



Perception about Skill Training and Development Program among college students (with Special reference to the role of Colleges in Kanchipuram District)

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Abstract

In this study, various skill development strategies adopted in Colleges are considered such as, Cognitive, Personal and Professional Skills. A simple random sample of 100 College Students have been taken for the study. Statistical tools such as Multiple Regression Analysis and path analysis have been used for the study. The study aims to know and understand the skill development strategies adopted in various Colleges in Kanchipuram District.

Keywords: Role of educational Institutions – Students Intention –Skill training and Development Programs – Types of skills.

Introduction

The Students from poor families are invariably suppressed, exploited and discriminated. Many of them drop-out in between their studies and still ill-equipped to face the challenges of everyday life. The raw and budding skills, hopes, dreams and aspirations of these students have to be brought out and given shape, making them useful resources and potential contributor. This makes the researcher to undertake this study.

Types of Skill:

1. **Cognitive skill:** The cognitive skill of an individual helps to perform the tasks effectively.
2. **Personal Skill:** These skills are concerned with how the students manage and express themselves and how they reveal their positive attitude and behave with a

sense of responsibility, adaptability, and life learning skills.

3. **Professional Skill:** Professional skills of College Students increase their technical and research knowledge. It also encompasses the ethics and values in their profession.

Literature review

Ruben, James and Araci (2012) analyzed how the development of high-level cognitive skills happens in higher education distance learning courses that employ e-learning. The determining and restrictive factors to the development of high-level cognitive skills through e-learning were investigated; academic activities that facilitate the development of these skills were identified, procedures for assessing the development of cognitive skills. The results highlighted that the development of high-level cognitive skills is assumed in all courses offered by key informants. The researcher concludes that some activities are given to facilitate or support the development of high-level cognitive skills by e-learning. From this research, a set of guidelines has been drawn up to facilitate the development of high-level cognitive skills through distance learning when working with e-learning.

Personal Skills: Nair (2012), point out that Personal /life skills are of two types such as generic life skills (required for the overall development of an individual) and problem specific life skills (focus particular problems). The WHO

has recommended ten core life skills needed for individuals which come under generic life skill category. They are self-awareness, self-esteem, empathy, critical thinking, creative thinking, decision making, problem Solving, effective communication, interpersonal relationship, coping with stress and coping with emotions. These skills are inter-related with each other and works together for the holistic development of individuals.

Professional Skills:

1. Cleary and his colleagues have also conducted differential validity studies in the context of motor tasks and physical activities that demonstrate that goal-setting, strategic planning, attributions, and adaptive inferences reliably differentiate low and high achievers.
2. (Cleary and Zimmerman, 2001; Cleary, Zimmerman, and Keating, 2006; Kistna’s and Zimmerman, 2002). Different groups of students who had different levels of achievement (novices or experts) showed distinct profiles of regulatory processes. Cleary closed by stressing that attribution and adaptive differences play an important role in how engaged students are in their studies and the extent to which they have effective strategies to identify their weaknesses and improve their performance.

Scope of the study

The study helps to know the availability of various supports for the skill training and development of students and the ways to improve and enhance their skills in Kanchipuram District.

Study Objectives

- To study and understand the students’ Perception about Skill Training and Development Program imparted in colleges in Kanchipuram District.
- To examine the factors associated with the skill training and development program imparted among College Students.

Research Methodology

Research is an academic activity and as such the terms should be used in technical sense.

Research Design

The research technique taken to this study is ‘Empirical Research Design’.

Sample Design

The sample used in this study comprises of Students studying in Kanchipuram District. The respondents have been selected on the basis of simple random sampling which is one of the methods of probability sampling.

Data Collection

In this research 100 questionnaires are distributed among Students and all are responded. These participants vary on the basis of their family occupation, educational background, experience.

Statistical Measures

To analyse the results, different statistical tools such Multiple Regression Analysis and Path Analysis were used.

Reliability Analysis

The researcher has used reliability analysis to check out the reliability of the questionnaire. The following table shows the result of reliability analysis.

Table 1: Showing Reliability Statistics

Cronbach’s Alpha	N of Items
0.676	17

Table 1.2 showing Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded (a)	0	.0
	Total	30	100.0

The reliability co-efficient for the item is **0.676**. It satisfies the marginal range of 0.65-0.69. Hence, the researcher proceeded with the framed questionnaire.

Data Analysis and Interpretation

1. Demographic Profiles of Respondents

The following table shows the demographic distribution of respondents. The respondents have been categorised on the basis of their age, qualification, marital status, employability, and experience and income level.

Analysis and results

1. Percentage analysis

1. Demographic details of the respondents

Demographic Details		Frequency	Percentage
Gender	Male	10	10.0
	Female	90	90.0
	Total	100	100.0
Fathers' Qualification	School level	45	45.0
	Diploma	24	24.0
	UG/PG	23	23.0
	Professional	8	8.0
	Total	100	100.0
Mothers' Qualification	School Level	69	69.0
	Diploma	10	10.0
	UG/PG	16	16.0
	Professional	6	6.0
	Total	100	100.0
Type of Family	Joint Family	16	16.0
	Nuclear Family	84	84.0
	Total	100	100.0
First Generation Learner	Yes	24	24.0
	No	76	76.0
	Total	100	100.0
Nativity	Urban	64	64.0
	Rural	36	36.0
	Total	100	100.0
Medium of Study	English	87	87.0
	Tamil	10	10.0
	Others	3	3.0
	Total	100	100.0

Table 2 shows the demographic details of respondents. Students have been classified based on gender, parent's qualification (Father and Mother), type of family, first generation learner, nativity and medium of study.

Regression analysis

1. Influence of various support for skill development of students and their intention about skill

Table 2

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	11.720	2.959		3.961	.000
Organizational Support	.133	.229	.061	.579	.564
Staff Support	-.305	.205	-.168	-1.490	.140
Study Environmental Support	1.080	.224	.575	4.812	.000
Co-Student Support	-.392	.224	-.203	-1.749	.084
Family Support	-.080	.217	-.048	-.367	.714
Self-Support	.121	.226	.071	.535	.594

Study environment support is the significant factor for influencing skill intention among college students. The largest beta co-efficient is **0.071** for self-support. The result stated that this support is an important factor for having skill development intention among college students.

2. Influence of college, type of college and department on organizational support

Table 3

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	11.587	.903		12.829	.000
TYPE OF COLLEGE	-.072	.211	-.035	-.341	.734
DEPARTMENT	-.371	.387	-.100	-.959	.340

a. Dependent Variable: ORGANIZATIONAL SUPPORT

The variables college, type of college and department are all insignificant factors for organizational support.

3. Influence of nativity on study environmental support

Table 4

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	11.938	.641		18.625	.000
	NATIVITY	-.719	.444	-.161	-1.617	.109

a. Dependent Variable: STUDY ENVIRONMENTAL SUPPORT

Nativity have no influence on study environmental support.

4. Influence of parent’s qualification (Father & Mother)

Table 5

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	13.238	1.069		12.387	.000
	Fathers' qualification	-.184	.336	-.071	-.548	.585
	Mothers' qualification	-.423	.535	-.082	-.790	.431

a. Dependent Variable: FAMILY SUPPORT

The variables parent’s qualification has no impact on family support.

5. Influence of gender, first generation, nativity and medium of study on self-support

Table 6

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	10.408	2.175		4.785	.000
	Gender	.611	.814	.078	.750	.455
	First generation learner	.765	.563	.139	1.360	.177
	Nativity	-.419	.502	-.085	-.835	.406
	Medium of study in school	.480	.554	.090	.867	.388

a. Dependent Variable: SELF SUPPORT

Table 6 shows that gender; first generation, nativity and medium of study have no influence on self-support of students.

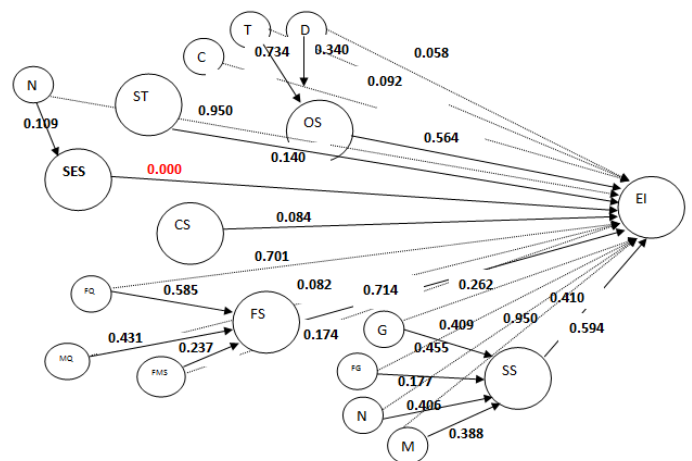
1. Influence of college, type of college, department, nativity, parent’s qualification, family members support, gender, first generation and medium of study on students’ skill intent

Table 7

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	18.043	4.297		4.199	.000
	Gender	1.799	1.593	.134	1.130	.262
	Nativity	-.207	.539	-.052	-.385	.701
	Medium of study in school	-.952	.541	-.220	-1.761	.082
	Type of college	.053	.842	.006	.063	.950
	Department	.809	.977	.089	.828	.410
	Fathers' qualification	-1.215	.888	-.143	-1.369	.174
	Mothers' qualification	-.908	.533	-.205	-1.702	.092
	First generation learner	1.685	.876	.207	1.922	.058

a. Dependent Variable: intent

Full path analysis



The above chart shows that SES (Study Environment Support) has an influence in developing the skill among students than other supports.

Suggestions

Though the study shows satisfactory level of skill development program among college students in Kanchipuram District, the author would like to give the following suggestions to implement and improve skill development program in colleges in a better way:

- Visualize overt behaviour. Find images of doing something rather than just looking a certain way, possessing certain abstract qualities, (or) having certain things.
- Include the positive consequences of higher self-esteem. Try to have more satisfying relationships in achieving goals.
- See thyself liking more and not just the other people like you more.

Conclusion

The study concludes that the policy makers may give highest priority to the educational and structural supports to generate the productive human element in near future. However, based on the above study, the shortcomings of relational support might be overcome by designing an effective skill development strategy and by implementing new teaching methods in the educational institutions as well.

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