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RESEARCH ARTICLE

Impact of Vocational Skill Advancement Training on Rural Girls

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ABSTRACT

*Skills and knowledge development are the driving forces behind the financial growth and community development of any country. Skill building is a powerful tool to empower individual and improve their social acceptance. This article examines the Impact of Media training on Vocational skills and knowledge enhancement. The Vocational skills data were collected in two parameters namely Knowledge and Competency. The Vocational skills knowledge data was collected with the help of developed questionnaire suited for the study. Competency of vocational Skills was measured with the help of observation checklist developed and validated by the researcher for the study. The pre-test and post-test were done to assess the enhancement of vocational skills through media intervention. For this study, the purposive sampling method was used. The results revealed that the majority of rural girls increased their vocational skills at both parameters i.e. knowledge and competency. The competency pre-test mean score for experimental and control was calculated as 1.51 and 1.52 respectively. It was found that after the media intervention, the mean score for the experimental group increased to 2.71, contributing the percentage increase of 79.47 whereas, the mean score for the control groups changed nominally as no intervention was given to them. The t calculated value was 35.53** for the pre-test and post test scores of experimental groups which was statistically significant at 1% level of significance. It is concluded that media acts as a catalyst in improving vocational skills.*

Key words **:** *Attitude; Competency; Knowledge; Skills.*

Skill India a campaign launched by Prime Minister Narendra Modi on 15 July 2015 which aim to train over 40 crores (400 million) people in India in different skills by 2022. Skill India mission is providing market relevant skill training, to create opportunities and space for development of talents, building actual competencies rather than mere giving people qualifications. Need based training programmes can act as a medium for enhancing the motivational level of girls who need vocational training. If they are encouraged, supported, and most importantly trained, it can bring change in their status (*Sharma et al. 2020*).

Vocational Skills are skills to gain toward becoming knowledgeable in a specific trade or profession. It is about how to do the job, which is an effort to improve the competency students. It refers to acquisition of practical skills, attitudes, understanding and knowledge. Training is recognized as one of the most effective ways of developing positive attitude, knowledge, and skills (*Sharma et al.2013*).

New media, promoted by Internet technology, which exhibits an integration and convergence of the existing media to extend the frontiers of the possibilities of the media of communication, has the potentiality to enhance skill training among rural girls. The advent of new technologies has reformed the field of teaching and learning. With the advances in educational technologies, more emphasis is laid on self-learning and on the use of effective technologies to access education anywhere, anytime. New media technologies enable collaboration over the Internet. It holds out a possibility of on-demand access to content anytime, anywhere, on any digital device, as well as interactive user feedback, creative participation, and community formation around the media content (*Manjula*, 2016).

Hence, this research was carried out in order to

increase vocational skills of rural girl's. Pre-test and post-test will be conducted to test the effectiveness of Media in Telangana state.

METHODOLOGY

Based upon the nature of the research problem and objectives of the study, exploratory research design was used to assess the existing vocational skills among the selected rural girls. The suitable media that is videos was selected to conduct interventions on vocational skills. Experimental research design was used for studying the effectiveness of media interventions in improving vocational skills among rural girls.

The Kasturba Gandhi Balika Vidyalayas (KGBV) of Ranga Reddy district in Telangana state was purposively chosen as the locale of the study. The Purposive sampling technique was followed for selection of KGBV. Telangana state was purposively selected as the reports highlighted girls' students in secondary education dropouts are higher contributing to 35.63% higher dropouts compared to other states. According to Census of India, 2011 Ranga Reddy district of Telangana state had a female literacy rate of 69.40 per cent compared to 82.11 per cent of male literacy. Out of the total listed KGBV schools from each of the Ranga Reddy, four KGBV schools were identified based on the attendance strength, faculty position, infrastructure like computer facilities, budget allocation etc. The purposive sampling technique was followed for selection of KGBV. Criteria for the selection of KGBVs were as follows:

The students selected should have a minimum of 75 per cent of attendance. The faculty position should be 75 per cent. The selected KGBV in the rural area should have infrastructure facility like computer, projectors, and continuous internet supply. The computer facilities were one of the criteria for selection because the videos intervention could be given only with this as the students were not permitted to use smart phones in KGBVs.

Thirty students who were studying eighth standard with vocational and life skills training as a part of curriculum and who were residents of KGBV campus were selected randomly from four different rural schools of Ranga Reddy district of Telanagana state. The selected schools were namely KGBV Rajendernagar, KGBV Moinabad, KGBV Chevella and KGBV Shamsabad. Out of thirty selected samples, fifteen rural girls from each school were selected as experimental group and another fifteen as control group. The experimental group were given media intervention on the other hand control group did not get any intervention. It meant that researcher tried to control the variables to study its effect on the dependent variables i.e. life and vocational skills. Thus, the sample comprised total of 120 rural girls randomly selected. The selected sample comprised a total of 60 girls in experimental group and 60 girls in control group from the Telangana state.

Data were collected through developed and validated 'questionnaire by the researcher to measure the vocational skill knowledge of rural girls in the present study. Competency of vocational skills was measured with the help of observation checklist developed and validated by the researcher in the present study. To analyse the data, Excel was used for frequency and percentages. SPSS software was used for paired t test.

Intervention : Media intervention with streaming of videos both developed and procured from you tube was administered to rural girls in the present study. The reasons for selecting video streaming as media were due to the visual and auditory nature of videos that appeals to a wide audience and allow each user to process information in a way that's natural to them, hence keeping respondents involved and engaged.

RESULTS AND DISCUSSION

This section measures vocational skills of rural girls. The data was collected and then analysed and presented in order to determine the effectiveness of media intervention on vocational skills enhancement (Table 1).

Existing knowledge on identified vocational skills : Vocational training is the important tool to prepare trainees for job that are based on manual or practical activities traditionally non-academic and totally related (*Gupta et al 2018*). In the present study, the Vocational skill knowledge was tested for five areas viz Bangle making, pot painting, glass painting, fabric painting and rose making.

Table 1. Distribution of rural girls as per the extent of knowledge levels on identified Vocational skills (N=120)

Knowledge on vocational skills	Rural girls (Experimental +control)	
	No.	%
Low	85	70.84
Medium	33	27.50
High	2	1.66
Total	120	100.00

The data furnished in the above table, explicated the distribution according to the respondents overall vocational skill knowledge on the identified areas. The n here represents the experimental + control group together. It was found that majority (70.84%) respondents had low knowledge levels of vocational skills on identified areas, followed by 27.50 per cent respondents with medium knowledge levels and remaining only 1.66 per cent with high knowledge levels on identified vocational skills.

The figures give clear indication towards low knowledge levels in identified areas of vocational skill training. The probable reason for this may be due to vocational skill training given to large group. Moreover, it was pointed out by some respondents that as the class are too crowded, they cannot see properly what is shown and period for such activity is too less considering the time slot.

The results agree with (*Chayal and Dagar 2017*) who indicted low knowledge levels at pretest stage for the respondents.

Competency towards vocational skills among KGBV girls : Competency referred to enhanced skills that lead to superior performance in the identified areas of vocational skills. This may be the result of abilities, knowledge and attitude that enabled the students to perform effectively. The competency was measured with the help of developed and validated observation checklist. (Table 2).

The data furnished in the table explicates the distribution of respondents on vocational skills competency levels viz low, medium, and high. The n here represents the experimental + control group together. It was observed that majority i.e., (74.17%) had low levels of competency, followed by medium levels (25.83%) and none of the respondents had high levels of competency in vocational skill training.

The data showed that the respondents' vocational skills competency level ranged from low to medium levels (Fig. 1). The probable reasons for this may be because of traditional teaching method which was used for vocational skill training. The traditional teaching method involved a vocational skill teacher giving training to a group of audience. The group in KGBV schools approximately included sixty students for a vocational skill class. In this training method the visibility for each step followed by the teachers for vocational skill training was low for students who were sitting at back. The low visibility was because with normal human eye a person can see till limited range without straining the eyes.

Table 2. Distribution of rural girls as per the extent of competency levels on identified Vocational skills (N=120)

Competency on Vocational skills	Rural girls (Experimental +control)	
	No.	%
Low	89	74.17
Medium	31	25.83
High	-	-
Total	120	100.00

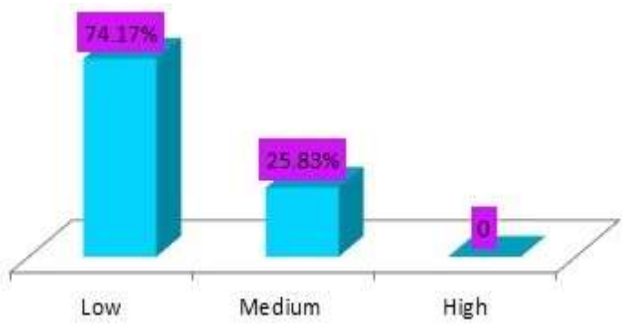

Fig 1. Distribution of rural girls as per the extent of competency levels on identified vocational skills

Effectiveness of media intervention in improving the vocational skills of rural girls : After giving the media intervention on vocational skills for a period of 80 days, post test was conducted. The post test was conducted after a gap of two weeks. Post test was conducted to measure the effectiveness of the new media intervention. The effectiveness of media intervention in improving vocational skills was measured with the same questionnaires.

The Table 3 ascertained the effectiveness of media intervention in improving and enhancing the knowledge on identified areas of vocational skills of KGBV girls. The n1 here represents the experimental group. The table gives values of the students of the experimental group before and after the intervention. The table

Table 3. Distribution of rural girls as per the extent of knowledge levels on identified Vocational skills before and after intervention

Knowledge on vocational skills	Rural girls experimental group n1=60			
	Pre test		Post test	
	No.	%	No.	%
Low	53	88.33	1	1.67
Medium	5	8.33	17	28.33
High	2	3.34	42	70.00
Total	60	100.00	60	100.00

showed that, in pretest score majority of respondents had 88.33 per cent had low knowledge levels, followed by 8.33 per cent with medium levels and remaining 3.34 per cent with high knowledge levels. It was fascinating to note that after intervention, there was a transition in the knowledge levels. Showing that 70.00 per cent had high knowledge levels, followed by 28.33 per cent with medium levels and remaining only 1.67 per cent with low knowledge levels. The possible reason for the above results was the effectiveness of media as it facilitated the construction and retention of knowledge and skills. Further media, had potential to capture the attention, which in turn increased motivation, enhanced learning and created stimulating environment for skill training. The findings of the study are in conformity with the results reported by (*Sahu et al*. 2022, *Chatterjee et al*. 2019)

The overview of the data presented in the Table 4 depicted the knowledge levels in vocational skills in both the experimental and control groups before and after the media intervention. Paired t test was used to compare the pretest & posttest scores of knowledge levels on vocational skills for the experimental and control group. The data indicated that in the knowledge levels in all the vocational skill training areas increased.

It was reported that in the area of "bangle making", the mean score prior to intervention in the experimental group was 1.30 which increased to 1.92, thus contributed to the increase of 47.69 per cent. In, the area of "fabric painting" it was observed that before intervention the mean score for the experimental group, was 1.28 which increased to mean score of 1.90, thus increase of 48.43 per cent was seen. Considering, the area of "glass painting" it was found that before intervention the mean score of the experimental group was calculated 1.32 which later to media intervention increased to mean score of 1.86, hence a percent increase of 40.90 was observed. Similarly in the area of "Pot painting" the mean score of experimental group prior to media intervention was 1.29 which increased to a mean score of 1.90 thus contributing a percent increase of 47.28. Similarly, in the area of "Rose making" the mean score of experimental groups prior to media intervention, was 1.34 which increased to a mean score of 1.87 thus contributing a percent increase of 39.55. It was also calculated that pretest mean score for overall knowledge on identified vocational skills was 1.30 which after media intervention increased to 1.89 with the significant t calculated value of 28.98** (significant at 1% level of significance). The study is in line with (*Sangma et al. 2022).*

Competency referred to enhanced skills that lead to superior performance in the identified areas of vocational skills that developed due to the intervention through media. This may be the result of abilities, knowledge and attitude that enabled the students to perform effectively. Effective instruction builds bridges between students' knowledge and the learning objectives of the course. Using media engages students, aids student retention of knowledge, motivates interest in the subject matter, and illustrates the relevance of many concepts contributing to competency enhancement.

The Table 5 depicts vocational skill competency mean score. Paired t test was used to compare the pretest & posttest scores of competency levels on vocational skills for the experimental and control group in both the states. The competency pre-test mean score for experimental and control was calculated as 1.51and 1.52 respectively. It was found that after the media intervention, the mean score for the experimental

Table 4. Knowledge on identified vocational skills before and after intervention in both experimental and control group (N=120)

Areas of vocational skills training	Max.mean scores	Rural girls control group (n2=60) Obtained mean scores			Rural girls experimental group (n1=60) Obtained mean scores		
		Pre test	Post test	% increase	Pre test	Post test	% increase
Bangle making	2.00	1.32	1.34	1.51	1.30	1.92	47.69
Fabric painting	2.00	1.32	1.33	0.75	1.28	1.90	48.43
Glass painting	2.00	1.28	1.29	1.56	1.32	1.86	40.90
Pot painting	2.00	1.28	1.29	0.78	1.29	1.90	47.28
Rose making	2.00	1.35	1.31	-2.96	1.34	1.87	39.55
Mean		1.30	1.32		1.30	1.89	
SD		0.03	0.02		0.024	0.025	
t values		0.187^{NS}			28.98^{**}		

**Significant at the 0.01 level (2-tailed), NS-Non- Significant

Table 5. Competency levels on vocational skills before and after intervention (N=120)

State	Maximum mean scores	Rural girls control group (n1=60)			Rural girls experimental group (n2=60)		
		Obtained mean scores					
		Pre test	Post test	% increase	Pre test	Post Test	% increase
Telangana							
Mean	3.00	1.51	1.53	1.32	1.52	2.71	79.47
SD		0.18	0.16		0.20	0.15	
t values		1.398^{NS}			35.53^{**}		

**Significant at the 0.01 level (2-tailed). NS Non- Significant

group increased to 2.71, contributing the percentage increase of 79.47 whereas, the mean score for the control groups changed nominally as no intervention was given to them. The t calculated value was 35.53** for the pretest and post test scores of experimental groups which was statistically significant at 1% level of significance. The percent increase in the mean scores and the t values highlighted the effectiveness of media intervention in improving the competency in vocational skills of rural girls. The significant t values clearly marked the difference in experimental group before and after interventions. The increase in vocational skills competency is attributed to media efficacy in creating a stimulating learning environment. Media with its power to capture the attention, increased motivation, enhanced learning and create stimulating environment for vocational skill training.

The possible reason for the above results is the effectiveness of media in processing and memory recall. (*Rizza et al. 2018*) examined the use of videos and its influence on vocational high school graduates. The author found that, using of video tutorials provide a good visualization of one of the learning materials, especially on practical learning materials

The results are in line with (*Manichandana et al. 2022)* who ascertained the effectiveness of videos.

CONCLUSION

Globalization, knowledge, and competition have intensified the need for highly skilled individual in the developing nations as it enables them to accelerate their growth rate towards higher trajectory. Thus, skills among the youths become the major driving force of socio-economic growth and development for our country. Globalization, knowledge, and competition have intensified the need for highly skilled individual in the developing nations as it enables them to accelerate their growth rate towards higher trajectory. Thus, skills among the youths become the major driving force of socio-economic growth and development for our country.

CONFLICTS OF INTEREST

The authors have no conflicts of interest.

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