



## IMPACT OF FAMILY SYSTEMS ON YOUTH EMPOWERMENT: A STUDY OF YOUTH PARTICIPATION IN SKILL INDIA PROGRAMMES IN MYSORE DISTRICT

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### ABSTRACT

The present study aims to examine how Indian family systems influence on youth empowerment through participation in Skill India Programmes in Mysore District. The study derived a conceptual guidance from the Bronfenbrenner's Ecological System Theory 1979 and it interprets the family as central microsystem which shapes the youth attitude, confidence and access to educational and vocational courses. The research employed descriptive design. Primary data were collected from 169 sample respondents aged between 18 to 35 years who have enrolled training programme under Skill India Mission. A structured questionnaire used to collect primary data on family type, parental education, occupation, income and other constructs of youth empowerment. The study assessed the direct impact and the relationship between family variables and youth empowerment outcomes by using Partial Least Squares Structural Equation Modelling (PLS-SEM). The findings highlight that the crucial interlinkages between household environment and national skill initiatives. Strengthening family awareness, community engagement, and parental counselling may improve youth participation and the overall effectiveness of Skill India initiative programmes.

**KEYWORDS :** Family systems in India, Family Structures, Youth Empowerment, Ecological Systems Theory, Skill India Mission

### INTRODUCTION AND BACKGROUND OF THE STUDY

In India, the family is the primary social institution, which significantly influences on the developmental trajectory of youth. In other words, the path of an individual follows in life can be determined by the family. It can be an attainment of education, acquisition of skills, career choices, psychological development or social behaviour. In Indian families decisions about education, career, marriage and social behaviour are collective and are not individualistic. Parents and elderly family members often guide their children about the education and career choices. Therefore, a family is not just a background environment, rather it actively shapes a young person's values, decisions, skills and opportunities. Youth with supportive families are more likely to take risks, enroll in training and can pursue entrepreneurial ventures. One of the most critical roles that the family plays in positive youth development in India is providing the youth access to education and vocational skills. The family is the first source of education for the child. If a family has literate members, they play and critical role of introducing a child to the building blocks of education.

In India the study of family system is generally guided by the seven major theoretical perspectives.

- Structural functional theory: Explains joint and extended families as cooperative units supporting children and elders.
- Family Systems Theory (Bowen 1978) : Explains intergenerational decision making, emotional fusion in joint families and support
- Social Exchange Theory: Explains intergenerational support, elder care and family investment in education and skill development
- Symbolic Interactionism: Focuses on cultural variations in roles and adaptation to modern expectations.
- Conflict Theory: Focuses on feminist perspective. It explains gendered division of labour and restrictions on women education and employment.
- Developmental and Life course theory: Explains transitions from joint to nuclear families, migration and shifting parenting roles.
- Ecological Systems Theory (Bronfenbrenner, 1979): This theory integrates family with institutions, culture, policies and societal change to understand youth development.

This study derived a conceptual guidance from the Bronfenbrenner's Ecological System Theory 1979. The theory emphasizes on the multi level influences of the environment on human development. The family and family systems in

India includes joint, nuclear, extended and single parent families serve as primary Microsystems, providing emotional support, financial assistance, supervision and guidance that directly influences on youth participation in skill development programmes. These family dimensions are further shaped by Meosystem interactions such as the collaborations between families and vocational institutions. Exosystem factors such as parental employment, community programmes and access to local resources which indirectly influence on youth to take part in skill development programmes. The Macrosystem comprises of cultural norms, gender expectations and government policies creates the broader societal context within the families to make decisions regarding youth participation in Skill India programmes. Lastly, the Chronosystem explore the temporal changes such as modernization urbanization and change in family structures which modify the influence of families on youth over the period of time.

### Review Of Literature

The Skill India Mission was launched in the year 2015 to bridge the skill gap between industry requirements and the existing competency based training programmes. The research results indicates that the initiative has generated a measurable outcomes in terms of youth employability, income generation and social inclusion (Nanda & Kumar, 2023). The empirical study by Reddy and Srinivas (2021) in Karnataka found a direct relationship between participation in Skill India Programmes and improvements in employment quality, in particular with IT enabled and service sectors. Their findings reveal that beneficiaries enhanced not only their technical competence but also soft skills such as teamwork and communication.

Patil and Desai (2021) further noted that women and marginalized youth benefited more from vocational and self employment schemes. Ghosh and Singh (2022) reported that high enrolment rates have not always resulted into sustained employment. Joshi and Bhatia (2020) observed that the rural trainees often face inadequate digital infrastructure and language barriers, limiting the reach of the initiative beyond urban centers. Menon and Sinha (2019) connected skill development with macroeconomic growth and initiative should expand towards agriculture, green jobs and informal sectors to achieve inclusive development. The studies on Skill India portrays, the skill india initiatives as a transformative but evolving framework. It has undeniably improved youth employability and skill awareness, yet requires stronger

institutional coordination.

**Statement Of The Problem:**

India has the largest youth population in the world. Nearly 600 million people are under the age of 35. For achieving economic growth of the country, youth empowerment is essential. In this view the government of India has launched the Skill India Mission in the year 2015 with the vision of creating skilled and employable workforce. In spite of huge investments, policy efforts, and institutional frameworks youth participation in skill development programmes are significantly low. According to the economic survey 2023-24 only about 4.4% of the youth have received formal vocational training and 16.6% have received non-formal training. The survey has found that 70% of the youth are not aware of government skill development programmes. These results may influenced by many factors. Family and family systems in India as a critical and underexplored determinant shaping youth motivation, decision making and access to resources necessary for skill development. On this background the proposed study aims to understand how different family structures impact on youth empowerment through education and skill development in Mysore district.

**Research Questions**

1. How do various family structures such as joint, nuclear, extended, and single parent families, influence on youth participation in Skill India programmes in Mysore district?
2. What is the role of parental education, occupation, and family income in shaping youth attitudes towards education and skill acquisition?

**Research Objectives**

1. To examine the influence of various family systems on youth empowerment through participation in Skill India programmes in Mysore district.
2. To analyse the impact of family socioeconomic background and youth empowerment through skill acquisition in Mysore district.

**Hypothesis 1:**

- H0:** There is no significant influence of family structure on youth empowerment through participation in Skill India programmes in Mysore district.  
**H1:** There is a significant influence of family structure on youth empowerment through participation in Skill India programmes in Mysore district.

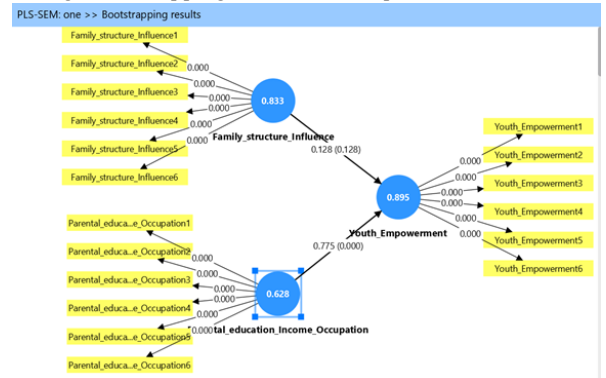
**Hypothesis 2:**

- H0:** Family socioeconomic background does not significantly influence youth empowerment through participation in Skill India programmes in Mysore district.  
**H1:** Family socioeconomic background significantly influences on youth empowerment through participation in Skill India programmes in Mysore district.

**Research Methodology:**

The present study adopted descriptive and analytical research design to examine the influence of family system on youth empowerment through the participation in Skill India Programmes in Mysore district. The population of the study comprises of the youth in the age group between 18 to 35 years who are enrolled or completed the training programmes under the Skill India Mission. A structured questionnaire was developed to collect the primary data from the respondents. The questionnaire consisted of two parts. Part I of the questionnaire gathered demographic and economic information such as age, gender, educational qualification of the respondent, parental education, occupation, income and the type of family. Second part of the questionnaire contained statements related to family structure influence (Independent Variable 1), influence of parental education, occupation and income (Independent Variable 2) and the questions related to

youth empowerment (Dependent Variable), measured on five point Likert'scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Each variable was measured by a set of six positive statements. A total of 220 respondents were approached through various training centres and industrial skill development institutions within the Mysore district. Out of these, only 169 responses were found complete and valid for the final data analysis. For the data analysis and hypothesis testing, the study employed Partial Least Squares Structural Equation Modelling (PLS-SEM) by using SmartPLS 4.0. The path coefficients and their significance levels were estimated through bootstrapping with 2000 resamples.



(Source: SmartPLS 4,0 Output)  
**Figure 01:** PLS – SEM Bootstrapping Results

**Data Analysis And Interpretation:**

To examine the influence of various family systems and parental education and income on youth empowerment among the participants of Skill India Programmes in Mysore district, the Partial Least Structural Equation Modling analysis was performed.

The path coefficients and significance levels between constructs are clearly shown in the Figure 01. The bootstrapping results path from Family structure influence to youth empowerment shows the standardized coefficient of 0.128 with the p=0.000 indicating a positive and statistically significant relationship. This result emphasizes that supportive family systems such as well connected nuclear families enhances the level of confidence, decision making ability and participation of youth in skill development initiatives.

The path from parental education, income and occupation to youth empowerment demonstrates a much stronger standardized coefficient of 0.775 with p=0.000, confirming that higher parental education levels and adequate income substantially contribute to youth empowerment. Families with higher socio economic background, tend to provide a better exposure, financial assistance and motivation enabling youth to pursue vocational and professional developmental courses which are initiated by Skill India Mission.

The hypotheses were tested at a 5% level of significance. The model assessed the direct influence of family structure and parental socio-economic background on youth empowerment. The R square value obtained indicated that 89.5 percent of the variance in youth empowerment was explained by the independent variables. It exhibited a stronger positive impact on youth empowerment.

**CONCLUSION:**

The study conducted to examine how different family systems influences on youth empowerment through participation in Skill India Programmes in Mysore District. The empirical analysis confirms that familial determinants remain central to youth empowerment. Among the key variables parental

education, occupation and the level of income establishes substantial impact on young participants confidence and motivation to take part in Skill India programmes in the Mysore District. These results validate the relevance of Bronfenbrenner's Ecological Systems Theory, by showing that both micro and exosystem factors such as family cohesion and parental employment jointly shape the empowerment process. The orientation sessions for parents, local mentorship networks, and financial literacy training could enhance familial support for youth participation in Skill India programmes.

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