

## **Impact of Skill Development Training among School Teachers**

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**ABSTRACT:** Skill development training provided for the educated youths will maximize the merits of education system in India with productivity and employability skills expected by organizations and institutions in a developing country like India. The present study is used to analyze about the impact of skill development training provided to 63 school teachers from secondary and primary schools of Tirunelveli, Tamilnadu. A structured questionnaire was used in this study to explore the results with the help of statistical package for social science (SPSS). From the study it is revealed that the skill development is essential for younger generation to improvise their opportunities in the field of computer science in their career and for their future.

**Keywords:** Skill Development, Impact of Training programme

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### **I. BACKGROUND OF THE STUDY**

India is one of the developing nations having more number of youth populations than other countries. Existing employee are also provided with skill development training through state and central government schemes. There is a great demand in skill development for economical and technological changes globally. Skill development includes a wide variety of activities through many institutions which are having a positive influence in earning and updating present employment status of the employees. For this purpose, skill development should be provided with the current education system through vocational and technical education. Most of the organizations provide on-job training and short term courses to develop the employee's skill development along with the non-government and government organizations.

Skill development will overcome the social disadvantages like skill gap and skill-illiteracy. **Organization for Economic Co-operation and Development (OECD), 2013**, in their report that skill development training programmes generates high skilled employees, development in skill level, enhancing their level of performance in knowledge-intensive service field like schools and colleges, potential growth in specific field. It develops a common platform for services like technical education, designing, architecture and so on.

According to **Ministry of Human Resource Development, (2015)**, in their 'National Policy for Skill Development and Entrepreneurship' prefaced the 68<sup>th</sup> Independence Day speech of Honorable Prime Minister of India, Shri. Narendra Modi, that, 54% of Indian Population who are employing comes under the age group of 25 years and 62 % of people who are employing ranges from the age group between 15 to 59. It is estimated that the average age of youth population in India are increased by 32% in future years, it will create huge demand and challenge in employment opportunity. India at present faces many challenges in skilled workforce and unemployment of educated-low skilled youths. Hence India should meet the desire of the Indian youths in skills, so that India can easily moves towards the global-knowledge-economy.

### **II. LITERATURE REVIEW**

**Richard Garrett and et. al, (2010)**, reported that there is a positive association between the skilled employees and their workplace performance. Appropriate and sufficient skills supplied to the employees results in reaching the organizational goal and individual skill development. It results in pre-requisite success in the field of productivity, finance and good quality outcome.

**Green Anne E., and Martinez-Solano Laura E., (2011)**, in their research reported that management and other institutions raises the demand for skills in their global environment gradually, to improve their productivity and economy. Investing the skills in employees can be personalized and specialized skills in management to diversify and expand their organizations. Young employees should acquire necessary skills for their self-development in their career. Organizations and institutions may update the skill requirements with their organizational objectives to achieve the skill requirements.

**Muriel Dunbar, (2011)**, explained in his review that, skill development not only improves an individual but also improvising their family status, they can easily arrive with the updated technology in their workplace. Developing countries can invest in skill development training programmes in organizations to fill the skill-gap and shortage in skills, may result in changing the nature of workplace with valuable skills.

**Noble Social and Educational Society, (2013)**, explained that the skill development training not only includes training materials, handouts and practical, it also includes financial management, project management, capacity building, record maintenance of the respondents, monitoring and evaluation by the training provider institutions. Hence the training objectives should be clearly defined for the respondents and it should be fulfilled by the institutions and the resource person of the skill development training

**Parthasarathy. K, et.al., (2016)**, described in their research paper that there is an inter-relationships between the socio-demographic profile and the respondent's feedback on skill development training programme. There were maximum numbers of female teachers than male have participated in the training programme provided by the Institute for Entrepreneurship and Career Development, Bharathidasan University, Tiruchirappalli. The school teachers had gained rich experience in their early stage in the field of computer science, both theory and practice in the specialized area of Programming Techniques, Office Automation, C Programme, C++ Programme, Graphic Design, Web Design and 2D Animation.

### **III. STATEMENT OF PROBLEM**

In our country 90% of the employment requires skill development in different fields, due to lack of skill development, only 20% of the graduates get employment, rest of the people are unable to get the employment suitable for them. Every employee should develop his or her interpersonal skills, communication skills, lifelong learning, innovation, commercial awareness and technical & IT (Information Technology) skills. Some of the educational institutions may fail to provide appropriate skill development training to their teachers, this may result in negative impact on the student's development. To overcome these problems, Bharathidasan University provides a valuable pre and post service training on computer science to the school teachers under the scheme called SUITS (School-University-Industry-Tie up-Scheme) through IECD. The importance of the scheme is students can get a university standard education in the field of computer science through this scheme. Teachers from private schools are getting skill development training through IECD to educate the computer programmes to the students. The teachers are also analyzed with a structured feedback by the experts of IECD.

### **IV. OBJECTIVES OF THE STUDY**

- To find out the personal profile of the respondents in the study area.
- To find out the influence of respondents' personal profile and post impact of skill development training provided to the school teachers in the study area.

### **V. ABOUT THE STUDY AREA**

There were 63 school teachers from private schools of in and around Tirunelveli, Tamilnadu, who were the participants and also the respondents of the training programme conducted by the IECD, Bharathidasan University. There were 49 female and 14 male teachers among them. The training programme conducted especially for the school teachers who are the in-charge for SUITS programme conducted by IECD, Bharathidasan University, Tiruchirappalli.

### **VI. RESEARCH METHODOLOGY**

The research method adopted for the study was Census Method and the IECD expert committee were organized a structured questionnaire for the census of the respondents based on five point Likert scale. SPSS is used to analyze the data and the tabulations are described in the succeeding pages. Based on the objectives, ANOVA (Analysis of Variance) was used to find out the variance among the dependent and independent variables.

### **VII. RESEARCH FINDINGS**

**Table-1.** Frequency of the Respondents showing the General Findings of the Respondnets

<b>Personal Profile</b>	<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Gender</b>	Male	14	22.2
	Female	49	77.8
	<b>Total</b>	<b>63</b>	<b>100.0</b>
<b>Marital Status</b>	Single	27	42.9
	Married	35	55.6
	Widow	1	1.6
	<b>Total</b>	<b>63</b>	<b>100.0</b>
<b>Age</b>	20 to 25 Years	29	46.0
	26 - 30 Years	15	23.8

	31-40 Years	15	23.8
	41 Years and above	4	6.3
	<b>Total</b>	<b>63</b>	<b>100.0</b>
<b>Educational Qualification</b>	Under Graduate	24	38.1
	Post Graduate	34	54.0
	Above Post Graduate	5	7.9
	<b>Total</b>	<b>63</b>	<b>100.0</b>
<b>Religion</b>	Hindu	44	69.8
	Christian	16	25.4
	Muslim	3	4.8
	<b>Total</b>	<b>63</b>	<b>100.0</b>
<b>Monthly Income</b>	Below Rs.5000/-	20	31.7
	Rs. 5001 to Rs.7500/-	16	25.4
	Rs. 7501 –Rs. 10000	18	28.6
	Rs. 10001 and Above	9	14.3
	<b>Total</b>	<b>63</b>	<b>100.0</b>
<b>Type of Family</b>	Nuclear	39	61.9
	Joint	24	38.1
	<b>Total</b>	<b>63</b>	<b>100.0</b>
<b>Years of Teaching Experience</b>	No Experience	19	30.2
	1-4 Years	27	42.9
	5 Years and Above	17	27.0
	<b>Total</b>	<b>63</b>	<b>100.0</b>

Table-1 shows that 77.8% of the respondents are female and 22.2% are male. 46% of respondents belong to the age group 20 to 25 years, 23.8% belongs to 26 to 30 years, 23.8% belongs to 31 to 40 Years and only 6.3% are above the age of 41 years.55.6% of respondents are married and 42.9% are unmarried. 54% of employees are post graduates and 38% are under graduates. 69.8% of the respondents belongs to Hindu religion, 25.4% are Christians and 4.8% are Muslims.

31.7% of the respondents are getting their monthly income upto Rs. 5000/-, 25.4% respondents getting their income ranges from Rs. 5001 to 7500/-, 28.6% of the respondents are getting the income ranges from Rs. 7501 to 10,000/- and only 14.3% of the respondents getting their income above Rs. 10001/- . 61.9% of the respondents of the respondents belongs to nuclear family and 38.1% of the respondents belong to joint family. 42.9% of the respondents are having working experience upto 4 years, 27% of the respondents having the experience above 5 years and 30.2% of the respondents having no experience.

### VIII. HYPOTHESES OF THE STUDY

The study consists of null-hypotheses to find the variance among dependent and independent variables. After the analysis the researchers accepted or rejected the hypotheses based on their corresponding significant values. The below tables shows the hypotheses and its results.

#### Hypothesis-1

There is no significant variance among the age and the impact of skill development training programme of the respondents.

**Table-2** ANOVA showing the Variance among the Age and the Impact of Training Programme of the Respondents

Impact of Skill Development Training Programme		Sum of Squares	df	Mean Square	F	Sig.
<b>Clearly Defined Objectives</b>	Between Groups	.939	3	.313	1.327	0.274
	Within Groups	13.918	59	.236		
	Total	14.857	62			
<b>Encouraged Participation and Interaction</b>	Between Groups	.435	3	.145	.459	0.712
	Within Groups	18.644	59	.316		
	Total	19.079	62			
<b>Topics covered to present day context</b>	Between Groups	.821	3	.274	.772	0.514
	Within Groups	20.925	59	.355		
	Total	21.746	62			
<b>Easy to follow and organized contents</b>	Between Groups	1.203	3	.401	1.154	0.335
	Within Groups	20.511	59	.348		
	Total	21.714	62			
<b>Utilization of distributed materials</b>	Between Groups	.386	3	.129	.636	0.595
	Within Groups	11.932	59	.202		
	Total	12.317	62			
<b>Effective Training experience in the field of computer science</b>	Between Groups	.035	3	.012	.060	
	Within Groups	11.394	59	.193		

	Total	11.429	62			0.980
<b>Familiar Training topics assigned to the Trainees</b>	Between Groups	1.435	3	.478	1.582	0.203
	Within Groups	17.835	59	.302		
	Total	19.270	62			
<b>Well Prepared Trainees Teach Practical &amp; Theory</b>	Between Groups	.254	3	.085	.236	0.871
	Within Groups	21.175	59	.359		
	Total	21.429	62			
<b>Satisfied Training Objectives</b>	Between Groups	.075	3	.025	.084	0.969
	Within Groups	17.639	59	.299		
	Total	17.714	62			
<b>Sufficient allotment of training time</b>	Between Groups	.141	3	.047	.081	0.970
	Within Groups	34.271	59	.581		
	Total	34.413	62			
<b>Comfortable and adequate facilities provided</b>	Between Groups	.567	3	.189	.684	0.565
	Within Groups	16.290	59	.276		
	Total	16.857	62			

Table-2 shows that the significant values of the impact of the training programme's variables are greater than the significant level, hence hypothesis-1 is accepted and concluded that, **there is no significant variance among the age and the impact of skill development training programme of the respondents**".

### Hypothesis-2

There is no significant variance among the experience and the impact of skill development training programme of the respondents.

**Table -3** ANOVA showing the variance among Experience and the Impact of Training Programme of the respondents

Impact of Skill Development Training Programme		Sum of Squares	df	Mean Square	F	Sig.
<b>Clearly Defined Objectives</b>	Between Groups	.389	2	.194	.806	0.452
	Within Groups	14.469	60	.241		
	Total	14.857	62			
<b>Encouraged Participation and Interaction</b>	Between Groups	.109	2	.055	.173	0.842
	Within Groups	18.970	60	.316		
	Total	19.079	62			
<b>Topics covered to present day context</b>	Between Groups	1.183	2	.592	1.727	0.187
	Within Groups	20.563	60	.343		
	Total	21.746	62			
<i>Easy to follow and organized contents</i>	Between Groups	2.025	2	1.012	3.085	<b>0.053</b>
	Within Groups	19.689	60	.328		
	Total	21.714	62			
<b>Utilization of distributed materials</b>	Between Groups	.428	2	.214	1.079	0.346
	Within Groups	11.890	60	.198		
	Total	12.317	62			
<b>Effective Training experience in the field of computer science</b>	Between Groups	.350	2	.175	.948	0.393
	Within Groups	11.079	60	.185		
	Total	11.429	62			
<b>Familiar Training topics assigned to the Trainees</b>	Between Groups	.095	2	.047	.149	0.862
	Within Groups	19.175	60	.320		
	Total	19.270	62			
<b>Well Prepared Trainees Teach Practical &amp; Theory</b>	Between Groups	.422	2	.211	.602	0.551
	Within Groups	21.007	60	.350		
	Total	21.429	62			
<b>Satisfied Training Objectives</b>	Between Groups	.341	2	.171	.589	0.558
	Within Groups	17.373	60	.290		
	Total	17.714	62			
<b>Sufficient allotment of training time</b>	Between Groups	.297	2	.149	.261	0.771
	Within Groups	34.116	60	.569		
	Total	34.413	62			
<b>Comfortable and adequate facilities provided</b>	Between Groups	.952	2	.476	1.796	0.175
	Within Groups	15.905	60	.265		
	Total	16.857	62			

Table-3 shows that the significant values of the impact of the training programme's variables are greater than the significant level, hence hypothesis-2 is accepted and it is concluded that, **there is no significant variance among the experience and the impact of the skill development training programme of the respondents**".

### Hypothesis- 3

There is no significant variance among the gender and the impact of skill development training programme of the respondents

**Table-4** ANOVA showing the variance among Gender and the Impact of Training Programme of the respondents

Impact of Skill Development Training Programme		Sum of Squares	df	Mean Square	F	Sig.
Clearly Defined Objectives	Between Groups	.041	1	.041	.168	0.683
	Within Groups	14.816	61	.243		
	Total	14.857	62			
Encouraged Participation and Interaction	Between Groups	.018	1	.018	.058	0.810
	Within Groups	19.061	61	.312		
	Total	19.079	62			
Topics covered to present day context	Between Groups	.409	1	.409	1.170	0.284
	Within Groups	21.337	61	.350		
	Total	21.746	62			
Easy to follow and organized contents	Between Groups	1.020	1	1.020	3.008	0.088
	Within Groups	20.694	61	.339		
	Total	21.714	62			
Utilization of distributed materials	Between Groups	.409	1	.409	2.097	0.153
	Within Groups	11.908	61	.195		
	Total	12.317	62			
Effective Training experience in the field of computer science	Between Groups	.041	1	.041	.219	0.642
	Within Groups	11.388	61	.187		
	Total	11.429	62			
Familiar Training topics assigned to the Trainees	Between Groups	.454	1	.454	1.470	0.230
	Within Groups	18.816	61	.308		
	Total	19.270	62			
Well Prepared Trainees Teach Practical & Theory	Between Groups	.367	1	.367	1.064	0.306
	Within Groups	21.061	61	.345		
	Total	21.429	62			
Satisfied Training Objectives	Between Groups	.010	1	.010	.035	0.852
	Within Groups	17.704	61	.290		
	Total	17.714	62			
Sufficient allotment of training time	Between Groups	1.637	1	1.637	3.047	0.086
	Within Groups	32.776	61	.537		
	Total	34.413	62			
Comfortable and adequate facilities provided	Between Groups	.653	1	.653	2.458	0.122
	Within Groups	16.204	61	.266		
	Total	16.857	62			

Table-4 shows that the significant values of the impact of the training programme's variables are greater than the significant level, hence hypothesis-3 is accepted and it is concluded that, "there is no significant variance among the gender and the impact of skill development training programme of the respondents"

**Hypothesis- 4**

There is no significant variance among the educational qualification and the impact of skill development training programme of the respondents

**Table 5** ANOVA Showing the Variance among the Educational Qualification and the Impact of Training Programme of the Respondents

Impact of Skill Development Training Programme		Sum of Squares	df	Mean Square	F	Sig.
Clearly Defined Objectives	Between Groups	1.040	2	.520	2.258	0.113
	Within Groups	13.817	60	.230		
	Total	14.857	62			
Encouraged Participation and Interaction	Between Groups	.292	2	.146	.466	0.630
	Within Groups	18.788	60	.313		
	Total	19.079	62			
Topics covered to present day context	Between Groups	1.083	2	.542	1.573	0.216
	Within Groups	20.663	60	.344		
	Total	21.746	62			
Easy to follow and organized contents	Between Groups	.085	2	.043	.118	0.889
	Within Groups	21.629	60	.360		
	Total	21.714	62			
Utilization of distributed materials	Between Groups	.225	2	.113	.559	

	Within Groups	12.092	60	.202		0.575
	Total	12.317	62			
<b>Effective Training experience in the field of computer science</b>	Between Groups	.278	2	.139	.747	0.478
	Within Groups	11.151	60	.186		
	Total	11.429	62			
<b>Familiar Training topics assigned to the Trainees</b>	Between Groups	.815	2	.408	1.326	0.273
	Within Groups	18.454	60	.308		
	Total	19.270	62			
<b>Well Prepared Trainees Teach Practical &amp; Theory</b>	Between Groups	.160	2	.080	.226	0.799
	Within Groups	21.269	60	.354		
	Total	21.429	62			
<b>Satisfied Training Objectives</b>	Between Groups	.699	2	.349	1.232	0.299
	Within Groups	17.016	60	.284		
	Total	17.714	62			
<b>Sufficient allotment of training time</b>	Between Groups	2.815	2	1.407	2.672	0.077
	Within Groups	31.598	60	.527		
	Total	34.413	62			
<b>Comfortable and adequate facilities provided</b>	Between Groups	.194	2	.097	.350	0.706
	Within Groups	16.663	60	.278		
	Total	16.857	62			
<b>Clearly Defined Objectives</b>	Between Groups	.081	2	.041	.191	0.827
	Within Groups	12.776	60	.213		
	Total	12.857	62			

Table-5 shows that the significant values of the impact of the training programme's variables are greater than the significant level, hence hypothesis-4 is accepted and it is concluded that, **“there is no significant variance among the educational qualification and the impact of skill development training programme of the respondents”**.

**Hypothesis-5**

There is no significant variance among the religion and the impact of skill development training programme of the respondents.

**Table-6** ANOVA showing variance among Religion and the Impact of the Training Programme of the Respondents

Impact of Skill Development Training Programme		Sum of Squares	df	Mean Square	F	Sig.
<b>Clearly Defined Objectives</b>	Between Groups	.321	2	.161	.663	0.519
	Within Groups	14.536	60	.242		
	Total	14.857	62			
<b>Encouraged Participation and Interaction</b>	Between Groups	.504	2	.252	.813	0.448
	Within Groups	18.576	60	.310		
	Total	19.079	62			
<b>Topics covered to present day context</b>	Between Groups	.165	2	.082	.229	0.796
	Within Groups	21.581	60	.360		
	Total	21.746	62			
<b>Easy to follow and organized contents</b>	Between Groups	.315	2	.157	.441	0.645
	Within Groups	21.400	60	.357		
	Total	21.714	62			
<b>Utilization of distributed materials</b>	Between Groups	.054	2	.027	.133	0.876
	Within Groups	12.263	60	.204		
	Total	12.317	62			
<b>Effective Training experience in the field of computer science</b>	Between Groups	.035	2	.017	.091	0.913
	Within Groups	11.394	60	.190		
	Total	11.429	62			
<b>Familiar Training topics assigned to the Trainees</b>	Between Groups	.171	2	.086	.269	0.765
	Within Groups	19.098	60	.318		
	Total	19.270	62			
<b>Well Prepared Trainees Teach Practical &amp; Theory</b>	Between Groups	.582	2	.291	.838	0.438
	Within Groups	20.847	60	.347		
	Total	21.429	62			
<b>Satisfied Training Objectives</b>	Between Groups	.714	2	.357	1.261	0.291
	Within Groups	17.000	60	.283		
	Total	17.714	62			
<b>Sufficient allotment of training time</b>	Between Groups	2.269	2	1.134	2.117	0.129
	Within Groups	32.144	60	.536		
	Total	34.413	62			
<b>Comfortable and adequate facilities provided</b>	Between Groups	.304	2	.152	.551	0.579
	Within Groups	16.553	60	.276		
	Total	16.857	62			

Table-6 shows that the significant values of the impact of the training programme's variables are greater than the significant level, hence hypothesis-5 is accepted and it is concluded that, **“there is no significant variance among the religion and the impact of skill development training programme of the respondents”**.

**Hypothesis-6**

There is no significant variance among the marital status and the impact of skill development training programme of the respondents.

**Table- 7** ANOVA showing the variance among Marital Status and the Impact of the Training Programme of the Respondents

Impact of Skill Development Training Programme		Sum of Squares	df	Mean Square	F	Sig.
Clearly Defined Objectives	Between Groups	.457	2	.229	.952	.392
	Within Groups	14.400	60	.240		
	Total	14.857	62			
Encouraged Participation and Interaction	Between Groups	.527	2	.263	.852	.432
	Within Groups	18.552	60	.309		
	Total	19.079	62			
Topics covered to present day context	Between Groups	1.278	2	.639	1.874	.162
	Within Groups	20.468	60	.341		
	Total	21.746	62			
Easy to follow and organized contents	Between Groups	.288	2	.144	.403	.670
	Within Groups	21.426	60	.357		
	Total	21.714	62			
Utilization of distributed materials	Between Groups	.679	2	.340	1.751	.182
	Within Groups	11.638	60	.194		
	Total	12.317	62			
Effective Training experience in the field of computer science	Between Groups	.199	2	.099	.531	.590
	Within Groups	11.230	60	.187		
	Total	11.429	62			
Familiar Training topics assigned to the Trainees	Between Groups	.986	2	.493	1.618	.207
	Within Groups	18.284	60	.305		
	Total	19.270	62			
Well Prepared Trainees Teach Practical & Theory	Between Groups	.447	2	.223	.638	.532
	Within Groups	20.982	60	.350		
	Total	21.429	62			
Satisfied Training Objectives	Between Groups	.510	2	.255	.889	.416
	Within Groups	17.204	60	.287		
	Total	17.714	62			
Sufficient allotment of training time	Between Groups	.053	2	.026	.046	.955
	Within Groups	34.360	60	.573		
	Total	34.413	62			
Comfortable and adequate facilities provided	Between Groups	.389	2	.195	.709	.496
	Within Groups	16.468	60	.274		
	Total	16.857	62			

Table-7 shows that the significant values of the impact of the training programme's variables are greater than the significant level, hence hypothesis-6 is accepted and it is concluded that, **“there is no significant variance among the marital status and the impact of skill development training programme of the respondents”**.

**Hypothesis-7**

There is no significant variance among the type of family and the impact of skill development training programme of the respondents.

**Table-8** ANOVA Showing the variance among type of Family and the Impact of the Training Programme

Impact of Skill Development Training Programme		Sum of Squares	df	Mean Square	F	Sig.
Clearly Defined Objectives	Between Groups	1.780	1	1.780	8.304	.005
	Within Groups	13.077	61	.214		
	Total	14.857	62			
Encouraged Participation and Interaction	Between Groups	.836	1	.836	2.795	.100
	Within Groups	18.244	61	.299		
	Total	19.079	62			
Topics covered to present day context	Between Groups	.044	1	.044	.124	

	Within Groups	21.702	61	.356		
	Total	21.746	62			.726
<i>Easy to follow and organized contents</i>	<i>Between Groups</i>	2.782	1	2.782	8.962	
	<i>Within Groups</i>	18.933	61	.310		
	<i>Total</i>	21.714	62			<b>.004</b>
<b>Utilization of distributed materials</b>	Between Groups	.061	1	.061	.304	
	Within Groups	12.256	61	.201		
	Total	12.317	62			.583
<i>Effective Training experience in the field of computer science</i>	<i>Between Groups</i>	.929	1	.929	5.395	
	<i>Within Groups</i>	10.500	61	.172		
	<i>Total</i>	11.429	62			<b>.024</b>
<b>Familiar Training topics assigned to the Trainees</b>	Between Groups	.244	1	.244	.783	
	Within Groups	19.026	61	.312		
	Total	19.270	62			.380
<i>Well Prepared Trainees Teach Practical &amp; Theory</i>	<i>Between Groups</i>	2.659	1	2.659	8.643	
	<i>Within Groups</i>	18.769	61	.308		
	<i>Total</i>	21.429	62			<b>.005</b>
<b>Satisfied Training Objectives</b>	Between Groups	.445	1	.445	1.572	
	Within Groups	17.269	61	.283		
	Total	17.714	62			.215
<i>Sufficient allotment of training time</i>	<i>Between Groups</i>	2.579	1	2.579	4.943	
	<i>Within Groups</i>	31.833	61	.522		
	<i>Total</i>	34.413	62			<b>.030</b>
<b>Comfortable and adequate facilities provided</b>	Between Groups	.665	1	.665	2.505	
	Within Groups	16.192	61	.265		
	Total	16.857	62			.119

Table-8 shows that the significant values of the impact of the training programme's variables are greater than the significant level, hence hypothesis-7 is accepted and it is concluded that, "there is no significant variance among the type of family and the impact of skill development training programme of the respondents".

#### Hypothesis-8

There is no significant variance among the monthly income and the impact of skill development training programme of the respondents.

**Table-9** ANOVA showing the Variance among the monthly income and the Impact of the Training Programme

Impact of Skill Development Training Programme		Sum of Squares	df	Mean Square	F	Sig.
<b>Clearly Defined Objectives</b>	Between Groups	.870	3	.290	1.223	.309
	Within Groups	13.988	59	.237		
	Total	14.857	62			
<b>Encouraged Participation and Interaction</b>	Between Groups	.092	3	.031	.095	.962
	Within Groups	18.988	59	.322		
	Total	19.079	62			
<b>Topics covered to present day context</b>	Between Groups	1.529	3	.510	1.488	.227
	Within Groups	20.217	59	.343		
	Total	21.746	62			
<b>Easy to follow and organized contents</b>	Between Groups	1.393	3	.464	1.349	.267
	Within Groups	20.321	59	.344		
	Total	21.714	62			
<i>Utilization of distributed materials</i>	<i>Between Groups</i>	2.302	3	.767	4.521	<b>.006</b>
	<i>Within Groups</i>	10.015	59	.170		
	<i>Total</i>	12.317	62			
<b>Effective Training experience in the field of computer science</b>	Between Groups	.012	3	.004	.021	.996
	Within Groups	11.417	59	.194		
	Total	11.429	62			
<b>Familiar Training topics assigned to the Trainees</b>	Between Groups	1.138	3	.379	1.234	.305
	Within Groups	18.132	59	.307		
	Total	19.270	62			
<b>Well Prepared Trainees Teach Practical &amp; Theory</b>	Between Groups	1.367	3	.456	1.341	.270
	Within Groups	20.061	59	.340		
	Total	21.429	62			
<b>Satisfied Training Objectives</b>	Between Groups	1.264	3	.421	1.512	.221
	Within Groups	16.450	59	.279		
	Total	17.714	62			
<b>Sufficient allotment of training time</b>	Between Groups	.609	3	.203	.354	.786
	Within Groups	33.804	59	.573		

	Total	34.413	62			
<b>Comfortable and Adequate Facilities provided</b>	Between Groups	.885	3	.295	1.090	.361
	Within Groups	15.972	59	.271		
	Total	16.857	62			

Table-9 shows that the significant values of the impact of the training programme’s variables are greater than the significant level, hence hypothesis-8 is accepted and it is concluded that, **“there is no significant variance among the monthly income and the impact of skill development training programme of the respondents”**.

**Table-10** Distributions of the Respondents according to their Impact of the Skill Development Training Programme

<b>Statements on Impact of Skill Development Training Programme</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly disagree</b>
Clearly Defined Objectives	39 (61.9)	24 (38.1)	-	-	-
Encouraged Participation and Interaction	40 (63.5)	21 (33.3)	2 (3.2)	-	-
Topics covered to present day context	35 (55.6)	25 (39.7)	3 (4.8)	-	-
Easy to follow and organized contents	36 (57.1)	24 (38.1)	3 (4.8)	-	-
Utilization of distributed materials	21 (81)	11 (17.5)	1 (1.6)	-	-
Effective Training experience in the field of computer science	48 (76.2)	15 (23.8)	-	-	-
Familiar Training topics assigned to the Trainees	39 (61.9)	22 (34.9)	2 (3.2)	-	-
Well Prepared Trainees Teach Practical & Theory	39 (61.9)	21 (33.3)	3 (4.8)	-	-
Satisfied Training Objectives	31 (49.2)	31 (49.2)	1 (1.6)	-	-
Sufficient allotment of training time	23 (36.5)	27 (42.9)	13 (20.6)	-	-
Comfortable and Adequate Facilities provided	45 (71.4)	18 (28.6)	-	-	-
<b>Consolidated Average of the Impact of Training Programme (100%)</b>	<b>61.5%</b>	<b>34.5%</b>	<b>4%</b>	-	-

\*Percentage is given inside the parenthesis. Frequency is given outside the parenthesis. N=63

By analyzing the dependent variables on impact of the training programme, table-10 shows the eleven statements based on the impact of the skill development training programme of the respondents in the study area.

It seems that 61.9% of the respondents are strongly agreeing the variable, ‘clearly defined objectives’ and 38.1% of them are agreed the same. 63.5% of the respondents are strongly agree the variable, ‘encouraged participation and interaction’, 33.3% of them are agreed and 3.2% responding neutral to the variable. 55.6% of the respondents are strongly agreeing the variable ‘topics covered to present day context’, 39.7% of the respondents are agreed and only 4.8% of them responding neutral to the variable.

57.1% of the respondents are strongly agreeing the variable ‘easy to follow and organized contents’, 38.1% of them are agreed and 4.8% of them responding neutral to the variable. 81% of the respondents strongly agreeing the variable, ‘utilization of distributed materials’, whereas, 17.5% of them agree and only 1.6% of them responding neutral to the variable. 76.2% of the respondents are strongly agreeing the variable ‘effective training experience in the field of computer science’ and 23.8% of the respondents are agreed the variable.

61.9% of the respondents are strongly agreeing the variable, ‘familiar training topics assigned’, 34.9% of them are agreed and only 3.2% of them responding neutral to the variable. 61.9% of the respondents are strongly agreeing the variable, ‘well prepared trainees teach practical & theory’, 33.3% of them are agreed and only 4.8% of them responding neutral to the variable. 49.2% of the respondents are strongly agreeing the variable, ‘satisfied training objectives’, similar percentage of them are agreed the same and only 1.6% of them responding neutral to the variable. 36.5% of the respondents area strongly agreeing the variable, ‘sufficient allotment of training time’, 42.9% are agreed the variable and only 20.6% of them responding neutral to the same. 71.4% of the respondents are strongly agreeing the variable, ‘comfortable and adequate facilities provided’ and 28.6% of them are agreed the variable.

## IX. FINDINGS AND CONCLUSION

Based on the analysis it is concluded that there are no significant variance among the independent variable (age, experience, gender, educational qualification, religion, marital status, family type and monthly income) and the dependent variables of the respondents of the study area. The research shows that the respondents can easily follow the training given to them; it shows their involvement in learning the updated computer programmes. So that they can effectively teach the programmes to the students. There were maximum number of women school teachers, hence they can make the teaching methods convenient than male staffs and also help their colleagues in handling the computer programmes also. School teachers especially from primary schools were benefited from this scheme. They can utilize this scheme for their future development also. It is

concluded that 61.5% of the school teachers in the study area strongly agreed to the impact of the skill development training programme and 34.5% of the school teachers are agreed to the impact of the skill development training programme, which implies about the involvement of the school teachers in involvement in the pre and post service training and also shows the effectiveness of the training programme conducted by IECD, Bharathidasan University, Tiruchirappalli.

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