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## A Study Of The Perceptions Of The Trainees Towards Professional Competency

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### Abstract:

Professional Competency is mainly concerned with professional competence, which is employed in core competencies. Corporate strategies at the organizational level should include core skills that align with corporate human resource management strategies. For the purpose of this study the questionnaire consists of 90 items covered on professional competence, for measuring the perceptions of trainees towards professional competence. The split-half reliability co-efficient for the perception towards professional competence scales as perceived by trainees was 0.732. Final results concluded that there is significant difference between age, gender and marital status. Female tribal trainees have high perception towards professional competence. un married trainees have high perception towards professional competence. Above 30 years age trainees have low perception compared to below 25 years and 25 to 30 years age trainees.

### Key words:

*Professional Competency, Tribal, Skills, Reliability, Age, Gender, Marital status.*

### Introduction:

The foundation of contemporary society now includes professions. The work of professionals has no impact on any aspect of our lives. In industrialized nations, professionals comprise a large workforce and hold some of the most critical societal positions. We depend on expert information, sage advice, or expert performance almost daily. On occasion, they even depend on us for their lives. What, however, distinguishes a competent person? How does he or she gain the information, abilities, talents, and management of all of these? The simple response might be "because I received professional instruction." But what about good professional training? After finishing their initial, official training, how do professionals progress? What backgrounds and environments can be beneficial?

The study examined how professionals perceived that formal education and training programs helped them develop their capacity. Similarly, specialists have sought to pinpoint the forms of everyday experience that are most beneficial and the settings that support their professional work.

Effective training programmes can benefit the company and the personnel, but only if they are well thought out and carried out. Must have a strong awareness of the firm's policies, roles, objectives, and philosophy to inspire staff to work harder, be more courageous, and produce more work, all of which will boost revenue for the organization. Since training is a means to an end, keeping the program's objectives in mind during its creation and implementation stages can help produce a well-defined and efficient one.

Training is essential, and getting new employees up to speed as soon as possible is vital so they can contribute effectively to any firm. The trainees' abilities to use new technologies, create new processes, and enter new markets are updated. In their 2017 study, Tarakanov, Kalinina, and Kryukova examined society, the market for educational services, and training programs for multinational firms.

**Professional Competence:**

When someone works appropriately and effectively, following the performance standards, they are considered professional competent. Additionally, this expert possesses appropriate competence.

Professional competence is the capacity to continuously offer successful (valuable) performance in a particular professional domain, job, role, organizational setting, and task scenario. This skill includes issue resolution, innovation perception, and transformation creation.

Combining several skills results in qualification. A part of the general ability is the qualification, which is a cohesive group of knowledge, skills, and attitudes that may be applied in real-world performance scenarios. Forensic experts, for instance, must develop DNA profiles of evidence in crime scene investigations. It calls for disciplinary knowledge, practical expertise working with artefacts, and attitudes (accuracy, resilience, integrity). Collectively, these have career potential. Alternatively, florists require knowledge of the items, quality indicators, market changes, and prices and the ability to multitask and make quick decisions (stress-tolerance, feel for sales). These fit under the category of professionalism.

There has not yet been a discussion of the dual meaning of merit in terms of abilities and rights. These two, though they are distinct, complement one another. Professionals in the field regard qualifications as capabilities. They have developed a particular level of competence due to their education and practical experience, which is accompanied by confidence, self-efficacy, and a sense of professional identity. However, by approving their completion, academics proclaim graduates eligible. Due to the academic requirements outlined in the European Qualification Framework and the academic levels displayed on diplomas or diploma supplements, the diploma serves as the official testament of a graduate's qualification level.

When someone meets specific requirements, professional organizations also pronounce them competent. If acknowledged by the appropriate agencies, educational institutions and professional groups are entitled to do so. We can also remark that educational institutions have the authority to decide whether to grant licences to applicants who have finished programmes of study. People who have been granted a professional licence by an educational institution, a professional association, or a state (such as teachers) have certain powers to interfere and make decisions (as a lawyer). Citizens also have rights (such as the right to vote, the right to raise children, and the freedom to move about freely), but the judiciary can also deny them if there is sufficient evidence by deeming them incompetent.

The competency definition mentioned above is mainly concerned with professional competence, which is employed in core competencies, competency domains, qualification clusters, enabled capabilities, and competency metrics or competency components. However, a body of literature also talks about organizational effectiveness. The work of Prahalad and Hamel (1990) on the core potential of organizations is likely the most well-known source for this. Their core competencies are those of the businesses they excel in, with which they generate profits, and which are difficult for rivals to imitate. Corporate strategies at the organizational level should include core skills that align with corporate human resource management strategies connected to corporate efficiency development strategies.

**Problems of professional competence:**

Professional competency (PPC) issues are complicated and necessitate assessment from various perspectives. Trainees and trainers have distinctive viewpoints that are important for comprehending, avoiding, and addressing trainees with professional competency (TPPC) difficulties. According to Forrest, Elman, Gizara, and Vacha-Haase (1999) and Huprich & Rudd (2004), trainees frequently perceive one another via lenses other than those used by trainers (e.g., social interactions). The way trainees see TPPC and how it is treated can impact how they perceive and interact with their coaches, trainers, programmes, and careers. It can also set the tone for future gatekeeping and intervention actions.

A trainee's awareness of ethics, programme policies and the perceived consequences of various acts may influence the decision to take action. Sadly, many trainees claim to comprehend little to nothing about programme policies regarding TPPC (Shen-Miller et al., 2011; Veilleux et al., 2012a), and 31% of those who took action reported doing so without relying on anybody. Their instruction (Shen-Miller et al., 2011). People who did something expressed less happiness felt it had a minor impact and were less than "somewhat likely" to do it again in the future (Shen-Miller et al., 2011). In addition, trainee opinions on the function of the programme environment are inconsistent. Although trainees in one study (Shen-Miller et al., 2011) rated the programme variables as having a modest effect from zero, a different study (Veilleux, January, VanderVeen, Reddy, & Klonoff, 2012b) discovered a correlation between the trainees' experiences of the programme environment. Significantly correlated with feelings of pleasure and opinions about the training faculty's proficiency in several fields.

### **Educational and Professional Development in tribal Community:**

Indian tribal people live in isolated locations without regular interaction with other community members, access to adequate healthcare and educational facilities, or government development or welfare initiatives. To boost the tribal population in terms of education, health, employment, and other factors, our nation's Central and State Governments have started several assistance programmes. However, little changed for the tribal people. The Indian Constitution also establishes legal frameworks like special agency courts that give free legal services to indigenous people. However, wood plays a significant role in tribal economies. Naturally, these areas are impoverished and have minimal protection from natural calamities, Spartan capital assets, and healthcare and educational infrastructure. Although Herbert Spencer believed that "education is properly prepared for life," it failed to address critical issues about the Aboriginal people's basic human and fundamental rights. A Tribal Advisory Council (TAC) made up of political leaders and administrators was established to advise and direct state policies on pertinent tribal problems.

Tribals have a substantially lower literacy rate than the general population (58.95%), according to the 2011 Census (72.99 per cent). Compared to the national average, the female literacy rate among tribal peoples is relatively low (49.35%). (64.64 per cent). Overall, female literacy increase is a significant component of tribal life, even though it is progressing slowly relative to the country's entire population. Even though the tribal territories once had plenty of natural resources,

### **Tribal Welfare in Andhra Pradesh:**

The Department of Social Welfare included tribal welfare as a core component. The ITDA's principal goal is to safeguard tribal communities against socioeconomic growth and exploitation through income-generating schemes (IGS) linked to infrastructural development initiatives. The Planning Commission has occasionally established objectives and plans for tribal development. Community Development Projects (CDPs) were introduced as part of the first five-year plan for the overall development of rural areas, particularly the poorer parts. In order to assess the SMPT blocks and create Special Multi-Purpose Tribal Blocks (SMPTs) in the Second Five Year Plan after the second plan, the Ministry of Community Development created a committee under the leadership of Warriar Elwin.

### **Youth Training Centres (YTC) for Skill Development:**

For the benefit of the tribal youth, the state government established youth training centres. Skill development in tribal youth is the main aim of these centres. Because of globalization and technological changes, it has been observed that skill development and job creation are paramount now as professional skills and domain knowledge are the driving forces of socio-economic development; acquiring professional skills, including soft skills and domain knowledge, has become even more critical. The A.P. State Skill Development Corporation has conducted a field inspection of the Youth Training Centers (28). During discussions, it was proposed to utilize the Youth Training Centers, including equipping them as full-fledged training centres to serve as Skill Development Centers of Excellence (SDCE) for conducting skill up-gradation activities for the employability of the Scheduled Tribe youth. Youth Training Centers (YTCs) would be called Skill Development Centers of Excellence (SDCE) for tribal youth and are expected to deliver the following services: 1. Registration for training/employment. 2. Youth Counselling. 3. Career guidance. 4. Online application for Govt./Private Jobs. 5. Online tests for any recruitment 6. Training for wage employment. 7. Training for Self-Employment. 8. Pre-examination coaching for formal employment. 9. Imparting Entrepreneur

Development Programmes (EDP) for self-employed youth availing loans. These services are provided through the academic calendar. The type, name, and duration of the courses are given below:

Table:1

Sl. No	Program Type	Course/Programme Name	Duration (Days)
1	Placement Linked Training	English Work Readiness & Computers (EWRC)	90
2	EGMM - Training Programme	Construction Training in Masonry trade.	120
3	EGMM - Training Programme	Construction Training in Electrician trade.	120
4	EGMM - Training Programme	Construction Training in Plumbing trade.	120
5	Self-Employment Training Programme	Tailoring	45
6	Self-Employment Training Programme	Poultry	15
7	Self-Employment Training Programme	Bee Keeping	15
8	Self-Employment Training Programme	Dairy farming	15
9	Self-Employment Training Programme	Vermicomposting	15
10	Self-Employment Training Programme	Advanced Carpentry	45
11	Self-Employment Training Programme	Sanitary Napkin Making	15
12	Self-Employment Training Programme	Sericulture	15
13	Self-Employment Training Programme	Mushroom cultivation	15
14	Self-Employment Training Programme	Electric Motor rewinding and pump set maintenance	45
15	Self-Employment Training Programme	Tractor Servicing, Maintenance and repairs	45
16	Pre Examination Training	Police & Paramilitary physical efficiency training	45
17	Pre Examination Training	Police & Paramilitary written test coaching	45
	Pre Examination Training	Coaching for banking recruitments	45
	Pre Examination Training	DSC/TET	45

**Resource:** Annexure –III G.O.MS.No. 30, Tribal Welfare (GCC) Department, Dated : 29.05.2015 Annual Training Calender of Skill Development Center of Excellence (SDCE)

All the skill development-related initiations such as Vocational Training Institute, Career Guidance Cell/Job Facilitation Center, Cum Sub Employment Exchange, Pre Examination Coaching Center, and EGMM/TWD shall be organized in SDECs only to make the YTCs skill development centres of excellence.

#### Need and significance of the study:

For the socioeconomic development of Scheduled Tribes in post-independence India, numerous strategies and programmes have been developed in compliance with the special provisions of the Constitution. Despite these extensive financial investments and communal efforts, a sizable portion of the indigenous people still does not live up to acceptable standards. Such a situation can be linked to the significant number of implementation-level issues and inefficiencies that have been noted with poor engagement among government and field workers. In addition, the target population's failure to grasp opportunities and effectively utilize them also plays a role in this circumstance.

The significant disparities in the tribal development process are high debt, land dispossession, educational backwardness, and a lack of communication. Even though the TSP plan produced results, they did not align with the administrative, financial, and intellectual inputs. Laws intended to safeguard tribal members from exploitation by non-tribals are not adequately upheld. To comprehend how these tribal people, who have created plans and programmes, will respond. Without adequate planning and

implementation, essential development programmes and policies for these depressed people would not be implemented. Therefore a comprehensive understanding of the entire process is essential.

Geographically remote, economically underdeveloped, socially uninformed, politically uninterested, culturally wealthy, behaviorally straightforward, loyal, and living in the lap of nature, tribal groups in India are also isolated economically. They struggle with issues related to political, cultural, and socioeconomic growth. They are regarded as the weaker social groups and only make a living at the subsistence level. They cannot successfully address their poverty, lack, negative, etc., the situation on their own; therefore, government and society must step in to lessen their suffering and speed up the development process.

The two most essential factors in the growth of indigenous societies are health and education. Education is a participatory process in empowerment and development as well as a development indicator. Malnutrition is brought on by dietary changes and the decrease in forested food supplies. Tribal people need immediate attention and focus due to the lack of access to modern healthcare and superstitions that cause illnesses and deaths.

Their relationship must be mutually beneficial. Some characteristics of their collaboration are:

- iv. The Constitution ensures the protection and advancement of the tribal people, who establish the fundamental guidelines for their development. Therefore, they require defense against all types of non-tribal exploitation.
- v. Tribes need to be boosted and given more self-assurance.
- vi. As they already benefit from it, the aboriginal mandate over existing resources, such as land, water, and horticulture, must be protected.
- vii. Involving tribal members in the reproduction of natural resources is necessary for the sustainable development of tribal areas to preserve the environment.

For the integrated development of the indigenous people, such a comprehensive and coordinated approach to development is necessary, as is their active participation. Their self-esteem, self-support, and self-confidence grow due to this development.

Enhancing tribal members' quality of life, particularly in education and health, and preventing their exploitation in non-tribal contexts are critical components of the strategy for tribal development.

The current policies and plans need to be strengthened despite the advantages and disadvantages of tribal growth over the previous 60 years. The following recommendations for tribal welfare and development have been prepared with this in mind.

Although the government has developed and implemented numerous social programmes to benefit tribal people throughout India, their way of life and the socio-economic situation has not changed. Andhra Pradesh's West Godavari district is not an exception. Therefore, extensive research is required to understand how effectively state and union finances are used to evaluate governments' performance. Most tribal welfare programmes and adjustment studies occur at the district and state levels.

The researcher intends to determine tribal youth perceptions of professional competence in this study.

### **Objectives of the Study**

1. To find out the perception towards quality education in secondary school students with respect to the following variables:

**a. Gender: Male / Female**

**b. Age: Below 25 years/ 25 to 30 Years / Above 30 Years**

**c. Marital Status: Married / Un married**

**Sample:** total sample comprises of 104 trainees from tribal community for Srikakulam, Vijayanagaram and Visakhapatnam districts.

**Method used:**

To investigate this issue, a descriptive survey method was used. The survey method was shown to be useful in gathering information regarding trainees' perception towards professional competence.

**Construction of the tool for Students:**

This questionnaire consists of 90 items covered on professional competence, for measuring the perceptions of trainees towards professional competence. It is an instrument designed for self-rating of the trainees opinion of the degree to which they feel on the perceptions towards professional competence. The statements were given in the questionnaire studied by the investigator against the criterion of its applicability on the perceptions of trainees towards professional competence. Further, they were examined in terms of their suitability the questionnaire was given to experts a preliminary survey was conducted for suggestions, the suggestions given by the experts were taken in to consideration and modified the statements as suggested to measure the reliability of the test.

**Reliability and Validity**

4 and for the validity of the scale it is based on the content and construct validity. As an instance of construct validity, the scale is correlated with number of other dimensions and found the obtained correlations statistically significant.

**Data Analysis:****Objective -1**

1. To find out the trainees perception towards professional competence with respect to the following variables:

a. **Gender: Male / Female**

b. **Age: Below 25 years/ 25 to 30 Years / Above 30 Years**

c. **Marital Status: Married / Un married**

The following hypotheses have been formulated and they are tested one by one.

**Hypothesis:**

1. There exists no significant difference between male and female trainees in their perception towards professional competence.
2. There exists no significant difference between different age group trainees in their perception towards professional competence.
3. There exists no significant difference between married and un married trainees in their perception towards professional competence.

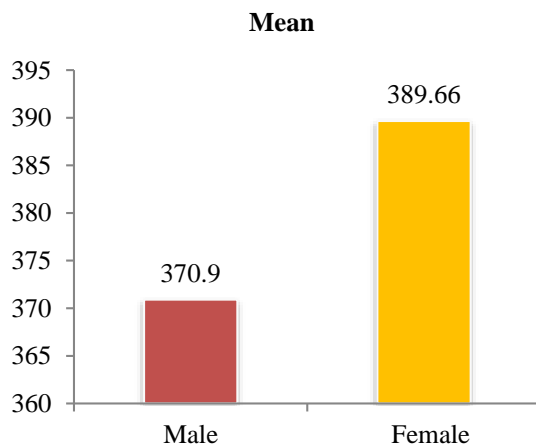
**Table 2. Mean, SD and 't'- values on the perceptions of students based on their socio-economic variables towards Professional Competence.**

Variable	Group	N	Mean	SD	SED	"t"	Hypotheses
Gender	Male	42	370.90	31.19	6.505	2.883	Null hypothesis Rejected
	Female	62	389.66	33.43			

\* significant at 0.05 level.

**Findings:**

1. The variable gender plays a significant role on the perception of trainees towards professional competence.
2. It is observed from the table 2 that the obtained t-value (2.883) for df = 102 is greater than the table value of 1.98 It is significant at 0.05 level. Therefore, the null hypothesis is rejected.
3. Female trainees (mean=389.66) of YCT centers have better perception than male trainees (mean=370.90)



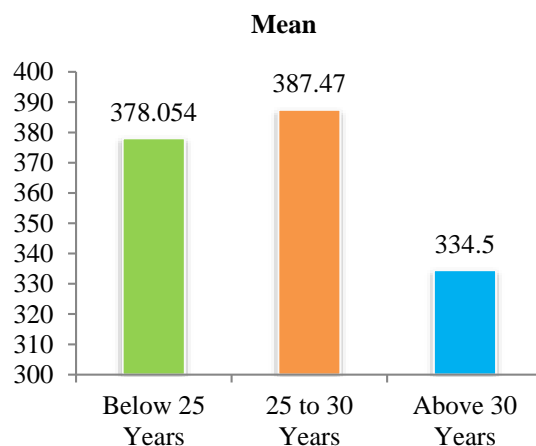
**Graph-1: Mean comparison between the perceptions of trainees according to gender towards professional competence.**

**Hypothesis-2**

There exists no significant difference between different age group trainees in their perception towards professional competence.

**Table: 3.Perception towards professional competence - age- Means and S.Ds**

Age	N	Mean	Std. Deviation
Below 25 Years	37	378.054	26.307
25 to 30 Years	63	387.47	35.94
Above 30 Years	4	334.50	11.38
Total	104	382.08	33.68



**Graph-2: Mean comparison between the perceptions of trainees according to their age groups towards professional competence**

Table- 4

ANOVA					
Total					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	11489.615	2	5744.807	5.505*	.005
Within Groups	105396.606	101	1043.531		
Total	116886.221	103			

\*significant at 0.05 level.

#### Interpretation:

It is observed from the table 4 that the obtained F-value (5.505) for  $df = 2$  and 101 is greater than the table value of 3.08. It is significant at 0.05 level. Therefore, the null hypothesis is rejected. Hence, it can be inferred that age of trainees makes a significant difference in their perception towards professional competence. Since the F-value is significant, further probe is attempted to know which are groups differ significantly in their perception with other sub groups.

Table -5 Comparison of mean vale, S.D, t value

Group	N	Mean	SD	SED	"t"	significance
Below 25 Years	37	379	26.85	6.81	1.244	Not significant at 0.05 level
25 to 30 Years	63	387.47	35.94			
Below 25 Years	37	379	26.85	13.68	3.252	significant at 0.05 level
Above 30 Years	4	334.50	11.38			
25 to 30 Years	63	387.47	35.94	18.14	2.920	significant at 0.05 level
Above 30 Years	4	334.50	11.38			

#### Findings:

1. The variable age plays a significant role on the perception of trainees towards professional competence.
2. The mean differences are in favor of below 25 years, 25 to 30 years age group students.

#### Hypothesis-3

There exists no significant difference between married and un married trainees in their perception towards professional competence.

Table 6. Mean, SD and 't'- values on the perceptions of trainees based on their socio-economic variables towards professional competence.

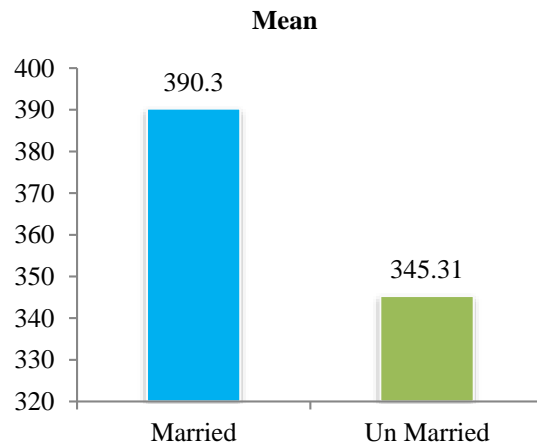
Variable	Group	N	Mean	SD	SED	"t"	Hypotheses
Marital Status	Married	85	390.30	26.74	7.345	6.125*	Null hypothesis Rejected
	Un Married	19	345.31	37.53			

\* Significant at 0.05 level.

#### Findings:

1. The variable marital status plays a significant role on the perception of trainees towards professional competence.
2. The mean differences (45) are in favor of married trainees.





**Graph-2: Mean comparison between the perceptions of Students according to their age groups towards Quality Education in Secondary Schools.**

### Conclusion:

By bringing diversity and depth to Indian culture, tribes have played a vital role in that country. In sharp contrast to other populations in the nation, their distinctive way of life has been maintained for centuries. Tribal groups occupy the hills, the bush, and other remote locations.

According to the Fifth Schedule, administrators of scheduled and tribal areas in the Sixth Schedule are outlined in Article 244 of the Constitution. The Fifth Schedule specifies how the administration of the Scheduled Areas shall be divided between the Central Government and the State Governments. The state legislature may change laws that do not apply to tribal lands following the Fifth Schedule. The additional funding needed to improve the living conditions of the tribal people will fall under the purview of the Central Government. Several legal actions are outlined in Article 275 of the Constitution to help undeveloped tribal groups and support governmental efforts to uphold the Constitution's provisions.

To benefit from the population dividend that India would experience, the Skill Development Mission was established. It should be underlined that if India does not address the need to train and develop our people to become skilled labour, having a positive population dividend will become a curse for the country. From an economic perspective, the lack of employment for the unskilled workforce causes confusion and panic. Although the effects of recognizing the professional potential of indigenous adolescents have been seen, trainees' perceptions of professional ability vary greatly. Causes such as inadequate infrastructure, a lack of qualified trainers, inadequate curricula for industrial demands, and an inability to deliver jobs at the anticipated level were noted.

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