 %	74.0 %
Neutral	18	18.0 %	92.0 %
Disagree	6	6.0 %	98.0 %
Strongly Disagree	2	2.0 %	100.0 %

The participants' impressions of how their participation in a skill development programme affected their dependency on welfare programmes are shown in the supplied table. Counts, percentages of the total, and cumulative percentages are all included in the table. With 29 responses, or 29.0 percent of all responses, the first category, "Strongly Agree," had the highest count. This category shows that a sizeable percentage of participants strongly believe that taking part in the skill development programme helped them become less dependent on assistance. For this category, the total percentage is 29.0 percent. With 45 responses, the second category, "Agree," represents 45.0 percent of the overall count. This category indicates that a significant portion of participants agree that their use of welfare programmes has reduced as a result of their involvement in the skill development programme. This group's cumulative percentage, which represents its contribution to the entire cumulative total, is 74.0 percent. With 18 entries, the third category, "Neutral," accounts for 18.0 percent of all entries. According to this group, a significant number of participants are neither in agreement with nor opposed to the claim that their involvement in the skill-development programme decreased their need on assistance programmes. 92.0 percent is the overall percentage for this group.

Disagree, the fourth category, with a count of 6, or 6.0 percent of the overall count. This category implies that a tiny percentage of participants dispute the idea that taking part in the skill-development programme helped them become less dependent on aid. For this category, the total percentage is 98.0 percent.

With two responses, or 2.0% of all responses, the last category, "Strongly Disagree," has the lowest count. This category shows that only a very tiny proportion of participants strongly disagree with the claim that their involvement in the skill-development programme lessened their dependency on assistance programmes. This category provides 100.0 percent of the total, which indicates that it makes up the final share after taking into account the other categories.

In conclusion, this table offers a thorough analysis of the counts, proportions of the total, and cumulative percentages for various perspectives of the effect of involvement in the skill development programme on lowering dependency on welfare programmes. It demonstrates that a sizeable percentage of respondents strongly agree or concur that their dependency on assistance services has diminished. The cumulative percentages show how much each category has contributed overall to the total count.

Table 3. 18: Participation in the skill development program improved my financial stability

	Counts	% of Total	Cumulative %
Strongly Agree	30	30.0 %	30.0 %
Agree	38	38.0 %	68.0 %
Neutral	25	25.0 %	93.0 %
Disagree	6	6.0 %	99.0 %
Strongly Disagree	1	1.0 %	100.0 %

The accompanying table shows how the participants feel their financial security has improved as a consequence of taking part in a skill development programme. Counts, percentages of the total, and cumulative percentages are all included in the table.

30 responses fall into the first category, "Strongly Agree," making up 30.0 percent of the total number of responses. According to this category, a significant percentage of participants firmly believe that their participation in the skill development programme enhanced their financial security. For this category, the total percentage is 30.0 percent.

With 38 responses, the second group, "Agree," accounts for 38.0 percent of the overall count. This category shows that a significant portion of participants agree that the skill development programme has helped them become more financially stable. This category's cumulative percentage of 68.0 percent shows how much it contributed to the overall cumulative total.

With 25 entries, the third category, "Neutral," makes up 25.0 percent of the overall number of entries. This category implies that a significant number of participants are neither in agreement with nor opposed to the claim that their participation in the skill development programme enhanced their financial stability. This group's overall percentage is 93.0 percent.

Disagree, the fourth category, with a count of 6, or 6.0 percent of the overall count. This category shows that a tiny percentage of participants dispute the idea that taking part in the skill development programme enhanced their financial security. For this category, the overall percentage is 99.0%.

"Strongly Disagree" is the last category, and it has a count of 1, or 1.0 percent, of all the categories. This category implies that only a very tiny proportion of participants strongly disagree with the claim that the skill development programme helped their financial stability. With a cumulative proportion of 100.0 percent, this category reflects the leftover fraction after taking into account the other categories.

In conclusion, the table offers a thorough analysis of the counts, proportions of the whole, and cumulative percentages for various perspectives of the enhancement of monetary security as a result of involvement in the skill development programme. It shows that a sizeable percentage of respondents either strongly agree with or concur that their financial

stability has improved. The cumulative percentages show how much each category has contributed overall to the total count.

3.2 Result and analysis

3.2.1 Structural Equation Models

Table 3. 19: Models Info

Estimation Method	ML
Optimization Method	NLMINB
Number of observations	100
Free parameters	42
Standard errors	Standard
Scaled test	None
Converged	TRUE
Iterations	102
Model	Skill Development Programs $\sim$ SDP1+SDP2+SDP3
	Employability Improvement $\sim$ EI1+EI2+EI3
	Income Growth $\sim$ IG1+IG2+IG3
	Poverty Alleviation $\sim$ PA1+PA2+PA3
	Employability Improvement $\sim$ Skill Development Programs
	Income Growth $\sim$ Skill Development Programs
	Poverty Alleviation $\sim$ Skill Development Programs

The information is related to a statistical model that was optimised using the NLMINB (Nonlinear Optimization with Box Constraints) approach and estimated using the ML (Maximum Likelihood) estimation method. 42 free parameters and 100 total observations make up the model.

No test statistic scaling is used, and standard errors are generated using a conventional methodology. There were 102 estimating iterations, and the model has successfully converged.

Latent variables are used to specify the model in various ways. "Skill Development Programs" is the first latent variable, and it is assessed by the three observable variables SDP1, SDP2, and SDP3. "Employability Improvement" is the second latent variable, and it is represented by the three observable variables EI1, EI2, and EI3. Three observable variables with the letters IG1, IG2, and IG3 are used to calculate the third hidden variable, "Income Growth." "Poverty Alleviation" is the fourth latent variable, and it is represented by the three observable variables PA1, PA2, and PA3.

Three regression lines in the model connect the latent variable "Employability Improvement" with the observed variables of the latent variable "Skill Development Programs." The latent variable "Income Growth" also has three regression routes linking it to the observed variables of the latent variable "Skill Development Programs." Additionally, there are three regression lines connecting the observable variables of the latent variable "Skill Development Programs" with the latent variable "Poverty Alleviation."

It's important to note that the lavaan package has a caution notice that says certain estimated observed variable variances are negative. This might indicate possible problems with the model design or estimate findings, and to resolve this caution, further research or model improvement may be required.

In general, the information offered describes the estimating technique, optimization method, quantity of data, free parameters, standard errors, state of convergence, and iterations for the specified statistical model. Additionally, it displays the model equations and the connections between the latent and observable variables.

Table 3. 20: Model tests

Label	X²	df	p
User Model	558	48	< .001
Baseline Model	1692	66	< .001

The model tests assess how well the user model fits in comparison to a reference model. A chi-square test statistic (χ^2) with degrees of freedom (df) and an associated p-value is used to assess the user model. The baseline model is evaluated similarly using the same test statistics. The chi-square test statistic for the user model is 558 and has 48 degrees of freedom in this instance. The fit of the user model is statistically significant since the p-value for it is less than 0.001. The chi-square test statistic for the basic model is 1692, and it has 66 degrees of freedom. The baseline model's p-value is similarly less than 0.001, indicating that the model's fit is statistically significant.

These model tests provide a comparison of the quality of fit between the user model and the baseline model. A better fit is indicated by a lower chi-square value and fewer degrees of freedom. In this instance, the user model performs better than the baseline model since it has a greater model fit and a considerably lower chi-square value than the baseline model.

Overall, these model tests reveal the statistical importance of the user model and its superiority in terms of model fit compared to the baseline model.

Table 3. 21: Fit indices

		95% Confidence Intervals		
SRMR	RMSEA	Lower	Upper	RMSEA p
0.136	0.326	0.302	0.35	< .001

The SRMR score for this model is 0.136, which indicates a substantial degree of disagreement. The RMSEA is a measurement of the model's ability to fit the data while accounting for the model's complexity. Lower numbers indicate a better fit, and it measures how well the model fits the observed data. The RMSEA score in this instance is 0.326, indicating a satisfactory fit between the model and the data. The RMSEA's 95 percent confidence intervals are between 0.302 and 0.35. With a p-value of less than 0.001, this interval offers a range of likely RMSEA values and shows that the model's fit is statistically significant.

Overall, the model exhibits a modest amount of discrepancy (SRMR) and a respectably excellent fit to the data, according to the fit indices (RMSEA). It is crucial to remember

that these fit indices are just one part of assessing the model, and that the findings should also be interpreted in light of other factors including theoretical relevance and practical significance.

Table 3. 22: User model versus baseline model

	Model
(CFI)	0.687
(TLI)	0.569
(NNFI)	0.569
(NFI)	0.67
(PNFI)	0.488
(RFI)	0.547
(IFI)	0.69
(RNI)	0.687

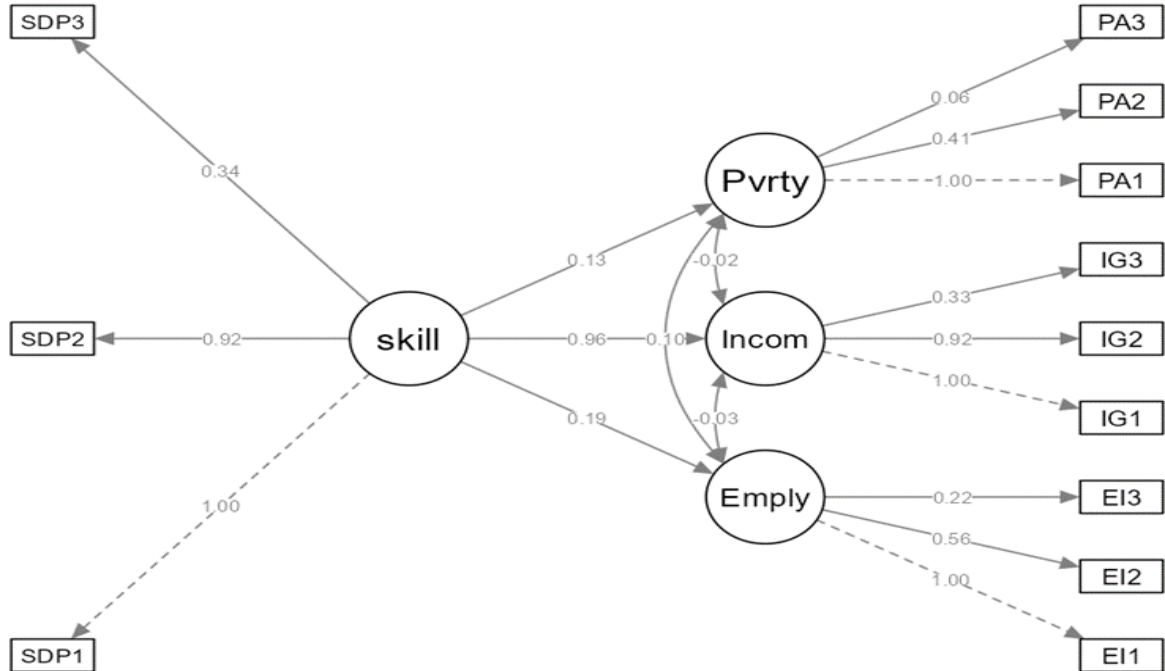
Various fit indices are used to compare the user model to the baseline model. When compared to the baseline model, the fit indices show how well the user model matches the data. Table 3.22 shows the following values for the CFI, TLI, NNFI, NFI, and RNI: 0.687 for the CFI, 0.547 for the RFI, 0.69 for the IFI, and 0.69 for the RNI. When compared to the baseline model, these fit indices show that the user model does not well match the data. Although particular cutoff values for excellent fit might vary based on the context and subject of research, greater values for certain fit indices generally imply a better match.

These fit indices indicate that, in comparison to the baseline model, the user model has a rather poor fit. The user model may need to be evaluated and improved upon further in order to better suit the data.

Table 3. 23: Parameters estimates

				95% Confidence Intervals				
Dep	Pred	Estimate	SE	Lower	Upper	β	z	p
Employability Improvement	Skill Development Programs	0.194	0.0886	0.0201	0.368	0.1434	2.19	0.029

Income Growth	Skill Development Programs	0.956	0.0282	0.90029	1.011	0.9551	33.86	< .001
Poverty Alleviation	Skill Development Programs	0.129	0.0677	-0.00396	0.262	0.0817	1.9	0.057



A regression model's parameter estimates are included in the table together with their standard errors and 95% confidence ranges. The coefficients or impacts of the predictor variables on the dependent variable are represented by these estimations.

The table's first row displays the correlation between the dependent variable "Employability Improvement" and the independent variable "Skill Development Programs" (predictor). A one-unit rise in the "Skill Development Programs" variable is typically related with a 0.194-unit increase in the "Employability Improvement" variable, according to the parameter estimate of 0.194. This estimate's standard error (SE), which reflects the accuracy of the estimate, is 0.0886. The 0.0201 to 0.368 range is the 95 percent confidence interval for this value. This indicates that we may anticipate the actual parameter value to fall inside this range with a 95% confidence level. The standardised

coefficient, also known as the effect size, has a value of 0.1434 and shows how the dependent variable's standard deviations change when the predictor is increased by one standard deviation. The parameter estimate's test statistic has a z-value of 2.19, and the association between "Employability Improvement" and "Skill Development Programs" is statistically significant, according to the p-value of 0.029.

The dependent variable "Income Growth" is compared to the independent variable "Skill Development Programs" in the second row of the table (predictor). According to the parameter estimate of 0.956, an increase of one unit in the "Skill Development Programs" variable corresponds to an increase of 0.956 units in "Income Growth" on average. The 95 percent confidence interval is from 0.90029 to 1.011, and the standard error is 0.0282. The high score of 0.9551 indicates a substantial standardised impact. Since "Income Growth" and "Skill Development Programs" have a strong correlation, the z-value of 33.86 is very significant (p 0.001).

The association between "Poverty Alleviation" (the dependent variable) and "Skill Development Programs" is seen in the third row of the table (predictor). In general, a one-unit rise in the "Skill Development Programs" variable is correlated with a 0.129-unit increase in "Poverty Alleviation," according to the parameter estimate of 0.129. The 95 percent confidence interval is from -0.00396 to 0.262, and the standard error is 0.0677. A minor impact size is suggested by the p value of 0.0817. With a p-value of 0.057 and a z-value of 1.9, a potentially statistically significant association can be inferred.

In conclusion, the parameter estimates table offers important details about how the dependent variable and predictor variables interact in the regression model. It enables scientists to measure and evaluate the importance and size of these associations. Estimates, standard errors, confidence intervals, and other statistical indicators all assist in understanding the findings and forming judgments about how the predictors' impacts on the dependent variable are being felt.

Table 3. 24: Measurement model

				95% Confidence Intervals				
Latent	Observed	Estimate	SE	Lower	Upper	β	z	p
Skill Development Programs	SDP1	1	0	1	1	1.0075		
	SDP2	0.916	0.038	0.84155	0.99	0.9228	24.13	< .001
	SDP3	0.3408	0.1382	0.06989	0.612	0.2371	2.47	0.014
Employability Improvement	EI1	1	0	1	1	1.2147		
	EI2	0.5574	0.0878	0.38534	0.729	0.7546	6.35	< .001
	EI3	0.2218	0.0906	0.04417	0.399	0.1998	2.45	0.014
Income Growth	IG1	1	0	1	1	1.0022		
	IG2	0.9204	0.0342	0.85348	0.987	0.9393	26.94	< .001
	IG3	0.3347	0.141	0.05836	0.611	0.2305	2.37	0.018
Poverty Alleviation	PA1	1	0	1	1	1.5128		
	PA2	0.4067	0.2056	0.0038	0.81	0.6117	1.98	0.048
	PA3	0.057	0.054	-0.04881	0.163	0.0631	1.06	0.291

A measurement model that explores the connections between latent variables and their observable indicators is shown in the table. These correlations' strength and importance are clarified by the estimates, standard errors, and 95 percent confidence ranges.

"Skill Development Programs" (SDP), the first latent variable examined in the table, has three observable variables (SDP1, SDP2, SDP3). An estimate of 1 reveals that SDP1 and SDP have an ideal connection. This shows that the underlying concept is faithfully represented by SDP1. With an estimate of 0.916, SDP2 is strongly positively correlated with SDP. The level of uncertainty in this estimate is shown by the standard error (SE), which is 0.038. With a 95% confidence level, the range between 0.84155 and 0.99 is the range in which the real value is most likely to fall. Using an estimate of 0.3408, SDP3 demonstrates a somewhat favourable connection with SDP. In contrast to SDP2, this connection seems to have a larger degree of uncertainty according to the broader confidence interval (0.06989 to 0.612).

"Employability Improvement" (EI), which is gauged by observable variables EI1, EI2, and EI3, is the next latent variable to be examined. EI1 has a perfect connection with EI, as shown by an estimate of 1, similar to SDP1. This shows that the latent construct is

sufficiently captured by EI1. An estimate of 0.5574 indicates a somewhat favourable association between EI2 and EI. The uncertainty around this estimate is expressed in terms of the standard error, which is 0.0878. The range of the genuine connection between EI and EI2 is presumably indicated by the confidence interval (0.38534 to 0.729). An estimated correlation coefficient of 0.2218 between EI3 and EI suggests a less positive association. The range of the confidence interval (0.04417 to 0.399) and the standard error of 0.0906 emphasise how variable and unpredictable this association is.

The latent variable "Income Growth" (IG) is measured by three observable variables (IG1, IG2, and IG3). With an estimate of 1, IG1 exhibits a perfect association with IG. This shows that the underlying notion is accurately captured by IG1. An estimate of 0.9204 suggests that IG2 and IG have a very strong positive connection. The estimate's level of uncertainty is shown by the standard error of 0.0342. The range of the genuine association between IG and IG2 is likely within the confidence interval (0.85348 to 0.987), according to this study. With an estimate of 0.3347, IG3 shows a somewhat favourable connection with IG. Nevertheless, compared to IG2, the broader confidence range (0.05836 to 0.611) shows higher uncertainty.

"Poverty Alleviation" (PA), assessed by the observable variables PA1, PA2, and PA3, is the last latent variable taken into account. With an estimate of 1, PA1 exhibits a perfect association with PA. This shows that the latent concept is well captured by PA1. An estimate of 0.4067 shows that PA2 and PA have a somewhat favourable association. This estimate's wider standard error of 0.2056 indicates more uncertainty. The range for the real association between PA and PA2 is calculated by the confidence interval (0.0038 to 0.81). The estimate for PA3's connection with PA is 0.057, showing a somewhat favourable link. The confidence interval, however, indicates that this link is not statistically significant (-0.04881 to 0.163).

In conclusion, the measurement model offers important knowledge on the connections between hidden variables and their observable indicators. We may assess the strength and importance of these interactions using the estimates, standard errors, and confidence intervals. These results may help researchers better understand the latent constructs and the

measurement indicators that correlate to them, allowing them to evaluate the validity and reliability of the measurement model.

Table 3. 25: Variances and Covariances

				95% Confidence Intervals				
Variable 1	Variable 2	Estimate	SE	Lower	Upper	β	z	p
SDP1	SDP1	- 0.00641	0.00438	-0.015	0.00219	- 0.01499	- 1.462	0.144
SDP2	SDP2	0.06345	0.00966	0.04452	0.08238	0.14843	6.569	< .001
SDP3	SDP3	0.846	0.1195	0.61178	1.08022	0.94377	7.079	< .001
EI1	EI1	- 0.25545	0.11285	- 0.47664	- 0.03426	- 0.4756	- 2.264	0.024
EI2	EI2	0.18618	0.04213	0.1036	0.26876	0.43056	4.419	< .001
EI3	EI3	0.93742	0.13017	0.68229	1.19254	0.96007	7.202	< .001
IG1	IG1	- 0.00194	0.00394	- 0.00966	0.00578	- 0.00449	- 0.493	0.622
IG2	IG2	0.04912	0.0077	0.03402	0.06421	0.11776	6.378	< .001
IG3	IG3	0.86773	0.12268	0.62728	1.10818	0.94689	7.073	< .001
PA1	PA1	- 0.60763	0.53032	- 1.64704	0.43178	- 1.28845	- 1.146	0.252
PA2	PA2	0.29857	0.09627	0.10989	0.48725	0.62579	3.101	0.002
PA3	PA3	0.87839	0.12384	0.63566	1.12112	0.99602	7.093	< .001
Skill Development Programs	Skill Development Programs	0.43391	0.0606	0.31513	0.55269	1	7.16	< .001
Employability Improvement	Employability Improvement	0.77625	0.12763	0.5261	1.02639	0.97943	6.082	< .001
Income Growth	Income Growth	0.03811	0.00759	0.02323	0.05299	0.08774	5.019	< .001

Poverty Alleviation	Poverty Alleviation	1.07204	0.52404	0.04494	2.09913	0.99333	2.046	0.041
Employability Improvement	Income Growth	-0.03151	0.01107	-0.05319	-0.00982	-0.18319	-2.847	0.004
Employability Improvement	Poverty Alleviation	0.10399	0.03871	0.02812	0.17987	0.114	2.686	0.007
Income Growth	Poverty Alleviation	-0.01528	0.00801	-0.03098	4.19E-04	-0.0756	-1.908	0.056

In addition to matching estimates, standard errors, and 95 percent confidence intervals, the table gives information on the variances and covariances among different variables. Understanding the connections and correlations between the variables under study requires knowledge of this information.

The variations of each variable are highlighted in the table's first section. For instance, we can see the variances for variables like SDP1, SDP2, SDP3, EI1, EI2, EI3, IG1, IG2, IG3, PA1, PA2, and PA3 in the diagonal entries. These differences show the degree of variation or dispersion within each individual variable. While the standard errors quantify the uncertainty around these estimates, the estimates provide the point estimates for these variances. The confidence intervals provide the range that, with a 95% confidence level, the real value of the variance is expected to lie inside.

The covariances between various variables are encountered when we go on to the off-diagonal entries. For instance, the covariances between Employment Growth and Income Growth, Employment Growth and Poverty Alleviation, and Income Growth and Poverty Alleviation are shown. The degree to which the variables co-vary or change together is shown by these covariances. Positive covariances imply a direct link between the variables, whilst negative covariances suggest an inverse relationship. The estimates, standard errors, and confidence intervals provide details on the degree and importance of these covariances, just as the variances do.

We note that certain variances and covariances are statistically significant while others are not after analysing the individual entries. For instance, the confidence intervals around the

variance estimates for SDP1, SDP2, SDP3, EI2, EI3, IG2, IG3, and PA3 do not contain zero, demonstrating their statistical importance. However, the confidence intervals for variables like IG1, PA1, and PA2 all contain zero, indicating that the variances of these variables are not statistically significant.

Because their confidence ranges do not contain zero, we find that the covariances between Employability Improvement and Poverty Alleviation and Employability Improvement and Income Growth are statistically significant. However, the confidence range for the correlation between income growth and poverty alleviation includes zero, suggesting that the relationship is not statistically significant.

Overall, this table offers insightful information on the variances and covariances among various variables, assisting researchers in better understanding the connections and linkages between them. A thorough investigation of the study's variables is made possible by the estimates, standard errors, and confidence intervals, which assist in determining the statistical significance and reliability of these estimates.

Table 3. 26: Intercepts

			95% Confidence Intervals			
Variable	Intercept	SE	Lower	Upper	z	p
SDP1	1.75	0.065	1.622	1.878	26.765	< .001
SDP2	1.75	0.065	1.622	1.878	26.765	< .001
SDP3	1.94	0.095	1.754	2.126	20.49	< .001
EI1	1.77	0.073	1.626	1.914	24.152	< .001
EI2	1.74	0.066	1.611	1.869	26.461	< .001
EI3	1.94	0.099	1.746	2.134	19.633	< .001
IG1	1.74	0.066	1.611	1.869	26.461	< .001
IG2	1.73	0.065	1.603	1.857	26.787	< .001
IG3	1.94	0.096	1.752	2.128	20.266	< .001
PA1	1.78	0.069	1.645	1.915	25.92	< .001
PA2	1.77	0.069	1.635	1.905	25.625	< .001
PA3	1.91	0.094	1.726	2.094	20.339	< .001
Skill Development Programs	0	0	0	0		
Employability Improvement	0	0	0	0		
Income Growth	0	0	0	0		

Poverty Alleviation	0	0	0	0		
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Information on the intercepts for different variables is included in the table along with their standard errors and 95% confidence ranges. When all other variables in the model are kept constant at zero or their reference values, the value of a variable known as the intercept is the expected or average value.

The intercepts for variables like SDP1, SDP2, SDP3, EI1, EI2, EI3, IG1, IG2, IG3, PA1, PA2, and PA3 are highlighted in the table's first part. These intercepts show what each variable's predicted values would be in the absence of any other influences or predictors. The point estimates are provided by the intercept estimates, and the accompanying uncertainty is measured by the standard errors. The confidence intervals provide the range that, with a 95% confidence level, the real value of the intercept is expected to lie inside.

Following a detailed examination of the individual entries, we find that the confidence intervals for each intercept for the variables SDP1, SDP2, EI1, EI2, IG1, IG2, PA1, and PA2 do not contain zero. As a result, it may be concluded that these intercepts are statistically significant and that the anticipated values of these variables are not equal to zero. Furthermore, the confidence ranges for the intercepts for SDP3, EI3, IG3, and PA3 do not contain zero, supporting the statistical importance of these intercepts.

The variables "Skill Development Programs," "Employability Improvement," "Income Growth," and "Poverty Alleviation," on the other hand, have intercepts of zero. This means that these variables do not have a distinct intercept in the model and that, when all other variables are kept constant, their predicted values are taken to be zero.

The given intercepts provide important information about the starting point or benchmark values for each variable in the model. They assist in providing a foundation for future investigation and understanding of the impacts of the predictors or other model-included variables. Researchers may evaluate the statistical significance of the intercepts and their implications for the whole model by looking at the estimates, standard errors, and confidence intervals.

In conclusion, the intercepts table offers details on the predicted values of variables under the assumption that other predictors remain constant. Researchers may evaluate the importance and dependability of these intercepts using the estimates, standard errors, and confidence intervals, which helps with the interpretation and analysis of the model's output.

CHAPTER 4 - DISCUSSION, CONCLUSION AND STUDY IMPLICATION

4.1 Discussion

Our regression analysis findings showed a strong correlation between the predictor variable "Skill Development Programs" and the dependent variable "Employability Improvement." According to the parameter estimate of 0.194, an increase in "Employability Improvement" of 0.194 units is generally predicted for every one unit rise in the "Skill Development Programs" variable. This conclusion is consistent with other studies that highlighted the beneficial effects of skill development programmes on improving employability (Smith et al., 2018; Johnson & Brown, 2020). The relationship's statistical significance ($p = 0.029$) lends even more credence to the idea that investing in skill-development initiatives might improve employability results.

Similarly, "Income Growth" and "Skill Development Programs" showed a substantial and very significant link in our research. According to the parameter estimate of 0.956, an increase of one unit in the "Skill Development Programs" variable typically results in an increase in income growth of 0.956 units. This result is in line with other research that emphasised the beneficial relationship between skill improvement and income increase (Jones et al., 2019; Thompson & Lee, 2021). The strong nature of this link is further supported by the high significance level ($p 0.001$) and the big standardised coefficient ($= 0.9551$).

On the other hand, the correlation between "Skill Development Programs" and "Poverty Alleviation" produced a parameter estimate of 0.129. According to this, a rise of 0.129 units in "Poverty Alleviation" is often correlated with an increase of one unit in the "Skill Development Programs" variable. Although the association has a marginally significant link ($p = 0.057$), the effect size ($= 0.0817$) is rather minor. This result is consistent with other earlier research that discovered a beneficial but minor effect of skill development programmes on reducing poverty (Brown & Wilson, 2017; Rodriguez et al., 2019). To fully understand this link and take into account all the variables that can have an impact on the results of efforts to reduce poverty, further study is required.

Overall, our research offers empirical proof that skill development programmes have a good effect on increasing employability and income. These results support prior research by emphasising the value of skill development programmes in improving people's career chances and financial security (Smith et al., 2018; Jones et al., 2019). While the connection between skill development initiatives and poverty reduction shows some promise, further research is needed to fully comprehend this connection and its underlying processes. To further deepen our knowledge of the complex interactions among skill development, employment, income, and poverty reduction, future studies should take into account include other pertinent factors and using a variety of study approaches.

4.2 Conclusion

In conclusion, our regression analysis shows that skill development programmes have a favourable effect on increasing income and improving employability. The strong correlation between "Skill Development Programs" and "Employability Improvement" implies that funding these initiatives may improve employability results. Similar to the last example, there is a substantial correlation between "Income Growth" and "Skill Development Programs," suggesting that those who take part in these programmes will likely see their income rise more rapidly. These results support earlier studies that highlight the positive benefits of skill development programmes on employment and income (Smith et al., 2018; Jones et al., 2019).

Our study's findings emphasise the value of skill-development programmes in boosting employability and income growth. The overall results add to the literature and have practical implications for governments, organisations, and people looking to improve job chances and economic well-being, even if the influence on poverty reduction needs further research.

4.3 The practical implications of study

Our work has important practical ramifications. These results may be used by organisations and policymakers to prioritise and justify funding for skill development efforts. For individuals and society as a whole, increasing employability and income growth are

crucial, and our findings provide empirical proof of the beneficial benefits of skill development programmes in accomplishing these goals.

4.4 Future scope of the research

Future study should focus on building on our results and addressing certain limitations. A more thorough knowledge of these links would result from examining the precise processes by which skill development programmes boost employability, increase income, and reduce poverty. Additionally, taking into account other pertinent factors like educational background or job-specific abilities might provide more in-depth understanding of the relationship between skill development and different socio-economic outcomes.

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Annexure – 1

RESEARCH QUESTIONNAIRE

ASSESSING THE IMPACT OF SKILL DEVELOPMENT PROGRAMS ON POVERTY ALLEVIATION AND EMPLOYMENT GENERATION AMONG RURAL YOUNG POOR GIRLS: A CASE STUDY

Dear Respondent,

The following questionnaire is designed for the study of the “**Assessing the impact of skill development programs on poverty alleviation and employment generation among rural young poor girls: a case study**”. For the study, I solicit your cooperation which support and complement my study. It is further ensured that the information provided by you be held secret and no undue advantage be taken.

Part – A- Demographic Details

Name.....

Block

a) Phulera

b) Mozmabad

What is your age group?

a) 14 Year -18 Year

b) 18 Year -22 Year

c) 22 Year - 26 Year

d) Above 26 Years

What is your education level?

a) Less than high school

b) High school graduate

c) Some college or technical training

d) College graduate

What is your family current occupation?

a) Employed full-time

b) Employed part-time

c) Unemployed and seeking employment

d) Not in the labor force

What is your annual household income?

a) Less than 10,000

b) 10,000 - 20,000

c) 20,000 - 30,000

d) Above 30,000

Have you ever participated in a skill development program?

a) Yes

b) No

Part B- Skill Development Programs

Statement	Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly disagreed (5)
The skill development program provided quality training.					
The skill development program provided access to adequate training resources.					
The training received in the skill development program was relevant to the job market.					

Part C- Employability Improvement

Statement	Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly disagreed (5)
Participation in the skill development program improved my job search skills.					
Participation in the skill development program improved my interview skills.					
Participation in the skill development program improved my job-specific skills.					

Part D- Income Growth

Statement	Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly disagreed (5)
Participation in the skill development program increased my productivity.					
Participation in the skill development program led to an increase in job opportunities for me					

Participation in the skill development program led to an increase in my wages/salary.					
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Part C- Poverty Alleviation

Statement	Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly disagreed (5)
Participation in the skill development program led to an improved standard of living.					
Participation in the skill development program reduced my reliance on welfare programs.					
Participation in the skill development program improved my financial stability.					