STUDY THE EFFECTIVENESS OF HR TRAINING TO SELECT TEACHERS ON ICT SKILLS

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ABSTRACT

The purpose of the study is to find out the effectiveness of the skill development training programme given to the school teachers of School-University-Industry-Tie-up-Schemes (SUITS) through IECD (Institute for Entrepreneurship and Career Development), Bharathidasan University, TamilNadu. The research method adopted for this study was 'Census Method'. With the help of structured questionnaire, survey was conducted to 80 school teachers, who were undergone the HR training programme in the field of Information Communication Technology (ICT). Teachers training programme were conducted at Tiruchengode, Tamil Nadu. The trainees belong to the teachers in-charge of skill development programmes come under School-University-Industry-Tie-up-Schemes (SUITS) operationalized by IECD at select schools of Erode, Tirupur, Namakkal and Karur Districts of TamilNadu. The chi-square test was used to find out the association between age of the respondents with the training outcomes. The study is very supportive to know about the skill development, learning and motivating the respondents through the HR training to teachers on ICT Skills.

KEYWORDS: IECD, SUITS, Effectiveness of ICT Skills, HR Training, Skill Development.

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Introduction

The skill development training programme to school teachers is very essential to get updated with the latest trends in a particular field. The broad purpose of the training program is to change attitudes, behaviors, teaching methods or skills in a practice that positively controls the performance of the teachers/trainees. Teacher's attitude towards training program is to understand whether it meets its objectives in critical, as training and development staff is fetching more and more responsible for the effectiveness of their HR training programs. Assessment can be used to determine whether the training achieves its goals. Assessment can also evaluate the value of the trainings, identify areas of improvement and also identify unnecessary training aspects that can be eliminated. Assessment of training programs is also an important stage in improving the quality of the HR training program and measuring its impact on the institution in long run.

The systematic effort of learning, adapting the skills, concepts and attitudes to bring about an improvement in the performance of the HR trainee is training. It is vital for various reasons. Employee selected for a work need to have the appropriate skills and knowledge relating to their work. Their involvement in the job helps an organization to grow easier. An employee is also bound to know the organization process and the content of the work and the importance of the job assigned to him. When he changes his job, he should adapt himself to the new environment. So, HR training is always necessary to be successful in organization to search for a new job. For employees who are good at their

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work, HR training will help them for an improvement. So, HR training is profitable to both the employees and the organization. In most of the companies the trainer and the training programs are evaluated, (Parthasarathy et.al., 2016).

The right training at the right time gives teachers should increase their skills and knowledge to proceed for their teaching to the best of their knowledge and ability, increasing capacity and subject knowledge and quality of the skill. This will reflect their performance and staff retention and keep the good teachers for the welfare of the future stars, (Jayalakshmi et.al., 2017).

Literature Study

Jose Antonio Prieto Saborit, et.al., (2016), studied that the influence of a training program on teachers' attitudes and perceptions relatedto the implementation of cooperative learning in educational contexts. This influence was assessed basedon the teachers' knowledge area, educational stage, age, gender and years of teaching experience. 990teachers from 60 schools participated. Results indicated a positive attitude from the teachers, regardlessof their subject area or educational stage. However, significant differences were found regarding age and teaching experience. Training has proven to be a powerful predictor of success for the implementation ofcooperative learning in educational settings.

Parthasarathy et.al., (2016), studied that, the teacher's training enhances efficiency and develop a systematic way of learning and performing in teaching. Evaluation of training effectiveness is the measurement of improvement in the teacher's knowledge, skills and behavioral pattern within the institution as a result of training programme. Thus, it indicates whether the program has been able to deliver its future goals and objectives. Evaluation of training and development means assessment of the influence of training on trainee's performance, knowledge and behavior.

Shanmugapriya et.al., (2016), evaluated the skill development training programme on computer science given to the selected teachers of schools in Tamil Nadu, India. Most of the teachers hold the same opinion, their scenes to be no influence of their monthly income on the feedback of the skill development training programme in the field of computer science. The majority of attendants of this training programme were women and of the same age, but nearly 60 % of the participants had good experience in the field of computer science. Overall the study found that there are significant variance between the monthly income of the respondents and their impact on the skill development training programme of computer science as, participation and interactions with trainers & fellow participants, training experience gained in computer science field, the training venue, lab and facilities were adequate and comfortable, and training was very useful in all practical purpose.

Monika et.al., (2016), explained that the training provided to manage the organizational environment system with ISO ensures the response of the organizational operations. The training is very useful for the newly developing organizations, for developed organizations to identify their customers, to reduce and prevent risk in handling organizational environment. Global training programmes on ISO 14001 on environment management system provide various strategies to resolve issues in organizational environment. These are designed to implement, industrial audits and understanding international standards. They concluded that there is a positive relationship among management systems in organizations and environmental training programmes. From these programmes, managers can aware of employees' environmental issues in their organizations, they will handle the employees equally and motivate them through enriched training programmes.

Aysun Kurt Katman and Omer F. Tutkun., (2015), determined primary school teachers' views related to the effect of in-service training programs on teaching-learning process. The research study group consists of 120 primary school teachers working in the formal primary schools. "The Determination of Teachers' Views related to the Effect of In-Service Training Programs on Teaching-Learning Process Survey" was used as the data collection tool in the study. The research results are: The majority of the participants argue that in-service training supports the development of the education system; that in-service training programs have a purpose; that in-service training increases teachers' professional knowledge and skills.

Objectives of the Study

- To find out the demographic profile of the respondents in the study area.
- To find out the association between age of the respondents and factors contributing the success of skill development training programme in the study area.

Research Methodology

The research is mainly based on the evaluation of training programme among the school teachers in TamilNadu, India. The training programme was organized by the Institute for Entrepreneurship and Career Development (IECD), Bharathidasan University, Tiruchirappalli, TamilNadu, India. The population selected for this study is school teachers from various private schools in Erode Region (Consists of Erode, Tirupur, Namakkal and Karur districts for the study purpose) in TamilNadu. Training is needed to the institution and its staff. Good management and good organization are the best forms of training and development. This study is helpful in assessing the evaluation of training programme experienced by the respondents. The study consists of both primary and secondary data. The primary data was collected by using structured questionnaire, which are distributed to trainees at the end of the training sessions on the final day in their place of training. The secondary data was collected from research publications, standard journals and various web sources, etc. The data was analyzed by SPSS to determine the evaluation of training programme on school teachers. The information collected was analyzed for arriving at suitable conclusion.

Data Analysis and Interpretation of the Study

Table 1: Demographic Profile of the Respondents

Demographic Profile	Particulars	No. of Respondents	Percentage
Age	20 – 25 Years	18	22.5
	26 – 30 Years	42	52.5
	31 – 35 Years	14	17.5
	36 Years & above	6	7.5
Educational Qualification	Under Graduate	18	22.5
	Post Graduate	50	62.5
	Above PG	12	15.0
School Type	Primary	3	3.8
	Middle	12	15.0
	High School	16	20.0
	Higher Secondary School	49	61.2
Marital Status	Married	45	56.3
	Unmarried	35	43.7
Work Experience	0 – 5 Years	57	71.3
	6 – 10 Years	20	25.0
	11 Years & Above	3	3.8
Monthly Income	Below Rs.5000/-	3	3.8
	Rs.5001/- to Rs.10000/-	46	57.5
	Rs.10001/- &Above	31	38.8
Attendance of Previous Training Programme	Yes	25	31.3
	No	55	68.8

Table 2: Distribution of the Respondents According to their Skill Development Training Programme

S. No.	Statements on Assessing Skill Development Training Programme	Excellent	Satisfactory	Not Satisfactory
1	Program designed and organized well	61 (76.3%)	19 (23.8%)	-
2	Planning according to teachers' need and passion	53 (66.3%)	26 (32.5%)	1 (1.2%)
3	Lab facilities and presentations were adequate	65 (81.3%)	15 (18.8%)	-
4	Theoretical reasons were provided adequately	46 (57.5%)	33 (41.3%)	1 (1.2%)
5	Resource Persons were actively involved	54 (67.5%)	25 (31.3%)	1 (1.2%)
6	Theory and practical aspects were inter related	44 (55.0%)	33 (41.3%)	3 (3.8%)
7	Contents were efficiently planned and developed	48 (60.0%)	30 (37.5%)	2 (2.5%)
8	Duration of the training and time allocation were optimal	34 (42.5%)	40 (50.0%)	6 (7.5%)
9	Training session length was adequate	38 (47.5%)	38 (47.5%)	4 (5.0%)
10	Self-directed & participant-oriented to update recent inform.	47 (58.8%)	31 (38.8%)	2 (2.5%)
11	Focused on developing advanced skills	54 (67.5%)	24 (34.0%)	2 (2.5%)
12	Encouraged to share their experiences and suggestions	52 (65.0%)	26 (32.5%)	2 (2.5%)
13	Goals and objectives were fulfilled	47 (58.8%)	31 (38.8%)	2 (2.5%)
14	Training programme was informative	57 (71.3%)	22 (27.5%)	1 (1.2%)
15	Received all the training materials	70 (87.5%)	10 (12.5%)	-
Total	Number of Respondents: 80 Percentage: (100%)			

By analyzing the dependent variables on the training programme, table 2 shows the fifteen statements based on the teachers' attitude towards skill development training programme.

The majority of the respondents (76.3%) says that, 'Program designed and organized well'. 66.3% of the respondents says that the variable 'Planning according to teachers' need and passion' is excellent. 81.3% of the respondents are telling excellent on the variable, 'Lab facilities and presentations were adequate'. 57.5% of the respondents said excellent on the variable, 'Theoretical reasons were provided adequately'. 67.5% of the respondents said excellent on the variable, 'Resource Persons were actively involved'. 55% of the respondents said excellent on the variable, 'Theory and practical aspects were inter related'. 60% of the respondents said excellent on the variable, 'Contents were efficiently planned and developed'. 50% of the respondents are satisfactory over the variable, 'Duration of the training and time allocation were optimal'. 47.5% of the respondents are excellent and satisfactory on the variable, 'Training session length was adequate'.58.8% of the respondents said excellent on the variable, 'Self-directed and participant-oriented to update recent information'. 67.5% of the respondents said excellent on the variable, 'Focused on developing advanced skills'. 65% of the respondents rated excellent on the variable, 'Encouraged to share their experiences and suggestions'. 58.8% of the respondents rated excellent on the variable, 'Goals and objectives were fulfilled'. 71.3% of the respondents rated excellent on the variable, 'Training programme was informative'. 87.5% of the respondents said excellent on the variable, 'Received all the training materials'.

Hypothesis

There is no significant association among the age of the respondents and the assessment of the skill development training programme in the study area.

Table 3: Chi-Square Test showing the Association among Age and Assessment of Skill Development Training Programme

Evaluation of the Programme	χ^2 Value	Sig. (2-Sided)
Program designed and organized well	7.469	.058
Planning according to teachers' need and passion	2.816	.832
Lab facilities and presentations were adequate	.970	.808
Theoretical reasons were provided adequately	1.668	.948
Resource Persons were actively involved	6.368	.383
Theory and practical aspects were inter related	3.021	.806
Contents were efficiently planned and developed	7.640	.266
Duration of the training and time allocation were optimal	2.920	.819
Training session length was adequate	10.426	.108
Self-directed and participant-oriented to update recent information	3.412	.756
Focused on developing advanced skills	6.102	.412
Encouraged to share their experiences and suggestions	3.516	.742
Goals and objectives were fulfilled	6.390	.381
Training programme was informative	9.433	.151
Received all the training materials	1.923	.589

Table 3 shows that the χ^2 value of the dependent variables are greater than the significant level; hence it shows that there is no association among the age of the respondents and their attitude towards skill development training programme. It indicates that the respondents are positive in teaching learning methods adopted in school education. Hence, the hypothesis-1 is accepted as "there is no significant association among the age of the respondents and the assessment of the skill development training programme in the study area".

Findings of the Study

- **General Findings**
    - **Age:** 42 (52.5%) of the respondents belong to age group of 26 to 30 years, 18 (22.5%) belong to 20 to 25 years, 14 (17.5%) belong to 31 to 35 years and 6 (7.5%) belong to 36 years and above category.
    - **Educational Qualification:** 50 (62.5%) of the respondents belong to Post Graduate category, 18 (22.5%) belong to Under Graduate category and 12 (15.0%) belong to above Post Graduate category.
    - **School Type:** 49 respondents(61.2%) working in higher secondary school, 16 (20.0%) belong to high school category, 12 (15.0%) belong to middle school category and 3 (3.8%) belong to primary school category.

- **Marital Status:** 45 (56.3%) of the respondents taking part in the training programme belongs to married category and 35 (43.7%) belong to unmarried category.
- **Work Experience:** 57 (71.3%) of the respondents are having 0-5 years of workexperience, 20 (25.0%) of the respondents are having 6-10 years of work experience and 3 (3.8%) of the respondents work experience is 11 years and above.
- **Monthly Income:** 46 (57.5%) of the respondents draw monthly income between Rs.5,001/- to Rs.10000/- , 31 (38.8 %) of the respondents draw salary Rs.10,001/- and above, 3 (3.8%) of the respondents draw monthly income below Rs.5,000/- per month.
- **Training Programme:** 55 (68.8%) of the respondents first time attended the training programme and 25 (31.2%) of the respondent already attended the training programme.

- **Hypothesis Related Findings**

From the data analysis presented in the table-3, there is no significant association between age and the feedback on "*Planning according to teachers' need and passion*" (Sig. 0.832) of the respondents. There is no significant association between age and the feedback on "*Lab facilities and presentations were adequate*" (Sig. 0.808) of the respondents. There is no significant association between age and the feedback on "*Theoretical reasons were provided adequately*" (Sig. 0.948) of the respondents. There is no significant association between age and the feedback on "*Resource Persons were actively involved*" (Sig. 0.383) of the respondents. There is no significant association between age and the feedback on "*Theory and practical aspects were inter-related*" (Sig. 0.806) of the respondents. There is no significant association between age and the feedback on "*Contents were efficiently planned and developed*" (sig. 0.266) of the respondents. There is no significant association between age and the feedback on "*Duration of the training and time allocation were optimal*" (Sig. 0.819) of the respondents. There is no significant association between age and the feedback on "*Training session length was adequate*" (Sig. 0.108) of the respondents. There is no significant association between age and the feedback on "*Self-directed and participant-oriented to update recent information*" (sig. 0.756) of the respondents. There is no significant association between age and the feedback on "*Focused on developing advanced skills*" (Sig. 0.412) of the respondents. There is no significant association between age and the feedback on "*Encouraged to share their experiences and suggestions*" (Sig. 0.742) of the respondents. There is no significant association between age and the feedback on "*Goals and objectives were fulfilled*" (Sig. 0.381) of the respondents. There is no significant association between age and the feedback on "*Training programme was informative*" (sig. 0.151) of the respondents. There is no significant association between age and the feedback on "*Received all the training material*" (Sig. 0.589) of the respondents.

Hence, the formulated null hypothesis-1 is accepted and overall concluded that there are no significant association between age and influence on overall feedback of the respondents, except the influence of age and the feedback on "*Program designed and organized well*" (Sig. 0.058) of the respondents, in the study area.

Conclusion

The results of this study pointed out that a skill development teacher training program on ICT skills can produce a positive reaction on the part of the teachers towards their learning process. Data analysis revealed that neither the branch of skills and knowledge, nor the educational stage conditioned the teachers' willingness towards this methodology. Even though there are significant associations between the teachers' attitude according to their age or their years of experience, they are not sufficient to provoke a negative attitude towards the implementation of teaching/learning programmes. These data strengthen the idea that teacher training must not only focus on the learning of new techniques, but also include new behaviors and attitudes towards the process of teaching/learning. Finally, this study provides a response to the need for research on the factors that may hinder the sustainable implementation of any educational programmes leading to skills up gradation. These findings may contribute to research, reflect, discuss and decide the right way for a positive implementation of skill development programmes in the field of ICT.

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