

MEDIATOR ROLE OF ENTREPRENEURSHIP EDUCATION IN BETWEEN ENTREPRENEURSHIP DEVELOPMENT AND ITS ANTECEDENTS: AN EMPIRICAL STUDY IN PMKVY

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ABSTRACT

This study investigates the mediating role of entrepreneurship education (EEQ) in the relationship between the antecedents of entrepreneurship development (ED) and its outcomes, focusing on participants of the Pradhan Mantri Kaushal Vikas Yojana (PMKVY). The antecedents examined include attitude towards entrepreneurship (ATE), subjective norms (SNM), self-efficacy (SEY), perceived behavioral control (PBC), self-appraisal (SAL), and information acquisition (IAQ). A descriptive and diagnostic research design was employed, utilizing a sample of 329 PMKVY-trained candidates. The data were analyzed using structural equation modeling (SEM). Findings revealed that PBC and IAQ significantly impacted ED directly, while ATE, SNM, SEY, PBC, and IAQ had significant indirect effects through EEQ. The total indirect effects of the antecedents surpassed direct effects, highlighting the pivotal mediating role of EEQ in enhancing entrepreneurship intentions. The study underscores the critical role of entrepreneurship education in bridging the gap between antecedents and entrepreneurial outcomes, providing valuable insights for policymakers and educators.

Keywords: Entrepreneurship Education, Entrepreneurship Development, PMKVY

INTRODUCTION

PMKVY is grant based scheme was launched on 2nd October 2016 for providing free of cost skill development training and skill certification to increase the employability and entrepreneurship skill of the youth with the objectives of, A large number of youth because employable and earns their livelihood to enable and mobilize them to take up industry designed quality still training. Recognize current workforce skills through skill certification to increase their productivity. Encourage standardization of the certification process and put it in the place of formulation for creating a registry of skills. Benefit to 1 crore youth over the four years (2016-2020) (Raj, 2018).

COMPONENTS OF PMKVY

The PMKVY consists of two components. The first component is the centrally sponsored and managed schemes (CSCM) whereas the second component consists of Centrally Sponsored and State Managed Schemes (CSSM). The details are given below.

Centrally Sponsored and Managed Schemes (CSCM)

More than 75 per cent of PMKVY are in the form of CSCM. These are implemented centrally through National Skill Development Corporation (NSDC). It includes three sub-components.

More than seventy-five percent of PMKVY are CSCM. The National Skill Development Corporation (NSDC) is in charge of centrally implementing these. There are three sub-components to it.

1. Short-term Training (STI)

Under the STI, 150 to 500 hours of training are given to school /college drop outs or unemployed Indian Nationals at the PMKVY training centers. The candidates are awarded a graded certificate after the successful completion of training and assessment. The training partners provide placement assistance to the trainees.

The STI provides 150–500 hours of training at PMKVY training centers to Indian nationals who have dropped out of school or college or who are unemployed. Following successful training and evaluation, the candidates receive a graded certificate. The participants receive placement assistance from the training partners.

II. Recognition of Prior Learning (RPL)

In order to improve the employability of unregulated workforce, the RPL has been implemented. Under this RPL, the individuals' skills are assessed, enriched, modified and certified under the RPL programme. The duration of the RPL is ranging from 12 to 80 hours. The important technique adopted is bridge course.

III. Special Projects (SP)

The SP will facilitate training to vulnerable, socially disadvantaged, hard to reach and marginalized groups of society in special areas. The SP is provided in special job roles. They have been awarded and certified with mark sheet and the completion of the training with the donation of 25 to 75 hours.

NEED FOR THE STUDY

The entrepreneurship has a significant impact on economic growth of a Nation (Carree, et al., 2002). In general, individuals are reluctant to take the enterprising as their career since it involves a lot of uncertainties and highly risky elements (Petridou et al., 2009). But the entrepreneurship among the youngster generate not only income but also providing a lot of job opportunities (Zou, 2015). This entrepreneurship can be promoted through entrepreneurship

education and training (Petridou and Glavdi, 2008). The entrepreneurship education is the collection of formalized teachings that educate anyone interested in business creation (Bechar and Toulouse, 1998). This can trigger the entrepreneurial initiatives by enhancing entrepreneurial mindset among the students (Lubis, 2014). The PMKVY was launched in 2015 to encourage and promote skill development among youth in order to develop their employability. It is essential to evaluate the scheme has achieved it or not. Hence the present study focuses on this aspect.

View of Previous Studies

The review of previous studies are summarized below:

Lackens (2020) concluded that the value creation have a strong positive effects on student engagement, motivation, knowledge and skills acquisition. Nabi et al., (2018) analyzed the role of entrepreneurship education in fostering entrepreneurship intentions among the university students. Din et al., (2016) found that the entrepreneurship education improves entrepreneurship skills, self efficacy, business plans and risk-taking behaviour.

Purusothaman (2018) mentioned that the PMKVY is highly helpful to generate skilled workforce in the Nation with more ability and innovativeness. Agarwal and Thakur (2019) showed that training methods and activities brought new abilities for trainees under the PMKVY scheme. Ravikumar (2018) mentioned that present enlargement of the country, skilling youth and trained people dis very vital. Raj (2018) identified the hurdles faced by Indian workforce / students to achieve skill development. The identified hurdles are lack of creating awareness on PMKVY, poor response on the implementation of PMKVY by the states, mindset of the workforce/students, and the features of PMKVY. Gieurea et al., (2020) revealed that entrepreneurship education has a positive impact on the entrepreneurial development of students, as well as increasing their potential to choose entrepreneurship as a career. Huang et al., (2021) mentioned that entrepreneurship education can not only provide individuals with the skills to detect opportunities of commercial value, but also cultivate vision and identity.

Gieurea et al. (2020), students' entrepreneurial growth and likelihood of choosing entrepreneurship as a vocation are both positively impacted by entrepreneurship education. Huang et al. (2021), entrepreneurship education can help people develop their vision and sense of self in addition to giving them the ability to recognize opportunities with commercial potential.

OBJECTIVE OF THE STUDY

To examine the mediator role of entrepreneurship education in between the (determinants) antecedents of entrepreneurship development and various components of entrepreneurship development among the participants under PMKVY.

1. To Analyze the Role of Entrepreneurship Education in Promoting Entrepreneurial Intentions
2. To Explore the Components of Entrepreneurship Development

METHODOLOGY OF THE STUDY

Hence, the applied research design of the study is descriptive and diagnostic research design. The population of the study is the number of trained candidates under the PMKVY namely recognition of prior learning. The sample size of the study in each programme is determined by $n = \frac{N}{Ne^2 + 1}$ whereas n-sample size, N (1865) -population and e-error of acceptance (.05). The determined sample size came to 329. The required primary data is collected with the help of pre tested questionnaire. The data collected from the questionnaire is processed with the help of appropriate statistical analysis namely structural equation modeling.

Results and Discussion

The included independent variables of the study are attitude towards entrepreneurship (ATE), subjective norms (SNM), self-efficacy (SEY), perceived behavioural control (PBC), self appraisal (SAL) and Information acquisitions (IAQ). The included mediator variable is entrepreneurship education (EEQ) whereas the included dependent variable is entrepreneurship development ED. The number of variables used in the above said constructs are 6, 5, 5, 6, 6, 7, 6 and 7 respectively. The validity and reliability are tested with the help of content validity and convergent validity though confirmatory factor analysis.

Model Validity and Variance Explained

Initially, the variance explained by independent variables directly on ED and the EEQ on ED with the help of the (R^2) co-efficient of determination. These are 0.8089 and 0.7569. There is a substantial variance explained by independent variables on dependent variable. The model predictive accuracy (validity) is estimated by Q^2 . These Q^2 are 0.6143 and 0.5294 which are greater than zero. It reveals the predictive accuracy of the model developed. The direct and indirect effects are searched.

Direct Effect of AED on EEQ and ED

These are presented by direct effect, and its statistical significance. The results are given in Table.

TABLE
Direct Effect of AED on EPS and ED

Sl. No.	Direct Path	Direct Effect	t' value	p' value	Result
1.	ATE → ED	0.1011	1.3496	0.1034	Insignificant
2.	SNM → ED	0.0549	0.4143	0.3889	Insignificant

3.	SEY → ED	0.1133	0.9969	0.1449	Insignificant
4.	PBC → ED	0.1814	2.4089	0.0314	Significant
5.	SAL → ED	0.0889	0.6414	0.3919	Insignificant
6.	IAQ → ED	0.1603	2.2774	0.0379	Significant

1.	ATE → EEQ	0.1844	2.0144	0.0517	Significant
2.	SNM → EEQ	0.1917	2.1173	0.0473	Significant
3.	SEY → EEQ	0.1403	1.3943	0.1879	Insignificant
4.	PBC → EEQ	0.2667	2.7349	0.0209	Significant
5.	SAL → EEQ	0.1094	0.9697	0.2142	Insignificant
6.	IAQ → EEQ	0.3144	3.4549	0.0000	Significant
7.	EEQ → ED	0.2969	3.1441	0.0000	Significant

The significant direct contribution on ED is made by PBC and IAQ since its direct effects (0.1814 and 0.1603) are significant a less than five per cent. The significant direct contribution on EEQ is made by ATE, SNM, PBC and IAQ since its direct effects (0.1844, 0.1917, 0.2667 and 0.3144) are significant at five per cent level. The entrepreneurship education have a significant direct influence on EEQ since its path co-efficient (0.2969) is significant at zero per cent level.

Mediator Effect of EEQ in between AED and ED

The mediator effect of EEQ in between AED and ED are examined by the direct, indirect and total effects and its statistical significance. The nature of mediation effect of EEQ is estimated by variance accounted for (VAF). It is classified into full, partial and no mediation with the VAF of greater than 80 per cent, in between 20 to 80 per cent and less than 20 per cent respectively. The results are presented in Table.

TABLE - Mediator Effects

Sl. No.	Paths	Direct Effect	Indirect Effect	Total effect	VAF	Nature of Mediation
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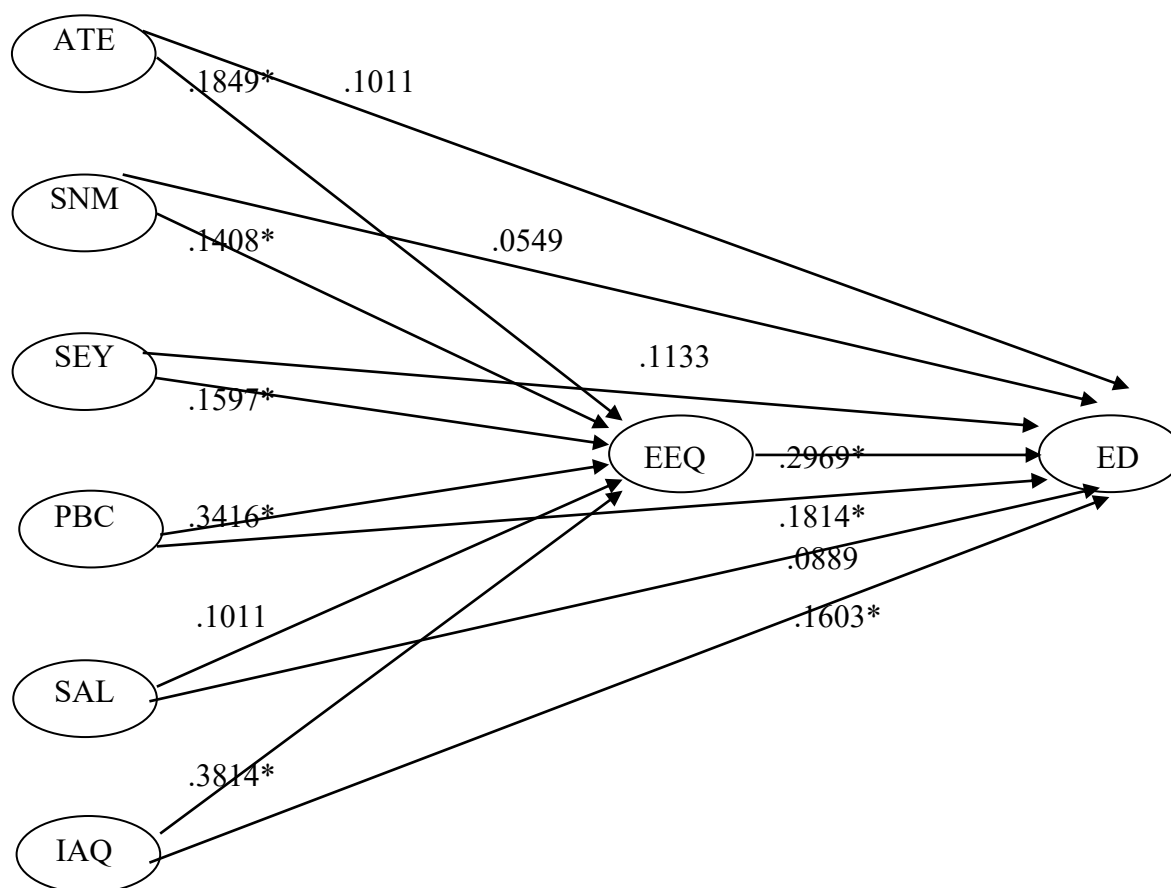
1.	ATE→EEQ→EPS	0.1011 (1.3496)	0.1849 (2.9017)	0.2860	41.34	Partial mediation
2.	SNM→EEQ→EPS	0.0549 (0.4143)	0.1408 (2.0117)	0.1957	21.42	Partial mediation
3.	SEY→EEQ→EPS	0.1133 (0.9969)	0.1597 (2.2143)	0.2730	39.69	Partial mediation
4.	PBC→EEQ→EPS	0.1814 (2.4089)	0.3416 (4.0899)	0.5230	90.24	Full mediation
5.	SAL→EEQ→EPS	0.0889 (0.6414)	0.1011 (1.7089)	0.1900	17.32	No mediation
6.	IAQ→EEQ→EPS	0.1603 (2.2774)	0.3814 (4.5414)	0.5417	91.98	Full mediation
	Total	0.6999	1.3095	2.0094	—	—

The significant indirect effect on ED is made by ATE, SNM, SEY, PBC and IAQ since it's indirect path co-efficients are significant at less than five per cent. The higher direct and indirect effect on ED is made by PBC and IAQ since its path co-efficients are 0.1814 and 0.3814 respectively. The higher total effect on ED is made by IAQ since its total effect is 0.5417. The total indirect effect is higher than the total direct effect since these are 1.3095 and 0.6999 respectively. The full mediation effect is noticed in the case of IAQ and PBC since its VAFs are greater than 80.00 per cent. The partial mediation effect is noticed in the case of ATE, SNM and SEY since its VAFs are in between 20 to 80 per cent. No mediation effect is seen in the case of SAL since its VAF is less than 20 per cent.

Path Model of SEM-VIII

The path model of SEM-VIII shows the direct and indirect effects of antecedents of entrepreneurship development on entrepreneurship development. The entrepreneurship education is taken as 'mediator variable'. The path co-efficient and its statistical significance are presented in the given figure.

SEM-VIII



The antecedents of ED namely perceived behaviour control and information acquisition have made a significant direct contribution of entrepreneurship development. The antecedents namely attitude towards entrepreneurship, subjective norms, self efficacy, perceived behavioural control and information acquisition have made an indirect contribution on ED is through the entrepreneurship education. The total indirect effect is higher than the direct effect which reveals the significant mediator role of entrepreneurship education in between the antecedents of ED and entrepreneurship development.

CONCLUSION

The present study justified the reliability and validity of variables included in all independent variables (antecedents of ED), mediator variables (entrepreneurship education) and dependent variables (entrepreneurship development) initially. Only perceived behaviour control and information acquisition have a significant direct effect on ED whereas the indirect effect on ED is made by attitude towards entrepreneurship, subjective norms, self-efficacy, perceived behavioural control, and information acquisition. All these indirect effects are significantly made through entrepreneurship education. The total indirect effect of antecedents of ED is higher than

its total direct effect. By that the study concludes the important role of entrepreneurship education in between antecedents of ED and entrepreneurship development.

The present research established the reliability and validity of all independent factors (antecedents of ED), mediator variables (entrepreneurship education), and dependent variables (entrepreneurship development) from the outset. Only perceived behavioral control and information acquisition exert a substantial direct influence on entrepreneurial intention (ED), while the indirect influence on ED is mediated by attitude towards entrepreneurship, subjective norms, self-efficacy, perceived behavioral control, and information acquisition. All these indirect benefits are substantially facilitated by entrepreneurship education. The cumulative indirect effect of the antecedents of ED exceeds its entire direct effect. The study concludes the significant importance of entrepreneurship education as an intermediary between the antecedents of entrepreneurial growth and entrepreneurship advancement.

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