

Influence of Residential and Academic Background of Parents towards their Wards in Vocational Skill Development Programme

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Abstract

Residential and academic background of parents has a powerful influence on their wards and where it is a primary agent of socialization without any doubt enhance or hold back the academic achievement of their wards depending on the social climate in the family.

Objective: To find out where the residence and academic background affect the performance of respondents in computer skill development.

Methodology: Descriptive study, data collected through structured questionnaire, spss were used for analyzing the data.

Finding: The results show that skill vocational development programme helps the respondents to improve their computation skills and helps them by providing an opportunity to discover various options; hence it is important for the student's career development.

Keywords

Residential & Academic Background, Vocational Skill Development.

I. Introduction

A residence is a place where pupils live and it is the place where they are groomed. The place where they began to learn the norms and values of the society in which they find themselves. The family is a social unit in any society and it is the source of early inspiration and experience, in influence of residential environment on academic performance of the students. A family which has a powerful influence on the student and its important as a primary agent of socialization without any doubt enhance or hold back the academic achievement of the child depending on the social climate in the family. The residence background is where student was brought up and where his experience begins. The student's education is not only influenced by the personal, academic background of their parents, but economic background also highly connected to this. The economic status of people plays a huge role in student's skill development. Parents with lower income often have to work longer hours to earn their small salaries so the time spends by them with their children will be less compared to others. It is not always true that lower-income parents are always neglectful parents. They also take steps for their Children's development in other ways.

The academic qualification of parents is also important in student's vocational Skill Development performance. There are great differences measured between educated and uneducated residences. A parent who shows complete disregard for education, literacy or any form of social advancement is bound to have some adverse effect upon his student's vocational Skill Development progress. Vocational Skill Development and knowledge development are

the two important driving force of development of any country, we are in the era of information economy, and the power of a nation is basically dependent on the ability of its citizen to be highly intellectual and skillful. Countries with advanced and improved levels of skills change more successful to the challenges and prospects of globalization. So the development of human capital is important and necessary. Human capital can be improved by educating the school children are more viable. An excellent human capital drives from excellent education process. When it comes to the information system, there is gap in our education system, for vocational Skill Development, it is necessary to educate students in schools about the computers, the internet and its benefits. It is not easy for the academic institutions to promote the vocational Skill Development programme by themselves. The institute called IECD, SUITS (School University Industry Tie-Up Scheme) have been implementing by providing vocational Skill Development programme for the students. SUITS promotes the schools as flexible vocational Skill Development training centers for the empowering the students with employable skills.

II. Related Studies on Skill Development

Parthasarathy. K., Aswini P.M. and Jayadurga R., (2017), evaluated the skill development training programmes conducted in schools of Tamil Nadu and Pondicherry by IECD, Bharathidasan University. The study reveals that there are no associations among the respondent's age and the evaluation of the training programme and there are no variations among the academic experience and the evaluation of the training programme. This is because of the collective positive responses from most of the respondents of the study area are female respondents who are all youngsters to their academic field with one to three years of experience. Young respondents from the schools are more privileged to handle the computer science programmes and update their technical ability in the computer science field. The descriptive statistics of the present study concluded that, IECD has provided updated course materials for the children every year.

Abraham E. Flanigan, et al., (2017), explained that those students' implicit beliefs of intelligence. Referencing Dweck and Leggett's (1988) framework for implicit beliefs of intelligence, we examined how (1) students' implicit beliefs changed over the course of a semester, (2) these changes differed as a function of course enrollment and students' motivated self-regulated engagement profile, and (3) implicit beliefs predicted student learning based on standardized course grades and performance on a computational thinking knowledge test. For all students, there were significant increases in entity beliefs and significant decreases in incremental beliefs across the semester. However, examination of effect sizes suggests that significant findings for change across time were driven

by changes in specific subpopulations of students. Moreover, results showed that students endorsed incremental belief more strongly than entity belief at both the beginning and end of the semester. Furthermore, the magnitude of changes differed based on students' motivated self-regulated engagement profiles. Additionally, students' achievement outcomes were weakly predicted by their implicit beliefs of intelligence. Finally, results showed that the relationship between changes in implicit intelligence beliefs and student achievement varied across different computer science courses. Theoretical implications for implicit intelligence beliefs and recommendations for STEM educators are discussed.

Karamveer Kaur Brar, (2016), explained that the challenge of Skill Development in India is multifold. There is a large proportion of the existing workforce, which needs skill training support of varying levels. While it is estimated that at least 1.70 crore will enter the workforce every year for the next 7 years. The current annual skilling capacity is inadequate to match this demand, with many initiatives un-aligned and suffering from a lack of coordination. The situation is further complicated by different states having different demographic situations, hence different skilling needs and challenges. "Vocational Training" falls under the Concurrent list, which means State Governments have a key role and responsibility in realizing the objective of "Skill India". The Ministry of Skill Development and Entrepreneurship however, will have a crucial role in coordination between a range of stakeholders – including skill training providers, governments at all levels, and the end beneficiaries

Vijayalakshmi.V, (2016), explained that soft skills or behavioral skills, which are a cluster of personal qualities like friendliness, optimism, communication skill, teamwork and goal setting, play a significant role in a person's success and they help one in adapting to novel circumstances. Reviewing the theories on interpersonal and intrapersonal skills has proved that the traditional notion of emphasizing on technical knowledge alone is no longer useful for the success of an organization. So, training the students in soft skills is necessary to gain professional competence. Change is imperative and we need to understand this and must be willing to change. This would lead to a better tomorrow resulting in an improvement in the employable quotient.

Nitin John, (2014), explained that the world (both developed and developing economies) is experiencing an ever widening gap between the demand and supply of skilled labor. The world's population is growing old. By 2050, the world population of people above 60 years will hit the 1.3 billion mark. This trend will lead to the widening of the demand-supply gap, especially in the developed nations like America, Germany and France. On the other hand, India is emerging with one of the youngest populations in the world comprising of a highly mobile, English speaking population. India will have a 2 billion sized English speaking workforce by the end of 2020. Training such a workforce will imply that India can become the major exporter in the services sector as well as an exporter of manpower itself. It is estimated that by 2022, India will face a demand of 500 million skilled workers.

Ononga, G.I. and Owolabi, E.O., (2012), explained that it was very obvious that the academic qualification of parents, family size, parent's socio-class and housing conditions, and school attendance affects the academic performance in school. It is also seen that parent social amenities also affect the performance of students in school.

III. Statement of the Problem

In this era computer skill is not a required one it has become a necessary for all. Where, we depend on the computer to assist us to complete everyday jobs, and to solve problems. There is no field without the computer business, music, engineering, defense, pharmacy, transportation, education and cooking etc.; these things cannot be handled without the computer skills. All the respondent family cannot afford to provide computer skill for their son or their daughter. So the SUITS, computer science programme which creates a new path in school education for skilling children on computer science. SUITS run by the IECD, Bharathidasan University, Tiruchirappalli, and TamilNadu.

IV. A Brief Profile About the Study Area

The skill development programme to school student's conducted through SUITS by IECD, operating at Bharathidasan University, Tiruchirappalli in Tamil Nadu, India. SUITS programme is in 297 schools, where 286 schools are in TamilNadu and 11 are from Pondicherry. For the present study, samples were collected from 48 respondents, who have studied 2D animation in the SUITS programme during the academic year 2016-2017.

V. Methodology

For the descriptive study, the data has been collected through structured questionnaire. The data has been analyzed to find out the influence of residence environment on vocational Skill Development of the student. The structure of the questionnaire is in the Likert scale, on a five-point scale. Simple random sampling method has been used. The questionnaires were administered directly to the chosen sample from 48 respondents. And SPSS package was used for analyzing the data.

VI. Objective of the Study

The computer technology has very important impact on education. Today Computer education plays vital role in part of the school and college curriculum, so the students must have the basic awareness of computers. The advantages of computers in education include an efficient storage and performance of information, quick information processing and very importantly the saving of paper. Computer education acts a key role in the systems of education. For Students it is easier to refer to the Internet than searching for information than searching it in dozens of books. Students can satisfy their thirst for information by means of the computer.

- To find out the residence background affect the performance of respondent in computer vocational skill development programme
- To study the level of academic qualification of parents affect their wards achievement in vocational skill development programme
- To find out the usage of the computer in residence help the student to improve the vocational skill in field of computer science.

VII. Hypotheses of the Study

1. There is no significant association between parent's academic background and the availability of the computer in their houses of the respondents
2. There is no significant association between residence and the availability of the computer in their houses of the respondents
3. There is no significant variation between residence of the respondents and their opinion about the vocational Skill

- Developmentprogramme
4. There is no significant variation between parent’s academic background and the respondentsopinion about the vocational Skill Developmentprogramme
 5. There is no significant difference between gender of the respondentsand their opinion about the vocational Skill Developmentprogramme
 6. There is no significant difference between standard of therespondents and their opinion about the vocational Skill Developmentprogramme
 7. There is no significant difference between computer system available in the houses of the respondentsand their opinion about vocational Skill Developmentprogramme
 8. There is no correlation between the respondents opinion in summative evaluation of vocational Skill Developmentprogrammein the study area

VIII. Analysis and Interpretation

Table 1: Demographic Profile of the Respondents

S.No	Demographic Profile	Particulars	No. of Respondents	Percentage
1	Gender	Male	21	43.7
		Female	27	56.3
2	Standard	8th	6	12.5
		9th	42	87.5
3	Residential Background	Rural	36	75.0
		Urban	9	18.8
		Tribal	3	6.2
4	Parents Educational Background	Illiterate	7	14.6
		Up to HSC	24	50.0
		UG	13	27.1
		PG & Above	4	8.3
5	System Availability	Yes	33	68.7
		No	15	31.3
6	Usage of System	Yes	34	70.9
		No	14	29.1

The Table1 reveals that more than 50% of the resonances are female. Majority of (87.5 %) of them are in 9th standard. Most of the (75.0%) respondents are from the rural area, half of the respondent’s parents are studied up to higher secondary school. Majority of (68.7%) of the respondents are having system in their residence. Most of the (70.9%) of the respondents are using computer in their houses.

Table 2: Description of the Respondent According to the Opinion of Vocational Skill Development Programme

S.No	Particulars	N	Mean	S.D	Rank
Career Development					
1	Through SUITS, future will be better	48	4.38	.959	10
2	SUITS not enhanced my knowledge	48	3.25	1.345	15
3	SUITS improved my computer skills	48	4.62	.489	2
4	SUITS is helpful in working with computer easily	48	4.50	.744	6
5	SUITS helps to master the computer science	48	4.25	.887	13

Opinion on SUITS					
6	Teacher has completing the syllabus periodically	48	4.52	.799	5
7	The presentation is easy to understand	48	4.71	.459	1
8	The teaching methodology is fulfilled	48	4.48	.652	7
9	Got more exposure during practical session	48	4.31	.689	12
10	Examinations of SUITS is very much satisfied	48	4.62	.570	2
Teaching-learning Method					
11	The teacher support during practical sessions	48	4.54	.617	4
12	The ratio is adequate for effective learning	48	4.46	.651	9
13	The assignments helped to learn the subject easily	48	4.48	.743	7
14	The teaching-learning material is understandable	48	4.35	.863	11
15	The allotted duration for practicals is inadequate.	48	3.77	1.096	14

The Table 2 shows that, 15 Individual statements on vocational Skill Development, based on the individual statements mean value, the 15 statements were ranked. Seventh statement ranked first with highest mean value (4.71). The second rank is taken by two individual statements (3 and 10) with mean value (4.62), the fourth fifth sixth rank is taken by the statements (11,6,4) with the mean value 4.35,4.50,4.54 consequently. The seventh rank is taken by the two individual statements (8 and 13) with the mean value 4.48, ninth tenth eleventh rank is taken by the statements(12,1,14) with the mean value 4.46,4.38,4.35 consequently, the thirteenth fourteenth and fifteenth rank taken by the statements(5,15,2) with the mean value 4.25,3.77,3.25 consequently.

Table 3: Distribution of the Respondent’s Computer Vocational Skill Development Programme

S.No	Particulars	SA	A	N	DA	SDA
		%	%	%	%	%
Career Development						
1	Through SUITS, Future Will Be Better	27	17	1	1	2
		56.3	35.4	2.1	2.1	4.2
2	SUITS Not Enhanced My Knowledge	11	12	8	12	5
		22.9	25.0	16.7	25.0	10.4
3	SUITS Improved My Computer Skills	30	18	-	-	-
		62.5	37.5	-	-	-
4	SUITS Is Helpful In Working With Computer Easily	30	13	4	1	-
		62.5	27.1	27.1	8.3	2.1
5	SUITS Helps To Master The Computer Science	23	17	5	3	-
		47.9	35.4	10.4	6.3	-

Opinion on SUITS						
6	Teacher Has Completing The Syllabus Periodically	32	11	3	2	-
		66.7	22.9	6.3	4.2	-
7	The Presentation Is Easy To Understand	34	14	-	-	-
		70.8	29.2	-	-	-
8	The Teaching Methodology Is Fulfilled	27	17	4	-	-
		56.3	35.4	8.3	-	-
9	Got More Exposure During Practical Session	21	21	6	-	-
		43.8	43.8	12.5	-	-
10	Examinations Of SUITS Is Very Much Satisfied	32	14	2	-	-
		66.7	29.2	4.2	-	-
Teaching-Learning Method						
11	The Teacher Support During Practical Sessions	28	19	-	1	-
		58.3	39.6	-	2.1	-
12	The Ratio Is Adequate For Effective Learning	26	18	4	-	-
		54.2	37.5	8.3	-	-
13	The Assignments Helped To Learn The Subject Easily	27	19	1	-	1
		56.3	39.6	2.1	-	2.1
14	The Teaching-Learning Material Is Understandable	25	18	3	1	1
		52.1	37.5	6.3	2.1	2.1
15	The Allotted Duration For Practical's Is Inadequate.	14	19	5	10	-
		29.2	39.6	10.4	20.8	-

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

The Table 3, shows that 56.3% of the respondents are strongly agrees that through SUITS, future will be better.25.0% of the respondents are strongly agreed that SUITS not enhanced their knowledge; all of the respondent strongly agree and agree that SUITS improved their computer skills. Most of the respondents strongly agree that SUITS is helpful in working with computer easily.47.9% of the respondents strongly agree that SUITS help to master the computer science.

More than half of the respondents strongly agree thatteacher has completing the syllabus periodically. Most of the respondents strongly agree that the presentation is easy to understand.

56.3% of the respondent strongly agree the teaching methodology is fulfilled. 43.8% of the respondent strongly agree that they got more exposure during practical session. Many of the respondents strongly agree that an examination of SUITS is very much satisfied.

More than half of the respondents strongly agree thatthe teacher support during practical sessions. Most of the respondents strongly agree that the ratio is adequate for effective learning. More than half of the respondents strongly agree that the assignments helped to learn the subject easily.52.1%of the respondents strongly agree that the teaching-learning material is understandable. 20.8%the respondents strongly disagree that the allotted duration for practical's is inadequate.

A. Testing of Hypotheses

Hypothesis 1: There is no significant association between parent’s academic background and the availability of the computer in their houses.

Table 4: Cross Tabulation of Parents Academic Background and the Availability of Computer at Respondents Home

Parent Academic Qualification and System Available Cross Tabulation					
Evaluation of Vocational Skill Development Programme			System available		Total
			Yes	No	
Parent Academic Background	Illiterate	Count	4	3	7
		% within Parent academic background	57.1%	42.9%	100.0%
		% within System available	12.1%	20.0%	14.6%
	Upton HSC	Count	13	11	24
		% within Parent Academic background	54.2%	45.8%	100.0%
		% within System available	39.4%	73.3%	50.0%
	UG	Count	12	1	13
		% within Parent Academic background	92.3%	7.7%	100.0%
		% within System available	36.4%	6.7%	27.1%
	PG and Above	Count	4	0	4
		% within Parent Academic background	100.0%	0.0%	100.0%
		% within System available	12.1%	0.0%	8.3%
Total	Count	33	15	48	
	% within Parent Academic background	68.8%	31.2%	100.0%	
	% within System available	100.0%	100.0%	100.0%	

Pearson Chi-Square value-7.991, df-3, asymp.Sig(2-sided)-0.046

The Table 4 Chi-square showing the association among parents qualification and available of system in study area. This table shows that when the parent academic background is high the system available is also high; this shows that the well-educated parents know the importance and the need of the computer.Hence, the calculated value is greater than table value (p>0.05). So the null hypothesis is “accepted”.

Hypothesis2: There is no significantassociationbetween residence and the availability of the computer in their houses.

Table 5: Residence Background of the respondent and the System Availability in Their Houses

Evaluation of Vocational Skill Development Programme			System available		Total
			Yes	No	
Area of Living	Rural	Count	24	12	36
		% within Area of Living	66.7%	33.3%	100.0%
		% within System available	72.7%	80.0%	75.0%
	Urban	Count	7	2	9
		% within Area of Living	77.8%	22.2%	100.0%
		% within System available	21.2%	13.3%	18.8%
	Tribal	Count	2	1	3
		% within Area of Living	66.7%	33.3%	100.0%
		% within System available	6.1%	6.7%	6.2%
Total	Count	33	15	48	
	% within Area of Living	68.8%	31.2%	100.0%	
	% within System available	100.0%	100.0%	100.0%	

Pearson Chi-Square value-0.420,df-2,asymp.Sig(2-sided)-0.811

Table 5 shows that there is no significant association between area of living of the respondents and their opinion about Vocational Skill Development Programme in summative evaluation. Hence, the calculated value is greater than table value ($p > 0.05$). So the null hypothesis is “accepted”.

Hypothesis 3: There is no significant variation between residence of the respondent and their opinion about the vocational Skill Development programme in summative evaluation

Table 6: Residence of the Respondent and Their Opinion about the Vocational Skill Development Programme

Evaluation of Vocational Skill Development Programme		Sum of Squares	df	Mean Square	F	Sig.
Career Development	Between Groups	1.694	2	.847	.157	.855
	Within Groups	242.306	45	5.385		
	Total	244.000	47			
Opinion on SUITS	Between Groups	.451	2	.226	.051	.950
	Within Groups	198.528	45	4.412		
	Total	198.979	47			
Teaching-Learning Method	Between Groups	20.507	2	10.253	1.608	.212
	Within Groups	286.972	45	6.377		
	Total	307.479	47			

The Table 6 showed that the F-value greater than .05 level, the null hypothesis 3 is “accepted” at the .05 level of significance. There are no significant variation differences between area of the respondent and their opinion about the vocational Skill Development programme in summative evaluation context at .05 levels. This show the residences of the student is not affecting the vocational Skill Development.

Hypothesis 4: There is no significant variation between parent’s academic background and the student’s opinion about the vocational Skill Development programme.

Table 7: Parents Academic Background of the Respondent and Their Opinion about the Vocational Skill Development Programme

ANOVA					
Evaluation of Vocational Skill Development Programme		Sum of Squares	df	Mean Square	F
Career Development	Between Groups	23.452	3	7.817	1.560
	Within Groups	220.548	44	5.012	
	Total	244.000	47		
Opinion on SUITS	Between Groups	5.669	3	1.890	.430
	Within Groups	193.310	44	4.393	
	Total	198.979	47		
Teaching-Learning Method	Between Groups	10.448	3	3.483	.516
	Within Groups	297.032	44	6.751	
	Total	307.479	47		

The above Table 7 showed that the F-value greater than .05 level, the null hypothesis 4 is “accepted” at the .05 level of significance. There are no significant variation differences between area of the respondent and their opinion about the vocational Skill Development programme in summative evaluation context at .05 levels. This shows that parent’s academic backgrounds are not affecting the vocational Skill Development of the respondent.

Hypothesis 5: There is no significant difference between gender of the students and their opinion about the vocational Skill Development programme

Table 8: Gender of the Respondent and Their Opinion about the Vocational Skill Development Programme

Evaluation of Vocational Skill Development Programme		Levene’s Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig (2-tailed)
Career Development	Equal variances assumed	.406	.527	1.832	46	.073
	Equal variances not assumed			1.871	45.639	.068
Opinion on SUITS	Equal variances assumed	1.221	.275	.061	46	.951
	Equal variances not assumed			.059	37.141	.953
Teaching-Learning Method	Equal variances assumed	.172	.681	.260	46	.796
	Equal variances not assumed			.261	43.565	.795

Table 8 shows that, there are no significant difference between gender of the respondent and their opinion in summative evaluation (Career Development P value- 0.073, Opinion on SUITS P value- 0.951, and Teaching-Learning Method P value- 0.796), so the null hypothesis 5 is accepted.

From the data analysis presented in the table 8, found that, there are no significant difference between gender of the respondent and their opinion in summative evaluation. P-value of Career Development, Opinion on SUITS and Teaching-Learning Method

are greater than 0.05. Hence, the hypothesis 5 is concluded that “There are no significant differences between gender of the respondent and their opinion in summative evaluation, since the hypothesis 5 is “accepted”.

Hypothesis 6: There is no significant difference between standard of the respondent and their opinion about the programme.

Table 9: Standard of the Respondent and Their Opinion about the Vocational Skill Development Programme

Evaluation of Vocational Skill Development Programme		Levene's Test for Equality of Variances		t-test for Equality of Means	t-test for Equality of Means	
		F	Sig.	t	df	Sig. (2-tailed)
Career Development	Equal variances assumed	1.429	.238	-.763	46	.449
	Equal variances not assumed			-.555	5.629	.600
Opinion on SUITS	Equal variances assumed	.038	.846	.873	46	.387
	Equal variances not assumed			.909	6.695	.395
Teaching-Learning Method	Equal variances assumed	.062	.805	.916	46	.365
	Equal variances not assumed			.908	6.478	.397

Table 9 showed that, there are no significant difference between standard of the respondent and their opinion in summative evaluation (Career Development P value- 0.449, Opinion on SUITS P value- 0.387, and Teaching-Learning Method P value- 0.365), so the null hypothesis 6 is “accepted”.

From the data analysis presented in the Table 9, found that, there are no significant difference between standard of the respondent and their opinion in summative evaluation. P-value of Career Development, Opinion on SUITS and Teaching-Learning Method are greater than 0.05. Hence, the hypothesis 6 is concluded that “There are no significant differences between standard of the respondent and their opinion in summative evaluation, since the hypothesis 6 is “accepted”.

Hypothesis 7: There is no significant difference between system available in the houses of the respondent and their opinion about vocational Skill Development programme.

Table 10: System Availability in Student’s Houses and Their Opinion about the Vocational Skill Development Programme

Evaluation of vocational Skill Development programme		Levene's Test for Equality of Variances		t-test for Equality of Means	t-test for Equality of Means	
		F	Sig.	t	df	Sig. (2-tailed)
Career Development	Equal variances assumed	1.484	.229	-.543	46	.590
	Equal variances not assumed			-.504	23.027	.619

Opinion on SUITS	Equal variances assumed	2.637	.111	.403	46	.689
	Equal variances not assumed			.361	21.310	.722
Teaching-Learning Method	Equal variances assumed	.241	.626	-.234	46	.816
	Equal variances not assumed			-.220	23.712	.828

Table 10 showed that, there are no significant difference between system available in the houses of the respondent and their opinion in summative evaluation (Career Development P value- 0.590, Opinion on SUITS P value- 0.689, and Teaching-Learning Method P value- 0.816), so the null hypothesis 3 is “accepted”.

From the data analysis presented in the table 10, found that, there are no significant difference between system available in the houses of the respondent and their opinion in summative evaluation. P-value of Career Development, Opinion on SUITS and Teaching-Learning Method are greater than 0.05. Hence, the hypothesis 7 is concluded that “There are no significant differences between standard of the respondent and their opinion in summative evaluation, since the hypothesis 7 is “accepted”.

Hypothesis 8: There is significant correlation among the evaluation of different aspects of vocational Skill Development programme

Table 11: Correlation among Evaluation of Different Aspects of Vocational Skill Development Programme

Evaluation of vocational Skill Development		Career Development	Opinion on SUITS	Teaching-Learning Method
Career Development	Pearson Correlation	1	.440**	.350*
	Sig. (2-tailed)		0.002	0.015
	N	48	48	48
Opinion on SUITS	Pearson Correlation	.440**	1	.628**
	Sig. (2-tailed)	0.002		0
	N	48	48	48
Teaching-Learning Method	Pearson Correlation	.350*	.628**	1
	Sig. (2-tailed)	0.015	0	
	N	48	48	48

The Table 11 shows that the r values are significant at 0.01 level and the variables are significant at 0.05 levels. Hence it is revealed that there are positive correlations among the variables of evaluation of vocational Skill Development programme. Hence the hypothesis is “rejected”.

IX. Findings of the Study

A. General Findings

- Gender:** 43.7% of the respondents are male and 56.3% are female,
- Standard:** 12.5% of the respondents are studying 8th standard and 87.5 % of them are in 9th standard,
- Residence:** majority 75.0% of the respondents are from the rural area, 18.8 % respondents are from the urban area, 6.2%

respondents are from the tribal area.

4. **Parent's academic background:** 14.6% respondent's parents are illiterate, 50% respondents parents are studied up to higher secondary school, 27.1% respondents parents are studied up to UG degree and the rest 8.3% respondents parents are studied up to PG degree.
5. **System availability in respondent houses:** 68.7% of the respondents are having system in their residence, 31.3% of the respondents are not having system in their residence,
6. **Usage of the system in their houses:** 70.9% of the respondents are using computer 29.1% of the respondents are not using computers in residence.

B. Hypotheses Related Findings

1. There is no significant difference between gender of the respondent and their opinion about the vocational Skill Development programme.
2. There is no significant difference between standard of the respondent and their opinion about the programme.
3. There is no significant difference between system available in the houses of the respondent and their opinion about vocational Skill Development programme.
4. There is no significant variation between residence of the respondent and their opinion about the vocational Skill Development programme.
5. There is no significant variation between parent's academic background and the student's opinion about the vocational Skill Development programme.
6. There is no significant association between parent's academic background and the availability of the computer in their houses of the student.
7. There is no significant association between residence and the availability of the computer in their houses.
8. There is no correlation between the respondent opinions in summative evaluation of vocational Skill Development in the study area.

X. Suggestions and Conclusion

It should be start in every school for respondent benefit. Vocational Skill Development programme should be made compulsory so that the entire respondent can get equal viability to concentrate both on technical as well as skill oriented jobs in their future. According to latest survey on NOS (National Occupation Standards) states that there is a big gap between the structured curriculum and the working environment is due to lagging the concentration towards skill oriented activities among respondent and it should be should start in every school. From the study, respondent option is that they need more partial for the vocational Skill Development programme, it will be helpful if more time provided for the practical.

Empowering and implanting in the mind of the school respondent will help them to successes in both their academic and personal carrier. In the era of globalization, the demand for skilled and multi skilled respondent have been increased. Therefore in the environment of developing county in India, there is a critical need for quality vocational Skill Development and training. So it is important for the respondent for improving their skill. Thus from the study it shows that influence of the respondent personal factors are not affecting the vocational Skill Development of the respondent. Introduction to skill training to the school respondent will help them by the by providing an opportunity to discover various options and therefore, narrow down on a skill of his/her liking.

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