

*Chapter I*

**INTRODUCTION**

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## **1.1 THEORETICAL BACKGROUND OF THE STUDY**

Human civilization has grown through the ages as a result of its quest to transmit knowledge and skills from generation to generation. Vocational education of an informal nature dates back to earliest civilization. Craftsperson in metal, stone, wood, cloth, leather and other materials used to train and impart vocational skills and knowledge. This pattern of knowledge and skill transfer which began as family tradition, extended to apprenticeship i.e. training under an expert.

India is a country where vocation has never been separate from education. A deeper look into the history of education indicates that the first kind of education that ever existed in any society was vocational education, though in the non-formal or informal mode. Education has always been perceived beyond literacy and numeracy. During ancient period, the education was imparted in the ashrams. The students lived together from the age 5 -6 years till the Guru adjudged them fit for the responsibilities of life. The education was wholesome, undemarcated into levels (primary, middle, secondary or higher) or forms (academic, religious, moral, career oriented). Education was related to life of pupils, bringing into focus the co-existence between education and work. This age old process of transmitting knowledge and skills for various occupations may be regarded as the precursor for the present concept of vocational education.

In broad sense, vocational education and training may be viewed as a learning experience whereby a person learns to carry out work in any trade proficiently and efficiently. It implies a series of organised and controlled learning experiences used to

educate or train people for a given occupation. Vocational education worldwide is rich and diverse. The pervasiveness of vocational education in all aspects of life has made people forget its significance and importance. It is important to remember that for the holistic development of a person both general and vocational education is necessary.

UNESCO talks about vocational education as "Education action to prepare for work and active life." Such education should not only aim at training young people to practice a given trade or profession, but also at equipping them to adapt themselves to a variety of jobs, at developing their capacities continuously, in order to keep pace with developing production methods and working conditions. In simple terms, 'Vocational education talks about an education and set of skills in the learners through formal or non-formal programs. It can also be explained as both organized and unorganized methods of transmitting knowledge, skills and competences. Vocational education can be defined as educational training which incorporates knowledge, skills, structural activities, abilities, capabilities and all other structural experiences acquired through formal, on-the-job or off-the job training, that enhances the recipient's opportunity of securing jobs in various sectors of economy or even enabling the person to be self-employed (Venkataiah, 2000). Different terms generally used for Vocational Education are: Technical Education, Technical and Vocational Education, Vocational Education and Training, Technical and Vocational Education and Training, Professional and Vocational Education, Vocational and Technical Education Occupational Education, Workforce Education, Career and Technical Education and Workplace Education.

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.

Many commissions and committees set up during pre-independence and post-independence period recommended far reaching reforms in the education system in general and vocational education in particular. Few of these were:

Pre-independence era:

- Wood's Despatch (1854)
- The Hunter Commission: The Indian Education Commission (1882)
- Hartog Committee (1929)
- Wardha Scheme of Basic Education (1937)
- The Sargent Plan (1944)

Wood's Despatch was the first report on education in the country that took cognisance of the need for some kind of vocationalisation. Then came the Hunter Commission, Hartog Committee and Sargent Plan, all of which recommended some kind of vocational education. Among these was Wardha Scheme of Education based on “Buniyadi Talim” Basic Education by Gandhiji. It emphasised craft in school, education through some form of manual work and activity based education.

Post-independence era:

- The Secondary Education Commission (1952-53) put forward the idea of multipurpose school, technical schools other than general education schools.
- The Education Commission (1964-66) gave priority in the plans of educational reconstruction, Work Experience Programme (WEP) in general education up to middle level and Vocationalization of Education Programme (VEP) at the secondary school level and emphasized the 'effectively terminal nature of the vocational stream of studies'.

- Learning to do: Adishesiah Report (1978) recommended that the Higher Secondary stage should comprise a general education spectrum and a vocationalised spectrum or a mix in spectrum with many crossover points during and after.
- The National Working Group on Vocationalisation of Education(1985) formulated the concept of vocationalization at different levels and recommended the linkages required among different agencies running vocational programmes, setting up of a well knit management system, an action plan for promotion of vocationalization in the country and liberal financial assistance for achievement of targets.
- National Policy on Education (1986, POA - 1992) - The National Policy on Education (NPE 1986) accorded a very high priority to the programme of vocationalization of education.
- Centrally Sponsored Scheme of Vocationalisation of Secondary Education was launched in February 1988 was formulated to provide substantial financial assistance to states and union territories for implementation.
- NCF (2005) considered institutionalization of work centred education as an integral part of school curriculum. It visualized the establishment of separate Vocational Education and Training (VET).
- NEP 2020 strongly advocates vocational education, a complete re-imagination of vocational education and bring about effective integration with general education, to improve student perception towards it and also of society in general.

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. The most comprehensive recommendations towards vocationalization of higher secondary education came from

the Education commission 1964 – 66. The recommendations of the Education commission found acceptance in the national policy of education resolution of 1968. However vocational education program in India has not been able to achieve what it was envisioned to achieve on ground level.

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. For successful practice of vocation, one must have attitude appropriate for one's calling. 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.

As seen earlier in this chapter there has been 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, of that being second grade education and as an option for academically backward students. Based on that, we can expect the joint effect of individual factors, organizational factors, demographic and social factors on attitude. 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. A society's attitude towards a particular object of phenomena is a big influence over an individual member's attitude towards it.

## **1.2 NEED AND SIGNIFICANCE OF THE STUDY**

Vocational education aims to prepare students for world of work and active life. It has been emphasised by almost all educational policies, commissions and reports in India, however it has not been able to achieve the level envisaged by them. Vocational education is still looked at as a last resort while taking admissions and not seen at par with academic education. According to report of Ministry of Skill Development and Entrepreneurship (2018) the percentage of population with any form of formal vocational education and training is still less than 3%. (Ministry of Skill Development and Entrepreneurship, 2018) There can be serious implications if there is failure to understand why students are not enrolling in vocational education programs. There is decline in enrolment, shortage of skilled workers, increasing number of school dropouts, to understand these trends it is important to investigate secondary school students perceptions and attitude towards vocational education.

Vocational education is not seen as aspirational like general education, and most of the students want to continue with academic education to fulfil their ambitions. It is evident that vocational education is not embraced by the students despite various schemes being launched by the government to promote it. Through this research the researcher wants to look at the reasons behind this attitude of secondary students towards vocational education. The study also takes into account teachers' attitude towards vocational education and whether it has any influence over students' attitude. Based on the above arguments there can be following research questions for the study:

- What is the attitude of students towards vocational education?
- What is the attitude of teachers towards vocational education?

### **1.3 STATEMENT OF THE PROBLEM**

Based on the above argument following statement of problem is proposed:

ATTITUDE OF SECONDARY SCHOOL STUDENTS AND TEACHERS  
TOWARDS VOCATIONAL EDUCATION.

### **1.4 OPERATIONAL DEFINITIONS OF THE KEY TERMS**

Certain terms have been frequently used in this report. These terms are defined as follows:

#### **Attitude**

Attitude has been defined differently by different psychologists; some of the definitions are as follows: attitude is “an internal state which affects an individual’s choice of action towards some object, person or event.” Eagly and Chaiken defined attitude as “tendency to evaluate an entity with some degree of favour or disfavour, ordinarily expressed on cognitive, affective and behavioural responses.” Lewis R. Aiken viewed attitude as learned cognitive, affective and behavioural dispositions to respond positively or negatively to certain objects, situations, institutions, concepts or persons. Another definition of attitude is relatively stable learning tendency to respond positively or negatively to a given person, situation or object. Attitude serves both motivational and cognitive functions (Aiken, 2002).

Attitude refers to a hypothetical construct, namely a predisposition to evaluate some object in a favourable or unfavourable manner. This predisposition cannot be directly observed, but it can be inferred from individuals’ responses to the attitude object, which can run from overt behaviour.

In this study attitude is defined operationally as individual’s choice of action towards vocational education depending upon cognitive, affective and behavioural



dispositions, which is measured using an attitude scale. Scores from this scale show whether the subject holds favourable or unfavourable attitude towards vocational education.

### **Vocational Education**

In India, the program of vocationalization of Education draws its inspiration from the recommendations of UNESCO (1974) which defined it as a “comprehensive term embracing those aspects of educational process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to the occupations in the various sectors of economic and social life. Such an education would be an integral part of general education and a means of preparing for an occupational field and an aspect of continuing education. Given the necessity for a new relationship between education, the working life and the community as a whole, technical and vocational education should exist as a part of the system of lifelong education adapted to the needs of a particular country”.

In this study, vocational education is defined as that part of one's education intended to help one choose an occupation, to prepare to enter income-generating employment, to secure promotion and to change occupations. It is the kind of education which prepares students for the world of work and adult life.

### **Students**

In this study students mentioned are to be understood as secondary school students of grades IX and X of the selected schools.

### **Teachers**

In this study teachers mentioned are to be understood as secondary school teachers.

## **1.5 OBJECTIVES OF THE STUDY**

- To study the attitude of the students towards vocational education.
- To study the attitude of the teachers towards vocational education.
- To compare the attitude of government and private school students towards vocational education.
- To compare the attitude of male and female students towards vocational education.
- To study the relationship between the attitude of government and private school students and teachers towards vocational education.

## **1.6 HYPOTHESES**

**H<sub>01</sub>:** There is no significant difference between attitude of government and private school students towards vocational education.

**H<sub>02</sub>:** There is no significant difference between attitude of male and female secondary school students towards vocational education.

**H<sub>03</sub>:** There is no significant relationship between the attitude of government and private school students and their teachers towards vocational education.

## **1.7 DELIMITATIONS OF THE STUDY**

Direction of attitude is determined by information, information modulates attitude. This is an important limitation of this study.

- The study is limited to the secondary school students and teachers of the sampled schools towards vocational education.
- The Likert scale used to measure attitude which is subject to response bias, subjective interpretation and restricted choice.

- This study restricted to three government and three private schools of urban areas of Bhopal city.
- This study was limited to 120 students and 60 teachers.
- This study was completed in 15 days.

This chapter presents an introduction to the study, problem statement and objectives of the study. The second chapter presents the review of literature related to the attitude of secondary school students and teachers towards vocational education.