

Influence of Parental Education and Area of Living in Imparting Vocational Skills through SUITS

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Abstract : *The present education in India shows interest in skilling the younger generation from their school education, to eliminate the low labour force without skills and to reap the advantage in global competition through many skill development and vocational training. Indian government have launched with many universities to gain a global-knowledge economy by recognizing the aspirations of young literates and school children. The present study deals with a successful computer programmes under SUITS (Schools-University-Industry-Tie-up-Scheme) of IECD (Institute for Entrepreneurship and Career Development), Bharathidasan university, Khajamalai campus, Tiruchirappalli, Tamil Nadu. The present study deals with evaluating about 1138 students from 292 schools located in the states of Tamil Nadu and Puducherry, who are enrolled under SUITS programmes like computer basics, certificate in office automation, logo programming, C programming, C++ programming, 2D animation, web designing and graphics designing are considered as stratum of the study. Descriptive research design was adopted with survey method to investigate the respondents with a structured questionnaire and disproportionate stratification sampling design to collect responses from the respondents. SPSS (Statistical Package for Social Sciences) is used to analyze the results of the respondents. The major findings shows that the parental education is positively associated with the availability and practice of computers at home. There are significant associations among the overall computer programmes under SUITS with the evaluating variables of the skill education through SUITS in the study area*

Keyword: SUITS, Skill Development, Parental Education

A. Introduction

Younger generations of today are highly interacted with technology and media relevant equipments and skills. This is the right time to shape them with the help of technical advancements like computer programmes through skill development schemes with their school education. School education is the stepping stone for higher education and career development of a student. It will helps them in improving their communication skills, information and knowledge management, creative thinking, professionalism in future, entrepreneurship skills and leadership skills. Indian government has launched so many skill development schemes and vocational training campaigns all over the Indian schools, colleges and universities. Out of them many schemes are certification courses that will assists students in their future. It will make the student recognize his or her own strength and abilities. It will also provide them an opportunity to develop their skills including class discussions, presentation skills, developing programmes and practical expertise.

The present study deals with evaluating about 1138 students from 292 schools located in the states of Tamil Nadu and Puducherry, who are enrolled under SUITS (Students-University – Industry-Tieup-Scheme) conducted by IECD (Institute for Entrepreneurship and career development). Students under both CBSE (Central Board of Secondary Education) and SSE (State School board) are enrolled under the SUITS. It consist of 8 computer programmes namely, computer basics, certificate in office automation, logo programming, C programming, C++ programming, 2D animation, web designing and graphics designing related to Information Technology (IT). Students from 5th standard to 9th standard perceiving their computer programming under SUITS. The present study deals with the

importance of skill education through evaluating variables of skill education among students.

B. Literature Review

Dilip Chenoy, (2012), reported that, an educational survey about enrollment of vocational education per annum is 11.3 million in United States, 90 million and above in China and only 5.5 million in India., among them only 2 million people are formally skilled. NASSCOM (National Association of Software and Services Companies) is a software industry body reported that among 4 lakhs passed out engineering graduates, only one lakhs thirty thousand students meet the industrial requirements and remaining of them go for further skill education. To eliminate all these problems our Indian government should analyses the skill gap among youngsters, especially in Information technology, infrastructure sector, health care, food processing, transport and logistics, banking and finance, textile and clothing, etc., To fill these skill gaps educational institutions should restructure their policies relevant to the students' future development and career opportunities. Skill development will increase institutional scalability, perceptonal and financial support, quality management and entrepreneurship skills. It also develops occupational standards of all sectors.

Ali Mehdi and Divya Chaudhry,(2015), explained that, children's skill education is influenced by their parents, tutors and their society. In their institutions they learn skill based education through their syllabus structured especially for students' academic development and professional learning environment. These children were developed with employability skills and they can take care of occupational – mobility through their dynamic vision in their career. Parents should encourage their children in raising them with any one of the skills provided in their institutions, likewise teachers of them also make the children practically active with vocational skills in their school education.

Indian Brand Equity Foundation, (2013), described that, India need a huge population of skilled workforce every year. There are some skill migration issues slow down or confusing the youth like migrating from traditional

agriculture to scientific advancements. Each and every sector will develop and provide opportunities to gain the people from their early stage. Skill mobility or migration should be clearly trained during their school period. Economically backward classes and student from rural area are very much privileged to conceive the skill education provided to them. Many Indian schools are now practicing, knowledge sharing, online learning or e-learning, formal and informal training programmes with their academic level.

C. Objectives

- To study the general profile of the respondents in the study area.
- To find out the influence of parental education of the respondents on acquiring vocational skills through SUITS in the study area.
- To find out the influence of area of living of the respondents on acquiring vocational skills through SUITS in the study area.

D. Methodology

The research design adopted for the study was descriptive research, used to analyze both qualitative and quantitative research. Survey method in descriptive research used to distribute structured questionnaire among the students with the help of disproportionate stratified sampling. Disproportionate stratification implies that the stratum of the study is not proportionate to the sample size of the study area. Likewise, in the present study, SUITS programmes like computer basics, certificate in office automation, logo programming, C programming, C++ programming, 2D animation, web designing and graphics designing are considered as stratum of the study. The subjects vary among one school to another. One school may have the entire stratum, some other schools have 3 to 5 strata, and from each stratum, students were chosen. There are 1138 students are the respondents from 292 schools located in both Tamil Nadu and Puducherry, responded for the questionnaire organized by the authors of the study. The responses are rated in likert's scale and Statistical Package for Social Science (SPSS) is used to analyses the primary data.

E. General Findings of the study

Table-1 Distribution of General profile of the respondents in the study area

General profile of the respondents	Category	Frequency	Percentage
Gender	Male	394	34.6
	Female	744	65.4

Computer programmes under SUITS	Certificate in Computer Basics	216	18.98
	Certificate in C programme	192	16.87
	Certificate in Office Automation	221	19.42
	Certificate in C++	161	14.15
	Certificate in Programming Techniques	180	15.8
	Web Designing	61	5.4
	2D Animation	48	4.2
	Graphics Designing	59	5.18
Area of Living	Rural	734	64.5
	Urban	357	31.4
Parental Education	Illiterates	168	14.8
	upto HSC	473	41.6
	Under Graduate	316	27.8
	Post Graduate	181	15.9
Availability of Computer at home	Yes	674	59.2
	No	464	40.8
Practicing Computer programmes at home	Yes	652	57.3
	No	486	42.7

Table-1 shows that, 65.4% of the respondents in the study area are female and 34.6% of the respondents are male. Maximum number of respondents perceiving the SUITS programmes are Certificate in office automation are 19.42%, 18.98% of the respondents enrolled under certificate in computer basics, 16.87% of the respondents enrolled under C programme, 15.8% of the respondents enrolled under programming techniques, 14.15% of the respondents enrolled under C++ programme, 5.4% of the respondents enrolled under web designing, 5.18% of the respondents enrolled under graphics designing and

4.2% of the respondents enrolled under 2D Animation. 64.5% of the respondents belongs to rural background of living and 31.4% of the respondents from urban locality. 41.6% of the respondents' parents are educated upto higher secondary level, 27.8%, 15.9% and 14.8% of the respondents' parents are under graduates, post graduates and illiterates respectively. 59.2% of the respondent's parents have brought computers to them and 40.8% of the respondents are not having computers at home. 57.3% of the respondents are not practicing their computer programmes at home and 42.7% of the respondents practicing at home

Table-2 Percentage analysis shows the distribution of evaluating variables of skill development through SUITS

Q. No	Evaluating Variables of Skill Education	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Q1	SUITS is one of the groundwork for all the computer programmes for student's future	692(60.8)	355(31.2)	23(2.0)	40(3.5)	28(2.5)
Q2	SUITS text books are Convenient to learn	240(21.1)	232(20.4)	70(6.2)	373(32.8)	223(19.6)
Q3	SUITS programme gains some noticeable respect among SUITS	740(65)	347(30.5)	35(3.1)	8(0.7)	8(0.7)
Q4	Instructors makes students to perform practical during computer sessions	742(65.2)	356(31.3)	34(3.0)	2(0.2)	4(0.4)

Q5	Learning materials distributed to students Expeditiously	525(46.1)	512(45)	80(7)	16(1.4)	5(0.4)
Q6	Instructors offered clear and Pragmatic tutoring	843(74.1)	258(22.7)	24(2.1)	12(1.1)	1(0.1)
Q7	Instructors shows interest in developing their student's future development	787(69.2)	323(28.4)	27(2.4)	--	1(0.1)
Q8	Resources for the subject is adequate to learn	679(59.7)	397(34.9)	52(4.6)	6(0.5)	4(0.4)
Q9	Regular classes are conducted by Instructors	620(54.5)	422(37.1)	66(5.8)	14(1.2)	16(1.4)
Q10	Instructors handling the students with SUITS hand books provided to them	680(59.8)	399(35.1)	45(4.0)	10(0.9)	4(0.4)
Q11	Easily to learn the syllabus	824(72.4)	282(24.8)	17(1.5)	15(1.3)	--
Q12	Easy to answer with OMR sheet in examination	533(46.3)	493(43.3)	78(6.9)	25(2.2)	9(0.8)
Q13	Complex textbooks for students	650(57.1)	412(36.2)	59(5.2)	12(1.1)	5(0.4)
Q14	Practical time provided by the school management is adequate	680(59.8)	372(32.7)	58(2.1)	18(1.6)	10(0.9)
Q15	Students are intellectualized by SUITS programmes	307(27)	368(32.3)	184(16.2)	22(17.8)	77(6.8)

From the table-2, maximum respondents strongly agreed that variable SUITS is one of the groundwork for all the computer programmes for student's future is 60.8%, 31.2% of the respondents agreed the variable and remaining of them responds neutral, disagree and strongly disagree, which are very less in number. 32.8% of the respondents disagreed the variable SUITS text books are convenient to learn, 21.1% of them strongly agreed, 20.4% of them agreed the variable and the remaining respondents responds neutral and disagree in very less number. Most of the respondents in the study area strongly agreed the variable SUITS programme gains some noticeable respect among SUITS is 65%, 30.5% of them agreed the variable and the remaining of them responds to the other scales are only less in number. Most of the respondents strongly agreed the variable instructors makes students to perform practical during computer sessions are 65.2%,

31.3% of them agreed the same and only less responses to other scales. 46.1% of the respondents strongly agreed the variable learning materials distributed to students expeditiously, 45% of the agreed the same and remaining scales shows less responses from the respondents.

Most of the respondents strongly agreed the variable instructors offered clear and Pragmatic tutoring are 74.1%, 22.7% of the agreed the same and remaining respondents shows less number of responses to the other scales. 69.2% of the strongly agreed the variable Instructors shows interest in developing their student's future development, 28.4% of them agreed the same, other scales shows less responses from them. 59.7% of the respondents strongly agreed the variable resources for the subject is adequate to learn and 34.9% of them agreed the same. Most of the respondents strongly agreed the variable regular classes are conducted by Instructors and 37.1% of them agreed the same.

59.8% of them strongly agreed the variable Instructors handling the students with SUITS hand books provided to them and 35.1% of them agreed the same. 72.4% of the respondents strongly agreed easy to learn the syllabus and 24.8% of them agreed the same. 46.3% of the respondents strongly agreed easy to answer with OMR sheet in examination and 43.3% of them agreed the same. 57.1% of the respondents strongly agreed and 36.2% of the agreed the same. Maximum of the respondents strongly agreed the variable practical time provided by the school management is adequate are 59.8% and 32.7% of the agreed the

same. 32.3% of the respondents agreed the variable Students are intellectualized by SUITS programmes, 27% of them strongly agreed 17.8% of them disagree and other scale shows minimum responses

F. Hypotheses and related Findings

Hypothesis-1

There will be no significant association between parental education and availability of computer at home of the respondents in the study area

Table-3 Chi-Square showing parental education and availability of computer at home of the respondents

Availability of computer at home of the respondents			Tab or Computer Availability		Total
			Yes	No	
Parental Education	Illeterate	Count	100	68	168
		% within Parent's Qul.	59.5%	40.5%	100.0%
		% within Tab or Computer Availability	14.8%	14.7%	14.8%
	upto HSC	Count	205	268	473
		% within Parent's Qul.	43.3%	56.7%	100.0%
		% within Tab or Computer Availability	30.4%	57.8%	41.6%
	Under Graduate	Count	235	81	316
		% within Parent's Qul.	74.4%	25.6%	100.0%
		% within Tab or Computer Availability	34.9%	17.5%	27.8%
	Post Graduate	Count	134	47	181
		% within Parent's Qul.	74.0%	26.0%	100.0%
		% within Tab or Computer Availability	19.9%	10.1%	15.9%
Total	Count	674	464	1138	
	% within Parent's Qul.	59.2%	40.8%	100.0%	
	% within Tab or Computer Availability	100.0%	100.0%	100.0%	

$\chi^2 = 95.87, P\text{-Value}=0.001^*$

*Significant at 0.05 level.

Table-3, shows that, 41.6 % of the respondents parents are educated upto higher secondary education, 27.8% of the parents are educated upto under graduation, 15.9% of the parents are post graduates and only 14.8% of the parents are illiterates. The overall result shows that maximum number of respondent's are having computers at their home are 59.2% and 40.8% of the respondents are not having computers with them. The χ^2 value 95.87 and its corresponding p-value 0.001 shows that there are significant association between parental education and the evaluating variables of skill education among the students.

Conclusion: It implies that educational qualification of parents shows a significance

association between parental education and availability of computer at home of the respondents. Parents in all qualification categories have brought computers for their children's education to develop their technical knowledge even at home. Hence, the hypothesis-1 is rejected at 0.05 level, that, **there is a significant association between parental education and availability of computer at home of the respondents in the study area**

Hypothesis- 2

There will be no significant association between parental education and practicing computer programmes at home of the respondents in the study area

Table-4 Chi-Square showing parental education and practicing computer programme at home

Practicing computer programmes at home			Usage of Computer		Total
			Yes	No	
Parental Education	Illiterate	Count	85	83	168
		% within Parent's Qul.	50.6%	49.4%	100.0%
		% within Usage of Computer	13.0%	17.1%	14.8%
	upto HSC	Count	212	261	473
		% within Parent's Qul.	44.8%	55.2%	100.0%
		% within Usage of Computer	32.5%	53.7%	41.6%
	Under Graduate	Count	219	97	316
		% within Parent's Qul.	69.3%	30.7%	100.0%
		% within Usage of Computer	33.6%	20.0%	27.8%
	Post Graduate	Count	136	45	181
		% within Parent's Qul.	75.1%	24.9%	100.0%
		% within Usage of Computer	20.9%	9.3%	15.9%
Total	Count	652	486	1138	
	% within Parent's Qul.	57.3%	42.7%	100.0%	
	% within Usage of Computer	100.0%	100.0%	100.0%	

$\chi^2 = 75.34, P\text{-Value} = 0.00^*$

Table-4 shows that, 75.1% of the respondents' parents are post graduates and makes them practice their computer programmes at home and 24.9% of the respondent are not practicing at home. 69.3% of the respondents' parents are under graduates makes them practice their computer programmes at home and 30.7% are not practicing at home. 53.7% of the respondents' parents are educated upto higher secondary are not practicing their programmes at home and only 32.5% of them practicing at home. 50.6% of the respondents' parents are illiterates and makes their children practice at home and 49.4% of respondents are not practicing at home. The χ^2 value 75.34 and its corresponding p-value 0.001 shows that there are significant association between parental education and practicing computer programmes at home.

Conclusion: It is inferred that both the under graduates and post graduate parents makes their children practice their computer programmes at home. Also the illiterate parents also want to develop their children's computer knowledge. Only the parents educated upto higher secondary are showing less awareness in making their children's practice at home. Hence the hypothesis-2 is rejected at 0.05 level, that, there is a significant association between parental education and practicing computer programmes at home of the respondents in the study area.

Hypothesis-3

There will be no significant association between the area of living of the respondents and availability of computers at home

Table-5 Chi Square showing association between area of living and availability of computer at home

Availability of computer at home			Tab or Computer Availability		Total
			Yes	No	
Area of Living	Rural	Count	443	291	734
		% within Area of Living	60.4%	39.6%	100.0%
		% within Tab or Computer Availability	65.7%	62.7%	64.5%
	Urban	Count	209	148	357
		% within Area of Living	58.5%	41.5%	100.0%
		% within Tab or Computer Availability	31.0%	31.9%	31.4%

	Tribal	Count	22	24	46
		% within Area of Living	47.8%	52.2%	100.0%
		% within Tab or Computer Availability	3.3%	5.2%	4.0%
	Not Responded	Count	0	1	1
		% within Area of Living	0.0%	100.0%	100.0%
		% within Tab or Computer Availability	0.0%	0.2%	0.1%
Total	Count	674	464	1138	
	% within Area of Living	59.2%	40.8%	100.0%	
	% within Tab or Computer Availability	100.0%	100.0%	100.0%	
$\chi^2 = 4.38, P\text{-Value} = 0.22$					

Table-5, states that, 64.5% of the respondents belongs to the rural background shows that they are having computers at their home, 31.4% of the respondents belongs to the urban background shows a maximum response, that, they are having computers at home and only 4% of the respondents from the tribal background of living is not having computers at home. The χ^2 value 4.38 and its corresponding p-value $0.22 > 0.05$, shows that there are no association between area of living of the respondents and availability of computers at home.

Conclusion: Though the respondents from urban and rural background are having computers at home there are no significant association

between area of living and availability of computers at home. It shows area of living is not a predictor variable to find any association among the evaluating variables of skill education in the study area. Hence the hypothesis-3 is accepted that, **there will be no significant association between the area of living of the respondents and availability of computers at home.**

Hypothesis-4

There will be no significant association between overall SUITS programmes and evaluating variables of skill education through compute programmes in the study area

Table-6 Chi Square Showing Association between Overall SUITS Programmes and Evaluating Variables of Skill Education through Compute Programmes

Evaluating Variables	χ^2 Value	P-value
SUITS Programmes and Career Development	142.83	0.00*
SUITS Programmes and Student's Overall Opinion on SUITS	124.45	0.00*
SUITS Programmes and Teaching-Learning Method	129.88	0.00*

*Significant at 0.05 level

Table-6 shows that, the χ^2 value of the evaluating variables SUITS Programmes and Career Development is 142.83, SUITS Programmes and Student's Overall Opinion on SUITS is 124.45 and SUITS Programmes and Teaching-Learning Method is 129.88. Their corresponding p-values are $0.00 < 0.05$, shows that there are significant association between the evaluating variables of skill education through computer programmes and over all SUITS programmes

Conclusion: It shows that all the computer programmes under SUITS namely, computer

basics, certificate in office automation, logo programming, C programming, C++ programming, 2D animation, web designing and graphics designing, improves the respondent's career development and positive development in teaching learning method in school education. The overall opinion about SUITS is highly satisfied among students. Hence the hypothesis-4 is rejected as there are significant association between overall SUITS programmes and evaluating variables of skill education through compute programmes in the study area

G. Conclusion

The present study concludes that from the analysis and distribution of evaluating variables, it is clear that all the computer programmes under SUITS are convenient to learn. SUITS programmes under IECD gain noticeable respect among school children. Teachers and their parents collectively shows interest in their future career development in technical skills. They can have their learning materials at the required time to prepare. Their respective school management are providing computers for practicals and teachers handling them with handbooks provided to them. SUITS programmes intellectualizing the school children with basic computer skills keeps them updated with computer programmes helps them in their higher education and in their career. The SUITS programmes are highly advance makes little bit difficult to learn by the students, it may be updated as per the request of students and their faculties in the upcoming syllabus in future years. The hypotheses related findings shows that there are significant association between respondent's parental education with availability and practice of computer programmes at home. Educated parents can make their children learn at home and they brought computers for their children's education. There is no significant association between the area of living of the respondents and the evaluating variable of skill education among the respondents through SUITS programmes. The overall SUITS programmes namely, computer basics, certificate in office automation, logo programming, C programming, C++ programming, 2D animation, web designing and graphics designing are significantly associated with improved teaching-learning method, respondent's career development and shows a positive response about the SUITS programmes, helps to develop their entrepreneur skills and knowledge updating in their desired programming field of IT

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