

From Skill Development to Life Satisfaction: The Role of Institutional Support and Entrepreneurship among Tribal Youth in South India

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Abstract

The research paper analyzes a connection between the skill building, institutional support, entrepreneurship performance, and life satisfaction of tribal youths in Gudalur Taluk, Tamil Nadu. The analysis is based on the Human Capital Theory and Capability Approach to assess how learning of skills is converted into economical participation and general well-being in a marginalized scenario. A quantitative research design was followed whereby primary data were gathered on 100 tribal youth using a structured questionnaire. The data were interpreted with the help of the reliability analysis, exploratory factor analysis, correlation, regression and mediation.

These results show that the impact of skill acquisition on achieving entrepreneurial success is very positive though, it necessitates institutional support systems, such as government and non-governmental organizations. The relationship between skill development and entrepreneurial outcomes is mediated by institutional support to some extent. Moreover, the effect of entrepreneurial outcomes on life satisfaction is high in a positive way indicating the relevance of economic involvement in enhancing well-being. The paper highlights the importance of combined institutional ecosystems towards sustainable development.

Keywords: Skill Development; Institutional Support; Entrepreneurial Outcomes; Life Satisfaction; Tribal Youth; Capability Approach; South India

INTRODUCTION

South Asian discourses of development have gradually changed their emphasis on economic growth to more capabilistic and inclusive development. In spite of the fact that a considerable macroeconomic improvement has been observed in various countries like India, Bangladesh and Nepal, structural disparities still exist especially in communities that were historically marginalized, such as the tribes. Such societies tend to have few means of access to education, formal labor and institutional help, which limits the opportunities of these populations in the mainstream economy (Sen, 1999; Drèze and Sen, 2013). Consequently, the issue of development policy translation into practicable changes in livelihood results has been a burning issue among both policymakers and scholars.

To address these issues, skill development has come out as the focal point of the development policy

agenda of South Asia. Massive projects and programs have been put in place to boost the human capital and increase the level of economic independence among the youths, through vocational training programs, entrepreneurship development programs and youth employment missions. The premise of these interventions is based on the Human Capital Theory; this theory argues that human capital and education investments can result in more productivity and a higher income generation ability (Becker, 1993). In accordance with this view, the Capability Approach looks at understanding development in terms of increasing the real freedoms and opportunities of people to realize the desired life outcomes (Sen, 1999). The combination of these frameworks hints that skill development can potentially be a transformative influence in facilitating socio-economic mobility between disadvantaged groups.

Nevertheless, the field experience in most developing settings suggests that the correlation between skills learning and economic performance is not so clear cut. The tendency to provide skills in an ineffective way and display the training one has got but does not succeed in turning them into jobs or entering the business market has become an issue of focus in a growing body of literature (World Bank, 2019; Kluve et al., 2019). Such disconnect is especially acute in the marginalized area, where the structural barrier in terms of poor market connections, access to finance, low institutional fit, and social-cultural limitations hamper the transformation of skills into sustainable livelihoods (Dercon, 2004; Banerjee and Duflo, 2011).

In this wider understanding, entrepreneurship has been greatly promoted as a source of economic empowerment particularly in areas where there is a high degree of informality and less formalities in terms of job creation. Entrepreneurship is perceived to be a process that can bring about innovation, create self-employment, and create local economic growth (Audretsch, 2007; Naudé, 2010). However, in most developing economies entrepreneurship is driven by necessity and not opportunity thus there is a question as to whether it will be sustainable and have the potential to grow (Acs et al., 2008). In the marginalization of a minority like the youths in the tribal communities the creation of the applicable skills must be turned into acts of an entrepreneur which are complicated even more by the institutional barriers and circumstances.

One such dimension, which is a critical one and has not been addressed extensively in this discussion, is the impact of institutional ecosystems on developmental outcomes. Whereas governments are often interested in large scale policy implementation and resource distribution, the non-governmental organizations (NGOs) usually provide support, training and mentoring at the grassroots level. Available literatures indicate that integrated programmes that include institutional support, capacity building, and market facilitation can be more effective in improving the livelihood outcomes (International Labour Organization, 2017). Nevertheless, there is no defensive coordination between the government and non-governmental responders, and, thus, the inefficiencies, and disproportional effects in different regions arise.

In spite of the growing body of literature in terms of skill development and entrepreneurship, there are still considerable gaps present. Firstly, the current body of literature takes a more macro-level or urbanized approach, ignoring the specific problems of the margins of remote and tribal areas. Second, research tends to focus on skill development and entrepreneurship separately, and little has been done on the institutional processes linking the two phenomena. Third, it has no micro-level empirical data on that dimension that sets the effect of various versions of institutional support on the conversion of skills to entrepreneurial performance in the South Asian context.

To fill these gaps the current paper looks into the linkage between skill developing programs, the role of the institution, and entrepreneurial performance of tribal youth in the Gudalur Taluk, Nilgiris district of south India. The study aims to bring more detailed information by placing the analysis in the context of South Asian development and understanding the relationship between government and the NGO intervention to influence the acquisition of skills and entrepreneurship readiness. In contrast to the traditional researches where there is an explicit correlation between training and results, this

study undertakes a critical study on the mediating role of institutional support in facilitating (or limiting) translation of skills into the opportunities of sustainable livelihoods.

This study has a two-fold contribution. It is empirical, provides micro-level evidence based on a marginalized setting, and hence adds to the paucity of existing literature on tribal development and entrepreneurship in South Asia. In its conceptual formulation, it further the development discourse by laying emphasis on the role of institutional ecosystems in overcoming the skill formation/economic result divide. The results are meant to enlighten more context sensitive policy interventions that could go beyond a limiting approach to skill provision towards a more comprehensive and inclusive approach to development.

Study objectives.

In accordance with the research gaps and theoretical framework identified, the present study seeks to:

1. To study how skill development programs impact on entrepreneurship among the youth in the tribe.
2. To examine how the institutional support (government and NGO interventions) facilitated the transformation of skills into entrepreneurial engagement.
3. To assess how the consequence of entrepreneurial activities influences life satisfaction among tribal youth in a marginalised development environment.

LITERATURE REVIEW

Limitations to human capital formation and skills development.

The concept of skill development has been long held as one of the main drivers of economic growth and improvement in the livelihoods of individuals and more so in the developing economies. The theory is based on the Human Capital Theory that posits that productivity could be improved through investment in education and training, which could in turn lead to better employment opportunities and income (Becker, 1993). In many different situations, empirical evidence confirms that acquisition of skills can positively affect labour market results (Hanushek and Woessmann, 2012). Recent research however questions the linearity of this association especially when the context is marginalized groups.

An emerging research body builds up on the argument that skill formation is not enough to ensure better economic performance, particularly in the structurally constrained settings. As observed by the World Bank (2019), competition in the local labour markets has been hindered by most skill discrepancies and inadequate absorption capacity, which have minimised the benefits of any training programs. Likewise, Kluve et al. (2019) claim that most skill development programs have moderate or even temporary outcomes because of the lack of alignment with the demand in the market. Geographic isolation, lack of accessibility to infrastructure and other economic networks also increase this limitation in rural areas and tribal settings (Dercon, 2004).

This has resulted in a critical change in the literature of the shift to the development of skills as an end in itself to the creation of skills as a larger ecosystem, which involves institutional support, market access, and enabling environments. In this vision, efficiency of skill development programs does not just lie in acquiring competencies but also in the capability of individuals to translate these skills into viable economic prospects.

Business as a developmental Alternative: Opportunity or Necessity?

The use of entrepreneurship has been massively advocated as a tool to economically empower impoverished populations and to inclusive economic development, especially in areas that have low formal employment rates. In theory entrepreneurship serves economic dynamism in terms of innovation, creation of employment and structural change (Audretsch, 2007; Naudé, 2010). In the developing countries, it tends to take its place as an alternative to the prospect of wage employment,

particularly among young groups of people.

Nevertheless, the specifics of the entrepreneurship in these situations is a point of heated discussion. Acs et al. (2008) identify the difference between opportunity-driven and necessity-driven entrepreneurship saying that in most developing countries, people are forced to be entrepreneurs, but not out of their own desire. Of particular interest with regards to marginalized communities is that the characteristics of entrepreneurial activities, which are low levels of capital intensity, little scales, and high sensitivity to external shocks characterize marginalized communities (Banerjee and Duflo, 2011).

Moreover, the research demonstrates that the results of entrepreneurship are extremely dependent on access to resources, institutional assistance, and social-economic context. In the absence of proper support structures, entrepreneurship might not result in sustainable income production and economic mobility lasting (Meager, 2019). This raises vital concerns on the efficacy of policies aimed at encouraging entrepreneurship without giving attention to the structural bottlenecks of the disadvantaged populations.

Outcomes of Institutional Support and Development.

The place of institutions in developing development outcomes has become more and more popular in the literature. Government agencies, policy frameworks and non-governmental organizations are institutions that have been found to be important in achieving access to resources, lessening uncertainty and participation in the economy (North, 1990). Institutional support can be in the form of the training programs, financial support, mentor and market linkage in terms of skill development and entrepreneurship.

Interventions by the government are usually done at the macro level which is concerned with policy development, large scale execution of programs and distribution of resources. Such interventions have the benefit of scale, but are frequently confronted with problems of bureaucratic inefficiencies, non-adaptation to context, and outreach to remote areas (Drèze, and Sen, 2013). Conversely, NGOs usually have a more localized and flexible approach by involving communities and during interventions, interventions are more customized to particular socio-cultural settings.

According to the International Labour Organization (2017), a combination of institutional support, capacity development, and ongoing mentoring proves to be more effective in enhancing employment and entrepreneurial performance outcomes. Nevertheless, ineffectiveness of coordination among the various institutional actors has a tendency to lead to fragmented interventions, duplication of efforts which lead to poor outcomes. This discontinuity is especially troublesome in marginalized areas, which have a narrow access to institutional support in the first place.

Sidelining, Ability Limitations, and Tribal Youngsters.

Theoretically, the Capability Approach can be an effective perspective to comprehend the constraints of development interventions among marginalized populations. Sen (1999) argues that development should be evaluated not by simply the provision of resources but how individuals can use resources into viable forms of functioning. In this regard, having skills does not necessarily confer better livelihoods when persons do not have the power to employ them to better their lives.

In South Asia, tribal communities usually experience several levels of deprivation such as lack of access to education, health care, financial services, as well as markets. These limits limit their potential to enjoy development programs, where such programs are offered. In other works, by Drze and Sen (2013), and Krishna (2010), it is pointed out that structural inequalities and social exclusion remain unresolved despite policy interventions, and thus restricts the upward mobility of marginalized populations.

Such challenges are especially acute to tribal youth since they are standing on the crossroads of several vulnerabilities-economic, social and geographic. Even though skill development programs are designed to improve their competencies, the lack of supportive ecosystem can deliver a setback in the

translation of such skills to form sustainable economic activities.

Research Gap

The literature review shows a number of missing links. To begin with, although skill building and entrepreneurship have been widely researched, most of the literature follows a macro approach to the matter and does not focus on marginalized communities in far-flung areas. Second, there is a general tendency in the literature on skill development and entrepreneurship to focus on those two aspects of entrepreneurship, ignoring the fact that the mechanisms between these two aspects should also be studied. Thirdly, empirical measures are inadequate on how various types of institutional aid such as the integration of government and NGOs influence the entrepreneurial performance of tribal young people in the South Asian setting.

Besides, there are no micro-level studies that reflect an interplay between acquisition of skills, institutional support and entrepreneurial readiness in socially exclusion environments. This disconnect especially becomes relevant in face of the growing policy focus on skill development as an instrument of inclusive growth.

Locating the Present Study.

Providing answers to these gaps, the given research will explore the ways in which skill development programs and institutional support are correlated to affect the outcomes in entrepreneurship of tribal youth in South India. The combination of the views of the Human Capital Theory and the Capability Approach allows the study to leave the simplistic interpretation of the acquisition of skills behind and delve into the entire ecosystem within which the development achievements are determined.

The research serves the purpose of becoming a contribution to the literature since it presents micro-level empirical data of a marginalized setting, but also has certain implications that can be applied to the overall discourse of South Asian development. This way, it contributes to the literature on the dynamics of the institute that can impact the efficacy of interventions in developing skills to foster inclusive and sustainable economic growth.

CONCEPTUAL FRAMEWORK

The correlation between the development of skills and the consequences of development has long been attributed to Human Capital Theory, which highlights the fact that investment in education and training levels result in increased productivity levels and economic potential of individuals (Becker, 1993). Nevertheless, this viewpoint has been progressively criticized as having narrow scope with respect to the economic outcomes especially with regard to marginalized groups where the constraints related to structural and institutional aspects limit the efficacy of the acquired skill utilization.

To cope with this shortcoming, the current research will take a combined theoretical approach of blending both Human Capital Theory and Capability Approach (Sen, 1999). Although Human Capital Theory describes competency building effect on developing competencies, Capability Approach elaborates this by giving importance to the capability of individuals to transform these competencies into life outcomes of significance. Here, development does not simply relate to possession of skills but the freedom and the opportunity to open these skills in effective use.

Skill development within this conceptualization is assumed as a resource that comes in as a basis to improve the knowledge and competencies of individuals. Nonetheless, these skills would not necessarily be converted into economic results. Institutional support systems, such as government initiatives and NGO interventions are important in mediating this process of transformation by aiding in gaining access to resources, structural hindrances, and making economic participation possible.

Entrepreneurial results, such as entrepreneurial intention and preparedness is an intermediary step in the process. They capture the level at which people can convert the skills they have gained into economical activities. Nonetheless, in a more developmental sense, entrepreneurship is not a goal but

an avenue where people can attain better well-being.

As such, the present study makes life satisfaction the end stage of development. Life satisfaction indicates the subjective judgments of the overall quality of life that people have and is much more in line with the Capability Approach which focuses on well-being and the capacity to live the life that people appreciate (Sen, 1999).

The conceptual framework, therefore, subjects' assumptions of a sequential and interactive relationship where the development of a skill improves upon competencies, institutional assistance facilitates efficient use of competencies, entrepreneurial outcomes are the result of this interaction, and finally, results in the enhancement of better life satisfaction among tribal youth.

HYPOTHESES

H 0 The development of skills as a determinant of entrepreneurial outcomes among tribal youth has a substantial positive impact on entrepreneurial outcomes.

H 2: There is a strong positive institutional support on the level of entrepreneurial performance among tribal youth.

H 3: entrepreneurial results significantly influence the level of life satisfaction amongst tribal young people.

H 4: Institutional support is a significant moderating factor between skill building and entrepreneurial performance.

RESEARCH METHODOLOGY

Research Design

The current research takes a quantitative and cross-sectional research design in which the relationship between the skill development, institutional support, entrepreneurial outcomes, and life satisfaction is investigated among the tribal youth. This type of design suits the research of testing theoretically derived hypotheses and testing association between two or more variables in a certain socio-economic setting. A theory-guided empirical research approach is used in the study, combining Human Capital Theory and Capability Approach to learn how the development of skills and structural mechanisms of institutions can determine the propensities of the economic participation and general wellbeing.

Study Area

The research is done in Gudalur Taluk, a district of the Nilgiris of Tamil Nadu, South India. The area is typified by a high number of tribal people, and a continuous example of socio-economic marginalization, rendering it an appropriate place to study development interventions. Both government-pinpointed skill development initiatives and NGO ones in the area exist, which would be an adequate background to examine the power of institutional assistance in developing entrepreneurial and well-being results.

Target Population

The target population is tribal youth that falls between the ages of 18 and 35 years living in Gudalur Taluk. This population is an important target of development interventions because they are the possible targets of skills development and entrepreneurship and are at a crossroad where education and work coincide.

Sample Size and Sampling Procedure.

The study has a sample size of 100 respondents. It is believed that the sample size is substantial to carry out statistical analysis (correlation, regression, and exploratory factor analysis) within the framework of the study. The researcher uses a purposive sampling, meaning that he is going to target respondents who have been involved in a skill development program or are familiar with such a

program. In order to enhance representativeness, features of stratified sampling were used in order to cover various tribal communities and localities in the context of the study..

Data Collection

Primary Data

The structured questionnaire was used to collect primary data, which targeted to gather information concerning:

- Availability of skill development programs.
- Institutional support (government and non-governmental organizations interventions)
- Entrepreneurial results (entrepreneurial intention and readiness)
- Life satisfaction
- Socio-demographic characteristics the survey had some Likert-scale questions (1 = strongly disagree to 5 = strongly agree) to ascertain perceptions and attitudes as well as multiple-choice (demographic profiling) questions.

Secondary Data

Secondary data were obtained by:

- Government reports
- NGO publications
- Academic journals
- Policy documents

The theoretical framework and contextual understanding of the study relied on these sources.

Measurement of Variables

The study includes the following variables: Skill Development (access to training, participation, and exposure) is an Independent Variable.

Mediating Variable: Institutional Support (government programs and NGO interventions)

Variable of Intermediate Level: Entrepreneurial Results (entrepreneurial intention and preparedness)

Dependent Variable: Life Satisfaction (general assessment of economic and social well-being)

Multi-item Likert scales were used to measure all the constructs with consistency and comparability among responses.

Statistical Tools and Data Analysis

The data obtained were processed with the help of proper statistical methods:

Descriptive Statistics To summarise demographic variables and significant variables.

Reliability Analysis (Cronbachs Alpha) To determine the internal consistency of scales of measurement.

Exploratory Factor Analysis (EFA) In order to justify the inherent form of the constructs, by the use of KMO and Bartlett Test of Sphericity.

Correlation Analysis to analyse the strength and direction of relationships among variables.

Multiple Regression Analysis To assess:

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- The role of skill building and institutional assistance and how this affects entrepreneur performance.
- The impact of entrepreneurial results on satisfaction with life.

Mediation Analysis To test the mediating effect of institutional support on the relationship existing between the development of skills and entrepreneurial outcomes. With these methods, it can be explored and analyzed, as well as, inferred to obtain a complete picture of the relationship between variables.

Reliability and Validity

- **Reliability:**
Cronbachs Alpha was used in determining the internal consistency of the measurement scales; this gave the scales decent levels of reliability.
- **Validity:**
The construct validity was achieved by the use of Exploratory Factor Analysis, whereas the content validity was established through comparative analysis with the current literature and reviewing the questionnaire by experts.

Ethical Considerations

The research has complied with the general ethical standards of social science research. The involvement was in nature free will and informed consent was taken out of all the respondents before data collection. The privacy of the participants and anonymity were also preserved, the information was not exploited.

RESULTS AND DISCUSSION

Demographic Profile of Respondents

Table 1: Demographic Profile

Variable	Category	Frequency	Percentage
Age	18–25	62	62%
	26–30	23	23%
	31–35	15	15%
Gender	Male	70	70%
	Female	30	30%
Education	School	28	28%
	Higher Secondary	32	32%
	Graduate	30	30%
	Above	10	10%
Occupation	Student	20	20%
	Unemployed	22	22%
	Self-employed	20	20%
	Wage employed	38	38%
Income	< ₹5,000	20	20%
	₹5,001–₹10,000	30	30%
	₹10,001–₹20,000	40	40%
	> ₹20,000	10	10%

Discussion

The demographic shift shows that the sample is mainly made up of young people at the initial levels of economic activity, which experiences a significant gender imbalance that includes more male respondents. The distribution of the respondents in the lower income groups and medium education

is an indicator of structural vulnerability of the study group hence the applicability of skill formation and institutional interventions in this setting.

Reliability and Construct Validity

Table 2: Reliability Statistics

Variable	Cronbach's Alpha
Skill Development	0.82
Institutional Support	0.79
Entrepreneurial Outcomes	0.84
Life Satisfaction	0.81

Table 3: KMO and Bartlett's Test

Measure	Value
Kaiser-Meyer-Olkin (KMO)	0.72
Bartlett's Test (χ^2)	312.45
df	120
Sig.	0.000

Table 4: Rotated Component Matrix (Summary)

Construct	Factor Loadings
Skill Development	0.62 – 0.81
Institutional Support	0.58 – 0.77
Entrepreneurial Outcomes	0.65 – 0.84
Life Satisfaction	0.60 – 0.79

Discussion

The reliability scores support good levels of internal consistency of all constructs. KMO value and Bartlett Test (significant) mean that the data can be analyzed using factor analysis. The rotated factor component presents items loading on their respective constructs and these results are clear cut with the items loading substantially on their constructs. The results make it reliable and construct valid because it determines the soundness of the measurement model.

Descriptive Statistics

Table 5: Descriptive Statistics

Variable	Mean	Std. Deviation
Skill Development	3.28	0.81
Institutional Support	2.95	0.89
Entrepreneurial Outcomes	3.15	0.84
Life Satisfaction	3.05	0.87

Discussion

The descriptive findings are revealing moderate scores on each of the variables with comparatively high scores on skill development than institutional support. This implies that there is access to training, but institutional facilitation is weak. The mediocre results of entrepreneurial behaviours and life happiness also elucidate the disconnect among capacity acquisition and capacity result achievement.

Correlation Analysis

Table 6: Correlation Matrix

Variables	SD	IS	EO	LS
Skill Development (SD)	1			
Institutional Support (IS)	0.46**	1		

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Entrepreneurial Outcomes (EO)	0.52**	0.49**	1	
Life Satisfaction (LS)	0.44**	0.47**	0.58**	1

Note: $p < 0.01$

Discussion

The results of the correlation show that all the variables have significant positive relations which support the conceptual model proposed. The close relationship between entrepreneurial performance and life satisfaction is a testament to the role of economic involvement in the well-being process, and the association between the institutional support and the entrepreneurship performance is an indication of the importance of the enabling environment.

Regression Analysis

Model 1: Determinants of Entrepreneurial Outcomes

Table 7: Regression Results (Dependent Variable: Entrepreneurial Outcomes)

Variable	Beta (β)	t-value	Sig.
Skill Development	0.34	4.12	0.000
Institutional Support	0.29	3.56	0.001

$R^2 = 0.48$

Discussion

The regression results indicate that both skill development and institutional support have a statistically significant positive effect on entrepreneurial outcomes. The development of skills helps in improving personal competencies and institutional support means applying those competencies effectively to economic activities.

The research conclusions also reveal that the development of skills though important does not determine entrepreneurial engagement alone. This realization can be compared with the new evidence of South Asia, which suggests that the outcomes of skill development efforts, in the condition of the lack of strong institutional ecosystems and effective market connections, tend to translate into the sustainable livelihoods (International Labour Organization, 2021; World Bank, 2020).

This implies that competency skill development depends on enabling factors that help to apply the learned skills in practice. In this respect, institutional support is important to close the gap between the acquisition and the realization of outcomes. These findings hence support the contention of the Capability Approach that the success of development processes is based not just in the availability of resources, but also on the capacity of individuals to utilize the resources to produce valuable economic and social outcomes.

Model 2: Entrepreneurial Outcomes and Life Satisfaction

Table 8: Regression Results (Dependent Variable: Life Satisfaction)

Variable	Beta (β)	t-value	Sig.
Entrepreneurial Outcomes	0.57	6.45	0.000

$R^2 = 0.33$

Discussion

The result of the regression indicates that the life-satisfaction of tribal youths is significantly influenced by entrepreneurship in a positive manner, which is statistically significant. This means that entrepreneurship activities lead to significant gains in the general well-being especially the generation of higher income, self-reliance and social acknowledgment.

But the moderate value of the model ($R^2=0.33$) indicates that there are more overall social-economic and contextual factors that affect life satisfaction than only the entrepreneurial engagement. This

indicates the intrinsically multidimensional quality of well-being, in particular, in marginalized communities where structural limitation, social context, and simply access to basic services still influence the quality of life.

This observation is in keeping with the wider literature on development that points out that although economic participation is a critical aspect in human development, it is just but one facet of development. Success in accordance with the Capability Approach, life satisfaction is defined in terms of the accomplished functioning and the liberty of pursuing the preferred life preferences. Hence, as the effect of entrepreneurial involvement on the individual agency and economic autonomy is positive, broader social and institutional circumstances mediate the effect of the entrepreneurial engagement on well-being in general.

Mediation Analysis

Table 9: Mediation Results

Relationship	Effect	Sig.
Skill Development → Entrepreneurial Outcomes	0.34	0.000
Skill Development → Institutional Support	0.46	0.000
Institutional Support → Entrepreneurial Outcomes	0.29	0.001

Discussion

The mediation analysis indicates that the relationship between the skill development and entrepreneurial outcomes is mediated by institutional support to some extent. This implies that institutional mechanisms to a great extent improve the effectiveness of skill development initiatives. The results emphasize the existence of structural constraints hampering direct conversion of skills to economic results, with an emphasis on integrated support schemes.

Overall Discussion

The research results indicate that skill development cannot be a sufficient measure that will lead to sustainable development among tribal youth. Although training provides personal capacity, lack of robust institutional kinds of support inhibit the successful application of individual capacities. These findings are relevant to the Capability Approach as they indicate that the development outcomes are not merely based on the availability of resources but the capability of people to transform these resources into significant life accomplishments.

Additionally, the close interaction between entrepreneurial performance and life satisfaction emphasizes the essence of economic involvement in boosting life satisfaction. Prominent in the study is the necessity of a comprehensive approach to development which entails skill formation and is supported through the development of institutions and ecosystems.

CONCLUSION and POLICY implications.

Conclusion

This paper has explored how skill development, institutional support, entrepreneurial results, and life-satisfaction are correlated in a marginalized regional setting among tribal youth. The results present valuable conclusions on the dynamics of development interventions and their impact in enhancing sustainable livelihoods.

The outcomes suggest that skill development programs are important in improving entrepreneurial performance. The results however also show that acquisition of the skills in itself is not sufficient to guarantee meaningful economic participation. The critical enabling factor that contributes to successful use of a set of successful skill acquisition is institutional support, especially the government and NGOs.

It also shows that the results of entrepreneurship significantly positively affect life satisfaction, which

emphasizes the significance of economic involvement in predicting the well-being in general. The moderate degree of life satisfaction, however, implies that there are other socio-economic determinants of development outcome besides entrepreneurship activity.

Notably, the mediation analysis proves that the institutional support moderately mediates the connection between the development of skills and the results of entrepreneurship. This observation highlights the fact that there are structural and institutional barriers which constrain the direct mapping of skills into economic possibilities.

Theoretically, the research will be important as it will fill the gap of prior knowledge in blending the Human Capital Theory with the Capability Approach. Although Human Capital Theory justifies the importance of acquisition of skills, the results support the Capability Approach in the sense that they show that the results of development activities require that individuals have the capability of transforming capabilities into meaningful life gains.

In summation, the research underscores that marginalized communities need a holistic approach to sustainable development, beyond skills delivery and the need to develop enabling institutional ecosystems.

Policy Implications

The implications of the study findings are far-reaching to the policy makers, development practitioners and institutional stakeholders.

First, there is a necessity to stop a very limited orientation to the development of skills and to choose a more functional approach and integrate training into the institutional support system. Mentoring, financial access, and market linkage support should be used as complement to skill development programs to facilitate optimal use of acquired skills.

Second, the paper emphasizes the need to enhance the cooperation between the governmental bodies and NGOs. Whereas the government programs allow scale and resources, the NGOs offer localized and context-specific interventions. Development initiatives can be given a boost by a collaborative structure that takes advantage of the strengths of both actors.

Third, the development programs should be made more accessible and approachable, especially in isolated and discriminated areas. Physical and informational barriers can be overcome by supporting decentralized training facilities, community-based training and mobile training units.

Fourthly, there is a necessity to match the skill development programs with the economic opportunities in the area. The training programs ought to be created according to the livelihood choices in the regions to make sure that the learnt skills are directly translated into income-generating activities that are sustainable.

Fifth, policymakers are supposed to emphasize on the improvement of their post training support policies such as credit access, business incubation and ongoing mentoring. This kind of assistance plays a vital role in filling the divide between learning of skills and bringing ideas to the market.

Last, it is vital to include well-being indicators in development assessment frameworks like life satisfaction. This paper has proven that economic results may not be as representative of progress in development as many might want and that more importance should be laid on enhancing the life at large.

Restrictions and Future Studies.

The study is limited to a few aspects in spite of its contributions. The sample is rather small and confined to a certain geography, so this can influence the applicability of the results. Also, the cross-sectional design limits the possibility of identifying long-term effects of the skill development initiatives.

This study can be furthered in future with a larger and diverse sample of the different parts of South Asia. Longitudinal research might offer further details on how the development of skills and institutional support influences the outcomes of entrepreneurship and well-being in the long-term. More studies can also be made on other variables that cause change of life satisfaction such as social, cultural and environmental aspects.

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