Study on Exposing Technical Skills to Teachers through Skill Development Training

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Abstract - Delivering skills through skill development training is a holistic approach to develop sustainable and inclusive skills in various fields. It also enhances the country's economy and it helps to combat the global competition. Skill education positively impacts on higher education, employment and research and development in various sectors. The present stud deals with the skill development training provided for selected school teachers in Tamil Nadu. 34 respondents were answered the standardized questionnaire constructed with 5 modules and each module having 5 questions, totally 25 open ended questions, designed with 5 point Likert's scale. Descriptive research method was adopted and convincing sampling method was used to collect the primary data. Major findings show that there are no significant association between respondent's age and their impact of the skill development training. There are strong correlations between the variables like, execution of training workshop, teaching approach, impact of training, attitude towards training, availability of training materials in the study area.

Keywords: Skill Development, Training, Impact of Training, Training Materials.

I. INTRODUCTION

Ministry of Skill Development and Entrepreneurship, (2017), in their annual report, explained that both entrepreneurship and skill development are fragmented across India. Unlike developed countries, skill development of employee lies between 60%-90% of existing workforce all over the country. Only 4.7% of workforce in India is with formal technical vocational skills in workplaces which is least when compared to other countries. It is an emergent need to reorganize the ecosystem of entrepreneurship skills and vocational skill development in the country. It helps to enable the quality of life skills at every employment. In India, 18 ministries of various fields were implemented nearly 40 SDPs (Skill Development Programmes). For those training programmes, Rs.1, 804.3 crores was allotted as budget estimation and Rs.2, 173 crores as revised estimation. Among the 40 sectors there is a very big need in 24 human resource required sectors like agriculture, retailing, handloom, textile, construction, gems and jewels, furniture, leather goods, banking and other financial sectors, entertainment and media, health care, telecommunication, information technology, cosmetic, food processing, education and so on. In Tamil Nadu 1, 35,000 human resources are required for further incremental resources.

Based on these needs of training human resources, in the present study, PASS Foundation, Chennai, has undertaken several schools in Tamil Nadu to provide skill development training for the school children from 1st standard to 5th standard. The purpose of the foundation is to imparting computer skills in school children, to boost their quality of education in nursery and primary levels, to make skill training in their academic level and to fill the skill gap and develop entrepreneur skills in the field of computer science and information technology.

II. LITERATURE REVIEW

Confederation of Indian Industries, (2017), reported that, in India, domain wise hiring intent was increased for many sectors, the top sectors, which are increasing its domain wise hiring in software, information technology and hardware increased from 5% to 10%, Telecom and other allied industries increased upto 16% to 20%, internet business upto 5 to 10% and BPO(Business Process Outsourcing), KPO (Knowledge Process Outsourcing) and ITES (Information Technology Embedded Services) upto 5 to 10% respectively. These incremental requirements are boost up through 2.7% channelized job fairs, 23.83% through internal referrals, 12.75% campus hiring, 13.76% through social media, 20.35% from consulting agencies, 21.6% from job portals and 5.02% through apprenticeship and other resources. Among all these statistics, the women hiring target also increased from 20% to 38.67% for

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software and ITES, 30% to 36.78% for KPO, BPO and ITES and telecom industry target increased from 30% to 36.5% for women.

Parthasarathy. K, et al., (2017), described that the way teachers spend in skill development makes a difference as well, but only when the activities are motivated on improving the high-quality subject content to the student. A comprehensive opportunity which is given to the teachers will make better understanding of the student learning and program of study materials and instruction, and the subject content are boosting the performance of both teachers and students.

Parthasarathy.K et.al., (2017), observed that a large positive picture about professional development towards technology, operations and management on the training programme. We need to encourage teachers to develop above aspects further, supporting them to experiment with new ideas as well as new technology. Training programme is standard and reliable to teacher's learning. This shows that skills in computer science play a vital role in achieving the ultimate goal of increased quality of teachers.

Parthasarathy. K, et al., (2017), found that a significant strong correlation exists between the variables like course materials updated, accessible requirements, administration efficient, ample time to complete syllabus, systematic implementation, proficiently designed course materials, appropriate tutoring time, usefulness of the training, accomplishing complete syllabus and engrossment and attentiveness of the students.

Aswini P.M et.al., (2016), reported that, especially in computer science field there is a need in updating the recent technical advancements. Both practical and theoretical training provided by institutions helps them in developing their technical knowledge frequently.

FICCI (Federation of Indian Chambers of Commerce and Industries), (2016), concluded that, the Gross Domestic Percentage (GDP) of India is 7.6% in 2015 and it will increased in 2018 by 7.7%, This GDP is greater than other Asian countries. In 2016 real estates, finance and other related services, transport, hotel, trade, communication and broadcasting services were showing income of 19.3% than other services like manufacturing, mining, quarries, defense, gas, electricity, water supply, fishing, forestry and agriculture. Hence, employees should be trained in these sectors will helps the economical growth of the country. Many initiatives are also introduced for investing in various sectors helps in labour and agricultural productivity in workplaces, business friendly workstations and encouraging public-spending investments in other sectors. These investments and training will increase the employment generation and reengineering the employment in every workplace. The management of each organization should focus on the availability of skill development and bring to their employees. They should understand the supply mismatch of skills and other demands in their industries and fill those mismatches and demand by providing skill development training to their employees.

III. OBJECTIVES OF THE STUDY

1. To find the demographic profile of the respondents
2. To study the association between the age of the respondents and evaluating variables of the skill development training
3. To find out the correlation between the dependent variables of the skill development training

IV. METHODOLOGY

The present study deals with the skill development training provided to primary school teachers from selected schools in Tamil Nadu. The training was takes place in Tiruchirappalli. 34 school teachers were answered the standardized questionnaire constructed with 5 modules and each module having 5 questions, totally 25 open ended questions, designed with 5 point Likert's scale.

The mission and vision of Pass Foundation, Chennai is to achieve skill development through kids in their academic level, to generate employment opportunities in future, to conceive skill development programmes systematically and to make a positive impact on entrepreneurship skills in the society. They are providing 5 types of programmes to kids like, enjoy with computer for 1st standard, working with computer for 2nd standard, creative with computer for 3rd standard, exploring the internet for 4th standard and logics with computer for 5th standard.

The present study adopted descriptive research method with convenience sampling technique to collect the primary data from the school teachers, MS Access used for data entry of the respondent's answers and SPSS (Statistical Package for Social Sciences) is used to analyze the data entered in MS Access. Percentage analysis of the respondent's demographic variables, frequency distribution of respondent's answers, chi-square test to analyze the association between the age and modules of the skill development training and correlation analysis to analyze the relationship between dependent variables were done with the help of SPSS. The succeeding pages present the data analysis and interpretations.

V. GENERAL FINDINGS

Table-1 Percentage analysis of demographic variables of the respondents

Variables	Category	Frequency (Percentage) (N=34)
	Upto 25 Years	15 (44.1)
	26-30 years	16 (47.1)

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Age	31-35 years	2 (5.9)
	36 years and above	1 (2.9)
Educational Qualification	UG	15 (44.1)
	PG	19 (55.9)
School System	Primary School	4 (11.8)
	Middle School	8 (23.5)
	High School	15 (44.1)
	Higher Secondary	7 (20.6)
Marital Status	Married	13 (38.2)
	Unmarried	21 (61.8)
Teaching Experience	0-3 Years	22 (64.7)
	4-6 years	9 (26.5)
	7 years and above	3 (8.8)
Monthly Income	Upto Rs.7500/-	20 (58.8)
	Rs.7500-15000	13 (38.2)
	Rs.15001 and above	1 (2.9)

From the table-1, 47.1% of the respondents belongs to the age group of 26 to 30 years, the remaining respondents 44.1%, 5.9% and 2.9% of them belongs to 25 years, 31 to 35 years and above 36 years respectively. 55.9% of the respondents belong to post graduation and 44.1% of them are under graduates. Most of the respondents participated in the training programme belongs to high school system are 44.1%, remaining respondents belongs to school system namely middle school, higher secondary and primary school system are 23.5%, 20.6% and 11.8% respectively. Majority of the respondents, 61.8% of them are unmarried and 38.2% of them are married. Most of the respondents (64.7%) in the study area are having a teaching experience of upto 3 years, 26.5% and 8.8% of them are having 4 to 6 years and experience above 7 years respectively. 58.8% of the respondents are having monthly income of Rs.7,500/-, 38.2% of them are earning upto Rs.7,500/- to Rs.15,000/- and only 2.9% of them are earning above Rs. 15,000/-.

Table-2 Percentage analysis on the assessment of skill development training

S.No	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Well organized and designed programmes	**26 (76.5)**	8 (23.5)	--	--	--
2	programme content fulfilling teachers need	**16 (47.1)**	17 (52.9)	--	--	1 (2.9)
3	Efficiently planned and developed curriculum	**21 (61.8)**	11 (32.4)	2 (5.9)	--	--
4	Training schedule and facilities were organized with expertise	**14 (41.2)**	17 (50)	3 (8.8)	--	--
5	Teacher Handbook were relevant to present day content	**25 (73.5)**	9 (26.5)	--	--	--
6	Resource Persons shows involvement in every session	**15 (44.1)**	19 (55.9)	--	--	--
7	Theory and practicals were inspiring to learn more	**21 (61.8)**	11 (32.4)	2 (5.9)	--	--
8	Theory and practical aspects were simple to follow	**19 (55.9)**	12 (35.3)	2 (5.9)	1 (2.9)	--
9	Trainees were encouraged to share their experiences and suggestions	**14 (41.2)**	15 (44.1)	5 (14.7)	--	--
10	Theoretical reasons behind the activities were provided adequately	**11 (32.4)**	19 (55.9)	4 (11.8)	--	--
11	Duration of the training and time allocation were optimal	**10 (29.4)**	22 (64.7)	2 (5.9)	--	--
12	The duration of training may be extended	**17 (50)**	10 (29.4)	6 (17.6)	1 (2.9)	--
13	Length of each session in the training was adequate	**11 (32.4)**	16 (47.1)	7 (20.6)	--	--
14	Overall training team solve even small needs of the participants	**15 (44.1)**	18 (52.9)	1 (2.9)	--	--
15	Trainees after the training can able to scheduled and teach the student effective then before	**22 (64.7)**	12 (35.3)	--	--	--
16	The whole session was self-directed and participant-oriented to update recent informations relevant to ICT	**10 (29.4)**	21 (61.8)	3 (8.8)	--	--
17	The overall sessions were focused on developing advanced skills and ways to make contribute to our students	**19 (55.9)**	14 (41.2)	1 (2.9)	--	--
18	Goals and objectives of the training were fulfilled by the trainers	**15 (44.1)**	18 (52.9)	1 (2.9)	--	--
19	The outcome of the training was observed by ourselves through teaching our students without any flaws	**16 (47.1)**	17 (50)	1 (2.9)	--	--
20	Regular test and practical's helps the students to be more realistic and achievable	**20 (58.8)**	13 (38.2)	1 (2.9)	--	--
21	Hand book, time-line schedule and other accessories provide are adequate	**25 (73.5)**	9 (26.5)	--	--	--
22	Training covered all the basic concepts of LIFE	**26 (76.5)**	8 (23.5)	--	--	--
23	Training programme was informative	**21 (61.8)**	12 (35.3)	1 (2.9)	--	--
24	Lab facilities and presentation were adequate	**18 (52.9)**	15 (44.1)	1 (2.9)	--	--

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25	Continent lab facilities and user friendly platform	**21 (61.8)**	13 (38.2)	--	--	--

Seventy seven percent of the respondents strongly agreed and 23.5% of them agreed, that the programmes organized by PASS Foundation management are well designed. 52.9% of them agreed and 47.1% of them strongly agreed that the training programme fulfilling the respondent's needs through programme content. 61.8% of the respondents strongly agreed that the training curriculum was well planned and developed and 32.4% of them agreed the same. 50% of them strongly agreed that training schedule and other facilities were showing expertise in the training, 41.2% of them agreed the same and only 8.8% of them responded neutral to the same. 73.5% of the respondents strongly agreed that handbook provided for them were relevant to day to day science updates. And 26.5% of them agreed the same. 55.9% of them strongly agreed that the resource persons handled training sessions shows their involvement in every session and 44.1% of them agreed the same. 61.8% of the respondents strongly agreed that theory and practicals conducted for them inspired a lot to learn more, 32.4% of them agreed and only 5.9% of them responded neutral to the same.

Fifty six percent of the respondents strongly agreed that practicals and theory were very simple to follow and 35.3% of them agreed the same. 41.2% of them strongly agreed that they were allowed to share their suggestions and experience during every session, 44.1% of them agreed and 14.7% of them responded neutral to the same. 55.9% of them agreed that the training provided was adequate to them by all means, 32.4% of them strongly agreed and 11.8% of them respond neutral to the same. 64.7% of the respondents agreed that the time management scheduled by the management was optimal, 29.4% of them strongly agreed and 5.9% of them responded neutral to the same. 50% of the respondents strongly agreed to extend the duration of the training to one day, 29.4% of them agreed, and 17.6% of them responded neutral to the same.47.1% of the respondents agreed that the duration of each session was adequate, 32.4% of them agreed and 20.6% of them responded neutral to the same. 52.9% of the respondents agreed that the training team were more supportive in all the occasions during the training, 44.1% of them strongly agreed and 2.9% of them respond neutral to the same. 64.7% of the respondents strongly agreed that they can handle their students more efficient after attending the training programme and 35.3% of them agreed the same.

Sixty two percent of the respondents agreed that all the sessions were participant oriented interactive session, which helps them to update recent informations in information technology ,29.4% of them strongly agreed and 8.8% of them responded neutral to the same. 55.9% of them strongly agreed that the training programme were focused on advanced computer skills which helps to teach their students, 41.2% of them agreed and 2.9% of them responded neutral to the same. 52.9% of the respondents strongly agreed that the training goals and objectives were fulfilled by the overall team, 44.1% of them agreed and 2.9% of them responded neutral to the same. 50% of the respondents agreed that the training outcome was clearly observed through our flawless teaching to our students, 47.1% of them strongly agreed and 2.9% of them 2.9% of them responded neutral to the same. 58.8% of them strongly responded that they have conducted regular practicals and rest to their students to make the programme more realistic, 38.2% of them agreed and 2.9% of them responded neutral to the same. 73.5% of the respondents all the training accessories provided to them were adequate and 26.5% of them agreed the same. 76.5% of the respondents strongly agreed that the training programme covered the topics to present day context and 23.5% of them agreed the same. 61.8% of them strongly agreed that the training was very informative and 35.3% of them agreed the same. 52.9% of the respondents strongly agreed that the lab facilities and presentation were adequate for them and 44.1% of them agreed the same. 61.8% of the respondents that skill practice lab, its facilities and platforms used were easily adaptable and 38.2% of them agreed the same.

VI. HYPOTHESES & RELATED FINDINGS

Hypothesis-1: There is no significant association between age of respondents and execution of training workshop in the study area

Table- 3 Association between the age and Execution of Training Workshop

		Execution of Training Workshop	Total
Age	20- 25 Years	Count	15
		% within Age	100.0%
		% within Execution of Training Workshop	44.1%
	26- 30 Years	Count	16
		% within Age	100.0%
		% within Execution of Training Workshop	47.1%
	31-35 years	Count	2
		% within Age	100.0%
		% within Execution of Training Workshop	5.9%
	36 years and above	Count	1
		% within Age	100.0%
		% within Execution of Training Workshop	2.9%
Total		Count	34
		% within Age	100.0%
		% within Execution of Training Workshop	100.0%
$\chi 2$=14.954, p-value=0.665			

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From the table-3, the cumulative percentage present in cross tabulation which comprising the respondent's age and execution of training workshop showing that, respondents between 20 to 25 years are 44.1%, 26 to 30 years are 47.1%, 31 to 35 years 5.9% and respondents above 36 years are 2.9%. The p-value is greater than the significant level. So there are no significant association between the respondent's age and execution of training workshop. Hence, the null- hypothesis-1 is accepted as, "there is no significant association between age of respondents and execution of training workshop in the study area". Further it reveals that the age group of the respondents not at all contributing for the overall execution of the skill development training programme.

Hypothesis-2: There is no significant association between age of respondents and teaching approach of the trainers in the study area

Table- 4 Association between the age and Teaching Approach

Teaching Approach			Total
Age	20- 25 Years	Count	15
		% within Age	100.0%
		% within Teaching Approach	44.1%
	26- 30 Years	Count	16
		% within Age	100.0%
		% within Teaching Approach	47.1%
	31-35 years	Count	2
		% within Age	100.0%
		% within Teaching Approach	5.9%
	36 years and above	Count	1
		% within Age	100.0%
		% within Teaching Approach	2.9%
Total		Count	34
		% within Age	100.0%
		% within Teaching Approach	100.0%
$\chi 2$=14.626, p-value=0.841			

From the table-4, the cumulative percentage present in cross tabulation which comprising the respondent's age and teaching approach showing that, respondents about 20 to 25 years are 44.1%, 26 to 30 years are 47.1%, 31 to 35 years 5.9% and respondents above 36 years are 2.9%. The p-value is greater than the significant level. So there are no significant association between the respondent's age and teaching approach of the trainees in the study area. Hence the null hypothesis-2 is accepted as, "there is no significant association between age of respondents and teaching approach in the study area". It is further interpreted that the age group of the respondents not at all associating with the teaching/training approaches adopted in the skill development training programme.

Hypothesis-3: There is no significant association between age of respondents and impact of training in the study area

Table- 5 Association between the age and Impact of Training

Impact of Training			Total
Age	20- 25 Years	Count	15
		% within Age	100.0%
		% within Impact of Training	44.1%
	26- 30 Years	Count	16
		% within Age	100.0%
		% within Impact of Training	47.1%
	31-35 years	Count	2
		% within Age	100.0%
		% within Impact of Training	5.9%
	36 years and above	Count	1
		% within Age	100.0%
		% within Impact of Training	2.9%
Total		Count	34
		% within Age	100.0%
		% within Impact of Training	100.0%
$\chi 2$=13.371, p-value=0.665			

From the table-5, the cumulative percentage present in cross tabulation which comprising the respondent's age and impact of training showing that, respondents about 20 to 25 years are 44.1%, 26 to 30 years are 47.1%, 31 to 35 years 5.9% and respondents above 36 years are 2.9%. The p-value is greater than the significant level. So there are no significant association between the respondent's age and impact of training in the study area. Hence the null hypothesis-3 is accepted as, "there is no significant association between age of respondents and impact of training in the study area". It is concluded that the age group of the respondents not at all associating with the overall impact of the training programme.

Hypothesis-4: There is no significant association between age of respondents and attitude towards the training in the study area

Table- 6 Association between the age and Attitude towards Training

Attitude towards Training			Total
Age	20- 25 Years	Count	15
		% within Age	100.0%
		% within Attitude towards Training	44.1%
	26- 30 Years	Count	16
		% within Age	100.0%
		% within Attitude towards Training	47.1%
	31-35 years	Count	2
		% within Age	100.0%
		% within Attitude towards Training	5.9%
	36 years and above	Count	1
		% within Age	100.0%
		% within Attitude towards Training	2.9%
Total		Count	34
		% within Age	100.0%
		% within Attitude towards Training	100.0%
$\chi 2$=23.805, p-value=0.162			

From the table-6, the cumulative percentage present in cross tabulation which comprising the respondent's age and attitude towards training showing that, respondents about 20 to 25 years are 44.1%, 26 to 30 years are 47.1%, 31 to 35 years 5.9% and respondents above 36 years are 2.9%. The p-value is greater than the significant level. So there

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are no significant association between the respondent's age and attitudes towards training in the study area. Hence the null hypothesis-4 is accepted as, "there is no significant association between age of respondents and attitude towards training in the study area". It is further concluded that the age group of the respondents not at all associating with the attitude towards the training programme.

Hypothesis-5: There is no significant association between age of respondents and availability of training materials in the study area

Table- 7 Association between the age and Availability of Training Materials

		Availability of Materials	Total
Age	20- 25 Years	Count	15
		% within Age	100.0%
		% within Availability of Materials	44.1%
	26- 30 Years	Count	16
		% within Age	100.0%
		% within Availability of Materials	47.1%
	31-35 years	Count	2
		% within Age	100.0%
		% within Availability of Materials	5.9%
	36 years and above	Count	1
		% within Age	100.0%
		% within Availability of Materials	2.9%
Total		Count	34
		% within Age	100.0%
		% within Availability of Materials	100.0%
$\chi 2$=12.756, p-value=0.621			

From the table-7, the cumulative percentage present in cross tabulation which comprising the respondent's age and availability of training materials in the study area showing that, respondents about 20 to 25 years are 44.1%, 26 to 30 years are 47.1%, 31 to 35 years 5.9% and respondents above 36 years are 2.9%. The p-value is greater than the significant level. So there are no significant association between the respondent's age and availability of training materials in the study area. Hence the null hypothesis-5 is accepted as, "there is no significant association between age of respondents and availability of training materials in the study area". It is interpreted that the age group of the respondents not at all associating with the availability of the training materials in the training programme.

Hypothesis-6: There will be no significant correlation between the dependent variables of the training provided by PASS foundation in the study area.

Table-8 Inter-relationships among the dependent variables of the training in the study area

Variable		Execution of Training Workshop	Teaching Approach	Impact of Training	Attitude towards Training	Availability training of Materials
Execution of Training Workshop	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	34				
Teaching Approach	Pearson Correlation	.148	1			
	Sig. (2-tailed)	.405				
	N	34	34			
Impact of Training	Pearson Correlation	.004	.180	1		
	Sig. (2-tailed)	.982	.309			
	N	34	34	34		
Attitude towards Training	Pearson Correlation	.363*	.513**	.059	1	
	Sig. (2-tailed)	.035	.002	.739		
	N	34	34	34	34	
Availability of training Materials	Pearson Correlation	.409*	.475**	.003	.523**	1
	Sig. (2-tailed)	.016	.005	.985	.002	
	N	34	34	34	34	34

****. Correlation is significant at the 0.01 level (2-tailed).**
***. Correlation is significant at the 0.05 level (2-tailed).**

From the table-8, the Pearson coefficient value is analyzed to describe the relationship between the evaluating variables of skill development training provided to the school teachers by PASS Foundation, Chennai. This correlation matrix is a symmetrical matrix, which is showing about the intersection of both column and row of each variable as '1' diagonally. Hence it is observed that the strength of the matrix showing strong interrelationship between all the evaluating variables. It implies that the training provided by the PASS foundation to the selected school teachers are showing a positive interrelationship between efficient teaching approach, eminent execution of handling the overall workshop, teacher's positive impact on training through their teaching, proactive attitude during

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their teaching, easily accessible requirements, sufficient training and course materials provided and efficient administration of the PASS foundation. The dependent variables of the study area showing a strong significant inter relationship among themselves. Hence the null hypothesis-6 is rejected at 0.05 level as, "there are significant correlation between the dependent variables of the training provided by PASS Foundation in the study area". The study found out that there exist a significant positive correlation among the dependent variables like execution of training workshop, teaching approach, impact of training, attitude towards training and availability of training materials.

VII. CONCLUSION

The skill development training was provided by PASS Foundation, Chennai, to the selected school teachers in Tamil Nadu. The standardized questionnaire constructed by the PASS Foundation helps to analyze about their computer programmes and its evaluation through school teachers who were handling the programmes offered in various schools. The analysis pointed out that maximum number of the respondents in the study area were upto 25 years and unmarried. Most of them are post graduates serving to high school children. Maximum number of respondents were fresher's and having experience upto 3 years.

There are positive interrelationships between the dependent variables of the training like execution of training workshop, teaching approach, impact on training, attitudes towards training and availability of training materials. There are no significant association between the age of the respondents and dependent variables of the training in the study area.

It is clear that, the final outcome of the skill development training programme shows that, it brings an opportunity for the teachers to update their computer skills, improving innovative teaching skills, helps students to acquire skills in computer science through theory and practical, improving creative knowledge in children, teachers handbooks and children's workbook are very helpful to learn theory and practical for students.

It is further concluded that the teachers, who have attended the training programme, updated their technical skills in handling of computation skills to school children on enjoy with computer, working with computer, creative with computer, exploring the internet and logics with computer in the field of Information and Communication Technology (ICT).

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