

PERCEPTION OF SKILL ENHANCEMENT AMONG PROSPECTIVE TEACHERS OF CHANDIGARH

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Abstract

Context: The job market in India has evolved over time, with new opportunities emerging, increased competition, shifting expectations, and evolving policies. Employers now seek individuals with genuine talent to build a successful workforce. Skill enhancement is always a key to employability that offers a successful career and life. Several students are enrolling in teacher education programs, but a few are securing placements in both government and private sectors, while others remain unemployed. This study focussed on the various activities under operation during the teacher training programme, which can be used as skill enhancement among prospectives teachers. Perceptions of prospective teachers can be used to include or exclude such practices during the teacher training programme by the authorities in this sector.

Aims: This study aimed to examine the perceptions of prospective teachers towards skill enhancement. **Settings and Design:** A sample of 80 prospective teachers of the Govt. College of Education, Sector 20 D, Chandigarh, and GRIID Sec 31 C, Chandigarh were taken for this study and a descriptive research methodology was used to study the perception of the sample.

Materials and Methods: A self-developed inventory by the researchers was used to measure Perceptions of skill enhancement among prospective teachers. **Statistical analysis used:** Percentage, Mean, SD, t-test, and ANOVA were used as statistical techniques. **Results:** All prospective teachers, rural, urban, female, GCE 20 & GRIID, age groups 22-27 & 28-35, all income groups, both graduate and postgraduate, all groups of teaching experience have an excellent level of perception of skill enhancement, while male group, below 21 age group, and above 35 years age group, prospective teachers have an above-average level of perception of skill enhancement. It is also found that there is no significant difference in perception of skill enhancement based on locality, age group, qualification, income group and teaching experience but there is significant difference based on gender and institution among prospective teachers.

Keywords: Skills, Training, Professional development, Employment, Demographic variables.

Introduction

Skill development of the country's working population is very important (Shenoy & Shailashr, 2023). Skill enhancement provides an opportunity to develop skills acquired, maintained, and advanced in a specified work (Vidhya, 2022) and it also ensures an individual's success as a skilled workforce (Undale, 2021). The skills need proper development and responsive education through training to enhance the adaptability of the workforce (The World Bank, 2016). Skill theory provides a framework for understanding students' challenges (King & Vanhecke, 2006). Skills have become a strategic choice for construction academia to satisfy industry needs (Mahasneh, 2016) and produce students with first-class cognitive capabilities (Kaur et al., 2020). A regular increase in competition demand for a more skilled workforce

increases unemployment (Grover & Kapoor, 2020). Core graduate students have the highest number of vacancies, but these vacancies often remain unfilled due to a lack of relevant skills (Patel & Patel, 2020).

Employability skills are a person's ability to interact effectively with co-workers and customers (Central Staff Training and Research Institute, 2019) and soft skills and hard skills are equally important (Resia & Ajesh, 2017; & Vasanthakumari, 2019). The training provides students with the required employability skills when they enter the real field (Oluwalola, 2019). Microteaching results in adopting necessary skills and effective teaching originates (Bakir, 2014; Kumar, 2023; Nakka, 2020; & Yang, 2016).

Teaching skills include asking questions, strengthening skills, holding skills variations, explaining skills, opening and closing lessons, small group discussion guiding skills, classroom management skills, and small and individual group teaching skills (Gultom et al., 2020) and a teacher shares knowledge of the subject gained through his teaching skills (Wrenn & Wrenn, 2009). Skill enhancement must be different from content enrichment (Nair & Jog, 2020). The experts from various departments - education, research, psychology etc. come together and develop a comprehensive guide for educating students of the teachers' training school. Basic teaching skills cover eight teaching skills (Sugihartini et al., 2020).

Development of skills depends on the structure of education, vocational trades, presentation of career options, and a strategic plan of reaching out to education partners to address his skills (Harrison, 2020). Skills develop employability (Ganeshan & Vethirajan, 2020; Sharma & Sharma, 2021; Tiwari & Srivastava, 2022; & Turner, 2002) and there may be a greater possibility of global and domestic mobility of skilled human capital (Kumar, 2022) and the students can be accomplished in one or the other skill initially (Srivastava, 2018).

Significance of the Study

While keeping in mind learners, we must focus on teachers' 21st-century skills and re-conceptualize how we can evaluate and train teachers (Kim et al., 2019). Teacher education is vital in creating a pool of school teachers that will shape the next generation (Mahanta, 2023) and the future demands good teachers in India (Jatav et al., 2023). India has a total of 14,16,299 teachers, out of which about 57.8% are male teachers and 42.2% are female teachers. India has 73 female teachers per 100 male teachers (Government of India, 2019). The pass percentage in 2023 fell to 87.33, which was 92.71 in 2022 in CBSE 12th results (Ansari, 2023). The central/state teacher eligibility test failed to express even the most basic knowledge base expected from a teacher (Kumar & Azad, 2016) and the pass percentage in H.T.E.T. was 14.24 % (Tiwari, 2023). There is a shortage of skills rather than a demand for skills (Gurav, 2020) and the existing skill development policy in India needs urgent treatment (Punjani, n. d). Skill training programs must develop both technical and transferable skills (Behera & Gaur, 2022). Teachers should realize their potential and come forward to play new roles for the benefit of teacher education (Misra, 2020) and should develop higher-order thinking skills (Anwer, 2019). There are gaps in the capacity and quality of training infrastructure as well as outputs (Pandey, 2016). If there is a mismatch between a graduate's area of specialization and the tasks assigned, the person would be unable to practice or apply their knowledge and skills in the workplace (Hamid

et al., 2014). Pupil teachers should be given the proper teaching practice to make them effective teachers (Kapri, 2017) and student-teachers can adapt the college curriculum to link up with the basic school curriculum (Gyekye-Ampofo et al., 2019). We need competent teachers who have a new set of resources and techniques (Jan, 2017) and blended learning activities are effective in promoting student teachers' teaching skills (Albhnsawy & Aliweh, 2016). Hence it is very important to study the perceptions of skill enhancement of prospective teachers.

Objectives of the Study

1. To study the perceptions of prospective teachers towards skill enhancement.
2. To compare the level of skill enhancement among prospective teachers studying in colleges of education based on gender, locality, age, income, qualifications, and teaching experience.

Hypotheses of the Study

H₀₁: There is no significant difference in the level of perception of skill enhancement among prospective teachers on gender basis.

H₀₂: There is no significant difference in the level of perception of skill enhancement among prospective teachers on locality basis.

H₀₃: There is no significant difference in the level of perception of skill enhancement among graduate and postgraduate prospective teachers.

H₀₄: There is no significant difference in the level of perception of skill enhancement among GCE 20 and GRIID prospective teachers.

H₀₅: There is no significant difference in the level of perception of skill enhancement among different age groups of prospective teachers.

H₀₆: There is no significant difference in the level of perception of skill enhancement among different income groups of prospective teachers.

H₀₇: There is no significant difference in the level of perception of skill enhancement among different teaching experience groups of prospective teachers.

Material and Method

A descriptive research methodology was used in this study. All the Prospective teachers studying in the Colleges of Education in Chandigarh constituted the population. A sample of 80 students was randomly selected from the prospective teachers of Govt. College of Education, Sec 20 D, Chandigarh and GRIID, Sec 31 C, Chandigarh. The sample was based on institution, age, gender, locality, qualification, and teaching experience.

Procedure

A self-developed inventory was used to measure skill enhancement. A Google form was developed and data was collected from the respondents online. The required directions were mentioned in the form.

Measures

The inventory contained 30 questions and had five choices strongly agree, agree, neutral, disagree, and strongly disagree. These are scored as 5, 4, 3, 2, and 1 respectively. The score range 1-30 refers to poor average perception, 31-60 below average, 61-90 average, 91-120 above average, and 121-150 excellent perception of skill enhancement.

Statistical Techniques Used

In this study K-S test, Shapiro-Wilk test, Percentage, Mean, SD, t-test, and ANOVA were used as statistical techniques.

Analysis and Interpretation of Data

The results of the present study were analyzed in the following two sections:

Section I: Level of perception of skill enhancement among prospective teachers.

Section II: Normality of perception of skill enhancement among prospective teachers studying in colleges of education.

Section III: Comparison of the level of skill enhancement among prospective teachers studying in colleges of education based on gender, locality, age, income, qualifications, and teaching experience.

Section I: Level of perception of skill enhancement among prospective teachers.

1. To study the level of perception of skill enhancement among prospective teachers of Chandigarh.

Table No. 1: Perception of Skill enhancement among prospective teachers of Chandigarh.

Sr. No.	Level of Skill enhancement	Range of Sores	No. of Students	Percentage
1	Excellent	121-150	48	60.00
2	Above Average	91-120	32	40.00
3	Average	61-90	00	0.00
4	Below Average	31-60	00	0.00
5	Poor	1-30	00	0.00

2. To study the level of perception of skill enhancement among prospective teachers studying in colleges of education based on locality, gender, institution, age, income, qualifications, and teaching experience.

Table No. 2: Perception of skill enhancement among prospective teachers studying in colleges of education based on locality, gender, institution, age, income, qualifications, and teaching experience.

Sr. No.	Variable	Mean	SD	Interpretation
1	B.Ed. Students	124.76	10.03	Excellent
2	Rural	124.66	11.25	Excellent
3	Urban	124.69	9.76	Excellent
4	Male	113.00	2.82	Above Average
5	Female	125.06	9.97	Excellent
6	Institution Type			
	GCE 20	125.87	10.15	Excellent
	GRIID	120.31	8.40	Excellent
6	Age			
	Below 21	117.4	13.06	

	22-27 28-35 Above 35	125.28 128.25 111	9.72 8.42 0.0	Above Average Excellent Excellent Above- Average
7	Income 0-1 Lakh 1-3 Lakh 3-5 Lakh 5-10 Lakh	123.23 124.56 125.18 127.46	10.35 9.08 10.20 11.96	Excellent Excellent Excellent Excellent
8	Qualification Graduation Post Graduation	123.23 126.14	8.86 10.96	Excellent Excellent
9	Teaching Experience Fresher 1-2 Years 2-5 Years	124.36 128.12 126.00	9.39 15.48 00.00	Excellent Excellent Excellent

Section II: Normality of perception of skill enhancement among prospective teachers studying in colleges of education.

Table No. 3: Normality of perception of skill enhancement among prospective teachers studying in colleges of education.

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Perception of skill enhancement	.074	80	.174	.068	80	.059
a. Lilliefors Significance Correction						

Table No. 3 described that the calculated p-values of perception of skill enhancement for the Kolmogorov-Simrnov (K-S) test and the Shapiro-Wilk test were 0.074 significant at .174 and 0.068 significant at .059, all these calculated values were found greater than level of significance 0.05. So, it was found that data followed normal distribution in this study.

Section III: Comparison of the level of perception of skill enhancement among prospective teachers studying in colleges of education based on locality, gender, institution, age, income, qualifications, and teaching experience.

H₀₁: There is no significant difference in the level of perception of skill enhancement among prospective teachers on gender basis.

Table No. 4: Comparison of the level of perception of skill enhancement among prospective teachers studying in colleges of education based on gender.

Sr. No.	Variable	N	Mean	SD	Df	t-value	Interpretation
1	Female	78	125.06	9.97	79	5.252	Significant
2	Male	02	113.0	2.82			

*Level of significance 0.05 level

It is found in Table No. 4 that the female counterpart had a mean score of 125.06 and SD 9.97 and the male counterpart had a mean score of 113.0 and SD 2.82. It is found that female counterpart had a high mean score than male counterpart and represented a higher perception of skill enhancement. It is also found that the calculated t value is 5.252, which is more than the table value of $t = 1.99$ at $df = 79$ at a level of significance .05 and hence found significant. So, H₀₁: There is no significant difference in the level of perception of skill enhancement among prospective teachers on gender basis is rejected.

H₀₂: There is no significant difference in the level of perception of skill enhancement among prospective teachers on locality basis.

Table No. 5: Comparison of the level of perception of skill enhancement among prospective teachers studying in colleges of education based on locality.

Sr. No.	Variable	N	Mean	SD	Df	t-value	Absolute t-value	Interpretation
1	Rural	18	124.66	11.25	79	-0.042	0.042	Insignificant
2	Urban	72	124.69	9.76				

*Level of significance 0.05

It is found in Table No. 5 that the rural counterpart had a mean score of 124.66 and SD 11.25 and the urban counterpart had a mean score of 124.69 and SD 9.76. It is found that urban counterpart had a high mean score than rural counterpart of perception of skill enhancement. It is also found that the calculated t value is 0.042, which is less than the table value of $t = 1.99$ at $df = 79$ at a level of significance .05 and hence found insignificant. So, H₀₂: There is no significant difference in the level of perception of skill enhancement among prospective teachers on locality basis is accepted.

H₀₃: There is no significant difference in the level of perception of skill enhancement among graduate and postgraduate prospective teachers.

Table No. 6: Comparison of the level of perception of skill enhancement among prospective teachers studying in colleges of education based on qualification.

Sr. No.	Variable	N	Mean	SD	Df	t-value	Absolute t-value	Interpretation
1	Graduate	39	123.30	8.86	79	-1.276	1.276	Insignificant
2	Post Graduate	41	126.14	10.96				

*Level of significance 0.05

It is found in Table No. 6 that the graduate counterpart had a mean score of 123.30 and SD 8.86 and the post graduate counterpart had a mean score of 126.14 and SD 10.96. It is found that post graduate counterpart had a high mean score than rural counterpart of perception of skill enhancement. It is also found that the calculated t value is 1.276, which is less than the table value of $t = 1.99$ at $df = 79$ at a level of significance .05 and hence found insignificant. So, H_{03} : There is no significant difference in the level of perception of skill enhancement among graduate and postgraduate prospective teachers, is accepted.

H_{04} : There is no significant difference in the level of perception of skill enhancement among GCE 20 and GRIID prospective teachers.

Table No. 7: Comparison of the level of perception of skill enhancement among prospective teachers studying in colleges of education based on institution.

Sr. No.	Variable	Mean	N	SD	Df	t-value	Interpretation
1	GCE 20	125.87	64	10.15	79	2.265	Significant
2	GRIID	120.31	16	8.40			

*Level of significance 0.05

It is found in Table No. 7 that the GCE 20 counterpart had a mean score of 125.87 and SD 10.15 and the GRIID counterpart had a mean score of 120.31 and SD 8.40. It is found that GCE 20 counterpart had a high mean score than GRIID counterpart of perception of skill enhancement. It is also found that the calculated t value is 2.265, which is more than the table value of $t = 1.99$ at $df = 79$ at a level of significance .05 and hence found significant. So, H_{04} : There is no significant difference in the level of perception of skill enhancement among GCE 20 and GRIID prospective teachers, is rejected.

H_{05} : There is no significant difference in the level of perception of skill enhancement among different age groups of prospective teachers.

Table No. 8: Comparison of the level of perception of skill enhancement among prospective teachers studying in colleges of education based on age.

Sr. No.	Source of Variation	SS	Df	MS	F	P-Value	F crit
1	Between Groups	528.2518	3	176.0839	1.801555	0.154042	2.724944
2	Within Groups	7428.236	76	97.73994			
3	Total	7956.488	79				

It is analysed from Table No. 8 that calculated F value is 1.801, which is less than the table value of 'F' df at 3/76 (2.72) also ($p = 0.154 > .05$), so it is found insignificant. Hence, H_{05} : There is no significant difference in the level of perception of skill enhancement among different age groups of prospective teachers, is accepted.

H₀₆: There is no significant difference in the level of perception of skill enhancement among different income groups of prospective teachers.

Table No. 9: Comparison of the level of perception of skill enhancement among prospective teachers studying in colleges of education based on income.

Sr. No.	Source of Variation	SS	Df	MS	F	P-Value	F crit
1	Between Groups	161.123 7749.05	3	53.7076 6 103.320	0.51981 5	0.6699 4	2.72658 9
2	Within Groups	4 7910.17	75	7			
3	Total	7	78				

It is analysed from Table No. 9 that the calculated F value is 0.519, which is less than the table value of 'F' df at 3/75 (2.72) also ($p = 0.669 > .05$), so it is found insignificant. Hence, H₀₆: There is no significant difference in the level of perception of skill enhancement among different income groups of prospective teachers, is accepted.

H₀₇: There is no significant difference in the level of perception of skill enhancement among different teaching experience groups of prospective teachers.

Table No. 10: Comparison of the level of perception of skill enhancement among prospective teachers studying in colleges of education based on teaching experience.

Sr No.	Source of Variation	SS	Df	MS	F	P-Value	F crit
1	Between Groups	103.133 6 78.35	2	51.5668 1 101.991	0.50559 9	0.60513 3	3.11536 6
2	Within Groups	4	77	6			
3	Total	7956.48	79				

It is analysed from Table No. 10 that the calculated F value is 0.505, which is less than the table value of 'F' df at 2/77 (3.11) also ($p = 0.605 > .05$), so it is found insignificant. Hence, H₀₇: There is no significant difference in the level of perception of skill enhancement among different teaching experience groups of prospective teachers, is accepted.

Discussion of Results

All prospective teachers, rural, urban, female, GCE 20 & GRIID, age groups 22-27 & 28-35, all income groups, both graduate and postgraduate, all groups of teaching experience have an excellent level of perception of skill enhancement, while male group, below 21 age group, and above 35 years age group, prospective teachers have an above-average level of perception of skill enhancement. It is also found that there is no significant difference in perception of skill enhancement based on locality, age group, qualification, income group and teaching experience

but there is significant difference based on gender and institution among prospective teachers. The findings of this study are beneficial for schools, teacher training institutes for skill enhancement programmes during the training of pupil teachers and skill enhancement programmes during internships. These are helpful to select, organize, and evaluate the various workshops, seminars, lecture talks, and conferences for skill enhancement in teacher education. Use of transactional leadership, negotiation, adaptability to circumstances, good understanding to group dynamics, use of ICT, use of meta-cognition, acquisition of higher qualification, proper treatment of individual differences, seminars, good time management, self-esteem, team-teaching, professional writing skills, interpersonal skills, self-evaluation, critical thinking, problem-solving ability, problem-solving ability, the follow up of recommendations of national skills qualification framework, learning through practical activities, open opportunities given to teachers, proper use of evaluation or assessing tools and strategies, establishment of guidance and counselling service support, establishment of language laboratory, proper use of science laboratories, the external expert's training programme, effective communication skills, active participation in workshops and seminars, effective e- materials, innovative training modules, etc., are basic components of skill enhancement as per our analysis, so these can be used by other stakeholders in skill enhancement.

Cooperative learning has been found a more effective model for the enhancement of interpersonal and communication skills than simple group learning (Ballantine and Larres, 2008). Virtual courses can enhance communication skills (AL-Qahtani, 2019). Kotecha and Singh (2019) also reported that the students who value both soft and hard skills equally for skill development, they acquire high skills.

Implications

Perceptions are very important and these can be used to reform the teacher education programmes for skill enhancement in teaching and reduction in unemployment in India and abroad. All the important soft and hard skills can be replaced in teacher training programme in the lights of the findings of the present studies.

Strengths

The study was conducted via a Google form so there was no disturbance recorded in obtaining responses and it was ethical. Statistical techniques were applied and analysis was done ethically. The inventory included all possible curricular and co-curricular items included in teacher training programmes.

Delimitations

Perceptions were recorded via a Google form and only 80 students were included in this study. There were no open-ended items in this study. The teachers of the respective institutions could also be included in this study.

Suggestions for further study

1. The present study included only 80 respondents while other studies can be conducted over a large sample.
2. Qualitative data may be used in future research.

3. Some experimental studies can be conducted to improve skill enhancement among students.
4. Some standardized tools can be used for the verification of my findings.

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