

Attitude towards Vocational Education among the Students of Secondary School Level in Lakhimpur District of Assam

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Abstract:

Vocational education is the process by which men and women prepare for exacting, responsible service in the professional spirit. By this education we mean to give a self dependence to the student in life afterwards. At the same time, by the vocational education we want the development of the total personality of the students. It is believed that this type of education will promote the all sided development of the individual and will also develop some vocational efficiency in him. With the help of this efficiency he or she may become economically self-dependent in due course. The present study is an attempt to investigate the attitude towards vocational education among the secondary school student of Lakhimpur district of Assam. For this purpose, a survey has been conducted by using Likart type attitude scale. The data was subjected to statistical treatment by using Mean, Standard Deviation and t-value. The study reveals that male and female students have similar attitude with regard to the vocational education. It is also observed that students of high academic achievement and low academic achievement, and students of rural and urban areas differ significantly in their attitude towards the vocational education.

Keywords: Attitude, Vocational Education, Secondary School, Male-Female, Academic Achievement, Urban-Rural.

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I. INTRODUCTION

Vocational education is the process by which men and women prepare for exacting, responsible service in the professional spirit. The term may be restricted to preparation for fields requiring well-informed and disciplined insight and skill of a high order. Less exacting preparation may be designated as vocational or technical education. The foundation of vocational education should be not only technical skill, but also a sense of social responsibility, an appreciation of social and human values and relationships, and disciplined power to see realities without prejudice or blind commitment. While professional men largely set the pattern of national life, that pattern is much influenced by their earlier intellectual and moral experiences, especially their professional training. The standards and motives of professional practice in the coming years are largely being made in the professional schools of today. An increased sense of social responsibility in the professions cannot be brought about in the main by trying to re-educate mature professional men. It requires a changing of professional education in method and spirit, so that young men entering the professions shall be living and working in the spirit of the new, democratic India.

By vocational education we mean that vocational subjects should also be given a place in the curriculum of general subjects in such a way that the student after completing his general education becomes competent to earn his living. By this education we mean to give a self dependence to the student in life afterwards. At the same time, by the vocational education we want the development of the total personality of the students. It is believed that this type of education will

promote the all sided development of the individual and will also develop some vocational efficiency in him. With the help of this efficiency he or she may become economically self-dependent in due course.

Importance of vocational education may be assessed from the following points:

1. The Feeling of Fullness in Life: Vocational education may bring fullness in his life. Vocational education alone may make a child a skillful worker in some areas, and also a fully developed individual.
2. Hope for getting Employment: Vocational education gives one a capacity to earn his living. Today we are facing the problem of unemployment of our youths, because we have not yet vocationalized our education.
3. Hope for Economic Development of the Society and Nation: We have enough natural resources. But because of lack of vocational education we have not yet been able to exploit them fully. Consequently, our nation is lagging behind many other countries in production. Vocational education creates the trait of productiveness in the individual. This will ultimately add to the economic prosperity of the nation.
4. Hope for Creating a Spirit of Self-dependence: Vocational education creates a spirit of self-dependence in the individual, because through this education he/she begins to earn something even during his/her school or college career. Thus ultimately he/she becomes a useful member of the society.

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5. Hope for Satisfaction of many Psychological Tendencies: Through vocational education, the individual may satisfy his instincts of construction and self-display. Various types of vocations should be incorporated in a vocational education curriculum in order to cater to the varying needs, interests and aptitudes of students.
6. Development of Feeling of Respect for Manual Work: In the vocational education one has to do some manual work for learning some vocational skill. The feature develops in him a feeling of love and respect for manual work. This is not possible when the education is purely general and academic.

Review of Related Literature

Saha (2007) conducted a study on academic achievement in mathematics in relation to cognitive style and attitude towards mathematics among primary school students. The result indicated that boys differed significantly from girls on the variables of academic achievement, cognitive style and attitude towards mathematics and boys showed more favorable attitude than girls towards mathematics.

Ozsoy et. al. (2009) undertook a study on the relationship between metacognition knowledge and skills, study habits and attitudes of fifth grade students. The result indicated that metacognition scores are significantly related to both study habits and study attitudes.

Puzari (2012) investigated the impact of sex, academic achievement, caste and settlement regarding attitude towards peace education among the secondary school students. Here the investigator found that there was no significant difference between boys and girls regarding attitude towards peace education. But in case of academic achievement, cast and settlement there were significant difference between high academic achievement and low academic achievement, schedule cast and schedule tribe and rural and urban students.

Significance of the Study

This is a hard fact because nowadays in most of the courses whenever a student comes for admission, one of the first queries he or she has about the opportunities of jobs of that particular course. The entire socio-economic situation has become such that a student desirous of taking admission in any course- professional or non-professional- is highly concerned about employment opportunities after completing the course and rightly so. This is more prominent in case of vocational courses where a student almost takes it for granted or considers it as unwritten agreement that the course would provide job after completing the course. So, it is the high time to reshape the attitude of the youth on whose shoulders the future of a nation rests. Although vocational education is a burning issue in the present education system, but still due importance has not been given to it. Emphasis on introduction of vocational courses from secondary level in NEP 2020 is an encouraging step. Therefore, the present study assumes significance.

II. STATEMENT OF THE PROBLEM

Various research findings reveal that students' attitude towards vocational education are determined by number of factors. Of all these factors sex, academic achievement and

settlement may be the major factors influencing student's attitude towards vocational education. The present study has been entitled as, "Attitude towards Vocational Education among the students of secondary school level in Lakhimpur district of Assam".

III. OBJECTIVE OF THE STUDY

The following are the objectives of this paper:

1. To study the attitude towards the vocational education among the students of secondary school level.
2. To find out the difference between male and female students of secondary school level in respect of their attitude towards the vocational education.
3. To find out the difference between high academic achievement students and low academic achievement students in respect of their attitude towards the vocational education.
4. To find out the difference between rural and urban students of secondary school level in respect of their attitude towards the vocational education.

IV. HYPOTHESIS OF THE STUDY

1. There is no significant difference in respect of their attitude towards the vocational education among the students of secondary school level.
2. There is no significant difference in the attitude mean scores between male and female students of secondary school level with regard to their attitude towards the vocational educational.
3. There is no significant difference in the attitude mean scores between high academic achievement and low academic achievement students of secondary school level with regard to their attitude towards the vocational education.
4. There is no significant difference in the attitude mean scores between rural and urban students of secondary school level with regard to attitude towards the vocational education.

V. METHODOLOGY

In view of the objectives of the present study, the investigator has adopted the Descriptive Survey Method of educational research. The details are as follows:

1. Delimitation of the Study: The sample for the present study has been drawn from class IX and X from six of the secondary school in Lakhimpur district. The variables like Sex, Academic Achievement (High/Low) and Settlement (Urban/Rural) are used to compare the level of attitude towards the vocational education among the students of secondary school level.
2. Sample: In order to draw the sample for research study it is important to define the population. Secondary school level students constitute the population for the present study. Samples of 100 students are selected through random sampling technique from six (6) schools (three from urban and three from rural).

3. Tool: An attitude scale based on 'Likert' type was developed and administered to the students of the selected schools in Lakhimpur district. The weightage for positive statements was given as 5, 4, 3, 2 and 1 points to SA, A, U, D and SD respectively. In case of negative statements the weightage as 5, 4, 3, 2 and 1 points to the responds categories SD, D, U, A and SA respectively. The total of all the 12 statements was considered as the score of students on this attitude scale. The minimum score of a student on this attitude scale could be 12(12x1), where as the maximum score would be 60(12x5).
4. Data Collection: The questionnaire was handed over to the sample group to solve it on their own.
5. Statistical Technique used in the Study: The obtained data was pooled together and calculated Mean, Standard Deviation and t-value to find out the differences between the attitude levels of the sample group. The student who were able to get 66% or more than that are categorized as High Academic Achievement group; and the student who were able to get 33% and less than that are categorized as Low Academic Achievement group. Here the percentages of last final examination of the sample students are considered as Academic Achievement.

VI. DATA ANALYSIS

The pattern of analysis followed the requirements outlined in the statement of objectives and hypotheses.

Hypothesis 1: There is no significant difference in respect of their attitude towards the vocational education among the students of secondary school level.

Table 1

Sl. No.	Variables	N	Maximum	Mean	SD
1	Attitude Score	100	60	43.07	8.05

The mean and standard deviation for the total attitude scores of the students are presented in table 1. The maximum possible attitude score is 60. The mean value was found to be 43.07. It revealed that the secondary school students of Lakhimpur district have a favorable attitude towards the vocational of education as the mean score was found to be more than 50%.

Hypothesis 2: There is no significant difference in the attitude mean scores between male and female students of secondary school level with regard to their attitude towards the vocational education.

Table 2

Sl. No.	Sex	N	Mean	SD	t' value	Significance level
1	Male	56	43.11	8.55	.103	Not significant
2	Female	44	43.02	7.46		

From table 2, it was found that the calculated t-value .103 is less than the critical value 1.96 corresponding to the 0.05 level of significance. This implies that the differences in the attitude mean scores under consideration is not significant. Hence the null hypothesis is accepted.

Therefore, it is concluded that male and female students do not differ significantly in respect of their attitude towards the vocational of education.

Hypothesis 3: There is no significant difference in the attitude mean scores between high academic achievement and low academic achievement students of secondary school level with regard to their attitude towards the vocational education

Table 3

Sl. No.	Achievement Level	N	M	SD	t' value	Significance level
1	High Academic Achievement	56	45.70	7.25	6.319	Significant at 0.01 level
2	Low Academic Achievement	44	36.44	6.89		

From table 3, it was found that the calculated t-value 6.319 is greater than the critical value 2.63 corresponding to the 0.01 level of significance. This implies that the differences in the attitude mean scores under consideration is statistically significant. Hence the null hypothesis is rejected.

Therefore, it is concluded that the students of high academic achievement and low academic achievement level differ significantly in respect of their attitude towards the vocational education. It is observed that the students who are in high academic achievement level have better attitude towards the vocational education. Further, the higher mean scores of the students who are in high academic achievement have better attitude towards the vocational education.

Hypothesis 4: There is no significant difference in the attitude mean scores between the urban and rural students of secondary school level with regard to their attitude towards the vocational education.

Table 4

Sl. No.	Stream	N	M	SD	t' value	Significance level
1	Urban	47	47.87	5.39	5.46	Significant at 0.01 level
2	Rural	53	39.53	8.95		

From table 4, it was found that the calculated t-value 5.46 is greater than the critical value 2.63 corresponding to the 0.01 level of significance. This implies that the differences in the attitude mean scores under consideration is statistically significant. Hence the null hypothesis is rejected.

Therefore, it is concluded the students of urban and rural areas differ significantly in respect of their attitude towards the vocational education. Further, the higher mean scores of the students who are in urban areas have better attitude towards the vocational education.

VII. SUMMERY OF THE FINDINGS

The present study confirms that the secondary school students of Lakhimpur District have right attitude towards the vocational of education. The study further reveals that male and female students have similar attitude with regard to the vocational education.

The study also reveals that students of high academic achievement and low academic achievement and students of rural and urban areas differ significantly in their attitude towards the vocational education.

VIII. SUGGESTIONS

On the basis of the findings the following suggestions are put forward for consideration:

1. The government should provide adequate facilities for the students willing to have vocational education. It should grant scholarships and create job opportunities after completion of the course.
2. More technical and vocational institutions should be established in the country and vocational courses should be imparted all the stages.
3. Multi-purpose schools should be established. The current secondary schools should be gradually converted into multi-purpose schools.
4. Each student should be given an opportunity in the school to do some productive work. This feature will enable them to choose some manual work according to their interest.
5. The students should be given theoretical knowledge and practical training in agriculture. Some vocations like gardening, animal husbandry, veterinary science and bee-keeping, bamboo and cane products etc may be encouraged. These vocations are considered to be more useful for rural students.
6. Educational and vocational guidance services will have to be organized in schools. These services will help the students in identifying their aptitudes and interests. Accordingly training in a particular vocation may be given.

IX. CONCLUSIONS

This study revealed that there is no significant difference in attitude between male and female students towards the vocational education. But the attitude of rural students is less than their urban counterpart. Lack of proper facilities in schools of rural areas is thought to be the prime cause for this discrepancy. Again the students of low academic achievement have lower attitude mainly due to lack of proper guidance and counseling according to their needs.

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