




Mapping Success: Quantifying Youth Satisfaction in the Work Readiness Program of Additional Skill Acquisition Programme

Priya P^{1*} , Vasanthakumari P² 

¹ PG Department of Commerce, N.S.S College Ottapalam, Kerala, India

² Centre Head, School of Management Studies, Calicut University Regional Centre, Thrissur, Kerala, India

Orcid Id: ¹[0009-0009-1036-0249](https://orcid.org/0009-0009-1036-0249), ²[0009-0009-0473-9682](https://orcid.org/0009-0009-0473-9682)

*Corresponding Author Email: priyansscollege2015@gmail.com

Received: 24 January 2024 **Revised:** 24 February 2024 **Accepted:** 08 March 2024 **Published:** 22 March 2024

ABSTRACT: Additional Skill Acquisition Programme Kerala (ASAP Kerala) is a Government Company formed with a great vision to curb the unemployment problem of youth in Kerala by identifying the skill gaps and providing them with skill training to enhance their employability skills. ASAP's Work Readiness Programme is designed to improve the interview skills of an applicant and therefore he/ she can confidently present his/her thoughts before an interview panel. The researcher tries to find the answers to the question "How satisfied are participants with the overall quality of the Work Readiness Programme?" And "Is there any significant difference in the satisfaction level of the Work Readiness program between male and female respondents? To provide the solution, the following objectives were set: to examine the satisfaction of youth towards the Work Readiness Programme and to analyse any significant difference in the training satisfaction of male and female participants. Both descriptive and analytical research designs were used. Primary Data was collected using a structured questionnaire from the program's beneficiaries. The study used the Training Satisfaction scale developed by Holgado Tello et al. to collect data. Various statistical tools like percentage analysis, mean score, and Mann-Whitney U test were used for analysis. To perform analysis researcher used SPSS statistics. The study revealed that most of the beneficiaries are satisfied with the program

KEYWORDS: Additional Skill Acquisition Programme (ASAP), work readiness program, skill development, and Training Satisfaction

1. INTRODUCTION

India is blessed with a high demographic dividend, as it is the home to over 600 million people aged between 18-35. This is anticipated to last until 2056 and to reach its peak approximately in 2041. when the proportion of the working-age population (20-59 years) is predicted to reach 59% (Ministry of Skill Development and Entrepreneurship), India can enjoy a dominant position in the world labour market. The report of Boston Consulting Group examined the global worker supply and demand

concerns(Sharma & Nagendra, 2016). To meet this heavy labour force demand India must equip these working-age youth with the necessary skills. In this regard, the Government of India introduced many skill development initiatives like Pradhan Mantri Kaushal Vikas Yojana (PMKVY), Pradhan Mantri Kaushal Kendra (PMKK), Pradhan Mantri 'YUVA'. Yojana, SANKALP, Advanced Vocational Training Scheme (AVTS), etc through various institutions like the National Skill Development Corporation (NSDC), Directorate General of Training DGT, National Council for Vocational Education and



Training (NCEVT), and National Skill Training Institute. Kerala is considered as best in Education and health indices but it was not reflected in its employment rate. Kerala's overall unemployment rate in 2019–2020 was 10%, greater than the 4.8% national average. (*ECNO_ENG_21_Vol_1.Pdf*, n.d.) Kerala's unemployment rate for those with secondary education and above who are 15 years of age or older is 16.7%. the major problem faced by the Government of Kerala is that they cannot convert high-level literacy into employability. To solve this problem Government, conceptualize a Skill Development Programme known as the Additional Skill Acquisition Programme (ASAP) to equip youth with employability skills through various skill courses.

Additional Skill Acquisition Programme (ASAP)

ASAP started its functioning in 2012 as a Kerala Government initiative under the Department of General and Higher Education with financial support from ADB, which aims to enhance the employability of youth aged between 15-24 by providing them with skill training in various market-relevant trades. ASAP provided foundation module and skill courses to higher secondary students and undergraduate students along with their regular studies. For this ASAP setup 126 Skill Development Centres and 16 Community skill parks across Kerala. In 2021, ASAP transformed ASAP Kerala, a section 8 Company of the Department of Higher Education under the Government of Kerala focussing on skill training not only for higher secondary and undergraduate students but also for the general community (official website of ASAP). ASAP Kerala continues its journey with 250000+ students, 2700+ skill development executives, 150+ skill courses under 19 skill sectors, 16 community skill parks, and 7 NSQF skill qualifications.

Work Readiness Programme (WRP)

The Work Readiness Programme (WRP) is a 15-hour module intended to give guidance to candidates on how to sharpen their interviewing skills and present their ideas confidently before an interview panel. Interview protocol, CV preparation, presenting techniques, group discussions, job-related Q&A, soft skills, etc. are all covered in this program. The Kerala Knowledge Economy Mission (KKEM) launched the initiative in association with ASAP Kerala. KKEM's principal aim is to mentor Kerala's young, enabling them to take advantage of global prospects and generate jobs for more than 20 lakh people. To commence, KKEM arranged several in-person job fairs. Jobseekers thought that adequate interview grooming was necessary because it was discovered that they lacked confidence and interview abilities when presenting themselves before interview panels. As part of its mission to support candidates, KKEM chose to offer work preparedness

programs in this area. Objectives of this program include giving exposure to placement procedures, resume writing, attitude, and manners, improving interview skills, presentation, and confidence-building skills, raising understanding of placement procedures, and supplying "future-ready" human resources to the industry.

Training satisfaction

More than 40 years ago, Kirkpatrick propagated the concept of training satisfaction (Kirkpatrick, 1959). Trainees evaluate several aspects of their training, such as the content (is it entertaining), to determine training satisfaction, delivery (how it is being transmitted—is the information displayed properly, is the technology user-friendly, and so on?), and usefulness.

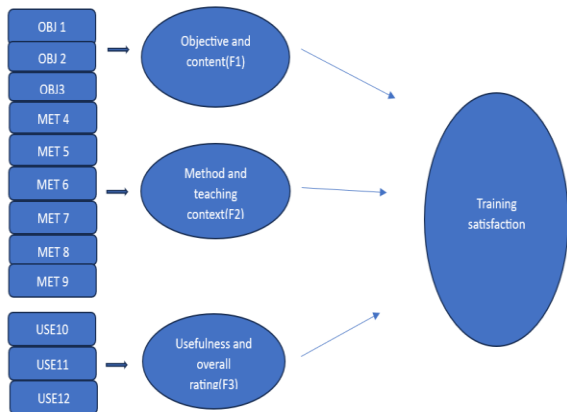
2. REVIEW OF LITERATURE

Evaluation of training satisfaction

Evaluating anything is determining its value or worth, according to Williams (1976). Harper and Bell (1982) discuss the systematic gathering, organizing, and evaluation of data to support assessments of importance and value. But as Williams (1976) points out, value is a somewhat nebulous concept, which has led to the multiple ways that the term evaluation has been interpreted. Determining the efficacy of a program is the main emphasis of certain definitions (Goldstein, 1978; Siedman, 1979; Snyder et al, 1980). According to several definitions (Rackham, 1973; Smith, 1980; Morris, 1984; Foxon, 1986), evaluation gave importance to program improvements. When a definition of evaluation is provided in the reviewed literature, most authors tend to define it as the process of obtaining data to make a value judgment about the program, such as whether modifications should be made or whether it should be discontinued. Bramley and Newby (1984a) pointed out five goals of evaluation as feedback which acts as quality control by connecting training outcomes to objectives, Control which considers cost-effectiveness, research which establishes a connection between learning and doing, intervention, which adapts the context in which evaluations take place and power games, which manipulate evaluation data for organizational politics. There are many evaluation models (Phillips, 1996; Basarab & Root, 1992; Ventosa, 1998; Kirkpatrick, 1999) suggest creating practical methods that shed light on some of the evaluation-related challenges listed below: (1) the participant's level of satisfaction; (2) the information, abilities, and attitudes acquired via the training; (3) the possibility that the training has caused participants to alter their behaviour at work; and (4) whether the organization has benefited from these changes. One of the most popular models of evaluation that trainees employ is Kirkpatrick's four-stage model. Maybe this is because it is one of the

few models that is specialized in training and is also very simple to understand (Foxon 1989).

Kirkpatrick's four-stage assessment model served as the foundation for establishing the conceptual framework that examined beneficiaries' satisfaction with the training program. This model addresses four issues: satisfaction of beneficiaries, the knowledge and skills acquired through training, whether it changes their behaviour in the workplace and how it makes a positive impact in the workplace (Kirkpatrick, 1999). This paper mainly concentrates on the first issue which is to explore the satisfaction of beneficiaries. This is typically accomplished through the use of satisfaction surveys covering a range of topics related to the training, including its objectives, trainers, contents, methodology, and usefulness (Salanova & Grau, 1999). The training satisfaction rating scale created by Holgado-Tello, Moscoso, García, and Chaves (2006) was used to measure the beneficiaries' satisfaction. It quantifies how satisfied participants are with their training, emphasizing their experiences and gratitude for the course they took. To assess how participants responded to the training and the training outcomes, the authors assessed the administrative and service personnel's satisfaction at the University of Seville's training centre. Analyzing participant satisfaction levels about several facets of the training process was part of the evaluation.



Conceptual framework - Training satisfaction Scale by Holgado-Tello, Moscoso, Garcia, and Chaves (2006)

3. DATA AND METHODOLOGY OF STUDY

Both descriptive and analytical designs were used in this study. This study mainly focused on primary data collected from the beneficiaries of the Work Readiness Programme using a structured questionnaire based on the training satisfaction scale developed by Holgado Tello et al (2006). The study was limited to the area of Palakkad district in Kerala. In Palakkad ASAP provides a Work Readiness programme through two community skill parks located in Lakkidi and Chathanur. The population of the study constitutes around 4500 beneficiaries from 150 batches.

(CSP report, ASAP). Data was collected from 158 samples using purposive sampling. Descriptive statistics like mean, standard deviation, and frequencies were used to present the data in a manageable form. To analyse the significant difference in the satisfaction level of beneficiaries towards training among Male and female participants Mann-Whitney U test was used.

4. DATA ANALYSIS AND RESULTS

The First objective of the study was to examine the satisfaction of youth with the Work Readiness Programme. In other words, it measures the perception of youth towards various components of the training satisfaction scale developed by Holgado Tello et al. Table 1 shows the frequencies of samples based on different demographic distributions

Table No-1 Frequency distribution of demographic variables

Variable	Attributes	Frequency	%
Gender	Male	36	23
	Female	122	77
Educational Qualification	Plus Two	124	79
	Degree	34	21
Category	GEN	70	44
	OBC	64	41
	SC	22	14
	ST	2	1
Geographical Location	Urban	42	26
	Semi-Urban	50	32
	Rural	66	42
Income Status	APL	96	61
	BPL	62	39

(Source: Primary data)

Demographic variables like gender, educational qualification, category, geographical location, and income status are some important components to understanding the composition and characteristics of a population. Based on the table there showed a larger representation of females as compared to males, most of the students (79%) were completed plus two and are now pursuing graduation in various colleges, 44% of beneficiaries belong to the general category, 42% are residing in rural areas and 61% belongs to APL category. Descriptive statistics were used to present the satisfaction level of youth towards the Work Readiness Programme which was measured with the help of the Training Satisfaction Scale developed by Holgado-Tello, Moscoso, García, and Chaves (2006) and analyzed using SPSS statistics.



Table No 2 Descriptive statistics of overall satisfaction of Training Process

Level of satisfaction	Level of responses	Range of scores	%	Mean	SD
Overall satisfaction	Low	14- 45	30	47.25	10.224
	Moderate	46- 53	32		
	High	54-60	38		
	Total				

(Source: Primary data)

The training satisfaction scores of participants are shown in Table 2. The mean score of the training satisfaction scale was 47.25, standard deviation of 10.224, and a range of 46 with a minimum of 14 and a maximum of 60 scores. For training satisfaction, the collected data were categorised into three groups Low, Moderate, and High based on mean scores and percentiles. Scores between 54-60 were categorized as high, 46-53 as moderate and 14-45 as Low levels of training satisfaction. Out of 158, 48 participants (30%) experienced a low level of training satisfaction, 50 expressed (32%) a moderate level of training satisfaction and 60 (38%) reported a high level of training satisfaction. The high level of satisfaction is due to the instruction method used in WRP which starts with SWOT analysis. After identifying the strengths and weaknesses proper training will be provided through various interactive sessions. To enhance confidence mock interviews and group discussions were practiced.

The second objective of the study was to analyze any significant difference in the training satisfaction of participants belonging to male and female groups. The following hypotheses were set

H0: The training satisfaction is equivalent to both male and female participants

H1: The training satisfaction is different among male and female participants

To test the null hypothesis the training satisfaction is equivalent to both male and female participants, the researcher used the Mann- Whitney U test with SPSS statistics. This test was used to compare two independent groups Male and Female and one dependent variable which is training satisfaction. For this test, there are some assumptions

Assumption 1- The dependent variable is measured on an ordinal or continuous scale. In this, the dependent variable training satisfaction was measured using a Likert 5- 5-point scale.

Assumption 2- The independent variable should be of two categorical independent groups. In this paper males and females were taken as two independent groups

Assumption 3- independence of observation which means each observation can be counted at once (Pallant, 2009: 214).

Assumption 4 – two variables are not normally distributed

Table No 3 shows the test result of the Mann- Whitney U test using SPSS statistics

	gender	N	Mean Rank	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
All - total	Male	36	83.83				
	Female	122	78.2	2040.00	9543.00	-.064	0.517
	Total	158					

(source: Result extracted from SPSS)

From the table, it was clear that ($u=2040$, $p=0.517$) the p -value is greater than 0.05 accepting the null hypothesis that the training satisfaction is equivalent to both male and female participants of the Work Readiness Programme.

4. CONCLUSION

The study investigated the training satisfaction of youth towards the Work Readiness Programme of ASAP. While large number of beneficiaries experienced high and moderate satisfaction and some also gave low level ratings on training satisfaction. The comments collectively suggest that the Work readiness program was a successful one. There is no significant difference in satisfaction level experienced between male and female beneficiaries. Based on the responses of beneficiaries, the study revealed that the work readiness program enhanced the confidence of youth to face interview panels and to present their ideas.

REFERENCES

- Basarab Sr, D. J., & Root, D. K. (2012). The training evaluation process: A practical approach to evaluating corporate training programs (Vol. 33). Springer Science & Business Media.
- Bhardwaj, M., Kapila, R., Neha, A., Jain, R., Mittal, P., & Suri, M. (2022). Awareness, Perceived Risk, and Protective Behavior Towards Covid-19 Among Undergraduate Students of Delhi and NCR, India. *International Journal Of Pharmaceutical Research And Allied Sciences*, 11(3), 71–80.

- Bramely, P. & Newby, A. C. (1984b). The Evaluation Of Training Part II: The Organisational Context. *Journal of European & Industrial Training*, 8,7,17- 21.
- Foxon, M. (1989). Evaluation of training and development programs: A review of the literature. *Australasian Journal of Educational Technology*, 5(2).
- Foxon, M. J. (1986). Evaluation of Training: The Art Of The Impossible. *Training Officer*, 22, 5, 133-137.
- Goldstein, I. (1978). The Pursuit Of Validity In The Evaluation Of Training Programs. *Human Factors*, 20,2, 131-144
- Harper, E. & Bell, C. (1982). Developing Training Materials: An Evaluation Production Model. *Journal of European & Industrial Training*, 6,4, 24-26
- Holgado-Tello, F., Chacón-Moscoso, S., Barbero-García, I., & Sanduvete-Chaves, S. (2006). Training Satisfaction Rating Scale: Development of a Measurement Model Using Polychoric Correlations. *European Journal of Psychological Assessment - EUR J PSYCHOL ASSESS*, 22, 268-279.
- Jafar, A., Dollah, R., Dambul, R., Mittal, P., Ahmad, S. A., Sakke, N., ... Wahab, A. A. (2022). Virtual Learning during COVID-19: Exploring Challenges and Identifying Highly Vulnerable Groups Based on Location. *International Journal of Environmental Research and Public Health*, 19(17), 11108.
- Jafar, A., Dollah, R., Mittal, P., Idris, A., Kim, J. E., Abdullah, M. S., ... Vun Hung, C. (2023). Readiness and Challenges of E-Learning during the COVID-19 Pandemic Era: A Space Analysis in Peninsular Malaysia. *International Journal of Environmental Research and Public Health*, 20(2), 905.
- Kirkpatrick, D. (1999). Evaluación de acciones formativas: Los cuatro niveles. Barcelona: Training Club y Epise. [Evaluating Training Programs: The Four Levels].
- Kirkpatrick, D. L. (1959). Techniques for evaluating training programs: Part 1—Reactions. *Journal of the American Society for Training and Development*, 13(11), 3-9.
- Ministry of Skill Development and Entrepreneurship. (n.d.). Available from: <http://www.skilldevelopment.gov.in/nationalskilldevelopmentcorporation.html>
- Morris, M. (1984). The Evaluation of Training. *Industrial & Commercial Training*, 16,2, 9-16
- Pallant, J. (2020). *SPSS survival manual: A step-by-step guide to data analysis using IBM SPSS*. McGraw-hill Education (UK).
- Phillips, J.J. (1996a). How much is the training worth? *Training and Development*, April, 20– 24
- Rackham, N. (1973). Recent Thoughts On Evaluation. *Industrial & Commercial Training*, 5,10, 454-461
- Salanova, M. & Grau. R. (1999). Analysis of training needs and evaluation of training in contexts of technological change. *Journal of General and Applied Psychology*, 52, 329-350
- Sharma, L., & Nagendra, A. (2016). Skill Development in India: Challenges and Opportunities. *Indian Journal of Science and Technology*, 9(48). https://doi.org/10.17485/ijst/2016/v9i48/1_07324
- Siedman, B. (1979). Missing From The Curriculum: The Other Side of Program Evaluation. *Evaluation News*, No.12, Sept, 22-23
- Smith, M. E. (1980). Evaluating Training Operations And Programs. *Training & Development Journal*, 34,10, 70-78.
- Snyder, R., Raben, C. and Farr, J. (1980). A Model For The Systematic Evaluation of Human Resource Development Programs. *Academy of Management Review*, 5,3, 431-444.
- Williams, G. (1976). The Validity Of Methods Of Evaluating Learning. *Journal of European Industrial Training*, 5,1, 12-20.

How to cite this Article:

Priya P and Vasanthakumari P (2024), Mapping Success: Quantifying Youth Satisfaction in the Work Readiness Program of Additional Skill Acquisition Programme, *Journal of Business Management and Information Systems*, 11(SPI: Emerging Trends in Management), pp. 89-93.

DOI: <https://doi.org/10.48001/jbmis.2024.si1016> Copyright ©2024 QTanalytics India (Publications). This work is licensed under a Creative Commons Attribution-Non-Commercial 4.0 International License.

