

A Study of Attitude of Secondary School Students and Teachers Towards Vocational Education

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Abstract

Vocational education prepares the students for world of work and life. The present study aims to understand the attitudes of secondary school students and teachers towards vocational education. A sample of 120 students and 60 teachers was selected from schools in Bhopal city. The students and teachers attitudes towards vocational education were measured using a five point Likert-type scale. The researcher developed the tool to measure the attitude of students and towards vocational education. From the results it was evident that the students and teachers had favourable attitude towards vocational education. There exists no significant difference between attitude of male and female students towards vocational education. There exists no significant difference between attitude of government and private school students towards vocational education. There exists a strong positive correlation between attitude of teachers and students towards vocational education. Therefore, it is suggested that the teachers should provide appropriate orientation to the students for vocational education.

Keyword: Vocational Education, Attitude, Secondary School Students.

Introduction

Human civilization has grown through the ages as a result of its quest to transmit knowledge and skills from generation to generation. A deeper look into the history of education indicates that the first kind of education that ever existed in our society was vocational education. India is a country where vocation has never been separate from education since time immemorial. A review of Secondary Education in India reveals that debates on the need for vocational education and deliberations have been going on for more than a century. After independence in 1947, a comprehensive program for the development of technical and vocational education and training was launched, creating a large network of technical and vocational institutions. However vocational education program in India could not achieve the level it was envisioned to achieve. Vocational courses in India have been designed to impart intensive knowledge and practical experience, in order to develop desired competencies for entry into various occupations in the world of work. Preliminary initiation to work ethics, habits and culture are considered crucial. A positive attitude towards work and workers is a prerequisite for better personal adjustment and vocational success. Vocational attitude is very important to be left wholly to be developed by chance, and therefore it becomes responsibility of vocational education to build desirable attitudes. The basic factors are vocational self-respect and occupational pride. The actual vocational skills sometimes become less important than the creation of right attitudes in individuals regarding vocational education.

There is no dearth of efforts being put in by the government to popularise vocational education and improve general perception about it in minds of the people, that of being second grade education and as an option for academically backward students. It has now become very important to understand general attitude of society and the reasons behind it to be able to understand the limited enrolment in vocational courses.

Objectives of the Study

1. To study the attitude of the students towards vocational education.
2. To study the attitude of the teachers towards vocational education.
3. To compare the attitude of government and private school students towards vocational education.
4. To compare the attitude of male and female students towards vocational education.
5. To study the relationship between the attitude of government and private school students and teachers towards vocational education.

Hypotheses of the Study

- H₀₁: There is no significant difference between attitude of government and private school students towards vocational education.
- H₀₂: There is no significant difference between attitude of male and female secondary school students towards vocational education.
- H₀₃: There is no significant relationship between the attitude of government and private school students and their teachers towards vocational education.

Design of the Study

- **Research Methodology:** For the present study quantitative research using descriptive survey method was used to collect the data using a self-made tool to measure attitude. Quantitative data was collected using attitude scale made as a Likert-type scale. Here primary data was collected by the researcher from the selected school students and teachers. After collection of data, statistical tests were used to analyse the data and make inferences about the attitude of students and teachers towards vocational education and their relationships. Data analysing software was used for the statistical analysis.
- **Sample:** The sample consisted of 20 students from three government schools and three private schools each and 10 teachers from three government schools and three private schools each
- **Tool:** A self-made tool was used for the collection of data for the study. Two different scales to measure attitude of students and teachers were constructed based on the Likert-type scale: Scale to measure attitude towards vocational education for students and Scale to measure attitude towards vocational education for teachers. The statements were selected on the basis of the research questions and what was intended to found out about the attitude. The scale was sent to the experts in the field of vocational education for validation. The scale was checked by presenting it to group of researchers, for scrutiny and interpretation. Based on their feedback the items in the questionnaire were reframed, eliminated and added. As a result of the deliberations 33 attitude statements were confirmed. To check for any false responses both positive and negative sentences were used in the scale and the scoring was also done accordingly.

- **Descriptive and Inferential Statistics:** The data was collected personally by the researcher from the subjects included in the sample. The Likert scale data was used as a summative score of attitude and interpreted as interval data. Mean, mode, median and standard deviation were used to check the central tendency, variance and normal distribution of collected data. For testing hypotheses for differences between independent samples two-tailed t-test was used at 0.05 significance level. For testing of hypotheses for relationship between two variables Pearson correlation coefficient and linear regression using scatter plot was done. The relationship was found separately between attitude of teachers and attitude of government school students as well as between attitude of teachers and attitude of private school students.

Data Analysis and Interpretation

The purpose of this study was to examine the attitude of students and teachers towards vocational education. As per the design of the study, the data was collected and analysed by applying statistical methods for research. For the analysis summative scores of the subjects were obtained and the data was taken as interval data, so mean and standard deviation was used and parametric tests applied for hypotheses testing.

Attitude of Students and Teachers towards Vocational Education:

Objective 1: To study the attitude of the students towards vocational education.

Objective 2: To study the attitude of the teachers towards vocational education.

To find the attitude first raw scores were obtained and mean and standard deviation used to measure the central tendencies.

Table 4: Scores of attitude of students and teachers towards vocational education

S.No.	Type	N	Mean	SD
1	Students	120	123.61	14.67
2	Teachers	60	120.3	17.07

From Table 5 it was found that 51.59% students and 53.33% teachers had favourable attitude, 23.81% students and 22% teachers had more favourable attitude and 24.6% students and 21.67% teachers had less favourable attitude towards vocational education. It can be inferred from the result that majority of students and teachers had favourable attitude towards vocational education.

Table 5: Representation of attitude of students and teachers towards vocational education

S.No.	Type	Attitude towards vocational education	Frequency	Percentage
1	Students	Less favourable	29	24.60
		Favourable	63	51.59
		More favourable	28	23.81
		Total	120	100.0
2	Teachers	Less favourable	13	21.67
		Favourable	32	53.33
		More favourable	15	22
		Total	120	100.0

Comparison of Attitude of Students towards Vocational Education in relation to type of school and gender

Objective 3: To compare the attitude of government and private school students towards vocational education.

Objective 4: To compare the attitude of male and female students towards vocational education.

Null Hypothesis 01 (H₀₁): There is no significant difference between attitude of government and private school students towards vocational education.

Null Hypothesis 02 (H₀₂): There is no significant difference between attitude of male and female secondary school students towards vocational education. To compare the attitude 2-tailed t-test was used. The statistical results are given in the Table below.

Table 6: Comparison of attitude of students towards vocational education

SN	School/Gender	N	Mean	SD	t-value	df	P-value	Significance at 0.05(t-critical)
1	Government	60	123.67	14.11	0.160	118	0.872	1.979 NS*
2	Private	60	124.06	15.42				
1	Male -Students	50	121.71	15.54	1.414	118	0.160	1.983 NS*
2	Female- Students	70	124.97	13.96				

From Table 6, the t-value (-0.160) for comparison of attitude of government and private school students towards vocational education, is found to be less than the critical value (1.979) for $df = 118$. Therefore, we fail to reject the null hypothesis 01. Also the t-value (-1.414) for comparison of attitude of male and female secondary school students is less than the critical value (1.979) for $df = 118$. Therefore, we fail to reject the null hypothesis 02.

Hence, it can be concluded that there is no significant difference between attitude of students towards vocational education based on school type or gender.

Relationship between the attitude of students and teachers towards vocational education

Objective 5: To study the relationship between the attitude of government and private school students and teachers towards vocational education.

Null Hypothesis 03 (H_{03}): There is no significant relationship between the attitude of government and private school students and their teachers towards vocational education. Attitude of students is tested against attitude of teachers where scores of teachers is taken as predictor variable(X) and scores of students is taken as outcome variable(Y). The statistical values are given in the table.

Table 7: Relationship between attitude of students and teachers

SN	School	Attitude	N	Mean	r-value	P-value
1	Government	Teachers	60	120.3	0.984	0.000
2		Students	60	123.67		
3	Private	Teachers	60	120.3	0.979	0.000
4		Students	60	124.06		

From the Table 7, P-value (0.000) for both government and private schools was compared with significance level at $\alpha = 0.05$, as P-value is < 0.05 , the data is statistically very significant, therefore null hypothesis is rejected. There is statistically significant relationship between attitude of government school students and teachers towards vocational education. As r-value (0.984 & 0.979) is positive and near +1, there is strong positive relationship between attitude of students and teachers.

Findings of the Study

The major findings of the study can be summarised as follows:

- The majority of students and teachers have favourable attitude towards vocational education.
- There is no difference in the attitude of students and teachers towards vocational education on basis of type of school and gender.
- There is strong positive correlation between attitude of teachers and students.

Educational Implications of the Study

It is important to understand the historical significance and the role vocational education has in the nation's economy and the impact it will have on a student's career choices. It is important to note that secondary students participating in this study were not particularly aware of career options available to them after passing secondary school. The study offers future direction for vocational education programs and addressing concerns of these students about the courses. It helps to further emphasize the importance of recognizing and responding to the voices of students in decision-making efforts regarding vocational education. It also helps to illuminate the need to further clarify and more fully understand the attitude that students hold regarding vocational education and its influence in their present and future lives. The findings of the present study can help to identify both the strengths as well as problem areas in vocational education program related to students and teacher attitude towards it within secondary school.

In order to more fully understand the national context of vocational education on the basis of student perceptions, a more nationally representative sample would need to be included in future research efforts. In such efforts, the study and the methodology utilized offer a basis for future researchers to further design and implement investigations regarding the attitude of secondary students towards vocational education.

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