Chapter III

Statement of The Problem - Its Objectives, Hypotheses and Variables
STATEMENT OF THE PROBLEM
ITS OBJECTIVES, HYPOTHESES AND VARIABLES

From the knowledge and experience gained through the analytical observations reported in the earlier chapter, the researcher is in a position to state the problem in clear and precise terms along with its significance. Objectives, Hypotheses, Variables, and Operational definitions of terms and explanation of concepts.

3.1 Significance of the Study

An analysis of the different programmes of education in our system reveals that there are two broad streams of education viz. General education programmes and vocational/professional education programmes. The chart given below is self-explanatory and substantiates the statement.

**General Education**
- Research Degrees
- Post Graduation
- First Degree
- Intermediate
- Secondary
- Upper Primary
- Primary
- Preprimary

**Vocational/Professional Education**
- Post Graduation & Research
  - BL, BEd, MBA, MCA
  - M Tech, MS, MD, MVS, AgMSc, etc.
  - B Tech, MBBS, BDS
  - BVSc, AgBSc, BBM, BCA
  - TTC, Nurse Training, etc.
  - Polytechnic
  - Industrial Training Institutes (ITI)
The system of education places these two channels before the individual to choose any one to come to the top or to shift from general education to Vocational Education / Professional Education Channel at any level starting from the secondary schooling. But the Vocational Education / Professional stream is not in a position to absorb into its fold all those interested to enter into it at any stage and there by large number of learners are forced to remain in the general education stream adding to the number of educated unemployed year after year. In any over populated country unemployment is common and is bound to exist and so the educated unemployment too. The products coming out of general education stream are looking for white collar jobs only and are not prepared to take up any skill oriented activity. To nullify the impact of educated unemployment the educationists have suggested that vocational / skill oriented education should be made a component of general education so that the products coming out of the system can effectively participate in any production activity suited to their skill without looking for white collared jobs. How to incorporate the vocational element (skill orientation) in our system of education? The answer is quite obvious — either vocationalising the general education by incorporating vocational element as subsidiary subject or by establishing independent institutions which provide vocational education as the major component and the general education aspects such as humanities, languages, basic sciences as the secondary component. What approach is appropriate and suitable to our country? How do people, students, teachers, administrators think about these two approaches? Are they favourable to either one of these approaches or favourable to both? If so, what could be the reasons? What do they think about the present status of vocationalisation of education and vocational education in Andhra Pradesh? These are the questions which will be answered with empirical evidence in this research study.
3.2 Statement of the Problem

The title of the problem is "THE STUDY OF VOCATIONALISATION OF EDUCATION CONFLICT BETWEEN IDEOLOGY AND PRACTICE."

3.3 Objectives of the study

The main objectives of the study are

1. To study the attitude of students about different aspects of the vocationalisation of education
2. To note the variation in the attitudes of students due to variations in different personal and demographical variables
3. To study the attitude of teachers towards the existing vocationalisation of Education
4. To identify the differences in the attitude of teachers depending upon their personal and demographical variables
5. To study the attitude of the administrators about different aspects of the vocationalisation of education
6. To note the variation in the attitudes of administrators due to variations in different personal and demographical variables
7. To make recommendations for the improvement of vocational education at all levels in the state under review
HYPOTHESES

On the basis of these objectives the following hypotheses were formulated. The hypotheses were set in a null form as this form of hypothesis is akin to the legal principle that a man is innocent until he is proved guilty (Gulford Frchter 1978 Garrett and Woodworth 1966)

3 4 1 The students in general do not possess positive attitude to different aspects of vocationalisation of education

3 4 2 The personal and demographic variables of students would not influence their states of attitudes to different aspects of vocationalisation of education

This major hypothesis is split into different minor hypotheses as given below for the purpose of testing each variable separately

3 4 2 1 Male and female students do not differ significantly with regard to their attitudes to various aspects of vocationalisation of education

3 4 2 2 The students of different age groups do not differ significantly in their attitude towards vocationalisation of education

3 4 2 3 The students of different courses do not differ significantly in their attitude towards vocationalisation of education

3 4 2 4 The management of the institutions where the students study would not indicate any significant difference in their attitude towards vocationalisation of education
The location from which the students hail could not indicate any significant difference in their attitude towards the vocationalisation of education.

The type of institution where the students study would not influence significantly their attitudes towards vocationalisation of education.

The medium of instruction of the students does not influence significantly their attitudes toward vocationalisation of education.

The family literacy index of the students does not significantly influence their attitudes toward vocationalisation of education.

The occupation of the father of students does not significantly influence their attitudes towards vocationalisation of education.

The annual income of the family would not significantly influence the student's attitude towards vocationalisation of education.

The teachers and administrators in general do not have positive view on different aspects of vocationalisation of education.

The personal and demographic variables of teachers and administrators would not influence their level of attitude to different aspects of vocationalisation of education.

This major hypothesis is split into different minor hypotheses as follows for the purpose of testing each variable separately.
Male and Female teachers and administrators do not differ significantly in their attitude towards vocationalisation of education.

Teachers and administrators of different age groups do not differ significantly in their attitude towards vocationalisation of education.

The teaching experience of the teachers and administrators does not significantly influence their attitude towards different aspects of vocationalisation of education.

The teachers and administrators working at different levels do not differ significantly in their attitude towards vocationalisation of education.

In service training programmes of teachers and administrators would not significantly influence their attitude towards vocationalisation of education.

The teachers and administrators working in rural and urban areas would not indicate any significant difference in their attitude towards the vocationalisation of education.

The management of the institutions where the teachers and administrators are working would not indicate any significant vocation in their attitudes toward vocationalisation of education.

The medium of instruction does not influence significantly the attitudes of teachers and administrators towards the vocationalisation of education.
The type of the institution of the teachers and administrators would not influence significantly their attitudes toward vocationalisation of education.

3.5 Variables Studied

As the present study envisages the study of vocationalisation of education and the conflict between ideology and practice on the basis of the attitudes of the students, teachers, and administrators, the dependent and independent variables included in the investigation are as follows:

Dependent Variables

1. Attitudes of students towards different aspects of the vocationalisation of education.
2. Attitudes of teachers towards the existing practices of vocationalisation of education.
3. Attitudes of administrators towards the vocationalisation of education.

Independent Variables

The independent variables considered in the investigation are in relation to students, teachers, and administrators. The student-related independent variables are sex, age, courses, management, locality, type of institution, medium of instruction, family literacy index, occupation of fathers and family income. The teacher and administrator-related independent variables are sex, age, level of association, type of management, locality, type of institution, medium of instruction, teaching experience, and in-service training programmes. A brief description of these variables is given as follows.
1) Variables Related to Students

1) Sex

Male and female students (boys and girls) considered are sub samples to carry on the differential analysis.

2) Age

The chronological age of the students as reported by them through the personal data sheet is considered to divide the sample into sub groups to study the variations in their attitude toward vocationalisation of education.

3) Course

Students pursuing vocational education at the secondary level in high schools at Intermediate level in Junior colleges, Industrial training Institutes (I T I s) and in polytechnic colleges are included in the study to find the differences among the four categories. The sample is divided into four groups.

4) Management

The four kinds of institutions included in the study are categorised under three management heads viz. private unaided institutions, private aided institutions and government institutions to find the variations in the attitudes of the students under these managements.

5) Locality

The entire sample of subjects are divided into two groups as the rural and the urban depending upon their residential status i.e., those who reside in the municipal towns and cities as urban groups and those who reside in Panchayat area as rural groups.
6) **Type of the Institutions**

The four kinds of institutions included in the study viz. High Schools, Junior Colleges, Industrial Training Institutes, Polytechnic Colleges are categorised into two types viz. Institutions for the students of single sex and Institutions for co-education.

7) **Medium of Instruction**

Depending upon the medium of instruction in practice the sample of students is divided into two groups viz. students of English Medium and Students of Telugu Medium.

8) **Family Literacy Index**

The educational level achieved by the family is estimated by collecting information about the number of years of study by all individual members of the family and dividing the total by number of persons in the family which gives the family literacy index. Thus the family literacy index which is the average number of years of education got by each member of the family reflects the educational status of the family which may have its influence on the attitudes of students towards vocationalisation of education.

9) **Occupation of Father**

The occupational status of the parents may also influence the student's attitude towards vocationalisation of education. However, the occupation of father alone is considered in this investigation.
10) **Family Income**

The annual income of the family as reported by the subject is considered for making subgroups of the sample of subjects basing on the Economic status of the family which may have its influence on the attitude of students towards vocationalisation of education.

n) **Variable related to Teachers/Lecturers and Administrators**

1) **Sex**

The male and female Teachers / Lecturers and Administrators are included in the study and there may exist difference between male and female employees working in the field of vocational education.

2) **Age**

The age of the staff members associated with vocational education may influence their attitude towards vocationalisation of education. Therefore the chronological age of the staff members as reported by them through personal data sheet is considered a variable to study its impact on their attitudes.

3) **Teaching Experience**

Still another variable experience in years (the length of service) in the field of vocational education may influence the status of their attitude and therefore number of years of association with vocational education by staff members is considered one of the Personal and Demographic variables in the study.
4) **Level of Association**

The Teaching and Administrative staff included in the study are associated with the four levels of courses viz. High Schools, Junior Colleges, Industrial Training Institutes, and Polytechnic colleges. There is every chance that the staff members associated with each level/course may possess different perceptions about vocationalisation of education, and thereby the four groups may exhibit different levels in their attitude, either favourable or unfavourable.

5) **In service Training Programme**

The in-service training programmes or on-the-job training may influence attitudes of staff members associated with vocational education, and hence that teachers/lecturers are divided into subgroups on the basis of this variable to carry out the differential analysis in their attitudes towards vocationalisation of education.

6) **Locality**

Variations in the exposure level may lead to variations in the attitude of people towards any objectives. Therefore, the members of the staff associated with vocational education working in rural and urban areas may have differences in their attitudes towards vocational education. Hence, the members of the staff residing in urban and rural localities are considered to be criterion groups.
7) Management

As in the case of students the members of the staff with vocational education are also divided into three groups viz those working in private unaided institutions, private aided institutions, and government institutions and departments. These three groups are studied for their difference in their attitude towards vocationalisation of education.

8) Medium of Instruction

Medium of instruction is one variable which bothers mostly the students and to some extent the staff too. In the case of students, we get two groups (English & Telugu media groups) whereas in the case of staff, we get three groups viz. those who handle both English and Telugu media classes, those who teach in English medium only, and those who teach in Telugu medium only.

9) Type of Institution

As there are institutions for co-education and institutions for students of single sex, the staff associated with those institutions are treated as two groups to study the differences between them in their attitude towards vocationalisation of education. Of course, the 16 administrative staff members are clubbed with the staff associated with the co-educational institutions.
Operational Definitions of terms and Explanation of Concepts

The following definitions and descriptions are operationalised for the purpose of measuring the variables in study.

1  Vocation

A vocation means nothing but such a direction of life activities as renders them perceptibility significant to a person because of the consequences they accomplish and also useful to his associates. So a vocation is regarded as one's chief calling: regular occupation. Chief gainful pursuit or special means of making a Livelihood. Vocations differ greatly in the quality of giving colour to one's own life. The vocations determine one's social status or prestige.

1 a  Vocational Education

The Encyclopaedia Britannica (1985) states that Vocational Education is Instruction intended to equip persons for industrial or commercial occupations. It may be obtained either formally in trade schools, technical secondary schools or in the job training programmes or more informally by picking up the necessary skills on the job without actual supervision.

The committee on Research and publications of the American Vocational Association states in 1954 that Vocational education is education designed to develop skills abilities, understanding attitudes, work habits, and appreciations encompassing knowledge and information needed by workers to enter and make progress in employment on a useful and productive basis.
It is an integral part of the total educational programme and contributes towards the development of good citizens by developing their physical, social, civic, cultural and economic competencies.

The curriculum is need-based, socially relevant and lead to meaningful self or usage employment. The course structure should be such that it develops suitable competencies. Vocational theory and practice are to be given 70% of the instructional time. The other 30% is to be allocated to the study of languages and fundamental subjects selected in the vocational course.

1b Vocationalisation of General Education

Vocationalisation means training in a particular vocation at the school stage, secondary or higher secondary, or at the degree level. The identified vocational training will be imparted along with the general education. The students who study these courses may continue their education in the general education stream or undertake a job related to the vocational training received at any stage.

In the vocationalisation of general education, 80% of course content is selected from the components of general education, and 20% or less forms the skill-oriented education.
2  Vocational or Technical School / College

A school/college is that separately setup under the direction and management of an administrator (such as a principal) for the primary purpose of offering education and training in one or more semi skilled skilled or technical occupations.

3  Attitude

Guilford (1954) defined attitude as a personal disposition common to individual but possessed to different degrees which impels to react to object situations or positions in ways that can be called favourable or unfavourable.

Attitude is a tendency to act toward or against something in the environment which becomes thereby a positive or a negative value.

Bogardus (1931)