

## IMPLEMENTATION OF ICT TOOLS IN A VOCATIONAL SKILL DEVELOPMENT PROGRAM

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### **Abstract**

*Skills and knowledge are the driving forces behind every country's economic and social progress. In the digital era, ICT materials such as PPT, Tutorial Videos, Animation, e-materials, and web resources are quite useful in the education sector for improved comprehension. To detect ICT skills among teacher who teach vocational skills in educational institutions. To determine the techniques and ICT technologies that will be used in the institutions to provide vocational skills. To get a better understanding of the issues that vocational skill providers confront, as well as the improvements and refinements that are necessary for the current system. The sample was chosen using a multistage random sampling process. This research looked at all of the skill-training institutes and centres in Dindigul's Taluks. For this study, a total of 250 vocational skill-providing teachers were chosen. The statistics package for social science (SPSS) was used to analyse the data. The data collected have been analysed using frequency, percentage, graphs and statistics package for social science (SPSS) was used to analyse the data. It is concluded that, 50.8 percent of respondents believe there is a poor amount of ICT-based reference resources for soft skill training. Simultaneously, the majority of respondents (88%) expressed an interest in receiving training in ICT-based occupational skill instruction. As a result, all occupational skill providers should get intensive ICT-based teaching and learning training. Institutions must create a suitable environment for ICT-based education.*

**Keywords:** ICT, vocational training, education, skill, provider, learning, teaching problems, etc.

### **INTRODUCTION**

Information and communication technology (ICT) is becoming the professional artery in our international system for transferring information and knowledge in a development of disciplines for technical and vocational education. As a result, education is the primary channel via which knowledge and information technology are disseminated. In light of the rapid development of ICTs, all technical and vocational education and training (TVET) cadres (school managers, teachers, students, and even classrooms) should be prepared to meet the new culture of teaching and learning based on 21st century skill's requirements for educational to produce and raise the number of knowledgeable and skilled students who will lead economic development, with Sudan being the focus of this investigation. (Chai, C. S., et al 2017) [1]

### **ICT**

The infrastructure and components that enable contemporary computing are known as ICT (information and communications technology). At this time, information and communication technology (ICT) have an impact on every element of human existence. They play important roles

in the workplace, in business, in education, and in entertainment. (K. Ratheeswari. 2018) [2]

Although there is no single, universal definition of ICT, it is widely understood to refer to all devices, networking components, applications, and systems that when used together allow people and organisations (such as businesses, non-profit organisations, governments, and criminal enterprises) to interact in the digital world.

### COMPONENTS OF AN ICT SYSTEM

ICT refers to both the internet-connected world and the mobile world driven by wireless networks. It also contains outdated technologies like landlines, radio, and television broadcasting, which are still widely utilised today alongside cutting-edge ICT elements like artificial intelligence and robots. (Mariam Ibrahim and Ma Huimin 2017). [3]

Although ICT and IT (information technology) are occasionally used interchangeably, ICT is typically used to refer to a larger, more complete list of all components connected to computer and digital technologies than IT.

The list of ICT components is long, and it's still growing. Computers and telephones, for example, have been around for decades. Others are newer additions, such as cell phones, digital televisions, and robotics.

ICT, on the other hand, usually refers to more than a list of components. It also includes the implementation of all of those different components. It is here that ICT's true potential, power, and danger may be discovered.

### VOCATIONAL TRAINING

Vocational training is an educational programme that prepares you for a career as a technician, artisan, or tradesperson, which demands specialised skills. It might entail giving instructions in a classroom, hands-on training, or a mix of the two. In India, one or two vocational disciplines are frequently included in secondary and upper secondary education. True vocational training is still provided outside of the official education system, and it frequently results in a certificate or diploma. You can also get hands-on training as an apprentice or trainee, whether or not you have a formal education. In a time when young unemployment is at an all-time high, the availability and quality of vocational education becomes even more critical. (Alison Fuller 2015) [4]

A course aimed to give vocational training in engineering. Vocational training and skills are the training and skills required for a certain employment or profession. Vocational courses are frequently accorded greater prestige and money than arts and philosophy courses.

### WHY IS VOCATIONAL TRAINING IMPORTANT?

The following are some of the reasons why vocational training is important:

- It provides training for particular skills and occupations.
- Vocational training can be done in addition to or instead of formal education.
- It prepares you to start working in a high-paying career or occupation right away.
- Completing vocational school training gets you a certification from an independent organisation, which verifies your skills and places you ahead of informally trained individuals.
- It enables you to do a better job.
- Because the benefit is immediate and obvious, students are more likely to participate than in formal education.

## ICT AND SKILLS

In the current situation, ICT and skills go hand in hand. In today's competitive economy, skill is essential for survival. Today's industry needs a workforce that is pre-loaded with skills. They are frequently unwilling to invest a considerable amount of money on staff training and development. Organizing a skill upgrading programme in the informal sector, which has the biggest number of unskilled workers, is a pipe dream. Despite the fact that 90 percent of the workforce works in the unorganised sector, their skills are insufficient or unfit for use in the official sector. This mismatch causes a demand-supply imbalance in the labour market, resulting in unequal worker distribution. It has been recognised that the current educational paradigm may not be enough for workforce education. Because of the investment in infrastructure, it is not possible to implement a new training module. As a result, it's important to figure out what other options are available. ICT tools, or information and communication technology, may prove to be beneficial in developing a system that provides excellent training to the workforce while utilising current infrastructure. India's infrastructure and communication networks have improved dramatically since independence. The expansion of mobile, internet, and energy access has undoubtedly reached most villages and areas across the country. This is the most significant advantage that the country can develop. Currently, a plan must be developed that can effectively leverage existing ICT tools to improve the skills of existing employees as well as future employees who are ready to join the workforce. (Alazam, A.-O., Bakar, et al 2012) [5]

## ICT IMPROVES VOCATIONAL TRAINING

Sub-Saharan African countries' education and training institutions are under growing pressure to address challenges that are at the heart of their countries' economic and social development. Graduate preparation for employment – both current and future – with the essential skills, talents, and competences for the 21st Century knowledge-based economy and marketplace is a long and complicated process that necessitates an integrated, comprehensive, and inter-sectorial strategy led by strong leaders.

Education and training must be considered as connected drivers of socioeconomic development for effective interventions, and while the best answer for each nation will always be different, certain commonalities may be found.

The potential for effective ICT deployment to modernise Technical and Vocational Skills Development curriculum, boost the relevance of skills provision, and increase institution enrolment capacity should be explored. ICT has a critical role to play in connecting the Technical and Vocational Skills Development learning environment to the world of work, and with expanding infrastructure and connectivity as well as steadily declining equipment costs, ICT integration into Technical and Vocational Skills Development is a reality.

## REVIEW OF LITERATURE

A Y M Atiquil Islam (2021) [6] - Information and communication technologies (ICTs) are increasingly being utilised to strengthen developing teachers' and students' practical and professional skills in technical and vocational education. The fast adoptions of educational technology in China, as well as the strong drive to employ new technologies in Chinese technical and vocational training, are discussed in this presentation. It also looks at how teachers react to

new educational technology and how they accept new tools in different ways.

Ajay Balakrishnan and colleagues (2019) [7] - Millions of people must be properly trained and qualified for work in India to meet the country's skill requirements. Issues of quality, standardisation, and accessibility to skill development, particularly to and within current vocational training programmes, are at the root of India's acknowledged shortage of skilled workers, which is preventing the country from realising its full potential. As indicated in the sub-goal of SDG 4 on quality education, the United Nations Sustainable Development Goals (SDGs) reaffirmed the urgent need for improved inclusion in skill development among socially and economically vulnerable groups to strengthen the prospects of decent employment and income generation.

Abdelmoiz Ramadan and colleagues (2018) [8] - Information and communication technology (ICT) has spread quickly over the world. The study aimed to pick 200 respondents at random, distribute questionnaires, and get 168 (84 percent) completed and returned surveys, including 130 males and 38 females from three different bodies of TVET (technical secondary schools, artisan institutions, and vocational training centres). For data analysis, a One-Way ANOVA and Independent sample t-test were used in SPSS version 20. The findings indicated that the respondents are very similar in terms of demographic information and ICT skills.

Johny and Harish (2016) [9] - 'Prayatna,' a web-based application developed is an innovative attempt to use the power of ICT into vocational training and assessment of people with mental retardation. There are several problems in training and evaluating mentally retarded people. Identifying an adequate vocational opportunity, a good work environment, and determining a person's preparedness to be trained for a profession are the most critical hurdles. Comprehensively shielded employment, sheltered employment, partially sheltered employment, and open work employment are the four types of work environments. The programme automatically matches a suitable job (or a major task of a work) by normalising a job's (or a major task's) demand to an individual's strength and needs by associating the job requirement with the person's strength. It also provides a framework for evaluating each individual's development on a baseline and term-by-term basis.

Hassan Bello, et al (2013) - Technical and Vocational Education (TVE) graduates preparedness to gain flexible employability skills that will enable them compete favourable into a dynamic labour market cannot be under estimated in the present Technological era. The challenges in the world of work as a result of the way ICT rapidly changes and considering its deployment in all aspect of economic activities as well as its sophistication, calls for necessary curriculum reorientation of any human resource preparation programme e.g. TVE. As a result, TVE programme graduates are being pushed to acquire the ICT skills required for employment in the current labour market. This research does a technical assessment of the literature in order to emphasise the obstacles that TVE graduates have in terms of acquiring ICT-based employability skills.

### OBJECTIVES OF THE STUDY

1. To study the concept of ICT, Vocational training, ICT improves vocational training etc.
2. To assess the ICT skills among teacher who teach vocational skills in educational institutions.

3. To determine the techniques and ICT technologies that will be used in the institutions to provide vocational skills.
4. To identify the issues that vocational skill providers confront, as well as the improvements and refinements that are necessary for the current system

## RESEARCH METHODOLOGY

The study's approach is acceptable because data is collected from vocational education teacher and vocational skill providers via a structured questionnaire on the role of ICT in skilled manpower development through vocational technical education among vocational skill providers.

### Design of the Study

The research design is a scientific procedure that entails watching and documenting a subject's behaviour in the research study without altering it in any manner.

### Sampling Methodology

The survey employed stratified structure questions and used simple random sampling for data gathering. Closed-ended and multiple-choice questions were utilised to elicit responses from the participants.

### Frame of sample

The sample of vocational skill training providers was chosen from all sections of Dindigul district in Tamil Nadu state, albeit it was restricted by the quantity of vocational skill training institutes in various districts.

### Size of the sample

The study is based on data obtained from 250 respondents from Dindigul district vocational skill providers. This study employed a sample of 200 vocational teacher and 50 owners of vocational education facilities. ITIs, schools, government departments, private establishments, and non-governmental skills (NGOs) all provide vocational training.

### Sources of data collection

- Primary data - Data was collected from both a 'primary' and a 'secondary' source. The data was gathered from a variety of primary sources.
- Secondary data- Data was gathered from books, journals, periodical publications, newspaper reporting, census records, and the internet. Because the study was qualitative, the primary data gathering technique was an in-depth interview with respondents.

### Data analysis

The collected data have been analysed using graphs. frequency and percentage.

## DATA ANALYSIS

### Demographic profile of the respondents

Table 1: Demographic profile of the respondents

Gender	F	%
Male	147	58.8

Female	103	41.2
Total	250	100
<b>Age Group</b>	<b>F</b>	<b>%</b>
18-25	22	8.8
26-30	39	15.6
30-40	70	28.0
40-50	99	39.6
Above 50	20	8.0
Total	250	100
<b>Category</b>	<b>F</b>	<b>%</b>
Hindu	171	68.4
Christian	67	26.8
Muslim	12	4.8
<b>Education Level</b>	<b>F</b>	<b>%</b>
SSLC + Trade	8	3.2
TTC	11	4.4
Professional Diploma	108	43.2
Professional Degree	56	22.4
Degree	28	11.2
Post-Graduation	16	6.4
Not Mentioned	23	9.2
<b>Income per month</b>	<b>F</b>	<b>%</b>
4000-6000	27	10.8
6000-8000	83	33.2
Above 8000	136	54.4
Not mentioned	4	1.6
<b>Caste</b>	<b>F</b>	<b>%</b>
SC	24	9.6
ST	8	3.2
BC	156	62.4
MBC	53	21.2
OC	6	2.4
Not mentioned	3	1.2

According to the research, male respondents account for 58.8% of all respondents. Female respondents account for 41.2 percent of all respondents. The age of the respondent is shown in the table above. A total of 8.8% of the respondents were between the ages of 18 and 25; in contrast, 15.6 percent of respondents between the ages of 26 and 30 years old. Another 28% of those polled were between the ages of 30 and 40. Whereas 39.6% of respondents between the ages of 40 and 50 years old. Only 8% of the responders were beyond the age of 50. As a result, the survey finds that more than 83 percent of respondents are between the ages of 26 and 50. According to the data above, Hinduism is practiced by 68.4 percent of the respondents. According to the table, 26.8% of the respondents are Christians. Similarly, 4.8 percent of the respondents identify as Muslims. However, it is inferred that a bigger number of respondents (68.4%) subscribe to the Hindu faith, which is quite strict culturally. According to the chart above, 43.2 percent of respondents have completed a Professional Diploma education, while just 22.4 percent have completed a Professional Degree programme. In addition, 3.2 percent of those polled completed SSLC + Trade. TTC was studied by 4.4 percent of the respondents. Only 6.4 percent of those polled had completed a postgraduate degree; whereas 11.2 percent of respondents had a bachelor's degree or less. The educational level of 9.2 percent of the respondents was not reported. Nearly half of the respondents (49.0%) have only a diploma or an equal degree of education. Professionals with a bachelor's

degree are requesting a higher compensation. This layout also reflects the students' competence level in delivering assistance.

The most essential indication and deciding element of one's level of living is revenue generating. Food, shelter, economic pleasures, and cultural appreciation are all heavily influenced by one's financial level. As a result, the goal is to spread socioeconomic and vocational education among individuals. As a result, the study looked at their income level in the Dindigul district. The annual income of the responder is shown in the table above. It shows that 10.8% of those polled have a monthly income of less than Rs.6000. 33.2 percent of those polled have a monthly salary of between Rs. 6000 and Rs. 8000. However, the bulk of responders make more than Rs. 8000 each month. Only 1.6 percent of those polled did not indicate their income to begin taking steps to alleviate their income's precarious status. According to the table above, 9.6 percent of the respondents are from the Scheduled Caste. 3.2 percent of respondents are members of Scheduled Tribes. The British Columbians account for 62.4 percent of all responses. 21.2 Most Backward Caste, on the other hand. Only 2.4 percent of the responders are from a different caste. There were 1.2 percent of responders who did not say anything. The bulk of the skill-training institutions are found in urban areas, according to this data. As a result, rural residents are unaware of and unable to participate in Skill Development Programs.

## 5.2 The ability of the teacher and strategies for imparting skill

**Table: 2 Importing Method Vocational Skill Training**

Opinion	F	%
More practical	41	16.4
More Theory	20	8.0
Theory & Practical equally	189	75.6
Total	250	100.0

According to this data, 75.6 percent of respondents claimed they use both theory and practise while importing Vocational Skill Training. 16.4% of respondents said they are using more practical methods to import Vocational Skill Training. 8.0 percent of those polled said they are using more theory to bring in Vocational Skill Training.

**Table: 3 Availability of suitable infrastructure for vocational skill training**

Opinion	F	%
Yes	216	86.4
No	34	13.6
Total	250	100.0

According to this, 86.4 percent of respondents claimed their training institutions required suitable infrastructure, while 13.6 percent said their institutions lacked adequate infrastructure.

**Table: 4 Facility of Infrastructure for a Variety of Skill Development Programs**

Opinion	F	%
Hard Skill	95	38.0
Soft Skill	47	18.8
Both	108	43.2
Total	250	100.0

According to this, 43.2 percent of respondents claimed their universities have infrastructure for both soft and hard skills, while 38 percent said their institutions only have infrastructure for hard skills. Soft skill infrastructure is present in 18.8% of the respondents' organizations.

### 5.3 Type of ICT material used

**Table 5: Do you think that PPT is a type of ICT material that can be used to teaching vocational skill training.**

Opinion	F	%
Not Answered	135	54.0
Most Frequently	93	37.2
Frequently	1	0.4
Some Times	21	8.4
Total	250	100.0

According to the table, 54.0 percent of respondents do not use PowerPoint presentations in skill training. PPT is most commonly used in skill training by 37.2 percent of respondents. PPT is used by 0.4 percent of the time. PPT is used by 8.4% of respondents on a regular basis.

**Table: 6 Availability of ICT equipment for teaching Vocational Skills**

Opinion	F	%
Yes	144	57.6
No	106	42.4
Total	250	100.0

According to the above data, 57.6 percent of respondents believe that ICT equipment may be used to educate vocational skills. According to 42.4 percent of respondents, ICT equipment is not available for teaching vocational skills. In more than 55 percent of the institutions

**Table: 7 Issues/Problem faced during Conducting ICT Mode Class**

Opinion	F	%
Lack of facility in the projection hall	113	45.2
Lack of support from technical person	62	24.8
Lack of knowledge of teachers in the usage of ICT	38	15.2
No problem	33	13.2
Lack of facility in the projection hall and Lack of support from technical person	4	1.6
Total	250	100.0

The position of the difficulty encountered in conducting ICT method classes is inquired of the respondents in conducting vocational skill training, as shown in the table above. 71.6 percent of respondents claimed they had a problem with a lack of facilities in the projection hall as well as a lack of technical help. Only 15.2 percent of respondents (teachers) claimed they lacked understanding in the use of ICT, and only 13.2 percent said they had no difficulty delivering ICT-based classes.

**Table: 8 Issues/Problems encountered in teaching vocational skills in a practical session**

Opinion	F	%
Lack of Practical Knowledge	38	15.2
Inadequate Infrastructure	56	22.4



Lack of demonstration video tutorials	18	7.2
Lack of suitable internship for practice	37	14.8
Lack of Practical Knowledge and Inadequate Infrastructure	33	13.2
Inadequate Infrastructure and Lack of demonstration video tutorials	63	25.2
Inadequate Infrastructure and Lack of suitable internship for practice	5	2.0
Total	250	100.0

Nearly 55% of those polled felt that insufficient infrastructure and a lack of demonstrative video lectures were the most difficult aspects of the practical session. The absence of practical expertise was cited by about 22.0 percent of respondents as the most difficult aspect of the practical session. The absence of a suitable internship was cited by about 15.0 percent of respondents as one of the practical session's challenges. This demonstrates that during the vocational skill training practical session, more than 55% of respondents had an issue with infrastructure and demonstration video.

**Table: 9 Students who had received Vocational Skill Training showed a higher level of confidence**

Opinion	F	%
Fully confidence	85	34.0
Confidence	157	62.8
No confidence	8	3.2
Total	250	100.0

The confidence level of the student who finished the vocational skill training is shown in the table above. 34.0 percent of students had entire confidence in the skill training, and 62.8 percent of the students who had finished it had complete confidence. Only 3.2 percent of pupils had doubts about the skill training.

**Table: 10 ICT-based teaching leads to a deeper knowledge of Vocational Skill Training**

Opinion	F	%
Yes	239	95.6
No	11	4.4
Total	250	100.0

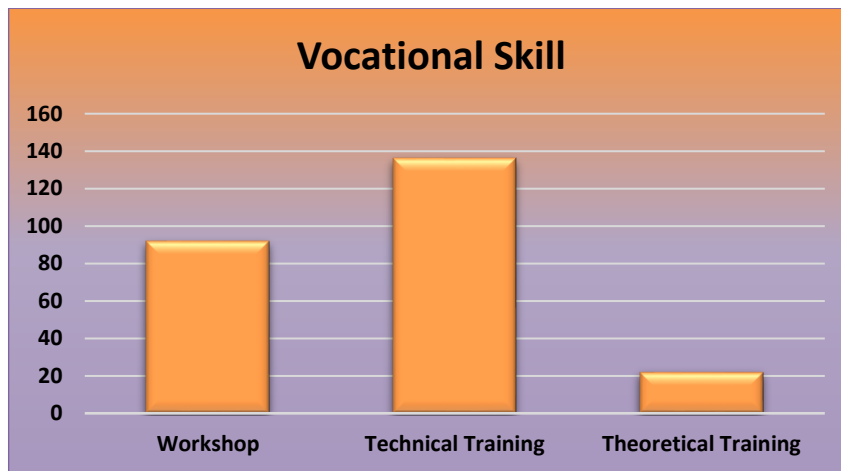
According to the above table, respondents who were asked about ICT-based teaching believe that it provides a better knowledge for vocational skill education. 95.6 percent of respondents agreed that using ICT to teach will improve comprehension. Only 4.4 percent of them were turned down.

**Table: 11 Permission from the institution for teachers to participate in ICT training for the purpose of imparting vocational skills**

Opinion	F	%
Yes	183	73.2
No	67	26.8
Total	250	100.0

According to the table above, the institution conducts/allows teacher to attend training on ICT-

based teaching and equipment operation, as requested by the respondents. The training on ICT-based teaching and training was open to 73.2 percent of the teacher. A total of 26.8% of the teacher were not permitted to engage in this form of training.



**Figure: 1** Types of ICT Training Received for the Purpose of Developing Vocational Skills

The respondents were questioned about the sort of training they received for ICT-based teaching and equipment operation, as seen in the graph above. 54.4 percent of the teacher underwent technical training. The session was attended by 36.8% of teacher, and 8.8% of them had received theoretical-based training. The majority of teacher have been educated in ICT-based teaching and equipment operation, as seen in the graph.

**Table 12: Do you think that the Respondent's practicing ICT materials for Vocational Skill Training**

Opinion	F	%
No Response	6	2.4
Preparation of PPT	75	30.0
Analyzing web resource	34	13.6
Preparation of video tutorials	2	.8
Preparation of e' materials	11	4.4
All	52	20.8
Preparation of PPT andAnalyzing web Resources	7	2.8
Preparation of PPT andPreparation of e' materials	63	25.2
total	250	100
Total	250	100.0

The practice of generating ICT resources for the teaching of vocational skill asked respondents, as shown in the table above. Almost 60% of those polled claimed that teachers were using PowerPoint to teach vocational skills. Teachers were practicing assessing a web resource for the teaching of Vocational Skill, according to 13.6 percent of respondents. Teachers were practicing the development of e' materials for the teaching of Vocational Skill, according to around 10-15% of respondents.

#### 5.4 Barriers or Problems faced by the skill providers

**Table: 13 Barriers or Problems faced during operation of ICT equipment**

Opinion	F	%
No Response	15	6.0
Installation	46	18.4
Operational Techniques	40	16.0
Technical Staff support	51	20.4
Any other: Not Using ICT	77	30.8
All difficulties	21	8.4
Total	250	100.0

The problems encountered in the functioning of ICT equipment are revealed in the table above. We are not employing ICT equipment for vocational skill training, according to 30.8 percent of respondents. Installation and operating method of ICT equipment are tough, according to 34.4 percent of respondents. The difficulty in obtaining technical personnel help to operate the ICT equipment was mentioned by 20.4 percent of the respondents. The remaining 15.0 percent of respondents believe that employing ICT devices in vocational skill training is problematic in every way.

**Table 14: What kind of ICT material derived from Web resources using for the Skill Development Training Programme**

Opinion	F	%
Power Point (PPT)	124	49.6
Videos	46	18.4
Animations	28	11.2
PPT and Videos	52	20.8
Total	250	100.0

The sort of information browsed from web resources questioned respondents for skill training, as shown in the table above. More than 50.0 percent of the responders used online resources to find PPT. 18.4 percent of respondents looked at videos on the internet, and 11.2 percent looked at animation on the internet.

#### 5.5 Skill providers Requirement

**Table: 15 Training in ICT-based Vocational Skill Program teaching is required**

Opinion	F	%
Yes	220	88.0
No	30	12.0
Total	250	100.0

The respondents are questioned about the necessity for training for an ICT-based vocational skill teaching programme. Training is required for the ICT-based teaching of vocational skill programmes, according to 88.0 percent of respondents. Training on ICT-based teaching of vocational skill programmes is not required, according to 12.0% of respondents.

**Table: 16 What is the Preferable time for information and communication technology training for the Vocational Skill Programme**

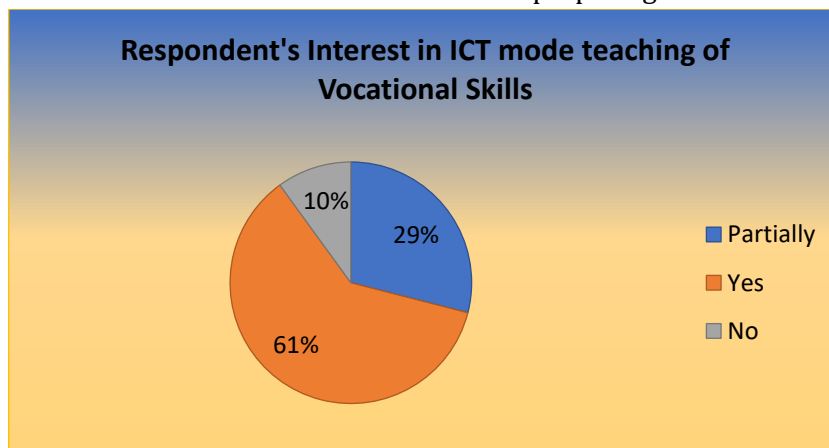
Opinion	F	%
Working days	80	32.0
Holidays	116	46.4
After class hour	48	19.2
Not Necessary	6	2.4
Total	250	100.0

The respondents were questioned about their preferred time for ICT training for the vocational skill programme, as shown in the table above. Holidays and after-school hours were selected by 65.6 percent of respondents for ICT training for the vocational skill programme. Holidays and after-school hours were selected by 32.0 percent of respondents for ICT training for the vocational skill programme.

**Table 17: For the Skill Development Programme, the expected mode of ICT training is**

Opinion	F	%
Theoretical	16	6.4
Practical	76	30.4
Theory and Practical	158	63.2
Total	250	100.0

The responders for the vocational skill programme were asked about the expected manner of ICT training, as shown in the table above. For the vocational skill instruction, 63.2 percent of the respondents expected theoretical and practical oriented ICT training. Only 30.4 percent of respondents expected only practical based ICT training for vocational skill teaching, while only 6.4 percent expected only theoretical based ICT training for vocational skill teaching. More than 63.0 percent of respondents expected theoretical and practical oriented ICT training for vocational skill instruction, as shown in the table. This will assist them in preparing their own ICT materials.



**Figure: 2 Respondent's Interest in ICT mode teaching of Vocational Skills**

According to the graph above, 61.2 percent of teacher are interested in utilizing ICT to teach vocational skills. 29.2 percent of teacher have a partial interest in ICT-based education, while 9.6 percent have no interest. This table reveals that more than 0% of teacher were interested in using ICT to teach vocational skills.

## FINDINGS OF THE STUDY

- ② According to the research, male respondents account for 58.8% of all respondents. Female respondents account for 41.2 percent of all respondents.
- ② The appropriate way of importing skill is more practical via theory for a better knowledge of the importing skill.
- ② the majority of vocational skill training providers have the necessary infrastructure
- ② Institutions have greater infrastructure for hard skill training than for soft skill training
- ② The maximum level responders are not using the PPT, which is the lowest level of ICT content.
- ② ICT equipment is accessible for teaching vocational skills
- ② ICT equipment is not available for teaching vocational skills. In more than 55 percent of the institutions
- ② More than 70.0 percent of respondents claimed they had a problem with a lack of facilities in the projection hall and a lack of technical assistance, as shown in the table. It should be evaluated seriously
- ② During the vocational skill training practical session, more than 55% of respondents had an issue with infrastructure and demonstration video.
- ② 34.0 percent of students have complete confidence, however if vocational skill training provides full confidence to all trainees, they will be able to find job
- ② 95.6 percent of respondents agreed that using ICT to teach will improve comprehension. Only 4.4 percent of them were turned down
- ② The majority of the teachers had expertise of ICT-based instruction and equipment operation
- ② The majority of teacher used PowerPoint as an ICT tool for teaching vocational skills
- ② The difficulty in obtaining technical personnel help to operate the ICT equipment was mentioned by 20.4 percent of the respondents. The remaining 15.0 percent of respondents believe that employing ICT devices in vocational skill training is problematic in every way.
- ② 88.0 percent of respondents were willing to get training in an ICT-based vocational skill teaching programme
- ② Holidays and after-school hours were selected by 32.0 percent of respondents for ICT training for the vocational skill programme.
- ② ICT training for the vocational skill programme, more than 65.0 percent of respondents selected vacations and after-school hours. They were ready to attend ICT training without disrupting their academic hours
- ② More than 63.0 percent of respondents expected theoretical and practical oriented ICT training for vocational skill instruction, as shown in the table. This will assist them in preparing their own ICT materials

## CONCLUSION

Integration of ICT is not only an option but also a must for making the learning process more appealing in the field of vocational skill education and training. Around the world, ICT has evolved into a potent technology instrument for providing vocational training programmes. ICT technologies are rapidly evolving, with the ability to teach vocational skills to a larger number of people in more gratifying ways. As a result, vocational skill providers keep up with evolving technology since their capacity to impart this ability to their students and instil confidence in the

skilled profession is critical if they are to be successful instructional leaders. The available skill-building facilities should rationally meet the present young population in order to upgrade and upscale their skills in a quality way. At this point, ICT-based technologies such as video tutorials, web resources, and social networks have the potential to play a critical role in vocational trades education and help learners to confidently comprehend the skilled profession. Wherever they have doubts in their work, these ICT-based tutorials also serve the function of a teacher.

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