

Ms. Sangeeta

Research Scholar

RIE Bhubaneswar,

Professor Ramakanta Mohalik

Dept. of Education

RIE Bhubaneswar

India

Sangeeta.sonu7@gmail.com

Vocational Knowledge of Students at Secondary Level in Jharkhand

Abstract

The objective of this paper is to study the level of vocational knowledge of students and compare the vocational knowledge of students in relation to sex, types of school and parents profession. Survey method was used on 200 secondary school students selected from four secondary schools (two CBSE and two state board) of Dhanbad district of Jharkhand, India randomly. Self-developed test on vocational knowledge consisting of 40 items based on different careers was used as tool for the collection of data. Collected data were analysed by using frequency count and percentage and presented in tabular and graph form. The study reveals that (i) 60% of secondary school students have average, 30% of students have low and

only 10% of students have high level of vocational knowledge, (ii) boys have better level of vocational knowledge than girls, (iii) students of CBSE affiliated schools have better vocational knowledge than state board schools and (iv) students belonging to parents of private sector have better vocational knowledge than students of parents from government sector. The study suggested that vocational guidance and counselling activities such as career talk, class talk and career exhibition etc must be organised in school for creating awareness among students about different vocations. Further it is recommended that all teachers must be oriented in vocational guidance and school counsellor must be appointed in all secondary schools on regular basis.

Key Words: Guidance and Counselling, Vocational Guidance, Vocational Knowledge, Career Talk, School counsellor

Introduction

Guidance and counselling play an important role in the overall development of student as well as school. The aims of guidance and counselling programme in school is to assist individual to develop the ability to understand themselves, to solve own problems, and to make appropriate adjustments. Major guidance services include student appraisal, information giving, placement and follow-up, and counselling. Guidance and counselling refers to a helping concept and relationship in which specific skills and techniques are used to make students competent, creative, realistic and able to make responsible decisions. It is an integral part of a school's total educational programme; it is developmental by design, focusing on needs, interests, and issues related to various stages of student growth. Educational and career counselling has become increasingly important over the years for students, parents and teachers. It relates to the interests and inclinations of students and the decisions they take for their future careers. One of the functions of education is to provide opportunities for each

student to reach his/her full potential in the areas of educational, vocational, personal, and emotional development.

Many young people experience problems in their career development. These include a lack of knowledge of their own aptitudes and interests, a lack of realism, indecision, inflexibility and, an unwillingness to change, a lack of occupational information, problem-solving skills, and gender stereotypes. Thus, vocational guidance is vital in assisting young people who have problems in career development. Vocational guidance is a process that aims to provide individuals a clearer understanding of themselves and their potential for future career development. Vocational guidance and counselling appeared in the early part of the 20th century, due to the increasing industrialization. Vocational guidance refers to services and activities intended to assist individuals of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers. It is embedded in different contexts such as in schools, universities, training institutions, public employment services and workplaces. Activities may take various forms, individual or group based, face-to-face or at a distance. Vocational guidance can be complemented with career education, which may tackle issues such as self-awareness in relation to others and employment, the exploration of job opportunities, the development of career decision-making, and the application of knowledge and skills. It enables students and individuals to use the knowledge and skills they would have acquired and developed within a particular setting, to make the best possible decisions about learning and work. It can be delivered through different media, such as printed literature, counselling interviews, group interviews, career management learning and ICT-based information sharing. It is provided both to individual students and in group settings. Face-to-face guidance is the predominant mode of delivery vocational guidance and counselling services.

Vocation is very important in an individual's life. It is essential for students to develop vocational or career knowledge during high school years. They are struggling in adolescent stage and their career choice fluctuates. Lack of proper information and knowledge indirectly promotes unemployment among youths. They are in confusion which vocation to choose. They require right vocational knowledge to increase their career awareness as we know that career awareness is an essential life skill that allows people to become more self-reliant and able to cope with rapidly changing labour markets as well as maintain a healthy balance between work and life roles. By developing vocational knowledge, students can play an active role in planning their careers and sustain career in future life. In fact, vocational knowledge helps in the development of productivity and promotes national development by helping students to select suitable career.

Rationale of the Study

Choosing a vocation is an extremely important part of an individual's life. In fact, students think of vocation at secondary level as it is the stage where preparation for career starts. Hence proper guidance should be made available to all students so that vocational knowledge can be generated which is the basis for career decision making. Realizing the significance of vocational guidance, many studies have been conducted in India and Abroad. Some of these are discussed in following paragraph.

Zafar (2019) reported that there is a need for awareness of career guidance through workshops, seminars and media for promoting career guidance among students. Ismail et al. (2018) reveals that the students career maturity was significantly different based on gender, stream of study, academic achievement, and family's socio-economic status. Suryadi et al. (2018) found that school counselors play a very important role in providing vocational guidance services for senior secondary students. Yaqoob et al. (2017) reported that students consider career counselling to be really important and they are really concerned in acquiring appropriate

guidance. Parents seemed to play an influential role in their choices. Ojoi (2017) reveals that Career Counselling Technique (CCT) improves vocational maturity better than Career Guidance Technique (CGT) and Vocational or Career Guidance and Counselling programme should be made compulsory in all secondary schools. Su et al. (2016) reported that the students with medium to high educational attainment, family factors are the most influential factors of students career decision. Cheruiyot and Orodho (2015) reveal that school guidance and counseling personnel did not have the required qualifications or diploma. Roy (2015) reported that the students of private schools possess significantly a higher career maturity and career maturity attitude, but there is no significant effect of management on the career maturity competence of secondary school students. Gatua (2012) reveals that guidance and counselling services in secondary schools had high levels impact on students social and emotional adjustments.

From the above studies it can be said that for career awareness and decision making, vocational guidance is essential for the secondary school students as it is the stage where students realize that they have to do something to make their future bright. There are so many studies conducted about career maturity, parents' involvement, school climate in different parts of world but few studies are conducted in Jharkhand on the vocational guidance for students at secondary level. Hence the present study is relevant. This study was conducted with following objectives.

Objectives

1. To study the level of vocational knowledge of secondary school students.
2. To compare level of vocational knowledge of secondary school students in relation to sex, type of schools and parents profession.

Methodology

The survey method was used for conducting this study. The population of the study is comprised of all secondary school students of Dhanbad district of Jharkhand, India. The investigator has selected two state government schools affiliated to Jharkhand Academic Council and two private schools affiliated to CBSE as sample purposefully. Further, 50 students were selected randomly from each school. Total 200 secondary school students (100 boys and 100 girls) constitute sample of this study. The investigator used self-developed test on different vocations to know the vocational knowledge of students. The items were prepared by going through different vocations like defence, medical, banking, engineering etc. to know students awareness regarding different vocations. The validity of the test has been ensured by taking experts comments and suggestions during the development. The collected data were analysed by using frequency count and percentage and accordingly interpretation was made.

Analysis and Interpretation

The data were analysed and interpreted as per the objectives of the study. The investigator analysed the data objective wise, which is presented in following paragraphs.

Vocational Knowledge of Boys and Girls

The investigator examined the vocational knowledge of secondary school students with reference to sex. For this, data were collected from students by using questionnaire, which is presented in terms of frequency and percentage. The students were categorised in to three levels of vocational knowledge such as high, average and poor on the basis of the score obtained in the test.

Table-1: Level of Vocational Knowledge of Boys and Girls

Level of Vocational Knowledge	Boys (N & %)	Girls (N & %)	Total (N & %)

High	12 (12)	8(8)	20(10)
Average	62(62)	58(58)	120(60)
Low	26(26)	34(34)	60(30)
Total	100	100	200

Table-1 indicates that 20% of secondary school students have high, 60% of students have average and 20% of students have low level of vocational knowledge. Further, the table also indicates that boys have better level of vocational knowledge than girls in high category. On the other hand more girls have low level of vocational knowledge than boys. It can be concluded that the level of vocational knowledge of secondary school students is at average level and boys have better level of vocational knowledge than girls. The same is graphically presented in figure-1.

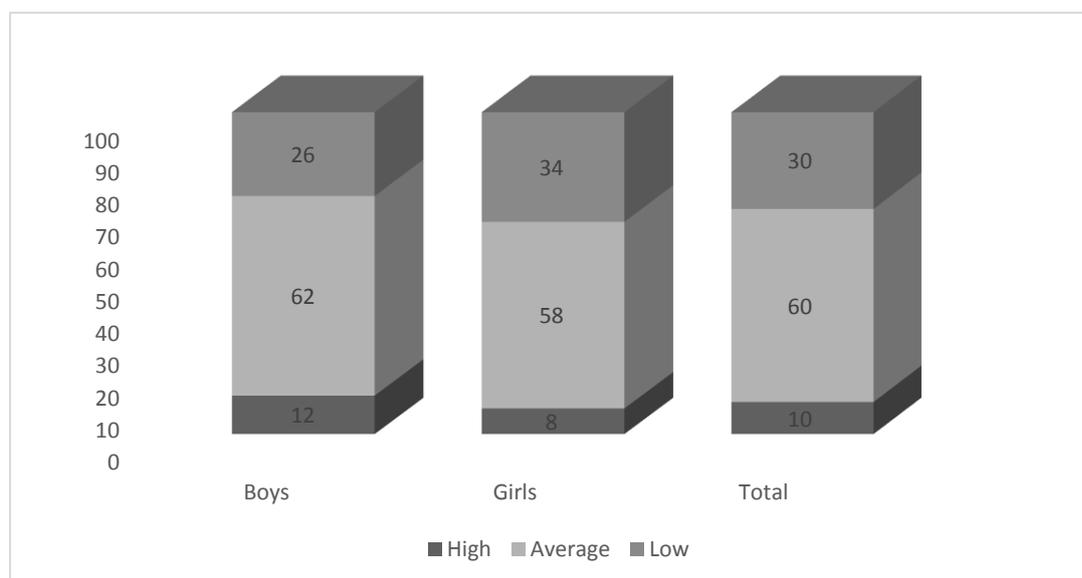


Fig.-1: Level of vocational knowledge of boys and girls

Vocational Knowledge Level of Students in Relation to Type of School

The second objective of the study is to compare the vocational knowledge level of students of CBSE and State Board Schools.

Table-2: Vocational knowledge of students in relation to type of school

School	High (N & %)	Average (N & %)	Low (N & %)
CBSE	16 (16)	66 (66)	18 (18)
State Board	4 (4)	54 (54)	42 (42)
Total	20 (10)	120 (60)	60(30)

Table-2 reveals that 16% of students from CBSE schools have high level of vocational knowledge whereas only 4% of students from state board schools have high level of vocational knowledge. Further, 66% of students from CBSE school have average vocational knowledge whereas 54% of students from state board schools have average level of vocational knowledge. The table also indicates that students from state board schools have low level of vocational knowledge than CBSE schools. It can be said that students from CBSE affiliated schools have better level of vocational knowledge than students from state board schools. The level of vocational knowledge of CBSE and state board schools is graphically presented in figure-2.

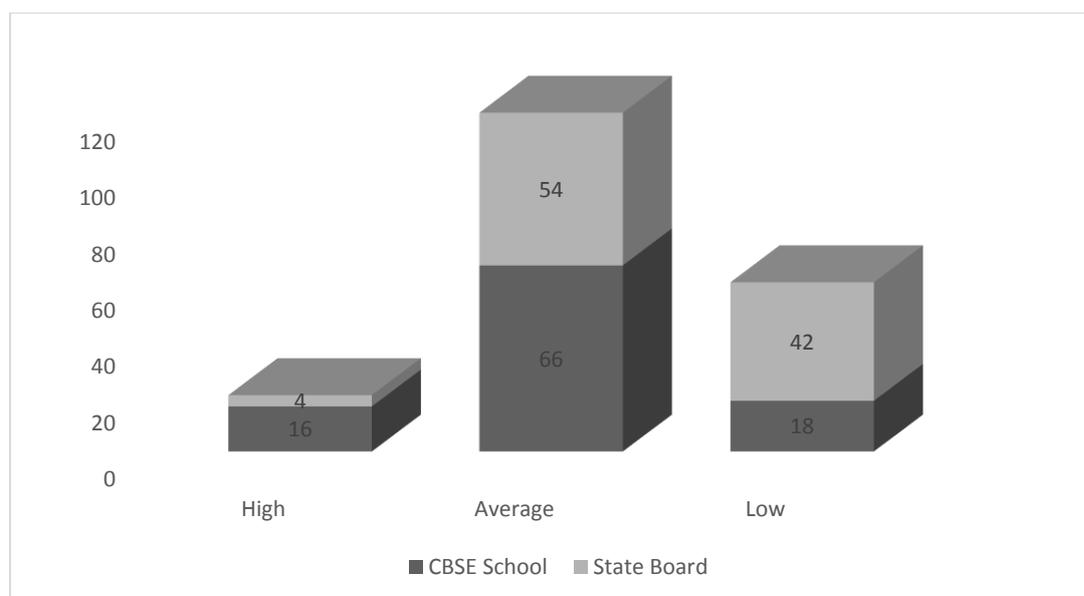


Figure-2: Vocational knowledge of CBSE and State Board schools

Vocational Knowledge of Students with Reference to Parents Profession

The investigator examined the vocational knowledge of secondary school students with reference to their parents profession. For this, data were collected from students by using questionnaire, which is presented in terms of frequency and percentage.

Table-3: Vocational knowledge of students with reference to parents profession

Level of Awareness	Government sector (N & %)	Private sector (N & %)	Total (N & %)
High	3 (4.22)	17 (13.17)	20 (10)
Average	44 (61.97)	76 (58.91)	120 (60)
Low	24 (33.80)	36 (27.90)	60 (30)
Total	71	129	200

Table-3 indicates that the vocational knowledge of students with reference to their parents profession. The table indicates that 13.17% of students belonging to parents working in private and 4.22% students belonging to parents working in government sector have high level of vocational knowledge. It also reveals that students from parents of government sector have low level of vocational knowledge than parents from private sector. It can be concluded that more number of students from private sector have high level of vocational knowledge than students from government sector parents. This is graphically presented in figure-3.

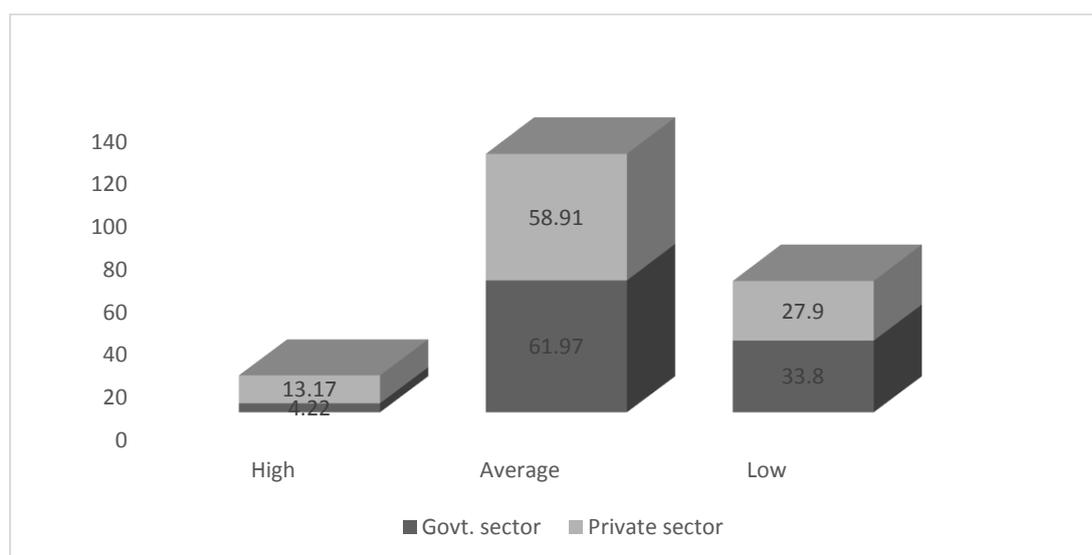


Figure-3: Vocational knowledge of students in relation to parents profession

Major Findings

- 60% of secondary school students have average, 30% of students have low and only 10% of students have high level of vocational knowledge.

- 12% of boys students have high level of vocational knowledge whereas only 8% of girls student have same level of vocational knowledge. Similarly, 34% of girls student have low and 26% of boys students have low level of vocational knowledge.
- More students from CBSE schools have high level of vocational knowledge than students of state board schools. 18% of students from CBSE schools have low level of vocational knowledge whereas 42% of students from state board school have low level of vocational knowledge.
- Students belonging to parents of government sector have low level of vocational knowledge than private sector and more students belonging to parents of private sector have high level of vocational knowledge.

Result and Discussion

The present study was conducted on vocational knowledge of students at secondary level in Dhanbad, Jharkhand, India. As we all know that at secondary level vocational knowledge is very important as it is the base which decides the future of students. The study was conducted both in Central Board of Secondary Education (CBSE) and Jharkhand Academic Council (JAC) board schools of Dhanbad.

In first objective the investigator intends to find out the level of vocational knowledge of students at secondary level. The study found that 60% of students have average level of vocational knowledge, which is supported by Khan, 2014. This may be due to the fact that counselor is not available in schools and students get vocational information from teachers, elders, parents which is not sufficient for their future. Career guidance play an important role in making the career of students at secondary level. Not only in career but guidance and counselling plays an important role in academic performance of students, personal problems and it reduces the truancy, alcohol, drug abuse. (Nkala, 2014).

The second objective of the study was to compare the level of vocational knowledge of secondary school students in relation to sex, type of school and parents profession. It has been found that CBSE school students have better vocational knowledge than state board schools, which is supported by Roy, 2015, Ismail, 2018 and Yaqoob, 2017 who reported that career of students depends on socio economic status of family, parents education and academic achievement of students. The CBSE affiliated schools organize career talk and exhibition in the school time to time for the benefits of students. On the other hand, state board schools could not organize any such activities in their school due to many reasons. In result, students are lacking in vocational knowledge. Further, parents have great role in providing vocational knowledge to students. It is found that parents having high qualification and exposure usually disseminate vocation related information to their wards.

Educational Implications

The present study indicates that the overall vocational knowledge of boys and girls at secondary level is average and 30% of students have low level of vocational knowledge. Hence students at secondary level must be oriented from time to time so that they can gain knowledge about different career and take decision independently. Career talk on different careers must be organised by school authority for developing career awareness of students specially for class-X and XII time and again. The vocational guidance facilities must be available in all schools and school counsellor must be placed in all secondary schools. The best person to provide career guidance to students is teachers and career counsellor. Hence all secondary school teachers must be oriented in providing career information to students. Parents must help students in providing career related information available in different media. School should take suitable initiatives for providing vocational guidance in school as it is helpful for students to familiar with different vocations, which helps in making right career decisions.

Conclusion

This study uncovers the truth that we have to make concerted all-round effort to make our students fit enough to play the vital role in nation building through the right choice of career. The myth that our school students do not have any problems or all that is needed to set everything right is good teaching or that service as guidance and counselling are frivolous addition to secondary education stand exploded today. Hence all the stakeholders of education such as school principals, teachers, parents and community members must join hands together for disseminating vocational knowledge to students and thereby contributing for the professional development of individual students and development of productivity of nation.

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