Scholarly Research Journal for Humanity Science & English Language
Online ISSN 2348-3083, SJ IMPACT FACTOR 2021: 7.27
UGC Approved Sr. No.48612, OCT- NOV 2017, Vol-4/24

IMPORTANCE OF SKILL DEVELOPMENT IN SECONDARY SCHOOL STUDENTS

ASIA,
Research Scholar, Dept. of Education, Acharya Nagarjuna University, Guntur

Abstract

Youth who are blind or partially sighted typically attend secondary school with their sighted peers in preparation for assuming adult responsibilities. Or, they may attend a specialized school that provides both core academic courses and disability-specific skills training. Whether they attend a local school with their sighted peers or a special school, when they complete their primary school studies they will be expected to have mastered their basic literacy skills and be able to apply those skills in more advanced classes.

Effective study skills must be practiced in order for you to improve. It is not enough to simply "think about" studying; you have to actually do it, and in the process use information from what you do to get better. This is the central idea of this page. All that follows depends on this single concept. There is a saying that goes like this: "Practice doesn't make perfect; perfect practice makes perfect." If you want to be an achiever, take this saying to heart.

Introduction

"Education is the most powerful weapon which you can use to change the world"

– Nelson Mandela

Skill development in secondary education is much more expensive than general education and there is no widespread evidence that skill development education has contributed to better outcomes at the secondary level. Yet, governments and policy makers are investing in it as an important means to improve relevance of education and increase economic benefits from education. Out of 41 Asia Pacific countries included in UNESCO statistics, 22 provide vocational programs at the upper-secondary level and 16 at the post-secondary, non-tertiary level.

Improving the skill level of the work force to ensure more jobs is a driving force. Skills development for a globalized and knowledge economy has become a pressing concern. However, inadequately resourced and poorly performing secondary school systems in developing countries are not geared to effectively take the load of skill development. Countries are struggling with establishing the appropriate balance of general, vocational and technical skills at secondary level.

What is the way forward?

India, as a whole, realizes the sheer seriousness and importance of possessing a skilled workforce. As highlighted above, there are several programs and schemes initiated to address this issue. However, considering the rate at which the eligible working population of India is growing, these skilling initiatives would fall short by a severe amount. India is perceived to be emerging as a service-driven economy with quality human capital as its competitive advantage. For continuing this growth in the service sector and achieve competitive advantage in manufacturing, it is imperative that the human capital asset is developed further. The future prospects give birth to a serious concern of inadequate educational facilities of the nation. The opportunity of "demographic dividend" may be lost if the upcoming working population does not have access to quality education. Both the government sector and the private sector have realized the critical role education plays in building skilled manpower and in turn boosting economic growth.

India has a healthy enrolment (students) ratio for primary education; however, few of these pass over to secondary schools and even fewer to high schools, resulting in a high dropout rate. It is therefore evident that numerous young people are exposed to only primary education and are thus unaware of the options available to them after dropping out from school. When this section of the population reaches the working age, the youth usually find themselves under- employed or unemployed as they do not offer the working world a value skilled set.

To expand further, there is a need for skill training at various education levels; the problem arises when the skilling institutes have an eligibility criterion, which most dropouts or primary education students cannot qualify. The number of learners even eligible for these courses is only a fraction of the total population. Furthermore, most learners of this particular population sector belong to a lower economic stratum who cannot afford to enroll themselves in training courses. This is a vicious circle where the learner needs finances to educate him-self in order to ultimately get employment to become self-sufficient by earning an income.

Some of the recommended steps that the government can take to make skill training fully inclusive and achieve the training targets:

The government provides substantial support to formal education at the school level. The Right to Education (RTE) Act provides for free education to children between the ages of 6 and 14 years. The government currently spends INR65,00024 per child on school education for 10 to 12 years. Along with formal education, the next reasonable action, the government can take is to

provide financial support to vocational training. The government is already encouraging private sector participation in vocational education through NSDC and other schemes. The government can introduce "voucher support" to each potential learner for getting vocational training through private or public sector institutions.

Productive Work Skills Integrated in the Ordinary Secondary School Curriculum

This includes; cookery, catering, decorating, painting, electrical works, tailoring, welding, typing, farming and any other skills which fall under the following categories; computer, commercial, domestic science, agricultural, and technical related activities. Thus, the study aimed at identifying what is within the general ordinary secondary school curriculum as far as productive work skills are concerned. On that basis it was important to see what kind of subjects is offered to students at ordinary secondary education level. The identified subjects includes Mathematics, Commerce, Civics, English, History, Geography, Economics, Information and Computer studies, Physics, Chemistry, Fine art, Music, Theatre art and Biology, etc. Some of the subjects were not implemented in schools due to inadequate of resources including Music, Fine art and Theatre art. Syllabi for all subjects were reviewed to identify Technical, Information and Communication Technology (ICT), Domestic Science, Commercial, Agricultural and other diverse contents integrated to enhance acquisition of employable skills. Some contents appeared as a subject while others appeared as topics infused in other subjects. However there was no any technical related contents found in the general ordinary secondary school curriculum. This means that students from the general secondary education, who are many when compared to those from the technical secondary schools, had no chance of becoming young Engineers, Technologist as well as Technicians. As a result, after their secondary education, they would find it very difficult to join technical related courses as they lack prior skills. Finally, they cannot enter the fields that which require technical skills, which employ many due to technological advancement.

Promotion of ICT in School Education

ICT can potentially make significant difference in improving the quality of education. Most of the secondary schools have limited availability of computer facilities. This constrains the students from acquiring ICT-related skills essential in the knowledge economy and limits teachers' ability to upgrade their subject-matter knowledge and students' ability to access essential learning materials.

The National Policy of ICT in School Education envisions and provides for the development of a holistic framework of ICT support in the school system. While there have several ways in which

ICT in schools are being implemented, we need to optimally use and leverage technology to achieve quality and efficiency in all of the interventions.

Productive/Practical Work Activities within the School Programme

It was expected that students would be involved in applying theories learnt in class to practical work situations so as to equip them with work-skills and to introduce themselves to the world of work as new job creators.

Time Dedicated to Productive Work Activities: It was assumed that despite the productive/practical activities contents being taught in classes theoretically should have been allocated time to be practiced by students so as to link theory with practice. In doing so, students would acquire practical work skills to enable them to be employed upon graduation.

Availability of Teaching and Learning Materials for Productive/ Practical Work Activities

Schools had few resources for practical, hence teachers preferred to teach students in groups while sharing the available facilities. To ascertain the resources available in each school were not enough to accommodate all. If a school has scarcity of resources, the majority of students from such a school are likely to lack some of the skills they need for life after school. As a result, they remain not only unemployed but also unemployable.

Reforming School Examination Systems: Examination reforms that focus on problem-solving, critical thinking and reasoning skills are critical to improving quality at the elementary and secondary levels. Such reforms will change the teaching–learning processes and improve learning outcomes.

Continuous and Comprehensive Evaluation (CCE) has been strengthened so that the students are assessed on an ongoing basis for their holistic development. CCE also involves sharing of children's learning progress with parents through parent teacher meetings.

Schools standards, School assessment and School Management systems: There is a need to put in place a School Quality Assessment and Accreditation System to cover all aspects of school functioning, including scholastic and co-scholastic domains, physical infrastructure, faculty management, school leadership, learning outcomes and satisfaction of pupils and their parents/ guardians.

Better governance structures in schools striking a balance between mandating and persuading, training of district and block-level education officers as well as head teachers for better management practices, on using data to better monitor and support school performance, and to mobilize community resources and efforts to improve school performance. The local community

and panchayats are not very often actively involved in school management. While Village education Committees /School Management Committees are formed in most villages, many of them do not function effectively. It is generally believed that the village schools will function effectively only when the local community is active and participates in the functioning of the schools.

Comprehensive Education – Ethics, Physical Education, Arts & Crafts, Life Skills

Education is concerned with all-round development of the child, all aspects need to be assessed rather than only academic achievement. As part of the Twelfth Plan initiatives, now there is a system-wide focus on holistic development of children by improving learning outcomes and other non-scholastic areas. Physical education, games and sports should be made an integral part of the curriculum and daily routine in schools for the holistic development of children.

The Schedule to the RTE Act mandates that all schools shall be provided play material, games and sports equipment. Since many urban schools have inadequate facilities of sports on their own, other neighborhood schools with such facilities in the public and private sectors and also municipal parks and public play fields should be opened up for children of such schools during school hours on nominal maintenance costs. Building on innovative approaches already undertaken, teachers must also be trained to lead quality and inclusive physical education sessions as part of both their pre-service and in-service training.

Visual and performing arts are a critical part of school education and also provide space for children with different abilities. Arts are a powerful tool in the teaching learning process. It enables children to express ideas, emotions and thoughts freely, to comprehend and build perspectives. Children experience joy, sense of freedom in the process of learning when they have the opportunity to explore, to imagine, visualize, observe through their senses, to participate and communicate. It enhances interest as children connect arts with all subjects and with their daily lives. Art also has a cognitive component; it makes us think, reflect, hypothesize, perceive, comprehend and create. Renowned art Institutions and Central academies can contribute significantly to the inclusion of arts in the school curriculum and its implementation.

Need of the Study: Secondary education is an important foundational stage of education for further education or training and a potential exit level for employment. There is need to ensure a good base of foundational skills in both general academic and vocational streams. Incorporation of generic, transversal skills into the curriculum and pedagogy is an important need that will strengthen general education as well. Secondary schools need to better facilitate school-to-work

transitions but also equally back-to-school programs for re-training and up skilling that will increasingly become important as the employment market moves away from 'job for life'. Given that better employment outcomes are also strongly linked to aspirations of youth, a number of 'intermediate' and 'ancillary' services and activities need to be in place, such as student counseling, career guidance and placement services. Secondary education is often a neglected 'middle' in the education system – not attracting as much as attention and priority as basic education but it is a critical middle that should get its due attention.

The current focus of skill development has shifted to the learner and his/her needs and expectations from skill development programmes. To empower the working population, is it essential to start from the source, i.e., the learner. India has the advantage of the "demographic dividend" (younger population compared to the ageing population of developed countries), which can be cultivated to build a skilled workforce in the near future. For these reasons and several others, the aim of the paper is to understand 'Importance of skill development in secondary school students".

Operational Definitions of Key terms: Skill: An ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carryout complex activities or job functions involving ideas (cognitive skills), things (technical skills), and/or people (interpersonal skills). See also competence.

Secondary school pupil: They are the pupils studying 8^{th} class.

Objectives of the Study

1. To find out the Importance of skill development in secondary school students.
2. To find out the influence of the following variables on Importance of skill development in secondary school students.
    a. Gender: Boy/ Girl
    b. Locality : Rural / Urban
    c. Type of institute : Govt/ Private

Hypotheses of the Study

1. There will be no significant difference between the boys and girl's skill development.
2. There will be no significant difference between the rural and urban school students on their skill development.
3. There will be no significant difference between the government and private school students on their skill development.

Method of the study: Normative survey method was used to study this problem.

Sample and sampling: Sampling is the process of selecting a sample from the population. A random sample of 200, secondary school pupils were taken by considering the variables boys and girls, rural and urban and govt and private.

Tool of the study: A 40 items closed ended questionnaire is prepared by the investigator with the help of educational experts.

Scoring procedure: The questionnaire was set in sport scale there are 40 items in the questionnaire.

Statistical analysis: The following statistics were required to analyze the collected data.

Mean, SD, % of mean and 't' value are calculated.

Data Analysis: Objective-1

Table -1 whole sample

Sample	Mean	Standard Deviation	Percentage of Mean
200	90.8	7.9	75.6

Objective- 2 Variable wise analysis

Table -2 gender wise analysis

Gender	N	Mean	SD	% of mean	df	't' value
Boys	100	92.3	7.6	76.9	198	2.75*
Girls	100	89.3	7.9	74.4		

*significant at 0.05and 0.01 levels

Table 3 Locality wise analysis

Locality	N	Mean	SD	% of mean	df	't' value
Rural	100	92.1	9.62	76	198	2.52*
Urban	100	89.1	7.08	74		

Table-4 Type of institute wise analysis

Type of institute	N	Mean	SD	% of mean	df	't' value
Govt	100	88.6	7.4	73.8	198	4.15*
Private	100	93	7.7	77.5		

*significant at 0.05and 0.01 levels

Findings

- The variable gender is significantly influenced the skill development of secondary school pupil. Hence the hypothesis is rejected.
- The variable locality is significantly influenced the skill development of secondary school pupil. Hence the null hypothesis is rejected.
- The variable type of institute is significantly influenced the skill development of secondary school pupil. Hence the null hypothesis is rejected.

Educational Implications

- The management of the school should take active part in providing ample opportunities to develop life skills to the students.
- The management should take more initiative in planning and providing opportunities to students to equip themselves with skills.
- The government has to provide adequate opportunities for pupils in urban and rural schools also for the development of life skills.
- The management have to conduct various activates like quiz, debates, essay writing, then the students can develop original thinking, reasoning power.
- The management has to conduct group discussions in skills.
- The school education department should arrange programmes in every school which develop life skills in the pupils.

Conclusion

Secondary school curriculum implementation hinders students' ability to acquire essential skills. The main problem is the scarcity of resources for each student to practice. As it is normally said "practice makes perfect" there is no doubt that students failure to engage in productive activities at their schools they are likely to limit their ability to acquire and apply such skills in their societies. Since the planned curriculum has a lot of useful skills for students to acquire and apply within their societies. The government should provide and make sure schools has essential facilities for implementation of the integrated practical skills. With availability of such facilities students would link theory and practice and finally acquire employable skills.

"Change your **life** today. Don't gamble on the future, act now, **without** delay. "

– Simon de Beauvoir

References

1. Journal of Education And Curriculum Development Research (Jecdr) Vol. 2(2), Pp. 71-85, February 2014
2. Knowledge paper on skill development in India Learner first September 2012
3. Macha, L.E. Education for self-reliance and the field of work in Tanzania: An assessment of vocationalization of the secondary school curriculum in equipping students with work skills. Unpublished MA Education Dissertation, University of Dares Salaam, 2007.
4. Ofoha, D. (2011). Assessment of the implementation of the secondary school skill-based curriculum to youth empowerment in Nigeria. Edo Journal of Counseling, 4 (1&2), pp75-91. 92
5. Shanti Jagannathan, (Senior Education Specialist, ADB) - Secondary Schools – the neglected middle in skills development.
6. http://personalexcellence.co/blog/skills-development/
7. http://projectaspiro.com/en/your-career/learning-and-education/skills-for-secondary-students/Pages/default.aspx