

Linking The Teachers and Students For Skilling Through Suits

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Abstract

Every teacher in the training programme had come across the concept of teaching the students in different methods. Teaching differently is a procedure where the students will not learn a like, they all different and they all differently capable of so the teacher should teach them where all students in the classroom should have learned to the possible chance they have got of learning. These day teachers should have unique skill for teaching, those of where the students ability should be find out for this better future. 286 teachers are the respondents answered the survey questionnaire and the responses are analyzed. Due to positive responses from the respondents of the study area, there are no differences among the age of the respondents and their response of SUITS programme. It shows that an excellent linkages among the teachers and students in skilling in the field of computation skills during their regular studies.

Keywords

SUITS, Skilling, Linking Teachers and Students

I. Introduction

In a common classroom, they will be different students who are different in learning ability and they may not good in learning and some are over qualified and so on. But when a teacher difference the teaching method they can be will trained and make them to overcome the learning disability they are having. The Tree main aspect which a teacher should follow for teaching differently are continues learn they have to be updated will the new information and knowledge where they should not know less than a student's they have to work hard to learn the new things not only in their fields but also the other field where the students should be lead in the right path where they have in doubt about. Learning requirements of the students should be understand by the teacher so that they can give according to the expectation of the students so that they will not get bored to the subject and they will have interest in the learning. Attention, both the side there should be attention if the attention of the one side is missing the other side will be effected so that all the students in the class room will get effected because of this teachers should give attention where they are able to scoop up with or not and the students should have attention they should be ready to commutate if they is any problem in learning and understanding the syllabus. This method may sound difficult, but by applying they can teach the students with an effort. When it comes to School-University-Industry-Tie-up-Scheme (SUITS) they have been helping the teachers by providing a differently structured syllabus, where the content in the SUITS will help in differentiated learning, unique curriculum, inventive thinking.

In the training programme school teachers get updated with the latest trend in computer science education where the syllabus the students and staff can exposure various seminars on the related field of the computer science education. There is an separate section for where the opportunity are given to interact with the subject experts from the University and Industry, they have stroked the syllabuses so that they can adopt different educational technology in handling the subject, students are given a great Opportunity when they are in the school itself they are getting a chance for learn through the School-University-Industry Tie-ups in computer science education. This helps the school students to become the

students of the university simultaneously; this will be strong foundation to become a software programmer/IT Professional by leaving in the SUITS. The class are more practical way Enriched their Computer Knowledge, the certificate provide an opportunity to Enrol the in employment office, the main chance where they cannot get from any other programme is to obtaining university convocation, certificate while the students are in school stage itself, Valid for career development through this it helps them to became an entrepreneurial so. Finally the Assignments for the students are given for each programme will be different and innovative, through this Programmes it will provide advantages for students who are in eager to learn for developing the students career and skill.

II. Review of the related studies

Tessa H.S. Eysink, (2017), stated that implementing differentiation in the context of the procedure gives teachers the opportunity to differentiate within the social context of the class.

Amin Neghavati, (2016), established that the teacher training programme gives proper opportunities to the teachers to realize the importance of deep learning skills for a better life in the future for their students. The results also show that the teachers became more vigilant towards deep learning skills and the application of technology in their own teaching context. On a positive note, their active online presence and collaboration with each other on the selected platform also helped them feel more confident in preparing their students to develop their 6 C's independently.

Markus Talvioet et.al., (2014), found that after the training, teacher's skills to communicate in constructive ways increased, and cases of hindering interaction decreased. Teachers should be knowledgeable to collect messages in a helpful way, by using pay attention and active listening abilities. In addition, in their answers after the course, teachers often used I-messages that were very rare before the intervention. Hence, teachers learned to express their feelings, describe the behavior in a neutral way and communicate the concrete consequences of the behavior. Among the comparison group, no change was perceived between the pre-test and the post-test.

Van den Hurk H.T.G., (2014), exclaimed the possibility to improve the quality of student teachers’ instructional behavior in a short period using feedback on observed lessons during workplace learning. We did find, however, that the participating student teachers were able to improve the quality of their interactive book reading lessons on four of the five examined variables. Due to the absence of a control group it is not possible to reveal causal relations.

Valentina Piwowar et.al., (2013), found that the training to be well organized, educational and relevant personally. They have to ascertain which learning practices lead to expansion and how they operate, how sustainable the detected effects are, as well as if and which long-term effects might occur when teachers start with a new class at the beginning of the year.

III. Objectives of the Study

- To study the evaluating variables of skill development through SUITS among the respondents.
- To find out the association among the evaluating variables of skill development through SUITS among the respondents.
- To analyze the difference between gender and responses of SUITS of the respondents.
- To examine the variation between the education qualification and experience of the respondents involvement in implementing SUITS.
- To find out the inter-relationship among the evaluating variables of the respondents on SUITS in the study area.

VI. Analysis and Interpretation

Table 1: Percentage Analysis Shows the Distribution of Evaluating Variables of SUITS

S. No	Variable	SA	A	N	D	SD
		%	%	%	%	%
Perception on SUITS						
S1	IECD Updates teaching learning methods periodically	144	126	14	2	-
		50.3	44.1	4.9	0.7	-
S2	Covered entire syllabus for respective programme	137	132	13	4	-
		47.9	46.2	4.5	1.4	-
S3	Sufficient period is given for completing the syllabus	107	122	38	16	3
		37.4	42.7	13.3	5.6	1.0
S4	Materials helps students to understand easily	130	136	18	1	1
		45.5	47.6	6.3	0.3	0.3
S5	Students undertake programme with interest	152	126	8	-	-
		53.1	44.1	2.8	-	-
S6	Students computer knowledge has increased considerably	162	112	11	1	-
		56.6	39.2	3.8	0.3	-

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

Note: Percentages are given in Parentheses. N=286

Table 1 present six statements concerning on assessing the SUITS among the respondents of the study area. It is found that most of the respondents (50.3%) are strongly agreed and (44.1%) are agreed on the statement-1, “IECD Updates teaching learning methods periodically”. Whereas (47.9%) respondents are strongly agreed and (46.2%) respondents are agreed Statement-2 on “Covered entire syllabus for respective programme”. Statement-3 on “Sufficient period is given for completing the syllabus” are agreed by (42.7%) and (37.4%) are strongly agreed by the respondents. Statement-4 on “Materials helps students to understand easily” (47.6%) is agreed and (45.5%) are strongly agreed by the respondents. Statement-5 on “Students undertake programme with interest” (53.1%) are strongly agreed and (44.1%) are agreed by the respondents. Finally the statement-6 on “Students computer knowledge has increased considerably” (56.6%) is strongly agreed and (39.2%) are agreed by the respondents.

Hypothesis 1: There is no significant association between age and perception on SUITS of the respondents in the study area.

IV. Hypotheses of the Study

- * There is no significant association between age and perception on SUITS of the respondents in the study area.
- * There is no significant difference between the gender and perception on SUITS of the respondents in the study area.
- * There is no significant variation between the educational qualification and perception on SUITS of the respondents in the study area.
- * There will be no significant variation between the experience and perception on SUITS of the respondents in the study area.
- * There is no significant inter-relationship between the SUITS programme of the respondents in the study area.

V. Research Methodology

The investigation of the present study deals with survey method and design used is descriptive in nature. Both dependent and independent variables are adopted in the present study. The research tool used for collecting primary data is made through structured questionnaire, especially developed by the authors, which would exactly assess the respondent’s perception about SUITS in the study area. The study was done in SUITS enrolled schools, with a sample of 286 respondents. Five point Likert scaling technique was used for getting responses from the respondents in the study area with appropriate scoring pattern. The raw data collected was systematically coded, scored and tabulated by using statistical techniques.

Table 2: Association between the age of the respondents and towards SUITS programme

Age / Perception on SUITS			SUITS			
			Low	Moderate	High	Total
Age	Upto 25	Count	6	39	48	93
		% within Age	6.5%	42.0%	51.5%	100.0%
		% within Perception on SUITS	25.0%	31.7%	34.5%	32.5%
	26 - 35 years	Count	13	65	78	156
		% within Age	8.3%	41.7%	50.0%	100.0%
		% within Perception on SUITS	54.2%	52.9%	56.1%	54.5%
	36 - 45 years	Count	5	17	11	33
		% within Age	15.1%	51.5%	33.4%	100.0%
		% within Perception on SUITS	20.8%	13.8%	8.0%	11.5%
	46 and Above	Count	0	2	2	4
		% within Age	0.0%	50.0%	50.0%	100.0%
		% within Perception on SUITS	0.0%	1.63%	1.4%	1.4%
Total	Count	24	123	139	286	
	% within Age	8.4%	43.1%	48.5%	100.0%	
	% within Perception on SUITS	100.0%	100.0%	100.0%	100.0%	
$\chi^2 = 26.980, df = 33, p\text{-value} = 0.761^{**}$ ** denotes Significant at 5% level						

Table 2 shows that, the χ^2 value of the evaluating variables SUITS is 26.980. Their corresponding p-values are $0.761 > 0.05$, shows that there are no significant association between the age of the respondents and their perception on SUITS. It indicates that the respondent's positive development in teaching learning method in school education. The overall opinion about implementing SUITS in the respective schools is highly satisfied among teachers. Hence the hypothesis -1 is accepted as there are no significant association between the age of the respondents and evaluating variables of SUITS programmes in the study area.

Hypothesis 2: There is no significant difference between the gender and perception on SUITS of the respondents in the study area.

Table 3: T-test showing the differences between the Gender and perception on SUITS

Variable		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Perception on SUITS	Equal variances assumed	.034	.854	-.414	284	.679
	Equal variances not assumed			-.418	91.713	.677

Table 3 reveals that, Levene's test on teachers responses on SUITS ($F=0.034$). Therefore, we use the t-value and two-tail significance for unequal variance estimates to determine whether the five levels (strongly agree, agree, neutral, disagree and strongly disagree) of teachers perception on SUITS programme by the education sectors differences exists among two group of gender. The two-tail significance for the gender indicates $p < 0.05$ on teachers perception in SUITS programme ($t = -0.414$). It is concluded that there are no significant difference between gender of the respondents and their responses on SUITS programme. Hence, the formulated null hypothesis-2 is accepted and overall concluded that **“there are no significant difference between the gender and their perception on SUITS”** in the study area.

Hypothesis 3: There is no significant variation between the educational qualification and perception on SUITS of the respondents in the study area

Table 4: Variation between the Educational Qualification of the Respondents and their Perception on SUITS

Variable	Sum of Squares	df	Mean Square	F	Sig.
Perception on SUITS	Between Groups	6.846	2	3.423	.527
	Within Groups	1837.574	283	6.493	
	Total	1844.420	285		
					.591 (NS)

From the table 4, is inferred that in one-way ANOVA, the total variation is partitioned into two components, between groups represents variation of the group means around the overall mean and within groups represents variation of the individual scores around their respective group means; significance indicates the significance level of the F-value. Small significance value ($< .05$) indicates group difference. From the above table 4 is inferred that the significance level is observed to be greater than $.05$. Hence, null hypothesis is

accepted by inferring that **“there is no significant variance between the educational qualification of the respondents and their perception on SUITS in the area”**.

Table 5: Multiple Comparisons - Post hoc Test (LSD) between educational qualification and perception on SUITS

Variable	(I) Educational Qualification	(J) Educational Qualification	Mean Difference (I-J)	Std Error	Sig.
Perception on SUITS	UG	PG	-.11174	.35022	.750
		Above PG	-.59148	.58093	.309
	PG	UG	.11174	.35022	.750
		Above PG	-.47974	.53352	.369
	Above PG	UG	.59148	.58093	.309
		PG	.47974	.53352	.369

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

Hypothesis 4: There will be no significant variation between the experience and perception on SUITS of the respondents in the study area.

Table 6: Variation between the experience of the respondents and their perception on SUITS

Variable		Sum of Squares	df	Mean Square	F	Sig.
Perception on SUITS	Between Groups	67.482	3	22.494	3.570	.015 (*Sig)
	Within Groups	1776.937	282	6.301		
	Total	1844.420	285			

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

Table 7: Multiple Comparisons - Post hoc Test (LSD) between experience and perception on SUITS of the respondents

Variable	(I) Experience	(J) Experience	Mean Difference (I-J)	Std. Error	Sig.
Perception on SUITS	Fresher's	1 - 3 yrs	.18589	.33920	.584
		4 - 6 yrs	.64835	.53056	.223
		7 and above	2.07143*	.65800	.002
	1 - 3 yrs	Fresher's	-.18589	.33920	.584
		4 - 6 yrs	.46247	.56416	.413
		7 and above	1.88554*	.68538	.006
	4 - 6 yrs	Fresher's	-.64835	.53056	.223
		1 - 3 yrs	-.46247	.56416	.413
		7 and above	1.42308	.79761	.075
	7 and above	Fresher's	-2.07143*	.65800	.002
		1 - 3 yrs	-1.88554*	.68538	.006
		4 - 6 yrs	-1.42308	.79761	.075

From the above table 7, is inferred that there are significant variance observed between categories of experience namely, Fresher's, 1 - 3 years, 4 - 6 years, and 7 and above, when it got analyzed with the dependent variable namely, perception on SUITS. Similarly;

a mirror image of the same difference was reflected in the original table of SPSS, which is not depicted in the above table.

Hypothesis 5: There is no significant inter-relationship between the SUITS of the respondents in the study area.

Table 8: Pearson’s Correlation Showing the Inter relationship among SUITS

Variable		Age	Sex	Educational Qualification	Experience	Attended SUITS
Age	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	286				
Sex	Pearson Correlation	-.238**	1			
	Sig. (2-tailed)	.000 (Sig)				
	N	286	286			
Educational Qualification	Pearson Correlation	.184**	-.105	1		
	Sig. (2-tailed)	.002 (Sig)	.076			
	N	286	286	286		
Experience	Pearson Correlation	.625**	-.132*	.148*	1	
	Sig. (2-tailed)	.000 (Sig)	.025 (Sig)	.012 (Sig)		
	N	286	286	286	286	
Attended SUITS	Pearson Correlation	-.058	.037	-.084	-.075	1
	Sig. (2-tailed)	.328	.534	.156	.205	
	N	286	286	286	286	286

The correlation coefficient matrix is presented in Table 8. The correlations table displays Pearson correlation coefficients, significance values, and the number of cases with non-missing values (N). The values of the correlation coefficient range from -1 to 1. The sign of the correlation coefficient indicates the direction of the relationship (positive or negative). The absolute value of the correlation coefficient indicates the strength, with larger absolute values indicating stronger relationships. The correlation coefficients on the main diagonal are always 1, because each variable has a perfect positive linear relationship with itself.

The table 8 shows that “there is significant relationship between no. of dependency of the respondents and their responses on SUITS programme” in the study area. Hence, the calculated value is less than table value ($p < 0.05$). So the research hypothesis is accepted and the null hypothesis is rejected.

VII. Findings of the study

General Findings

Most of the respondents (50.3%) are strongly agreed and (44.1%) are agreed the statement-1, “IECD Updates teaching learning methods periodically”. Whereas (47.9%) respondents are strongly agreed and (46.2%) respondents are agreed Statement-2 on “Covered entire syllabus for respective programme”. Statement-3 on “Sufficient period is given for completing the syllabus” are agreed by (42.7%) and (37.4%) are strongly agreed by the respondents. Statement-4 on “Materials helps students to understand easily” (47.6%) is agreed and (45.5%) are strongly agreed by the respondents. Statement-5 on “Students undertake programme with interest” (53.1%) are strongly agreed and (44.1%) are agreed by the respondents. Finally the statement-6 on “Students computer knowledge has increased considerably” (56.6%) is strongly agreed and (39.2%) are agreed by the respondents.

Hypotheses related Findings

- * There are no significant association between the age of the respondents and evaluating variables of SUITS in the study area.
- * There are no significant difference between the gender of

the respondents and their perception on SUITS in the study area.

- * There is no significant variance between the educational qualification of the respondents and their perception on SUITS in the study area.
- * There is a significant variance observed between the experience of the respondents and their perception on SUITS in the study area.
- * There is a significant relationship between no. of dependency of the respondents and their responses on SUITS programme.

VIII. Conclusion

As a teacher, one should try to meet the needs of the students by providing a various teaching methods. Computers easily combine various media where it can provide a variety of different learning opportunities. Even though differences, it is realistic to plan for ongoing instructional should be designed for the understanding of the students. Individual students are given opportunities in the practical session so that the teacher will know how far they have been learned how they should be thought in the sessions. Teachers should ensure the challenge of teaching the students differently and continuously for the benefit of both the teachers and the students. The job of the teacher is to make even the keen students should provide with an environment where they can ask their doubt without anxiety or embarrassment. This study concluded that, the perceptions about the SUITS among the teachers are high, where it didn’t influence the age, gender and educational qualification of the teachers where the SUITS help them with teaching learning methods are periodically updated, the entire syllabus for respective programme are covered and the material helps the student to understand easily, where sufficient periods are given for completing the syllabus, students are taking the programme with interest which increase their computer knowledge considerably. But when the teachers are experienced it influences the perception on SUITS and there is also inter-relationship among SUITS.

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