

Rural higher secondary student's perspectives on counselling and resources available in vocational education

Triveni Sahu* & Dr. Abdul Sattar**

*Research Scholar.

**Research Supervisor, Kalinga university, Raipur.

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ABSTRACT: *The present study surveyed perspectives regarding counselling and resources available in vocational education imparted in higher secondary schools of rural Chhattisgarh. This study was confined to Gariaband district of Chhattisgarh. To conduct this survey, 1000 higher secondary students from class XI and XII were selected as sample. The sample was collected from higher secondary schools operational in Fingeshwar, Deobhog, Mainpur, Chura and Gariaband block of District Gariaband Chhattisgarh. Perspectives of respondents on counselling and resources available in vocational education was assessed with the help of self structured questionnaire. On the basis of opinion of respondents significant drawbacks were found in counselling facilities, vocational educational teachers, proper training for vocational education and resources available for the same in secondary schools providing vocational education. It was concluded that counselling and resources necessary to reap the benefits of vocational education are lacking and needs to be improved.*

Key Words: *Vocational education, Higher secondary students, rural, Counselling*

INTRODUCTION

With 31 million unemployed people in India, it is a serious social issue in India. As per Ministry of Labour and Employment of India the unemployment in rural India is 5.65%. But the statistical figures on unemployment are not the actual scenario because according to usual principal *subsidiary* status (UPSS) approach, employment means 30 days of work / year. It is estimated that around 58% undergraduate and 62% post graduates are unemployed because there is no job according to their educational status.

The technical and managerial excellence of Indians are at par with most of the countries in the world but as far as skilled labourers are concerned, India lag way behind. About 10% of India's total working are well equipped with technical skills. Vocational education is critical to sustain and improve economic growth because it can provide manpower according to demand of the society and industry. Vocational education can also prove beneficial in promoting self employment. To address this issue the government of India along with state government has introduced many schemes and vocational education at secondary level is one of them. Higher secondary school is the last stage of general education from where students decide about pursuing further education or technical education. Although vocational education scheme at the + 2 stage came into existence in the late 1970s very few States implemented the concept of vocational education. However, only a handful of states and Union Territories took the lead in imparting vocational education. In 1988, vocationalisation of secondary education came into existence. Due to its importance in decreasing the rate of unemployment, several researchers namely Dhote (1984), Soundara Valli (1984), Mishra and Verma (1990), Akram (2012), Kaushik (2014), Singh et al. (2015), Sarkar (2015), Verma (2017) took keen interest in vocational education and carried out scientific studies. These researchers extensively researched various factors such as challenges and opportunities faced by vocational education in India, infrastructure available for vocational education, vocational education through open and distance learning, percentage of skilled labourers in India, problems of students of vocational education, role of vocational education and livelihood, self employment through vocational education etc. Surprisingly perspectives of rural higher secondary students on counselling and resources available in vocational education have not been assessed. Since these factors are important for sustained participation of students in vocational education, this study was carried out.

OBJECTIVE:

The objective of the present study was to analyse the perspectives of rural higher secondary students on counselling and resources available in vocational education.

HYPOTHESIS

It was hypothesized that perspectives of rural higher secondary students on counselling and resources available in vocational education will yield positive feedback.

METHODOLOGY :-

The following methodological steps were taken in order to conduct the present study.

Sample :-

To conduct this survey, 1000 higher secondary students from class XI and XII were selected as sample. The sample was collected from higher secondary schools operational in Fingeshwar, Deobhog, Mainpur, Chura and Gariaband block of District Gariaband Chhattisgarh.

Tools:

Vocational Education Questionnaire: To assess perspectives of rural higher secondary students on counselling and resources available in vocational education, a self constructed questionnaire was used. This questionnaire consists of four basic Yes/No type statements. This questionnaire is reliable and valid.

Procedure:

First of all 1000 higher secondary students of class XI and XII were selected randomly from five blocks of study area i.e. Gariaband district of Chhattisgarh. After obtaining consent for voluntary participation in the study, vocational education questionnaire was administered. The response on each statement for each subject was scored and tabulated. The scoring of responses for each statement which is in yes/no form is recorded for each subject. χ^2 test is used as statistical tool to analyse the data. Results depicted in table 1.

RESULT AND DISCUSSION

Table 1
Response of Subjects on Questions Related to Counselling and Resources Available in Vocational Education

Questions	Yes		No		χ^2
	N	%	N	%	
Have you been counselled before enrolling in vocational education?	401	40.1%	599	59.9%	39.20*
Do your school have vocational education teachers?	511	51.1%	489	48.9%	0.48
Are you trained properly in vocational education classes?	297	29.7%	703	70.3%	164.83*
Has your school got resources for vocational education?	274	27.4%	726	72.6%	204.30*

* significant at .05 level

Perusal of table 1 yielded following facts:

- ❖ 40.1% respondents were counselled before enrollment in vocational education while responses of 59.9% respondents clearly indicate that they have not received any counselling before enrolling in vocational education. ($\chi^2=39.20$ $p<.05$) Hence majority of respondents did not get the services of counsellor before enrolling in vocational education.
- ❖ 51.1% respondents confirm that their schools do have vocational education teachers while there is no vocational education teacher in their schools according to 48.9% respondents. ($\chi^2=0.48$ $p>.05$) Hence the response of subjects on this statement did not differ significantly with each other.
- ❖ Only 29.7% respondents believe that they are trained properly in vocational education classes while 70.3% respondents believe that they are not trained properly in vocational education classes. ($\chi^2=164.83$, $p<.05$) Hence majority of respondents are of opinion that they are not trained properly in vocational education classes.
- ❖ Only 27.4% respondents believe that their school possesses sufficient resources for vocational education while 72.6% respondents believe that the school lack proper resources required for vocational education classes. ($\chi^2=164.83$, $p<.05$) Hence majority of respondents are of opinion that the educational institutions do not have adequate resources for vocational education.

CONCLUSION

On the basis of results it may be concluded that lack of counselling, dearth of vocational education teachers, lack of proper training in vocational education and lack of infrastructure and resources are the main drawbacks for implementation of vocational education as a source of livelihood in future. According to the results of this survey it is recommended that basic infrastructure along with appointment of vocational

education teachers are the need of the hour so as to get maximum benefits of vocational education in terms of reducing unemployment rate, poverty and social inequality.

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