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Influence of self-perceived individual skills on sustainable employability: A study of Kaushal Kendra in Kerala

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***Abstract*---**Skill development programmes have undergone evolutionary changes since 2015, when Skill India Mission was implemented. Skill is a life-long process, and it is a key driver of any economy. Policymakers worldwide are focussing on job creation, which can increase productivity and the country's GDP. India is a country which enjoys the benefit of the demographic dividend when compared to other nations. With the introduction and implementation of the skill development programmes in 2015, there has been a spillover effect on the skilling ecosystem in the country. Flagship skill programmes such as PMKVY and DDUGKY have been introduced to skill the youth at scale by establishing skill centres with good facilities, known popularly as Kaushal Kendra, with zero fees for the course. The present research work analyses the influence of self-perceived individual skills such as emotional intelligence, self-efficacy, self-management skill, digital skill and communication skill on sustainable employability dimensions of career development, vitality and valuable work. A confirmatory factor analysis for the constructs; self-perceived individual skills and sustainable employability was carried out and the results reveal that observed variables such as emotional intelligence, self-efficacy, self-management skill, digital skill and communication skill, career development, vitality and valuable work confirmed the measurement model. The results of the SEM analysis revealed a significant influence of the construct self-perceived individual skills on the three dimensions (career development, vitality and valuable work) of the latent variable sustainable employability. The study has contributed to the existing employability framework in the context of Kaushal Kendra (multi-skill centres).

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***Keywords*---**Career development, Emotional intelligence, Self-efficacy, Self-management skill, Self-perceived individual skills, Sustainable employability, Valuable work, Vitality.

Introduction

The word skill means one's ability, aptitude, practice, competency, and excellence in performance. Skill is a lifelong process, as it is a key driver of any economy. Creating job and increasing productivity are the top priority for the policymakers across the world. In the recent Human Capital Ministerial conclave 2023, one of the main focuses of the discussion was how to create good jobs and empower entrepreneurs to fuel job growth. Investing in people for long-term human capital development becomes crucial in these evolving challenges like instability, war, climate change and pandemic recovery (World Bank, n.d). Skill development in India as against the developed nations in the world was highly fragmented till 2015. There arose a need for speedy reorganisation of the skill ecosystem to suit the needs of the industry and enable to contribute to the productivity of the country. Skills are at the core of improving employment outcomes of individuals and increasing productivity and growth of countries. Skill development is relevant today as the country is developing and seeking higher sustained growth rates. As the proportion of the working age group of 15-59 years will increase this policy initiative of the government will help India to gain the advantage of the demographic dividend. MSDE has introduced various flagship, demand-driven, reward-based skill training schemes like PMKVY and DDU-GKY for achieving skill development among the youth. Unlike other states in India, Kerala is unique in terms of literacy rate, low mortality, social upliftment of communities etc. As the economy in Kerala is more service-oriented, the State Government has also partnered with the central government to address the most needed skilling environment by establishing the Kerala Academy of Skill Acquisition as the nodal agency for the skilling activities in the state and providing quality training programs. The present study is undertaken to know how far the two schemes are favourable in bringing sustainable employability of the individual who participated in the training programme. The study analyses construct like self-perceived individual skills, and sustainable employability and how far Kaushal Kendra has made an influence on these constructs. Employability skill comprises many factors, which has been grouped into two main constructs. The study analyses the cause-effect of each dimension of the independent variable such as self-perceived individual skills, with the dimensions of the dependent variable; sustainable employability. The study is expected to contribute to the existing employability concepts and will help different stakeholders of the skill ecosystem to understand the cause-effect of various factors on the employability skills of the participants of the skill programme and design the skill courses considering the results of this research work. Thus, the present study gains importance as it tries to understand the present role of 'Kaushal Kendra' (multi-skill centres) in imparting sustainable employability among youth.

Research Problem

Skill development and skill acquisition programmes have undergone spectacular changes since 2015 after the implementation of the Skill India Mission. The basic tenet of this mission is to equip youth to acquire multi-faceted skills in various sectors so as to fill the gap of skilled manpower. As the existing skill development programmes especially from educational institution is insufficient, the Central Government and the State Governments have introduced multiple skilling programmes as part of the skill India mission and have allocated crores of money for this. One such initiative is the Kaushal Kendra (multi-skill centres) which were started to provide multiple skill training with world class facilities at low cost. Despite these efforts, the skill ecosystem is faced with many challenges such as perception towards skill development, (still remains as to be imbibed from schools or colleges or for dropouts, for those pursuing blue-collar jobs), issues related to NSQF, lack of awareness, shortage of trained teachers, mismatch in the existing and required skilled workforce for the industry, increase in the demand for skilled manpower after the 'Make In India' initiatives, skill training and entrepreneurship education in the rural areas, skilling and women empowerment etc. In this situation, an analysis of how far these Kaushal Kendra have contributed towards the required skilling needs of youth is to be investigated. The present study is an attempt to know the effectiveness of the Kaushal Kendra operating in the state of Kerala in the creation of sustainable employability. It analyses the influence of the major factors viz., self-perceived individual skills in building sustainable employability. The present research work attempts to investigate the following research questions:
What are the factors that define employability skills?
How do self-perceived individual skills influence the sustainable employability of the trainees of Kaushal Kendra?

Research Objectives

1. To analyse the influence of self-perceived individual skills on career development of Kaushal Kendra
2. To examine the influence of self-perceived individual skills on vitality of Kaushal Kendra
3. To examine the influence of self-perceived individual skills on valuable work of Kaushal Kendra

Research Methodology

The present research work is a descriptive and analytical study designed to analyse participants' perceptions about the employability skills they acquired from PMKVY (Pradhan Mantri Kaushal Vikas Yojana) and DDU-GKY (Deen Dayal Upadhyaya Grameen Kaushalya Yojana) skill schemes which were established as part of the Indian government's skilling the youth initiative. Participants of these two schemes form the population of the study. The trainees from the skill training institutes of PMKVY and DDU-GKY scheme spread across eight districts (Trivandrum, Kollam Pathanamthitta, Alappuzha, Palakkad, Malappuram Kozhikode and Kasargod) in Kerala were the population. The sampling method adopted for the research work is multi-stage sampling. A list of the trainees who

were certified and placed from PMKVY and DDU-GKY institutes were collected, and samples were taken for the study. A total of 440 samples were collected, among which 290 were from the PMKVY scheme and 150 from the DDU-GKY scheme. The sample size was decided based on the statistical formula for determining the sample size based on the precision rate and confidence level. Data was collected through a well-structured questionnaire with five-point Likert scale. A pilot study was carried out among fifty trained participants selected from Malappuram and Palakkad districts. After the pilot study, suitable modifications were incorporated and finalised. The reliability of the questionnaire was assessed using Cronbach alpha values. All the dimensions of the construct had Cronbach's alpha value of above 0.7. The normality of the data set was analysed using skewness and kurtosis values, which fall under the acceptable range. Confirmatory factor analysis was used to analyse the validity of the dataset. Both convergent and discriminant validity were satisfied. Structural equation modeling, were the statistical tools used for the study. IBM AMOS 24 was used to do structural equation modeling for evaluating the cause-effect relationship between the independent and dependent constructs selected for the study.

Review of literature

The emerging technological business revolution has changed the significance of employability and has become the most critical requirement not only for individuals and organisations but as well to the goal of achieving sustainable economic development in the world. The term 'employability was first introduced by William Beveridge, in his book "Unemployment: A Problem of Industry (1909) in which he discussed that unemployment is caused due to the problems of organisations. Gazier (2001), in his early studies in 1960, employability was simply explained in a dichotomous way where employability was simply classified as employed and unemployed. Gazier, viewed that the concept of employability is around the concept of interactive employability reflecting that employability is also about overcoming the barriers that individual face while working, therefore labour market policies should be aligned in such a way that it enhances employability. Confederation of British Industry (1999), defined employability as the possession of an individual with qualities and competencies to meet the challenging needs of employers and to raise his potential in work. Hillage and Pollard (1998), emphases employability more towards the supply side. His concept of employability is based on three components such as asset, deployment and presentation which operated within the individual perspective but is also influenced not only by labour market factors but also by other external factors within the context. The context of external factors may differentiate between personal circumstances, institutional, infrastructural and labour market barriers. The Creation of occupational expertise and employability of employees becomes beneficial to both individual and firm outcomes. He also identified that in earlier times careers occurred within the walls of a single or limited number of organisation (Fugate et al., 2004). Here the literature survey was conducted by dividing the literature into two section one

Self-Perceived Individual skills

There are different perspectives on employability concepts. Rothwell, (2015) identified four perspectives from which employability is studied, the political perspective, which focuses on reducing unemployment through skill development in the labour market, the second perspective focuses on education which gives access of graduates and professionals to the labour market, the third one is that of human resource management which focuses on the employer-led employability. The fourth perspective is the individual one, which focuses on each person's own capacity to find and keep a job. Self-perceived employability skills focus on abilities within the individual both internal personal factors and external factors like the relevance of their qualification, their capabilities and skills and perception of external market influence on one's own capability **(**Batistic & Tymon, 2017). In the current study, the self-perceived individual skills construct is examined using five dimensions, like emotional intelligence, self-efficacy, digital skill, self-management skill and communication skill. There is enough literature which discusses the relation between these dimensions. Rothwell et al. (2008) have reported a significant association of generic skills, such as oral communication and critical thinking, as a significant predictor of undergraduates' self-perceived employability. Employability skills refer to such cognitive abilities to learn, analytic and problem-solving, innovation, and communication (Suarta, et al., 2017). Many employers consider the ability to handle complex information and communicate it effectively is more important (Knight & Yorke, 2002). Individuals with high emotional intelligence have more success than individuals with low emotional intelligence (Tan & French-Arnold, 2012). Employers show their interest in recruiting those graduates who possess subject knowledge, leadership quality, better communication skills, teamwork, problem analysing skills and self-management skills. (Cherniss & Goleman, 2001). Digital competence is the "creative use of ICT to achieve goals relating to job, employability, learning, leisure, inclusion, and/or participation in society" (Anusca, 2013). The fourth industrial revolution has disrupted the entire corporate setting and has created an employment market, making it essential to have digital skill sets to be employable, (Rahmat, A.M. et. al., 2022).

Sustainable Employability

Sustainable employability relates to employee ability to function adequately at work and in the labour market throughout their working lives. In these present economic and environmental changes, sustainable employability has become an important aspect in the workplace "Sustainable employability means, throughout their working lives workers can achieve tangible opportunities in the form of a set of capabilities." (Van der Klink et al., 2016). Sustainable employability is an individual's ability to function at work in the labour market, not negatively, preferably positively affected by that individual's employment over time (Fleuren et al., 2020). It is an extent to which workers are able and willing to remain working now and, in the future, (Van Vuuren et al., 2012). In this analysis, sustainable employability is considered as the dependent variable. This construct has three dimensions 1) Career Development 2) Vitality and 3) Valuable work. The first dimension is Career development. Career development in terms of employability refers to the continued learning and development in one's career or

profession. Studies have identified that self-perceived individual skills acts conducive for the development of the career of individuals. The second construct to define sustainable employability is vitality. Vitality at work is seen as an important factor for employees' functioning and for their sustainable employability. (Van Scheppingen, A. R., et al., 2015). It is one of the important mechanisms which brings an unavoidable effect on work behaviours. (Zhou, W., Pan, Z., Jin, Q., & Feng, Y. , 2022). A well-known definition of vitality at work which is used in the organisational setting is: 'high levels of energy and mental resilience while working, the willingness to invest effort in one's work, and persistence even in the face of difficulties. (Schaufeli WB, Bakker AB, 2003) A vital person is energetic and feels physically and mentally well (Carmeli A, Ben-Hador B, Waldman DA, Rupp DE, 2009). The third dimension is valuable work. In the present-day working environment value of work is considered to be an important aspect of the quality of work life and to say that there is sustainable employability. For individuals a set of opportunities are necessary for achieving their important value or goals in their work life, even though their content as well as context may differ. In the field of work, (Van der Klink et al., 2016), hypothesised that in many capabilities; freedom to achieve value in work add to employee sustainable employability thereby increase well-being of employees. The capability approach says "what is valuable to an individual is which focus subjective well-being on the availability of means to good life." (Amartya Sen,1980).

Results and Discussion

A detailed analysis of the data is presented in this section. The first part of this section explains the dimensions related to the constructs self-perceived individual skills and sustainable employability which was identified after undergoing a thorough literature review.

Dimensions and Indicators

As self-perceived individual skills can be attributed to the skills mentioned in the above-cited literature, the researcher has selected five dimensions to analyse self-perceived individual skills, which includes emotional intelligence, self-efficacy, self-management skill, digital skill and communication skill. The following table explains the selected dimensions and indicating statement of self-perceived individual skills.

Table 1
Self-Perceived Individual Skills Dimensions and Indicators with Codes

Dimensions	Indicators	Codes used
Emotional Intelligence	I am responsible for my behaviour in a work environment	EI1
	I can manage my emotions effectively and also understand others emotion	EI2
	I am a highly motivated person and always take initiative	EI3

Dimensions	Indicators	Codes used
	I accept challenges and I'm not worried to handle work related issues	EI4
	I am flexible at responding to change	EI5
Self-Efficacy	While facing difficult task, I am certain that I will accomplish them	SE1
	In general, I think that I can obtain outcomes that are important to me	SE2
	I believe I can succeed at most endeavours I set my mind to	SE3
	I am confident that I can perform effectively in many different tasks	SE4
	Compared to other people I can do most tasks very well	SE5
Self-Management Skill	I have planning and organisational skills.	SMS1
	I can work independently and take decisions confidently and I accept the responsibilities that arise.	SMS2
	I believe for today's working environment self-managing skills are necessary.	SMS3
	The self-management skills I have achieved will help me in my career for a long time.	SMS4
Digital Skill	I know basic computer software like MS Word Excel and PowerPoint	DS1
	I know how to use the internet and mobile applications and collect information for developing my employability skills	DS2
	I am active on social media networks and it has helped to develop my career	DS3
	I know how to create and upload my CV online and search for jobs online	DS4
Communication Skill	I am comfortable with different channels of communication such as oral, written and online	CS1
	I believe my communication skills are better than my friends and colleagues	CS2
	My communication skills have become better over time	CS3

Source: Compiled by the researcher

On the basis of the above cited literature the dimensions selected for analysing the sustainable employability of the respondents of Kaushal Kendra, the researcher has selected three dimensions such as career development, vitality and valuable work. The following table 2 explains the dimensions and indicators for the construct sustainable employability.

Table II
Dimensions and Indicators of Sustainable Employability with Codes

Dimensions	Indicators	Codes used
Career Development	I have the confidence to change my job if the need arises.	CD1
	I make sure that I get information about the opportunities in my field of work.	CD2
	I have a strong belief in my skill competency.	CD3
	I take initiative in job search and I have a dream job position.	CD4
	I try to learn new skills to adapt to new technological changes.	CD5
Vitality	I am physically and mentally fit to perform my job role.	V1
	I feel happy to work and feel energetic in working with my team.	V2
	I am confident to face any challenges in my work	V3
	I keep good relationships with my colleagues.	V4
Valuable work	There is autonomy and flexibility in my job.	VW1
	I feel excited and proud of doing my job.	VW2
	I am satisfied with the working hours and can even take overtime in my work.	VW3
	I am highly motivated to do my job, therefor I prioritize my work than my family.	VW4

Source: Compiled by the Researcher

Assessment of Sampling Adequacy and Correlation Matrix

KMO measure of sampling adequacy and Bartlett's test of sphericity-chi-square is carried out to know whether dataset is appropriate for factory analysis. The Sampling adequacy measurement of the constructs of self-perceived individual skills (independent variable) and sustainable employability (dependent variable) are done together. KMO test and Bartlett's test of sphericity-chi-square is done on 21 items of self - perceived Individual skills and 13 items of sustainable employability. The components were identified based on the existing theories and frameworks of employability. The suitability of data for factor analysis was assessed by using the Kaiser-Meyer-Olkin test and Bartlett's Test of Sphericity. KMO test is done to know the sampling adequacy and Bartlett's test is done to examine the matrix is not an identity matrix. Inspection of the correlation matrix revealed the presence of many coefficients of 0.3 and above. Table 5.6 explains the model fit of the factors determining the self-perceived individual skills and sustainable employability skills variables. The Kaiser-Meyer-Olkin sampling adequacy test value obtained is 0.878 which exceeds the recommended value of 0.6 and Bartlett's Test of Sphericity value with 11614.927 reached statistical significance at (<0.001) supporting the factorability of the correlation matrix.

Confirmatory Factor Analysis of Self-Perceived Individual Skills and Sustainable Employability

Confirmatory factor of analysis is a statistical method used to determine the ability of a proposed factor model to fit the observed data. Here confirmatory factor analysis is done to validate the measurement model for the constructs of self-perceived individual skills and sustainable employability. The CFA results are explained with the help of validity and reliability results in the following tables 3 and 4 below

Table III
Confirmatory Factor Analysis–Reliability of Self-Perceived Individual Skills

Dimensions	Indicators	Factor Loading	Cronbach Alpha
Emotional Intelligence	EI1	.953	0.946
	EI2	.844	
	EI3	.882	
	EI4	.878	
	E15	.892	
Self-Efficacy	SE1	.974	0.946
	SE2	.904	
	SE3	.861	
	SE4	.739	
	SE5	.940	
Self-Management Skill	SMS1	.838	0.903
	SMS2	.725	
	SMS3	.706	
	SMS4	.724	
Digital Skill	DS1	.779	0.855
	DS2	.711	
	DS3	.654	
	DS4	.913	
Communication Skill	CS1	.846	0.772
	CS2	.650	
	CS3	.680	

Source: Survey data

The above table explains the factor loading of each dimension of self-perceived individual skills along with the alpha values. The first factor identified was emotional intelligence. The factor loading of all five items is all above 0.5 with alpha 0.946 which explains the strong relationship of the dimension of emotional intelligence. The second factor identified was self-efficacy, which has five items, and all the item's factor loading is more than 0.5 with alpha 0.946, which shows a strong relationship between the self-efficacy factors. The third factor identified is self-management skill. The factorability of four items was examined, and the alpha score was 0.903. The factor loadings were all above 0.5, which shows a strong relationship between the self-management skills. The fourth factor identified was digital skill. The factorability of the four items was examined, the factor loadings were all above 0.5, with alpha 0.855., which shows a strong

relationship between all items of digital skills. The fifth factor identified was communication skill, which has three items. The factor loading was all above 0.5, showing strong perceived communication skill with an alpha score of 0.772.

Table IV
Confirmatory Factor Analysis - Reliability of Sustainable Employability

Dimensions	Indicators	Regression coefficient / Factor Loading	Cronbach Alpha
Career Development	CD1	.921	0.882
	CD2	.743	
	CD3	.776	
	CD4	.741	
	CD5	.749	
Vitality	V1	.842	0.708
	V2	.669	
	V3	.651	
	V4	.679	
Valuable work	VW1	.671	0.816
	VW2	.740	
	VW3	.787	
	VW4	.741	

Source: Survey data

Table above explains the factor loadings and alpha values of each dimension of sustainable employability. The first factor which is identified under this construct is career development which has 5 indicators and the factor loadings of all the indicators are above 0.5 and alpha 0.882, showing a strong relationship between the items. The second factor identified is vitality which has four indicators and the factor loadings of all the items were above 0.5 with an alpha score of 0.708. The third factor identified is valuable work. The factorability of all four indicator was examined, and the factor loadings were all above 0.5 with alpha 0.816, which indicates a strong relationship between the indicators of valuable work. Thus, the indicators identified for the each of the dimensions of career development, vitality and valuable work displays a strong relationship.

Validity of the Measurement Model - Self-perceived Individual skills and Sustainable employability

The validity of an instrument is crucial to a research work. Validity is defined as the accuracy of an outcome of a test (karakaya-ozer, 2018). It measures how far an instrument can cover the actual information for the collected dataset. It is, therefore, essential to establish validity (Taherdoost, 2018). The validity of an instrument is assessed by examining two types of validity measurement such as convergent validity and discriminant validity. Convergent validity is based on the value of Average Variance Extracted (AVE), which should be greater than 0.5. Discriminant validity is the validity that contributes towards differentiating one construct from another (Taherdoost, 2018). If the correlation value is less than its square root of AVE, discriminant validity exists.

Table V
Validity of Self-Perceived Individual Skills and Sustainable Employability

Dimensions	CR	AVE	SQRT of AVE	MSV	Max.R(H)
Emotional Intelligence	0.946	0.779	0.883	0.297	0.957
Self-Efficacy	0.948	0.788	0.887	0.252	0.972
Self-Management Skill	0.837	0.563	0.751	0.241	0.847
Digital Skill	0.852	0.594	0.771	0.064	0.890
Communication Skill	0.771	0.533	0.730	0.182	0.807
Career Development	0.891	0.622	0.789	0.326	0.921
Vitality	0.804	0.510	0.714	0.326	0.834
Valuable Work	0.825	0.543	0.737	0.182	0.835

Source: Survey data

Table 5 explains the Composite reliability, Average Variance Extracted, Square root of AVE, Maximum shared variance (MSV) and Max R (H) of the constructs. The AVE values of the constructs were found above 0.5, and the composite reliability values of the construct were found above 0.7 and the values of Composite Reliability was found greater than the values of AVE for all the constructs, which reflected convergent validity. The square root of AVE is greater than the inter-construct correlation. MSV values are higher than the AVE values which proves the discriminant validity of the scale. Max R (H) values are also observed greater than the values of CR which also reflects good construct validity. The following table shows the discriminant validity of the constructs.

Table VI
Discriminant Validity of Self-perceived Individual skills on Sustainable Employability

Construct	EI	SE	SMS	DS	CS	CD	V	VW
EI	**0.833**							
SE	0.142	**0.887**						
SMS	0.088	0.186	**0.751**					
DS	0.158	0.210	0.116	**0.771**				
CS	0.141	0.122	0.066	0.156	**0.730**			
CD	0.545	0.436	0.491	0.254	0.217	**0.789**		
V	0.517	0.502	0.187	0.244	0.23	0.571	**0.714**	
VW	0,207	0.281	0.240	0.231	0.426	0.266	0.403	**0.737**

Source: Survey data

The squared correlation for each construct is less than the square root of the average variance extracted (AVE) indicating the measure has adequate discriminant validity. Thus, the measurement model demonstrated adequate reliability, convergent validity and discriminant validity and confirms that each selected dimension leads to the construct of self-perceived individual skills and sustainable employability.

CFA-Measurement Model of Self-Perceived Individual Skills and Sustainable Employability

The measurement model for self-perceived individual skills and sustainable employability (fig 1) was tested by confirmatory factor analysis using AMOS 24. This measurement model is developed to assess the relationship between the indicators and the latent variables. The reliability of the scale developed was confirmed with Cronbach's alpha value. Here, the measurement model consists of a total of eight dimensions along with its indicators, which include emotional intelligence, self-efficacy, self-management skill, digital skill and communication skill, which are five dimensions of the construct of self-perceived individual skills, valuable work, vitality and career development which are three dimensions of the construct sustainable employability. The following figure explains the measurement model

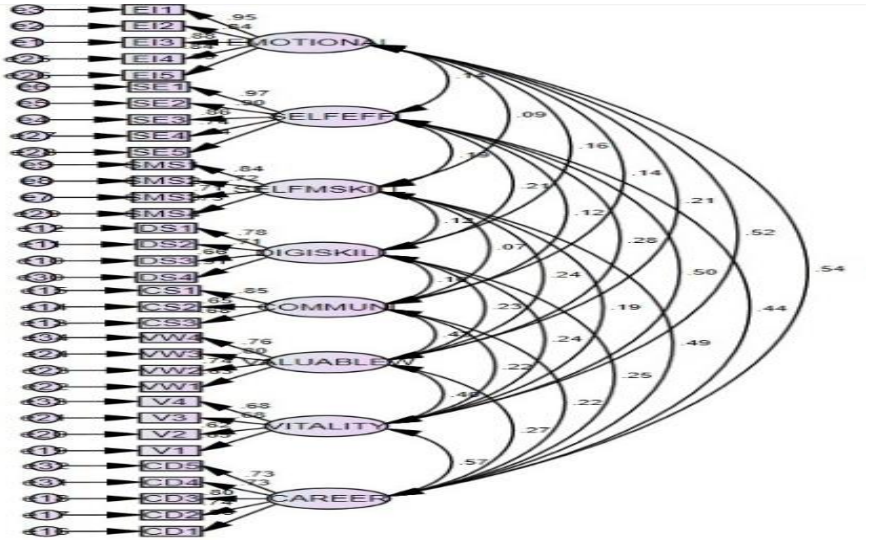

Fig: 1. *CFA Measurement Model-Self-Perceived Individual Skills and Sustainable Employability*

The measurement model in above figure shows the relationship between the latent variables (dimensions of self-perceived individual skills); emotional intelligence, self-efficacy, self-management skill, digital skill, communication skill, career development, vitality and valuable work, and the observed indicators. Here the latent variables are represented by ovals and the indicators are represented by rectangles. The measurement models shows that the factor loadings are all above 0.5 which shows observed variables are strong indicators of the latent variables. The correlation values between the latent variables are below 0.9 which indicates there is no multicollinearity between the constructs. Further the fit of the measurement model is evaluated using model fit indices. Here, the important measures, GFI (0.906), IFI (0.967), TLI (0.963), CFI (0.967), AGFI (0.923), and NFI (0.920), are within the recommended limit of being a good fit. Similarly, CMIN/df (1.634) and RMSEA (0.038) are also within the limit of a good fit of the model. Therefore, the model used to measure the influence of self-perceived individual skills on sustainable employability skill validates the scale.

Analysis of Influence of Self-Perceived Individual Skills on Sustainable Employability of Kaushal Kendra

The objective of this section of the study is to analyse the influence of self-perceived individual skills constructs like emotional intelligence, self-efficacy, self-management skill, digital skill, communication skill on sustainable employability. Here we use structural equation modeling to evaluate the effect of these constructs on the sustainable employability. Structural Equation Modeling is a comprehensive statistical method used in testing hypotheses about causal relationships among constructs. Structural equation modeling has helped in developing theoretical constructions for research problems (Reisinger & Turner, 1999). The proposed model was developed based on theoretical relationships among the two constructs, Self-perceived Individual skills and sustainable employability. This theoretical model was tested empirically using the Structural Equation Model. The following research hypotheses were set to test the theoretical relationship of constructs using SEM Analysis:

1. There is a significant positive influence of self-perceived individual skills on career development of Kaushal Kendra
2. There is a significant positive influence of self-perceived individual skills on vitality of Kaushal Kendra
3. There is a significant positive influence of self-perceived individual skills on valuable work of Kaushal Kendra

One of the important criteria of structuring equation modeling is to evaluate the goodness of fit for the proposed model. The Goodness of Fit Index (GFI) measures how much better the model fits compared with no model (Joreskog & Sorbom, 1989). Although higher values indicate a better fit, no threshold levels for acceptability have been established. Root Mean Square Error of Approximation (RMSEA) is representative of goodness-of-fit when the proposed model is estimated in the population. Tucker-Lewis Index (TLI), Normed Fit Index (NFI), Relative Fit Index (RFI) and Comparative Fit Index (CFI) represent a comparison between the proposed model and the null independent model. TLI value of 0.9 or above is an indication of strong convergent validity **(**Siebert & Siebert, 2005**).** Although the calculations of these fit indices and their underlying assumptions may be somewhat different, they range between zero (a fit that is no better than a null model) and one (a perfect fit). The model fit indices results of the SEM analysis of self-perceived individual skills and sustainable employability show that the value of model fit indices like Goodness of Fit Index (GFI =0.901) Tucker Fit Index (TLI=0.961) Comparative Fit Index (CFI=0.965), Root Mean Square Error of Approximation (RMSEA=0.039), Root mean square residual (RMR=0.037), Adjusted GFI (AGFI=0.883) Incremental Fit Index (IFI=0.965), Normed Fit Index (NFI=0.918) are following the recommended value. Here all the values show a good fit of the model.

SEM Model-Influence of Self-Perceived Individual Skills on Sustainable Employability

The following SEM Model shows the influence of self-perceived individual skills on sustainable employability. Here the model shows the effect of each of the dimensions of self-perceived individual skills on the dimensions of sustainable

employability. The dimensions of self-perceived individual skills include emotional intelligence, self-efficacy, digital skill, self-management skill and communication skill and the dimensions of sustainable employability include career development, vitality and valuable work.

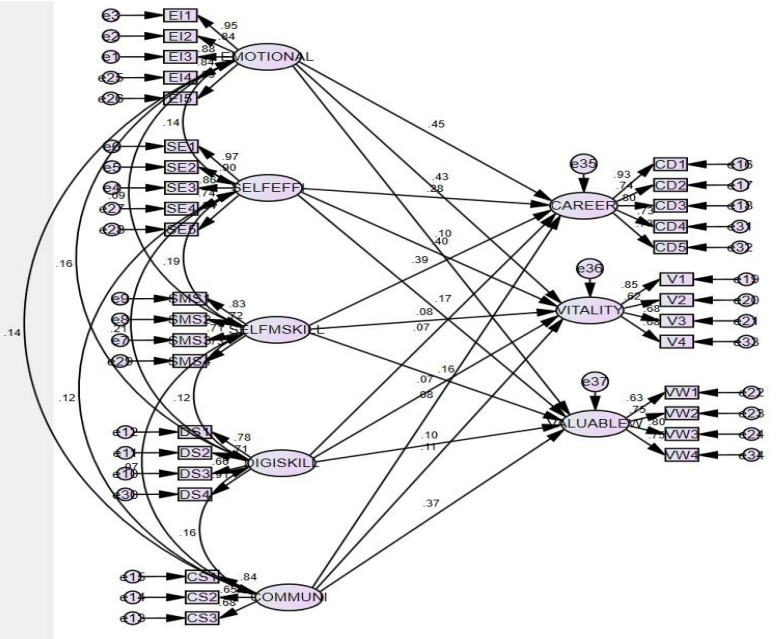

Fig. 2. *Structural Equation Model of Self-Perceived Individual Skills on Sustainable Employability.*

Self-perceived Individual Skills and Career Development

The above structural equation model explains the cause-effect relationship between self-perceived individual skills and career development. Here the self-perceived individual skills are the independent variable and career development is the dependent variable. The dimensions of self-perceived individual skills include emotional intelligence, self-efficacy, self-management and digital and communication skill. Table below shows the results of the path coefficients.

Table VII
Influence of Self-perceived Individual Skill on Career Development

Hypotheses	Path	Path Coefficient	P(sig.)	Result
1	Emotional Intelligence→ Career Development	0.45	<0.001**	Sig.
2	Self-Efficacy → Career Development	0.28	<0.001**	Sig.
3	Self-management Skill → Career development	0.39	<0.001**	Sig.
4	Digital Skill → Career	0.07	<0.083	Not

Hypotheses	Path	Path Coefficient	P(sig.)	Result
	Development			Sig.
5	Communication Skill → Career Development	0.09	<0.041*	Sig.

Source: Survey data
** Significant at 1%,
* Significant at 5%

The above table 7 depicts the results of the structural equation model to explain the relationship of constructs; emotional intelligence, self-efficacy, self-management skill, digital skill and communication skill on career development. The table shows the path coefficient of emotional intelligence is .45, self-efficacy is .28, self-management is .39 digital skill is .07 and communication skill is .09. The results also show that the p value of emotional intelligence, self-efficacy and self-management is less than 0.01 and that of communication skill is less than .05. Thus, the influence of emotional intelligence, self-efficacy and self-management is significant at 1% level and that of digital skill and communication skill is significant at 5% level of significance. The path coefficient of career development to digital skills is not significant at 5% level of significance. The four dimensions of self-perceived individual skills contribute towards the dimension of career development except for the variable digital skill. Emotional Intelligence (.45) and self-management skill (.39) contributes the most towards career development. Thus, it is inferred that every one-unit increase in emotional intelligence (0.45) self-management (0.39) self-efficacy (0.28) and communication skill (0.09) will contribute to career development.

Self-perceived Individual Skills and Vitality

Vitality at work is an important factor that influences employees' functioning and sustainable employability (Van Scheppingen, A. R. et el., 2015). The structural equation model in Fig. 2 shows the cause-effect relationship between self-perceived individual skills and vitality. Table 8 shows the path coefficient between self-perceived individual skills and vitality dimension.

Table VIII
Influence of Self-Perceived Individual Skills on Vitality

Hypothesis	Path	Path Coefficient	P(sig.)	Result
1	Emotional Intelligence → Vitality	0.43	<0.001**	Sig.
2	Self-Efficacy → Vitality	0.40	<0.001**	Sig.
3	Self-Management Skill → Vitality	0.08	<0.073	Not Sig.
4	Digital Skill → Vitality	0.07	<0.083	Not Sig.
5	Communication → Vitality	0.12	<0.001**	Sig.

Source: Survey data
** Significant at1%,

Table 8 depicts the hypothesis testing results of the structural equation model to explain the relationship of dimensions; emotional intelligence, self-efficacy, self-management, digital skill and communication skill on vitality. The table shows the path coefficient of emotional intelligence is 0.43, self-efficacy is .40 self-management skill is .08 digital skill is .07 and communication skill is 0.12. The results shows that the p value of emotional intelligence, self-efficacy and communication skill is less than 0.01 and that of digital skill and self-management skill is not significant at 5% level of significance as its p value is greater than 0.05 stating that the hypothesis of emotional intelligence, self-efficacy and communication skill is significant at 1% level and that of digital skill and self-management skill is not significant at 1% and 5% level of significance. Thus, the three dimensions of self-perceived individual skills viz., emotional intelligence, self-efficacy and communication skill contribute towards the dimension of vitality among which emotional intelligence and self-efficacy contribute the most towards vitality whereas, dimension of digital skill and self-management skill failed to show the relationship towards vitality.

Self-perceived Individual Skills and Valuable work

The Influence of self-perceived individual skills on valuable work is assessed using the structural equation model which is shown in Fig. 2. Here self-perceived individual skills are the independent variable and valuable work is the dependent variable. Table 11 explains the cause-effect relationship between the constructs with the obtained path coefficient values.

Table IX
Influence of Self-Perceived Individual Skills on Valuable Work

Hypotheses	Path	Path Coefficient	P(sig.)	Result
1	Emotional Intelligence → Valuable Work	.10	<0.041*	Sig.
2	Self-Efficacy → Valuable Work	.18	<0.001**	Sig.
3	Self-Management Skill → Valuable Work	.16	<0.001**	Sig.
4	Digital Skill → Valuable Work	.10	<0.040*	Sig.
5	Communication Skill → Valuable Work	.37	<0.001**	Sig.

Source: Survey data
** Significant at1%,
* Significant at 5%

The Table 9 shows the results of the structural model which explain the relationship between the dimensions of self-perceived individual skills and valuable work. The path coefficient of emotional intelligence (.10), self-efficacy (.18) self-management skill (.16) digital skill (.10) and communication skill (.37) on valuable work shows that communication skill influence on valuable work is more than other variables. The p values of self-efficacy, self-management skill and communication skill are significant at a 1% level, whereas the p value of emotional intelligence and digital skill is significant at 5% level. The results

explain that the construct of valuable work is predictable by all the dimensions of self-perceived individual skills.

Thus, form the above discussions it is confirmed that the structural equation model; influence of self-perceived individual skills on sustainable employability shows a significant positive cause-effect relationship among all the dimensions of the two constructs. To sum up, among the dimensions of self-perceived individual skills; skills such as emotional intelligence, self-efficacy, self-management skills are major influencers of sustainable employability. Skills such as digital skill which didn't show significant influence on career development and vitality showed a significant influence on valuable work. Self-management skill shows a significant influence on career development and valuable work but was not significant on vitality. Thus, the findings reveal that the construct self-perceived individual skills are a significant contributor when sustainable employability of the trainees from Kaushal Kendra is considered.

Conclusion

Employability skill is becoming increasingly critical in the current job environment, as job market dynamics are changing due to technological dominance. Establishment of skill centres were successful to a great extent in providing opportunity to acquire job skills without any financial cost and in developing a conducive environment for inculcating a skill eco-system in the country. The present studies reveal that there exists a cause-effect relationship between the constructs and dimensions analysed in this research work. Findings of the analysis of the influence of self-perceived individual skills on the sustainable employability reveals that there is a significant positive influence of self-perceived individual skills on career development. Skills such as emotional intelligence, self-efficacy, and communication skill showed significant influence on vitality. The analysis of influence of self-perceived individual skills on valuable work showed a significant positive impact of dimensions; emotional intelligence, self-efficacy, self-management skill, digital skill and communication skill on the latent variable valuable work. Thus, the study concludes that there exists a cause-effect relationship between the construct self-perceived individual skill and sustainable employability dimensions such as career development, vitality and valuable work.

Contribution from the Study

This study highlights the student's perception of the various dimensions and constructs on the employability skill. Based on the empirical studies and various theoretical studies, this study has a practical importance for the decision makers, higher education department, hiring and recruitment personnel. The research would benefit the various stakeholders of the skill training centres in Kerala as well as in India which include students/trainees, faculties training partners, NSDC and Government. Since this study focusses on the types of skill training required especially for skill training institutes, it will help these institute to give weightage to skills like communication skill, digital skill emotional intelligence, self- efficacy and self-management skill. The research work also will direct academicians and policy makers to consider dimensions like career development,

valuable work and vitality while developing policy related to skill training. The major contribution of the study, is that, it has identified the role of Kaushal Kendra in contributing towards sustainable employability among the participants. The study has identified major factors that define sustainable employability of Kaushal Kendra. The study has validated the selected constructs and dimensions of Career Edge Model of employability, Employability Framework of McQuaid, R.W & Lindsay, C. and Capability Theory Approach. The study has also proved that all the selected constructs and dimensions had a cause-effect relationship. The regression effect of the dimension of self-perceived individual skills, on sustainable employability has a positive and significant effect which points out that the two theoretical constructs are the core to employability skill concept. This study has contributed to the existing models of employability and has designed a modified employability model which can be considered for creating skill training policies.

List of abbreviations:

AGFI	The Adjusted Goodness of Fit
CFI	Comparative Fit Index
GFI	Goodness of Fit
IFI	Incremental Fit Index
RFI	Relative Fit Index
RMSEA	Root Mean Square Error of Approximation
TLI	Tucker Fit Index
AVE	Average Variance Extracted
CD	Career Development
CFA	Confirmatory Factor Analysis
CR	Composite Reliability
CS	Communication skill
CSCM	Centrally Sponsored Centrally Managed
CSSM	Centrally sponsored State Managed
DDUGKY	Deen Dayal Grameen Kaushal Yojana
DS	Digital skill
EB	External Branding
EI	Emotional Intelligence
F	Faculty
IB	Internal branding
ILO	International labour organisation
IS	Infrastructure
IT	Information Technology
KASE	Kerala Academy for skill Excellence
KLM	Knowledge About Labour Market
KMO	Kaiser-Meyer-Oilkin Measure of Sampling
KS test	Kolmogorov-Smirnov test
Max R(H)	Maximum Reliability
MSDE	Ministry of Skill Development &Entrepreneurship
MSV	Mean Square Variance
NSDC	National Skill development Corporation
NSQF	National Skill qualification Framework
PMKVY	Pradhan Mantri Kaushal Vikas Yojana

RP	Recruitment Process
SCC	Skill course content
SEM	Structural Equation Modeling
SF	Self-efficacy
SMS	Self-management skill
Sqrt Of Ave	Square Root of Average Variance Extracted
SSC	Sector skill council
V	Vitality
VW	Valuable Work

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