## SKILL DEVELOPMENT TECHNIQUES : EMPIRICAL EVIDENCE

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**ABSTRACT :**
    *Making students skillful is the ultimate aim of teaching. The teacher who feel that their jobs are Over once they explain and demostrates the lesson in the class is certainly on the defective side of thanking . Rather students must be guided towards the objectives of learning demonstrated through modeling and given sample practice . to handle tearing independently. This paper clucidates Various techniques available for shell davekprent by Studying the case of 75 students . Their Views regarding learning ware gathered through a questionnaire . A Statistical analysis of their views was carried out after which they were given a skill*

*to practice through a selected technique which they considered as the most effective technique for skill development . It was empirically Concluded that students learned the skill move rapidly when they are allowed to use their initiative and Judgment In a mutual practice technique of skill development . At the end , guidelines for effective skill development have been suggested which could be adopted by teacher for skill training of students .*

**KEYWORDS :** *Making students skillful , questionnaire , technique of skill development.*

**INTRODUCTION :**
    Skills generally Construed as One's ability Competence , Proficiency and talent to execute a given job / tack successfully . One may either. possess it naturally or develops gradually over time . It may be soft skill that signify one's personal traits'd attributes like people skill Communicating skill , leadership skill ete or hard skill that is honed with education / training and experience . some application ability is a highly significant aspect that gives confidence to a student in applying theoretical knowledge to practical situations " ( Armstrong 1998 ) . " It is at the application stage that a student excels in a skill in teaching a skill , emphasis is on practing the skills . " Skill are not truly learnt until they become a " Habit ' ( Bass - 1935 ) "
    Therefore students are required to go through a cycle of practices Until students become skillful . For this , Various techniques are used such as Controlled practice , mutual practice and tham practice ' ( Dawson -1992 ) " The efficacy of these techniques was determined based on the opinion of a group of 75 students . The statistical analysis of the date indicated that most of the students were in fever of

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mutual practice technique of skill develefonat This paper discribe skill development techniques and gives a clear picture of the efficacy of these techniques empirically .

## Literature Review :-

Behavioural and educational scientists agree that skill development is a systematic process comprising definite stages and actions taken . within each stage ( Dawson . Good , 1992 ) . To Simplify the process , we can summarize that there are three basie stages involved in acquiring a skill . Explanation of these stages along with the methods to achieve cach is given in.

### ( Table - 1)
### (Three basic stages in acquiring Skills)

| Stage | Methods to Achieve | Desirable level Involvement of Teacher |
|---|---|---|
| Building Concept of Skill | Explanation, Demonstration, Directing and guiding Students of study Reference Material | Maximum |
| Development the skill | Students initiate the demonstration, students activities are directed and guide . Teachers evaluation encouragement and guidance | Moderate |
| Practice for accuracy and perfection | Practice exercises Guide students to overcome their weakness | minimum |

As shown in the table explanation and showing should take the least time so that maximum time can be devoted to practice. Preferably,  the teacher should guide on requirement basis during the skill development stages . Students should be allowed to exercise their initiative and use their judgment during practice ( Elgin -1980 ) . But mostly it is not so in reality . Rather , the teacher is still an active part of skill development training which is contrary to the modern approach of teaching and learning . In modern teaching Methods , learning is through active participation of students which the teacher acts as a mentor or guide .

"The most important thing in developing a skill is to teach how to solve problems or handle a particular situation rather than how to arrive at an approved set of solutions ( Barkin 3 James 1998 ) , The student should use a systematic course of action to solve a problem which is briefly shown in figure → Sequence of action to handle a problem .



There are many techniques for learning a skill , however the author has taken three major techniques which are being used for skill development in skill training institutes .

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**Controlled Practice** - students work individually or Collectively under the supervision of a teacher . The teacher is the active part of such practice .( Jakubowski 1978 ) students are not allowed to use their judgment beyond limits and work step by step according to the guide . lines provided by the teacher , followed by practice under the supervision of the teacher ( Berg - 1976 ).

**Mutual Practice:-** " This Method is particularly useful when the class has learnt sufficiently and they acqire Capability of supervising each other's work under the limited guidance of the teacher . The students alternatively act as Coach and pupils " ( Nichols - 1995 ) " 'Here the students are allowed to initiate their actions and use their judgment ( Gunn - 1985 )

**Team Practice** → AT this stage students are first trained individually and then made part of a team . In this method , they learn how to work with others . Team practice is done in two phases the technique . phase and the practical Phase ( Kouzes - 1987 )

**Method** –
**Study clesign :-**
          Essentially , it was not a simple task to determine the best technique for skill development . Educationists has given different Verdicats, about the suitability of various skill development Methods. however no serious attempt by the researchers could be righted which describes students opinion about different skill development techniques . To accomplish task a thorough research Methodology was used which Comprised the following steps. Survey through questionaires is one of the appropriate methods for research in social sciences . It is a method used to collect information from a sample of individuals in a systemactic way . In this research a survey was conducted to know about the best skill development technique based On the opinion of students. An interactive and easy to follow questionnaire was designed . Each student was required to answar four simple questions about each technique, whether that technique was slightly effective or moderately effective .

**Participants-** A simple rendom sample of 75 students was selected as respondents regardless of any gender, caste and creed bias. Selection of the size of sample was based on the premise that generally for Computing averages. A sample of the size is adequate. Moreover, sample Configuration was kept missed. It included students from all Categories regardless of gender, caste and creed bias. The missed representation in the sample Catered for bias and error in the sampling. The level of awareness in the respondents about skill development techniques suggested that 75 respondents Could effectively represent the opinion of the complete school. The average age of the students was 20 years.

**Measures -** The students were given full liberty to rate the skill development techniques as per their own assessment. No tampering was done to achieve a natural response. Questionnaires were distributed among a sample of 75 students. The data obtained through the questionnaire was statistically analyzed. To Validate the results, students favourite technique in the art of presentation was given to a group of 15 students to parctice. At the end of this process students were found more skilled. Thus their opinion was Validated practically.

**Procedure -** A Comprehensive procedure was adopted to obtain the data. starting from the formulation of an easy questionnaire till validation of the results obtained , a systematic process was adopted as shown in figure -2 The process was first explained to the students and then they were asked to respond to the questionnaire as per their own judgment.

**Results-** The feedback obtained from students indicated a strong tendency towards mutual practice method as 35 Out of 75 students declared it be a very effective method of skill development . On the other hand 25 students were for team practice and only 10 were for Controlled practice as the best technique of skill development. This shows that students like initiative and use of judgment. Which is

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optimally available in mutual practice method. students learn better when they are on their own , with least involement, though under the guidance of a teacher . In the modern scenario a teacher should ad as a mentor and guide the students other than Controlling them to an extent that they are not able to practice their jugdment the data obtained along with descriptive statistics is shows in Table - 2 .

### Table -2
### (summary of the data obtained through Questionnaire)

| Students Response | Techniques | | |
|---|---|---|---|
| | Number of students for controlle practice | Number of students for Mutual Practice | Number of students for team Practice |
| Not effective slightly effective | 10 15 | 5 15 | 26 24 |
| Moderately effective | 25 | 20 | 15 |
| Very effective Descriptive statistics | 25 | 35 | 10 |
| Average standard Deviation Kurtosis Skewness | 18.75 7.50 -3.90 -0.37 | 18.75 12.50 0.93 0.56 | 18.75 7.54 -3.64 -0.31 |

Table -2 reflects a very interesting scenario of the student's opinion. few statistical Conclusions from the data shown in Table -2 are as under .

The standard deviation value for mutual practice was high (12.50) , followed by team practice (7.54) and then controlled practice (7.50) . Statistically it means that for mutual practice technique, the change in opinion accurred after every 12th student , whereas in the case of Controlled and team practice techniques every 7th or 8th student changed his opinion. The values for all the three practice lied within 68 to 95 % of the area.Under normal distribution Curve ( on either side of the mean).

Data set of mutual practice had positive skewness which meart that its data set Contained few small values. This again proved that students are satisfied with mutual practice. On the other hand , Controlled and team practice methods had negative skeuness , which indicated that it's data set contained few high values . It reflected that students were not satisfied with controlled practice and team practive.  Data set for matural practice had positive. Kurtasis Valve , indicating that the curve represented  by data set was sleeper than the normal distribution. Curve which was an idication that most of the observations were dustered near the average and fewer  On the extrems. On the other hand , data set for Controlled and teams practice had negative Kurtaris Value indicating a flatter Curve than normal distribution curve . In other words , bewer observations clustered near the average and more observations papulated the extremes .

### CONCLUSIONS-

Making students skillful is a skill and a teacher weeds to learn this skill . The study was conducted to know about the response of students about different skill development techniques and to datermine the best technique as per their opinion . The following Conclusions can be drawn from the study.
1. Mutual practice is the most effective method of skill development it is because students learn better and fast when they are allowed to use their initiative and judgment .
2. As the number of practices increases , the time to learn a skill reduces .
3. Initially more practice is required to learn the basics of skill , after which the speed of learning increases , Unless it reaches a stage of Consistency where to increase in learning Occur with additional number of practices .

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4. Teacher should act as guide and mentor during s skill development , but he should allow students to excercise their initiative and judgment.

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