Chapter VI

SUMMARY AND CONCLUSIONS
SUMMARY, MAJOR FINDINGS AND CONCLUSIONS

6.1 Summary

This chapter is a summing up of the study including the sub topics such as introduction statement of the problem significance of the study objectives and hypothesis variables of the study development of tools selection of the sample collection of the data and their analysis and conclusions

6.1.1 Introduction

The term vocationalisation of education is comprehensive and all embracing in nature. Apart from general education it indicates acquisition of knowledge and practical skills in different sectors of economic and social life. It is an integral part of general education. It is also an aspect of continuing education. It prepares an individual to select a particular vocation or occupation. It gives practical orientation to education which becomes meaningful and brings utility to the education. It is not merely technical training; it is more than that. It prepares and cultivates the individual to understand the social reality and to realise his own potential within the framework of economic development. It prepares an individual for specific competencies in different vocations. Hence Vocationalisation of education is imperative to meet the growing needs of skilled personnel in the world of work. The principle of Education through work or 'learning by doing' has been accepted by all the progressive educators of the world. All types of education recognise that activity is an important instrument of education.
Dewey propounded that the school is a special environment where a certain quality of life and certain types of activities and occupations are provided with the object of securing children's developing along desirable lines.

Gandhiji observed My plan to impart education through the medium of village handicrafts like spinning, Gardening, etc., is thus conceived as the spearhead of a silent social revolution. Fraught with the most far-reaching consequences, it will provide a healthy and moral basis of relationship between the city and the village and thus go a long way towards eradicating some of the worst evils of the present social insecurity and poisoned relationships between the classes.

Although a large number of educationists recommend incorporation of vocational element in the formal system of the schooling throughout the world, very little has been achieved in this direction. In India, the modern educational system was developed by the British rulers, but the Indian leaders have suggested many changes in the British System of Education. One such change is vocationalisation. The father of the nation, Gandhi, propounded the Basic Education in 1937 itself (Wardha Commission). In 1952, Modyiah Commission suggested multipurpose education (Vocational Courses) in 12 + 3 system of education. In 1964, the Education Commission recommended work experience in 10 + 2 + 3 system and Iswar Bhai Patel.
committee in 1977 slightly modified the concept and recommended Socially Useful Productive Work. The New education commission (1986) policy recommended introduction of vocational programmes at Senior School Level Intermediate level and restructured job oriented courses at the first degree level. Despite all these efforts the progress in vocationalisation of education has not been satisfactory and in tune with the manpower requirements of our economy.

What led to the failure of the attempts at vocationalising our education? Was it because of the conflict between the ideals of the policy makers and the aspirations of the people or that of the theory and practice? The meagre research conducted in this area reveals that poor curriculum, untrained teachers, negligible exposure to practical and skill oriented activities, lack of facilities, insufficient financial support, etc., were the most important causes for failure in vocationalising our education. Hence the present study is undertaken to ascertain the truth in this regard.

6.1.2 Statement of the Problem

The title of the problem is "A STUDY OF VOCATIONALISATION OF EDUCATION: CONFLICT BETWEEN IDEOLOGY AND PRACTICE"
613 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 made above.

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<th>General Education</th>
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The system of education offers the option of these two channels to the individual at any level starting from the senior school. But the Vocational Education / Professional stream is not in a position to absorb into its fold as many as interested to enter into it at any stage and there by large number of learners are forced to remain in the general education institutions adding to the number of the educated unemployed year after year. In any over populated country unemployment 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 suggested that vocational / skill oriented education should be made a component of 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 to our system of education? The answer is quite obvious either vocationalising the general education by incorporating vocational element as the subsidiary subject or by establishing independent institutions which provide the vocational education as the major component and the general education aspects such as humanities languages basic sciences as the secondary components. What approach is appropriate and suitable to our country? What do students, teachers and 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 are answered with empirical evidence in this study.
6.4 Objectives of the Study

The main objectives of the study are

1. To study the attitude of students to the different aspects of the vocationalisation of education

2. To note the variation in the attitudes of students due to different personal and demographic variables

3. To study the attitude of teachers towards the existing practices of vocationalisation of education

4. To identify the differences in the attitude of teachers towards vocationalisation of education depending upon their personal and demographic variables

5. To study the attitude of the administrators towards different aspects of the vocationalisation of education

6. To note the variations in the attitudes of administrators towards vocationalisation of education due to different personal and demographic variables

7. To make recommendations for the improvement of vocational education at all levels in the state under review

6.5 Hypotheses of the study

On the basis of these objectives the following hypotheses have been formulated. They have been 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 (Guilford Frichter 1978 Garrett and Woodworth 1966)

1. The students in general do not possess positive attitude on different aspects of vocationalisation of education
2 The personal and demographic variables of students would not influence their level of attitudes on different aspects of vocationalisation of education (The major hypothesis is split into different minor hypotheses for the purpose of testing each variable separately)

3 The teachers in general do not possess positive attitude on different aspects of vocationalisation of education

4 The personal and demographic variables of teachers would not influence their level of attitude to different aspects of vocationalisation of education (The major hypothesis is split into different minor hypotheses for the purpose of testing each variable separately)

5 The administrators in general do not possess positive attitude towards different aspects of vocationalisation of education

6 The personal and demographic variables of administrators would not influence their level of attitude towards different aspects of vocationalisation of education (The major hypothesis is split into different minor hypotheses for the purpose of testing each variable separately)

6.6 Variables included in the study

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 toward different aspects of the vocationalisation of education
2. Attitudes of teachers toward the existing practices of vocationalisation of education
3. Attitudes of administrators toward different aspects of 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, course management, locality, type of institution, medium of instruction, family literacy index, occupation of parents, and family income. The independent variables with regard to teachers and administrators are sex, age, level of association, type of management, locality, type of institution, medium of instruction, teaching experience, and exposure to in-service training programmes.

3.1.7 Method of investigation

The present study is a survey. The various procedures adopted in the construction and standardization of data gathering instruments to measure different variables included in the study and the methods followed in the election of the samples, collection of the data, scoring and analysis are as follows.
Construction of the instruments

The investigator developed the tools for the study as given below:

1. A five point attitude scale with 78 items for the students to know their attitudes toward vocationalisation of education.

2. A five point attitude scale with 86 items for the teachers/lecturers/instructors and administrators to know their attitude toward vocationalisation of education.

These tools have been developed following all the steps included in the construction of attitude scale viz. collection of items from different sources, preparation of item pool, scrutiny of the items by the experts, preparation of pilot form, pilot study, item analysis, selection of item for final study, establishment of reliability and validity etc. In these two tools, the items regarding personal demographic variables have also been incorporated to collect the relevant information.

Selection of the Sample

As stated earlier, the present investigation is essentially a survey type of research aimed at evaluating the conflict between the ideology and practice of vocationalisation of education in the state of Andhra Pradesh. As the investigator has taken for consideration three categories of subjects namely students, teachers, and administrators of vocational institutions, three sub-samples have been selected at random. Geographically Andhra Pradesh state...
is divided into three regions viz Coastal Andhra Telengana and Rayalaseema. By selecting one district from each region at random the three regions have been covered at the first stage of sampling.

At the second stage Educational institutions which provide vocational education in each region have been taken as samples. There are several types of vocational institutions like High Schools and Junior Colleges with vocational courses, Industrial Training Institutes and Polytechnic colleges. Among these the investigator has selected at random one institution from each type of institutions i.e. High Schools, Junior Colleges, Industrial Training Institutes and Polytechnic Colleges in all the three regions. Thus the total number of institutions from where the data have been collected is 12.

At the third stage the sampling units are students, teachers and administrators. 50 students have been selected at random from each one of the institution selected so as to make the first sub sample of the students as 600. The second sub sample of teachers of 200 has been taken following cluster sampling technique that is considering all the available teachers from each one of the institution selected. The third sub sample consists of 100 administrators selected from heads of institutions and district regional and state officials who are in charge of vocational education. Thus the sampling techniques employed in the investigation may be called a three stage stratified random sampling technique.
6 1 10  Collection of the Data

The investigator personally visited all the institutes included in the samples. The self-explanatory instruments developed by the investigator have been administered to 50 students selected at random from each institution.

The teachers have been given the attitude scale and also personal data sheet to collect personal and demographic variables and requested to respond to all questions without leaving any single question in the booklets of instruments.

The administrators have also been given the copies of the instrument meant for them and requested to respond to all parts of the instrument without leaving any single question.

6 1 11  Scoring of the Responses

As the instruments used in this investigation are the Likert type of attitude scales on a five point scale they have been scored by giving weights 5 4 3 2 and 1 in the case of positive items and 1 2 3 4 and 5 in the case of negative items respectively. The grand total to each individual on the entire scale has been obtained by adding the weights on all the statements. The information provided by the respondents in the personal data sheet has also been numerically coded to suit the computer analysis.
6.1.2 Analysis of Data

As the data thus collected is qualitative in nature, item wise analysis has been carried out to identify the specific deficiencies in different aspects of vocationalisation of education. Statistics such as frequencies, percentages and Chi-square have been employed to make the qualitative description more precise.

The total scores obtained by all the subjects have been carefully analysed employing appropriate statistical techniques such as mean, median, mode, quartile deviation, standard deviation, skewness and kurtosis etc. Graphical representations have also been made suitably wherever necessary. To test different hypotheses, the inferential statistical techniques such as t-test or critical ratio and F-ratio have been employed appropriately. The numerical results obtained have been interpreted meaningfully.

6.2 Major Findings and Conclusions

The analysis chapter (chapter V) has three sections viz. item wise analysis, description of the distributions and influences of other variables included in the study. Therefore, the major findings and conclusions arrived at have been presented in the same order as follows.

More than 50 per cent of the subjects of all the three groups either agreed or strongly agreed on the following issues.
There are no suitable text books either in English or Telugu.

The manuals for practical work are not insufficient number.

The laboratories and worksheds are not equipped properly. Either no equipment or old equipment in out of working condition is the prevailing situation. Latest equipment is not available.

No suitable teaching aids.

There are not facilities like vocational guidance placement services centres exhibition and sales services and separate apprentice bureaus etc and.

There are no sufficient financial resources to the institutions of vocational courses.

All these aspects covered under 10 to 15 items in both the attitude scales reveal that neither students nor teachers/administrators are happy with the prevailing situation in the field of vocational education. Hence it is but necessary that the government and the managements involved in the process of vocationalisation should plug the loopholes and eliminate the deficiencies so that ideal vocational education may be provided in tune with the demands of the present day society.
Similarly large number of subjects of all kinds have been found to be dissatisfied with the curricula for vocational education. Since 1) the courses have not been revised in accordance with the changing times 2) the curricular activities have not been conducted uniformly in different institutions 3) the courses have no linkages at different levels 4) there is heavy syllabus 5) the time allocated for the vocational subjects is inadequate 6) no importance is given to practical and field experiences 7) the courses have not been designed to suit the economic reforms or local needs and 8) finally there has been no coordination between vocational institutions and industries.

All these amply demonstrate that the vocational education is in very bad shape. A lot has to be done to overhaul gamut of the vocational courses.

Another most important deficiency in the present vocational stream is related to the faculty административе и supervision staff. Large number of respondents have expressed that there are no teachers in sufficient number that the teachers available have no practical experience and so they have not been able to develop necessary skills among students. That the heads of the institutions have no technical qualifications that the supervisory staff to monitor the programme have been inadequate and that the administrative staff including the faculty have not been able to mobilise locally the available community resources to make their programmes effective. Further large number of subjects have also expressed that 1) there is no job security 2) there are no promotional opportunities 3) the salaries paid are low 4) there is no provision for inservice training programme and 5) most of the teachers have been employed on part-time basis.

295
All these issues relating to staff of vocational education indicate that their involvement in the job has become more mechanical rather than creative. Moreover, the society in general and the teachers of general education in particular do not show any respect to the staff of vocational courses. This gloomy situation is to be altered.

All categories of subjects in general are inclined to have a separate independent stream of vocational education instead of incorporating vocational courses in the institution of general education. 8 to 10 different items (both positive and negative) probing into the attitudes of subjects have uniformly favoured a parallel stream of vocational education with inherent character of vertical continuity.

The subjects in general are of the opinion that there is no positive outlook in the society on vocational courses and different types of media are not trying to inculcate positive thinking among the people towards vocational education. More than 50 per cent of students have to be motivated to opt for vocational education at every stage after a minimum collective level of school age. Both the Government and the private managements should take more interest in developing vocational education. Keeping these opinions expressed by the subjects in view it is necessary to bring about total modification in the existing system of education by expanding vocational institutions rapidly with all facilities, establishing vocational teacher training institutions and making constant revision of curriculum of different vocational courses by developing linkages among the courses at different levels for vertical progress of the students.
The distribution of attitude scores of the three samples indicated that the mean attitude scores obtained by students, teachers/lecturers and administrators are less than the respective mid points of the scale which means that the present system of vocational education is not favourable to them. In other words, different issues related to the existing vocational education are not favourable to them. That is why the three frequency distributions are slightly skewed towards the positive end. However, all the three distributions belong to the family of normal probability curve. Therefore, the null hypothesis that the students, teachers/lecturers and administrators do not possess positive attitude towards the vocationalisation of education is accepted.

With regard to influence of personal and demographic variables of students, it was found that sex, age, course of study, management, locality, type of institution and medium of instruction could influence significantly their attitude towards Vocationalisation of Education where as family literacy index, occupation of father and annual income of the family could not show any significant influence on their attitude.

The male students are significantly less favourable than their female counterparts in their attitude towards Vocationalisation of Education.

The elderly group of students is significantly less favourable than the younger group in its attitude towards Vocationalisation of Education.
Students who are studying vocational courses in the institutions of general education (secondary and +2 stages) are significantly less favourable in their attitudes towards Vocationalisation of Education when compared to the students in the Industrial Training Institutions (ITIs) and Polytechnics (students studying in vocational education/technical education institutions).

Students studying in Government Institutions have showed significantly less favourable attitude towards Vocationalisation of Education than the students of institutions under private management.

The rural students are significantly less favourable than their urban counterparts towards Vocationalisation of Education.

Students of co education institutions have expressed significantly less favourable attitude towards Vocationalisation of Education than those who study in the institutions meant for single sex.

The students who are in Telugu medium are less favourable towards Vocationalisation of Education than those in the English medium.

Therefore the null hypothesis that the personal and demographic variables of students would not their level of attitude on different aspects of Vocationalisation of Education is not accepted in the case of sex age course of study management locality type of institutions and medium of instruction but accepted in the case of family literacy index occupation of the father and annual income of the family.

With regard to teachers/lecturers the personal and demographic variables could not show any significant influence on their attitude towards Vocationalisation of Education except two variables viz level of association and locality.
Vocational teachers associated with the institutions of general education possess significantly less favourable attitude towards Vocationalisation of Education than those associated with exclusive vocational institutions.

Teachers working in the rural institutions possess significantly less favourable attitude towards Vocationalisation of Education than those working in urban institutions.

Therefore the null hypothesis that the personal and demographic variables of teachers would not influence their level of attitude towards Vocationalisation of Education is not accepted. In case of the said two variables viz. level of association and locality however the hypotheses are accepted with regard to sex, age, teaching experience, inservice training programmes, management, medium of instruction and type of institution.

With regard to the third sample of administrators three personal and demographic variables could significantly influence their level of attitude towards Vocationalisation of Education. They are age, level of association, and medium of instruction.

Both young and old administrators possess less favourable attitude towards Vocationalisation of Education than those of the middle age group (36-45 years).

The administrators associated with the institutions of general education have exhibited significantly less favourable attitude towards Vocationalisation of Education than those associated with separate institutions of vocational education.
Teachers working in both English and Telugu media at a time have less significant attitude towards Vocationalisation of Education than those who are working in the institutions where either English or Telugu is used as medium of instruction.

Therefore the null hypothesis that 'the personal and demographic variables of administrators would not significantly influence their level of attitude towards Vocationalisation of Education is not accepted with regard to the above three variables namely age level of association and medium of instruction. However the null hypothesis is accepted with regard to sex teaching experience inservice training programme locality management and type of institution.

On the basis of the results obtained with regard to the influence of personal demographic variables it may be concluded that (i) the Government Institutions are facing more problems in the areas of infrastructural facilities laboratory and library facilities financial support appointment of teachers etc (ii) the persons associated with rural institutions are less favourable to the existing Vocationalisation of Education (iii) persons associated with general education institutions are less favourable to the existing system of Vocationalisation of Education (iv) persons associated with Telugu medium are possessed with less favourable attitude towards existing system of Vocationalisation of Education.

While expanding vocational education all these points should be kept in mind so that the quality of vocational education will improve further and the products coming out of vocational courses will be in a position to undertake appropriate production activity.