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Study on Influencing Aspects Leading to Success of Vocational Skills Training to Teachers

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Abstract: *The purpose of the paper is to find out the influencing aspects for success of teachers training programme. The research method adopted for this study was 'Census Method' with the help of structured questionnaire. Survey was carried out from 80 teachers from select schools of TamilNadu, India. Teachers training programme were conducted for the benefit of selected teachers from Erode, Namakkal and Karur districts of TamilNadu. The frequency of the respondents is learned through the data, and the chi-square test was used to calculate the association between the age of the respondents with the influencing aspects of the training programme. The major findings show that, there are no significant associations between the respondent's age and dependent variables namely, programme execution, teaching/learning approach, attitudes towards programme and materials distribution of the training programme, but the major influencing aspects leading to success of the teacher training programme are: planned programme execution, teaching/learning approach, attitude towards programme, materials distribution and overall impact of the training programme.*

Keywords: *Teacher Training Programme, Effectiveness of the Training.*

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I. Introduction

Great teachers help create great students. In fact, research shows that an inspiring and informed teacher is the most important school-related factor influencing student achievement, so it is critical to pay close attention to how we train and support both new and experienced educators.The best teacher-preparation programs emphasize subject-matter mastery and provide many opportunities for student teachers to spend time in real classrooms under the supervision of an experienced mentor. Just as professionals in medicine, architecture and law have opportunities to learn through examining case studies, learning best practices, and participating in internships, exemplary teacher-preparation programs allow teacher candidates the time to apply their learning of theory in the context of teaching in a real classroom.Many colleges and universities are revamping their education schools to include an emphasis on content knowledge, increased use of educational technologies, creation of professional-development schools, and innovative training programs aimed at career switchers and students who prefer to earn a degree online. Support for beginning teachers is often uneven and inadequate. Even if well prepared, new teachers often are assigned to the most challenging schools and classes with little supervision and support. Nearly half of all teachers leave the profession in their first five years, so more attention must be paid to providing them with early and adequate support, especially if they are assigned to demanding school environments.Mentoring and coaching from veteran colleagues is critical to the successful development of a new teacher. Great induction programs create opportunities for novice teachers to learn from best practices and analyze and reflect on their teaching. It is critical for veteran teachers to have ongoing and regular opportunities to learn from each other. The best training and development is ongoing, experiential, collaborative, and connected to and derived from working with students and understanding their culture, (Edutopia, 2008) Teacher training is an isolated requirement in the teaching learning process and usually a secondary need for the system to run effectively.Teaching and learning goes hand in hand which makes it necessary for the schools to have teacher training modules which are well knit in the curriculum and should cater to the demands of teaching fraternity which may arise during the teaching learning process. A good teacher training program should be like a support for teachers to sharpen their tools as and when required, (PrakharGhildyal2016). Teachers have several challenges that they face every day. Active teacher training programme helps formulate new teachers for these challenges. While teacher training and student teaching programme would not completely formulate new teachers for every issue they will face, it can help them feel more confident about several common problems that arise for teachers every day.Without this background, teachers might feel like failures and eventually give up. There are five major reasons following on teacher training programme. 1. Helps Avoid Teacher Burnout, 2.Provides an Understanding of the Benchmarks for Achievement, 3.Provides Supported Practice in a Controlled Environment, 4.Stops Costly Experimenting on Students, (Melissa Kelly, 2017).

II. Review Of Literature

Parthasarathy et.al., (2017), points out a largely positive picture about professional development towards Technology, Operations and Management: on the training programme. While access to information and resources from teachers, there are lack of digital literacy, Information and Communication Technology (ICT) skills. It was also need to inspire teachers to improve these further, supporting them to testing with new thoughts as well as new technology. While bearing in mind the current scenario, it is also important to look in to the future and ensure that new interventions are ambitious and creative. With the right support in terms of professional development and access, some inspiration and motivation, we are confident that teachers will rise to the challenge of working in new ways to ensure their continued professional development. The researchers found that Cronbach's Alpha of teachers learning towards technology, operations and management is 0.913 and Cronbach's Alpha based on standardized item is 0.956 which are excellent and most reliable to internal items consistency. Training programme is standard and reliable to teacher's learning. Thus this shows that SUITS (School-University-Industry-Tie-up-Scheme) plays a vital role in achieving the ultimate goal of increased quality of teachers through the classrooms also.

Monika et.al., (2016), concluded that the training programmes found meaningful relationship between management system and the effectiveness of training programme conducted for the school teachers on computer science.

David Mc Guire and MammedBagher, (2010), examined the arguments in favour of and against diversity training in organisations**.** Diversity training played an important role in fostering greater equality inclusion and fairness in workplace and it can help divorce individual to recoup important aspects of their identity.

Pilar Pineda, (2010), presented an evaluation model that had been applied in the Spanish context on intent-rating of all training dimensions and effects. This model is a global one as it analyses satisfaction, learning, impact on profitability and training and pedagogical aspects. Training is a key strategy for hard to achieve organizational objective. Large amount of resource of training but, the data to show the results of that investment is less. Very few organization evaluate training in-depth. This is due to the difficulty involved and the lack of valuable instruments and viable models. The approach used here was theoretical. The methodology used involved review of previous evaluation model. This evaluation model has interesting and practical implications. It's a useful tool for training managers in evaluating training results and providing a global simplified approach to the complex evaluation function.

III. Research Methodology

Research methodology is used for data collection and analyzing the sample population.The SUITS conceived and implemented by the author, as the Director of IECD (Institute for Entrepreneurship and Career Development) for the past eight years, consists of the following 8certificate programmes for the school children of 5th to 12th standard, are Computer Basics,Programming Techniques, Office Automation, C Programme, C++ Programme, Graphics Designing,Web Designing and 2D Animation. Schools who are enlisted under SUITS are having in- chargestaffs (computer teachers) to impart skills to students on computer skills. 95 in-charge staffs of the SUITS programme fromvarious schools in and around Coimbatore District, TamilNadu, who are tutoring 8 types of computer scienceprogrammes to the students, are the respondents or sample size of the study. Census method wasadopted to analyze the respondents through structured questionnaire developed by the author, based onLikert Scale (5-Point Scale) and the responses collected through the survey. With the help ofSPSS 22.0 the data was analyzed and produced which aredescribed briefly in the consequent pages of this paper. Frequency distribution, correlation andChi-Square were used to analyze and explore about the relationship and association between thedependent and independent variables of the study.

IV. Analysis And Interpretations

Table 1: Percentage Analysis showing the Frequency Distribution of the Age of the Respondents

Age	Frequency	Percent
Upto 25 Years	34	35.8
26 - 35 Years	47	49.5
36 - 45 Years	12	12.6
46 and above	2	2.1
Total	**95**	**100.0**

The table -1 shows that 49.5% of the respondents belong to the age group of 26-35 years, 35.8% of the respondentsbelong to the age group of upto 25 years, 12.6 % of the respondents belong to the age group of 36-45 years and only 2.1% of the respondents belong to the age group of above 46 years in the study area.

Table 2: Percentage Analysis showing the Frequency Distribution of the Educational Qualification of the Respondents

Educational Qualification	Frequency	Percent
Under Graduate	34	35.8
Post Graduate	49	51.6
Above Post Graduate	12	12.6
Total	**95**	**100.0**

Table-2 shows the educational qualification of the respondents. Most of the respondents (51.6%) were completed Post Graduate(PG) Programs, 35.8% of the respondents were Under Graduate (UG) Degree Holders and only 12.6% of the respondents were studied above PG programme in the study area.

Table 3: Percentage Analysis showing the Frequency Distribution of the Level of Teaching of the Respondents

Level of Teaching	Frequency	Percent
Primary	10	10.5
Middle	7	7.4
High School	16	16.8
Higher Secondary	62	65.3
Total	**95**	**100.0**

Table-3 states that 65.3% of the respondents are working in higher secondary school, 16.8% of the respondents are working in high school, 10.5% of the respondents are working in primary school, and 7.4% of the respondents are working in middle school in the study area.

Table 4: Percentage Analysis showing the Frequency Distribution of the MaritalStatus of the Respondents

Marital status	Frequency	Percent
Married	66	69.5
Unmarried	29	30.5
Total	**95**	**100.0**

Table-4 shows that 69.5% of the respondents are married and 30.5% of the respondents are unmarried in the study area.

Table 5: Percentage Analysis showing the Frequency Distribution of the Teaching Experience of the Respondents

Teaching experience	Frequency	Percent
Freshers	53	55.8
1-3 Years	22	23.2
4-6 Years	8	8.4
7-9 years	6	6.3
10 Years and Above	6	6.3
Total	**95**	**100.0**

Table-5 states that 55.8% of the respondents are having no teaching experience they are all freshers, 22.2% of the respondents are having teaching experience 1 to 3 years, 8.4% of the respondents are having teaching experience 4 to 6 years and 6.3% of the respondents are having teaching experiencebetween 7 to 9 years.

Table 6: Percentage Analysis showing the Frequency Distribution of the Monthly Income of the Respondents

Monthly Income	Frequency	Percent
Below Rs.5000/-	12	12.6
Rs.5001/- to Rs.10000/-	43	45.3
Rs.10001/- to Rs.15000/-	25	26.3
Rs.15001/- and Above	15	15.8
Total	**95**	**100.0**

Table-6 states that 45.3% of the respondents are getting their monthly income between Rs.5001/- to Rs.10000/-, 26.3%, 15.8% of therespondents are getting their monthly income between Rs.10001/- to Rs.15000/-, above Rs.15001/- and 12.6% of the respondents are getting their monthly income below Rs.5000/- in the study area.

Table 7: Percentage Analysis showing the Frequency Distribution of the Presence of Previous Training Programmes of the Respondents

Presence of Previous Training Programme	Frequency	Percent
Yes	28	29.5
No	67	70.5
Total	**95**	**100.0**

Table-7 states that 70.5% of the respondents attended the training programme as first time and remaining 29.5% of the respondents have already attended one training programme.

Hypothesis 1:

Chi-Square test showing the Association between respondent's age and teacher's training programme in the study area.

Table 8: Association between the Age of the Respondents and the Teacher's Training Programme in the Study Area

Dimensions	Chi-Square Value	Degrees of Freedom	Asymp. Sig. (2-sided)	Statistical Inferences
Programme Execution	2.293	6	.891	.891> 0.05 (NS)
Teaching/Learning Approach	6.704	15	.965	.965> 0.05 (NS)
Attitude towards Programme	6.141	12	.909	.909> 0.05 (NS)
Material Distribution	14.061	18	.725	.725 > 0.05 (NS)
Overall Impact	30.463	15	.010	.010< 0.05 **(Sig*)**

Programme Execution: Pearson's chi-square value is 2.293 and its 2-tailed significant level is greater than 0.05. Hence, there are no significant associations between respondents' age and programme execution of the teacher's training in the study area. Thus, the hypothesis-1 is 'accepted'.

Teaching/Learning Approach: Pearson's chi-square value is 6.704 and its 2-tailed significant level is greater than 0.05. Hence, there are no significant associations between respondents' age and teaching/learning approachof the teacher's training programme in the study area. Thus, the hypothesis-1 is 'accepted'.

Attitude towards Programme: Pearson's chi-square value is 6.141 and its 2-tailed significant level is greater than 0.05. Hence, there are no significant associations between respondents' age and attitude towards teacher's training programme in the study area. Thus, the hypothesis-1 is 'accepted'.

Material Distribution: Pearson's chi-square value is 14.061 and its 2-tailed significant level is greater than 0.05. Hence, there are no significant associations between respondents' age and material distribution of the teacher's training programme in the study area.Thus, the hypothesis-1 is 'accepted'.

Overall Impact: Pearson's chi-square value is 30.463 and its 2-tailed significant level is less than 0.05. Hence, there is a significant association between respondents' age and overall impact of the teacher's training programmein the study area. Thus, the hypothesis-1 is 'rejected'.

H1- There will be no significant inter-relationship between overall feedback of the respondents on the training programme.

Table 2: Inter-relationship between Overall Feedbacks of the Respondents on the Training Programme

Training Outcomes		Programme Execution	Teaching/ LearningApproach	Attitude Towards Programme	Material Distribution	Overall Impact
Programme Execution	Pearson Correlation	**1**	0.501**	0.432**	0.394**	0.409**
	Sig. (2-tailed)		.000	.000	.000	.000
	N		95	95	95	95
Teaching/ Learning Approach	Pearson Correlation	.501**	**1**	0.522**	0.508**	0.510**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	95		95	95	95
Attitude Towards Programme	Pearson Correlation	.432**	0.522**	**1**	0.699**	0.346**
	Sig. (2-tailed)	.000	.000		.000	.001
	N	95	95		95	95
Material Distribution	Pearson Correlation	.394**	0.508**	0.699**	**1**	0.371**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	95	95	95		95
Overall Impact	Pearson Correlation	.409**	0.510**	0.346**	0.371**	**1**
	Sig. (2-tailed)	.000	.000	.001	.000	
	N	95	95	95	95	
****. Correlation is significant at the 0.01 level (2-tailed).**						

Programme Execution: The Pearson correlation coefficient for programme execution and teaching/learning approach (r=.501), which is significant ($p < .005$ for a two-tailed test). Correlation of programme execution and programme attitude (r=.432), which is significant ($p < .005$ for a two-tailed test). Correlation of programme execution and material distribution (r=.394), which is significant ($p < .005$ for a two-tailed test). Correlation of programme execution and overall impact (r=.409), which is significant ($p < .005$ for a two-tailed test).

Teaching Approach: The Pearson correlation coefficient for teaching/learning approach and programme execution (r=.501), which is significant ($p < .005$ for a two-tailed test). Correlation of teaching/learning approachand programme attitude (r=.522), which is significant (p<.005 for a two-tailed test). Correlation of teaching/learning approachand material distribution (r=.508), which is significant (p<.005 for a two-tailed test). Correlation of teaching/learning approachand impact (r=.510), which is significant (p<.005 for a two-tailed test).

Attitude towards Programme: The Pearson correlation coefficient for programme attitude and programme execution (r=.432), which is significant (p<.005 for a two-tailed test). Correlation of programme attitude and teaching/learningapproach (r=.522), which is significant (p<.005 for a two-tailed test). Correlation of programme attitude and material distribution (r=.699), which is significant ($p < .005$ for a two-tailed test). Correlation of programme attitude and overall impact (r=.346), which is significant ($p < .005$ for a two-tailed test).

Material Distribution: The Pearson correlation coefficient for material distribution and programme execution (r=.394), which is significant (p<.005 for a two-tailed test). Correlation of material distribution and teaching/learning approach (r=.508), which is significant (p<.005 for a two-tailed test). Correlation of material distribution and programme attitude (r=.699), which is significant (p<.005 for a two-tailed test). Correlation of material distribution and overall impact (r=.371), which is significant ($p < .005$ for a two-tailed test).

Overall Impact: The Pearson correlation coefficient for overall impact and programme execution (r=.409), which is significant (p<.005 for a two-tailed test). Correlation of overall impact and teaching/learning approach (r=.510), which is significant (p<.005 for a two-tailed test). Correlation of overall impact and programme attitude (r=.346), which is significant (p<.005 for a two-tailed test). Correlation of overall impact and material distribution (r=.371), which is significant (p<.005 for a two-tailed test).

V. Findings Of The Study

- There is no significant association between the age of the respondents and influencing aspects of the teacher's training programme (Programme Execution, Teaching/LearningApproach, Attitudes towards Programme and Materials Distribution), except overall impact of training programme.
- There isa significant inter-relationship among the influencing aspects of the training programme are: programme execution, teaching/learningapproach, attitudes towards programme, materials distributionand the overall impact of the respondents of the training programme in the study area.

VI. Conclusion

Skill development and skill education are the buzz words of industries now days for both entry level and existing employees. It is the heart of an organization's development in global market to prohibit or prevent unemployment and skill mismatch problems. Learning or updating technical skills will makes the career opportunities broader to meet international demands and to fulfill country's need in economical growth. The present study throws light on skill development training provided by IECD, Bharathidasan University, TamilNadu, India for the selected school teachers. The study results show that maximum numbers of the respondents in the training belongs to the age group of 26 to 35 years and married. Most of them were post graduates, handling higher secondary students. Maximum of them were freshers and earning upto Rs.5,001/- to Rs.10,000/- as monthly income.

Major findings show that the age of the respondents is not influencing dependent variables of the study namely,programme execution, teaching/learning approach, attitude towards programme and materials distribution of the training programme, but there are significant inter-relationships among the influencing aspects of the respondents of the training programme onprogramme execution, teaching/learning approach, attitude towards programme, materials distribution and overall impact of the training programme. Skill development training nurture employee's skill and makes them updated to present context of their desired fields. It will create a skilled workforce to the academic field which also benefitted for their children especially in the field of computer science. It acts as a pillar for their future higher studies and career and it will instill a confidence in student's mind.

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