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Training Teachers To Improve Their Students Vocational Skills In The School Education System In Tamilnadu, India

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Abstract: ***Teachers, the future generation developers. When the good teachers are formed together they will be a good foundation for the schools, and improving teachers' skills and knowledge is one of the most important investments, Therefore they have to be properly guided to enhance their skills. Teacher training program will uphold and develop teacher's professional skills in teaching. The purpose of this paper is to identify how skill development training program enhance teachers towards developing their skills. Research on skill development is disseminated throughout study areas, with its focus on how the skill development is helping the student's skill development, to know the learning opportunities of the teachers that are obviously aimed to increasing student achievement. In this study, the researchers have found that there is no significant difference between educational qualification and gender of the respondents and effectiveness of training programme. Training the teachers has helped them to impart vocational skills in the world and computer science very systematically and effectively for the benefit of students in the school education system of TamilNadu, India.***

I. INTRODUCTION

Ameeta et.al., (2005) stated that the most important objective of any teacher's education or training programme is to develop teachers for kick off desired results in learning among students to boost the resources namely material and human. In another study, Paul Cobb and colleagues provided opportunities for teachers to examine new curriculum materials, solve mathematics problems that they would teach to students, and then study student learning. At the end of the school year, these teachers' students did better on conceptual understanding and maintained their computational skills. Thus the study suggest that the more time teachers spend on developing their study , the more significantly they will be change their practices this will lead the participating in professional learning communities raises the time spent on professional development. This will prominent that in a survey it has been found that in nine of 10 content areas, most teachers said that they spent one day or fewer days they have on developing in the previous year.

Most of the school in India do not spend much money on spending on development of teachers skill and the schools are not interested in getting benefit from improving the teachers skills and knowledge's .they actually do not systematically evaluate how well the supplementary training in skill development will works. Only the evaluation on examination of actual classroom practices, the skill development programme will impact on teacher behavior, and its effect on student learning. Teachers cannot be educating the students which they have been learned but they have to be consciously improved their knowledge and their skill. That will help them updated so that they will be teaching the students efficiently.so teaching the teachers is an important role for the betterment of the Students, Teachers and the Institutions.

SUITS (School-University Industry-Tie-up Scheme) improve learning system of the students by the use of the computer, quality of education of the students will increase when they know to learn from the different sources available.by the innovative learning method in SUITS the quality of education and educational materials will lead to interaction between students, teachers, interactive section will leads to increase learner motivation and facilitate to attainment of basic skills. SUITS make education more accessible for all where the skill is in the doorstep of students who are living in rural and sub rural locations.

II. RELATED STUDIES

Parthasarathy et.al., (2017) pointed out that the teachers usually have more or less mastery over the theoretical as well as practical aspects of their concerned subject area. However, this training programme is of theoretical and practical knowledge of the subject can be transferred effectively to teachers by applying suitable methods, skills, techniques and creating conducive atmosphere.

Suyapa Martínez Scott et.al., (2017) has proposed a didactic approach that seeks to integrate three key actions: the development of critical thinking, the ability to argue their opinions and the formation of critical consciousness, to understand and find the root of the problems and the generation of an attitude of commitment to take action.

Monika et.al., (2016) found that effectiveness of the training programme on ISO certification for better performance in a work place. People need to be kept satisfied and the managers should treat all workers equally without playing them one against the other. Moreover, they should also be aware that the ways in which the workers get motivated vary richly.

Vivekanandan et.al., (2016) concluded all the teachers have given a positive comment on the training programme. IT has not in any way influenced by their gender, since majority of the respondents consists of female. Similarly the marital status of the respondents also has little influence on the feedback of the respondents on the skill development training in the field of IT.

Parthasarathy et.al., (2016) reported that majority of the respondents were female and their feedback on the skill development training in the field of information technology was not influenced by gender. Nevertheless, the inter-relationships among the respondents on this training were significant. Finally, the marital status of respondents showed little influence on the feedback of the training programme.

Aswini et.al., (2016) stated in her study that imperatives of the skill development training provided to the school teachers during their job. The main advantage of these programmes is the teachers can easily gain supplement knowledge and practical in computer science field earlier than their senior colleagues. The main advantage of skill development programme is to improve the students‟ knowledge in the field of computer science, especially in practical way. Based on the respondent's learning outcome, it is observed that school children are expecting practical knowledge to develop themselves in the field of information technology for their future. Students are encouraged through these programmes in their early age spectacles about the guarantee of their respective schools, directing them in a right path, to achieve their long term goal in their education and personal life successfully.

Valentina Piwowar et.al., (2013) demonstrated that a teacher training program using lecturing, simulations (role-playing and microteaching), and mediated video circles to analyze own videotaped teaching could succeed in improving experienced teachers' classroom management competencies, especially student engagement.

III. STATEMENT OF THE PROBLEM

To find out whether there is enough training for the teachers who are taking classes for the in the computer education Students cannot be educated if the teachers are not updated in their knowledge and skill. Therefore, they should be well trained before they are being teaching the students. Mainly the information technology have been democratically changing in these days and the generation students are having good knowledge where they have been using the information technology, where the computers, tabs and mobile phones have been easily available for them. Therefore, they are having the knowledge of using the technology without proper instruction and how it can be used for their real propose of Computer knowledge.

IV. A BRIEF PROFILE ABOUT THE STUDY AREA

The skill development programme to school student's conducted through SUITS by IECD, Bharathidasan University, Tiruchirappalli in TamilNadu, India. SUITS programme is in operating at 297 schools, where 286 schools are in TamilNadu and 11 are from Pondicherry. The teachers from these schools are been taken for the study by the researcher.

V. METHODOLOGY

The data has been collected through questionnaire method. The data has been analyzed to find out the influence teaching teachers on skill development. The structure of the questionnaire is in the Likert fashion, on a five-point scale. Simple random sampling method has been used. The questionnaires were administered directly to the chosen sample from 48 respondents.

OBJECTIVE OF THE STUDY

- ✓ To find out the general profile of the respondents of the study area.
- ✓ To know to what extent the training programmes have been beneficial to the respondent of the study area.

HYPOTHESES OF THE STUDY

- ✓ There is no significant association between age of the respondents and effectiveness of training programme.
- ✓ There is no significant difference between the gender and effectiveness of training programme.
- ✓ There will be no significant variation between the educational qualification of the respondents and effectiveness of training programme.
- ✓ There will be no significant variation between the experience of the respondents and effectiveness of training programme.

VI. ANALYSIS AND INTERPRETATION

S.No	Demographic Profile	Particulars	No. of Teachers	Percentage
1	Gender	Male	59	20.6
		Female	227	79.4
2	Age	Upto 25	93	32.5
		26-35	156	54.5
		36-45	33	11.5
		46& Above	04	01.4
3	Educational Qualification	UG	74	25.9
		PG	186	65.0
		Above PG	26	9.1
4	Experience	Freshers	161	56.3
		1-3 Yrs.	83	29.0
		4-6 Yrs.	26	9.1
		7 And Above	16	5.6
5	Attended SUITS	Yes	214	74.8
		No	72	25.2

Table 1: Demographic Profile of the Respondents

From the table 1,it is found that 20.6% of the respondents are male and 79.4% are female, where 32.5% of the respondents are upto 25 yrs., old, 54.5% of the respondents are 25-35 yrs., 11.5% of the respondents are 35-45 yrs. old. 11.5% of the respondents are 46 & above, 25.9% respondents are studied upto UG degree and the rest 65.0% of the respondents are studied up to PG degree, 9.1% of the respondents are studied above PG, 56.3% of the respondents are fresher, 29.0% of the respondents are 1-3 Yrs. 29.0% of the respondents are 9.1% of the respondents are 4-6 Yrs. are 5.6% of the respondents are above 7 Yrs.74.8%of the respondents are attended the SUITS training programme, 25.2% of the respondents are have not attended the SUITS training programme.

Q. No	Evaluating Variables	SA	A	N	D	SD
		%	%	%	%	%
S1	Pre-service training given is systematically	137	127	20	2	-
		47.9	44.4	7.0	0.7	-
S2	Education for partial is adequate	109	139	37	1	-
		38.1	48.6	12.9	0.3	-
S3	Teachers handbook helps in implementing	158	112	12	1	3
		55.2	39.2	4.2	0.3	1..0
S4	Partial skills in computer improved a lot	152	124	8	2	-
		53.1	43.4	2.8	0.7	-
S5	Students not satisfied in undergoing suits	12	27	24	164	59
		4.2	9.4	8.4	57.3	20.6
S6	Internal assessment incorporated in my school	112	152	20	2	-
		39.2	53.1	7.0	0.7	-

SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree

Table 2: Percentage Analysis Shows the Distribution of Evaluating Variables of Skill Education through Computer Programme

The table 2, shows that 47.9% of the respondents are strongly agrees that pre-service training given is systematically.38.1%,of the respondents are strongly agreed education for partial is adequate, More than half of the respondents strongly agree that Teachers handbook helps in implementing only 4.2% of the respondents strongly agree that Students not satisfied in undergoing suits. 39.2% of the respondents strongly agree internal assessment incorporated in my school.

Hypothesis 1: There is no significant association between age of the respondents and effectiveness of training programme.

Evaluating Variables			Effectiveness of Training Programme			
			Low	Mode rate	High	Total
Age	Upto 25	Count	2	66	25	93
		% within Age	2.2%	70.4%	27.4%	100.0 %
		% within Towards SUITS Programme	13.3%	35.3%	29.8%	32.5%
	26 - 35 years	Count	10	95	51	156
		% within Age	6.3%	61.0%	32.7%	100.0 %
		% within Towards SUITS Programme	66.7%	50.8%	60.7%	54.5%
	36 - 45 years	Count	2	24	7	33
		% within Age	6.1%	72.7%	21.2%	100.0 %
		% within Towards SUITS Programme	13.3%	12.8%	8.3%	11.5%
	46 and Above	Count	1	2	1	4
		% within Age	25.0%	50.0%	25.0%	100.0 %
		% within Towards SUITS Programme	6.7%	1.1%	1.2%	1.4%
Total		Count	15	187	84	286
		% within Age	5.1%	65.5%	29.4%	100.0 %
		% within Towards SUITS Programme	100.0 %	100.0 %	100.0%	100.0 %

χ^2 = 105.466, df = 39, p-value = 0.000** *denotes Significant at 5% level***

Table 3: Association between the Age of the Respondents and the Effectiveness of Training Programme

The p-value is less than 0.05. Hence, the framed null hypothesis is rejected. The result of Chi-Square test proved that "there is significant association between the age of the respondents and the effectiveness of training programme in the study area".

Hypothesis 2: There is no significant difference between the gender and effectiveness of training programme.

Evaluating Variables		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Effectiveness of Training Programme	Equal variances assumed	.206	.650	1.002	284	.317
	Equal variances not assumed			1.005	90.837	.317

Table 4: T-test showing the Differences between the Gender and Effectiveness of Training Programme

It is concluded that there are no significant difference between gender of the respondents at their home and their responses on effectiveness of training programme. Hence, the formulated null hypothesis-2 is accepted and overall concluded that "there are no significant difference between the gender of the respondents and their responses on effectiveness of training programme" in the study area.

Hypothesis 3: There will be no significant variation between the educational qualification of the respondents and effectiveness of training programme.

Evaluating Variables		Sum of Squares	df	Mean Square	F	Sig.
Effectiveness of Training Programme	Between Groups	4.678	2	2.339	.427	.653 (NS)
	Within Groups	1549.381	283	5.475		
	Total	1554.059	285			

Table 5: Variation between the Educational Qualification of the Respondents and Effectiveness of Training Programme

From the above table 5, is inferred that in one-way ANOVA, the total variation is partitioned into two components, between groups represents variation of the group means around the overall mean and within groups represents variation of the individual scores around their respective group means; significance indicates the significance level of the F-value. Small significance value (<.05) indicates group difference. From the above table 4 is inferred that the significance level is observed to be greater than .05. Hence, null hypothesis is accepted by inferring that "there is no significant variance observed between the educational qualification of the respondents and effectiveness of training programme in the area".

Dependent Variable	(I) Educational Qualification	(J) Educational Qualification	Mean Difference (I-J)	Std. Error	Sig.
Effectiveness of Training Programme	UG	PG	.13528	.32159	.674
		Above PG	-.29938	.53344	.575
	PG	UG	-.13528	.32159	.674
		Above PG	-.43466	.48990	.376
	Above PG	UG	.29938	.53344	.575
		PG	.43466	.48990	.376

Table 6: Multiple Comparisons - Post hoc Test (LSD) between Educational Qualification and Effectiveness of Training Programme

The above table 6 lists the pair wise comparisons of the group means for all selected post hoc procedures. Mean difference lists the difference between the sample means. Significance lists the probability that the population mean difference is zero. A 95% confidence interval is constructed for each difference, if this interval contains Zero, the two groups do not differ. From the above table 5, is inferred that there is no significant variance observed between UG, PG, and above PG respondents. And also no significant variance observed between backward class respondents and UG, PG, and above PG respondents when it got analyzed with the dependent variable namely, effectiveness of training programme. Similarly; a mirror image of the same difference was reflected in the original table of SPSS, which is not depicted in the above table. Finally, no significant variance observed between UG, PG, and above PG respondents.

Hypothesis 4: There will be no significant variation between the experience of the respondents and effectiveness of training programme.

Evaluating Variables		Sum of Squares	df	Mean Square	F	Sig.
Effectiveness of Training Programme	Between Groups	45.774	3	15.258	2.853	.038 (*Sig)
	Within Groups	1508.285	282	5.349		
	Total	1554.059	285			

Table 7: Variation between the Educational Qualification of the Respondents and Effectiveness of Training Programme

From the above table 7, is inferred that in one-way ANOVA, the total variation is partitioned into two components, between groups represents variation of the group means around the overall mean and within groups represents variation of the individual scores around their respective group means; significance indicates the significance level of the F-value. Small significance value (<.05) indicates group difference. From the above table 6 is inferred that the significance level is observed to be less than .05. Hence, null hypothesis is rejected by inferring that "there is significant variance observed between the experience of the respondents and effectiveness of training programme in the area".

Evaluating Variables	(I) Experience	(J) Experience	Mean Difference (I-J)	Std. Error	Sig.
Effectiveness of Training Programme	Fresher's	1 - 3 yrs	-.01624	.31251	.959
		4 - 6 yrs	1.03010*	.48881	**.036**
		7 and above	1.26087*	.60622	**.038**
	1 - 3 years	Fresher's	.01624	.31251	.959
		4 - 6 yrs	1.04634*	.51976	**.045**
		7 and above	1.27711*	.63145	**.044**
	4 - 6 years	Fresher's	-1.03010*	.48881	**.036**
		1 - 3 yrs	-1.04634*	.51976	**.045**
		7 and above	.23077	.73484	.754
	7 and above	Fresher's	-1.26087*	.60622	**.038**
		1 - 3 yrs	-1.27711*	.63145	**.044**
		4 - 6 yrs	-.23077	.73484	.754

Table 8: Multiple Comparisons - Post hoc Test (LSD) between Experience and Effectiveness of Training Programme

From the above table 8, is inferred that there are significant variance observed between categories of experience namely, Fresher's, 1 - 3 years, 4 - 6 years, and 7 and above, when it got analyzed with the dependent variable namely, Effectiveness of Training Programme. Similarly; a mirror image of the same difference was reflected in the

original table of SPSS, which is not depicted in the above table.

VII. CONCLUSION

The environment and the concept the teachers have been different where the new syllabus and technology have make the teachers for learning, tied with swings in curriculum highlighting and a deeper understanding of teacher learning and student thinking, which led to new findings about the impact of teacher skill development and by which means the teachers have been best to sharpen skills and knowledge. The most important matters are what teachers learn. The Skill development programme should improve teacher understanding on computer subject, where they are the one who is teaching, and it should enhance their understanding of student thinking in that subject. Lining up the essential training with the curriculum and teachers actual work experiences also is dynamic. 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.

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