ABSTRACT

INTRODUCTION

According to Dr.S.Radhakrishnan, “Education is not merely a means of earning a living, nor is it only a nursery of thought or a school for citizenship. It is initiation into the life of spirit, a training of human souls in the pursuit of truth and the practice of virtue”. Education is the capacity of feel pleasure and pain at the right moment. It develops in the body and in the soul of the pupil all the beauty and all the perfection of which one is capable.

In today’s Labour Surplus Scenario, labour is abundant while job and opportunities are few. Our aim is to help our job seeking youth form realistic career notions in conformity with their capacities, aptitudes and social settings.

Vocational guidance is the process of helping a person to develop and accept an integrated picture of himself and to find out his role in the world of work. It has a special goal. It assists individuals to find satisfying, realistic and interesting roles in their environment. Vocational guidance services refers to services that assist individuals to make wise educational, training, occupational choice and to manage their career.

Services of Vocational Guidance: G.E Myers said “A comprehensive guidance programme in secondary school is concerned with 8 different services”. They are as follows:-

1. Vocational Information Service:- The first step that a school should take is the supply of information concerning occupation to children according to aptitude, temperament etc. This involves :-

   a) Career Conference.
   b) Talks by Visitors/ Specialists.
   c) A.V Aids / Information technology/ Films/ Radio/TV.
   d) General visits to places of work.
   e) Vocational and Recreational group activity.

2. Self Inventory Service:- This function is to assist the child in knowing his assets and liabilities without which he cannot make wise decisions. It includes :-

   a) Exploratory or Try- out Experience/ Test-

   This is through:-

   1) Exploratory through Part Time employment/Tests.
   2) Exploratory through School Subject/s.
   3) Self Rating.
b) Self Analysis- The student should be given enough opportunities to discover himself.

3) **Personal Data Collection**: Six kinds of data concerning each student are needed for use in vocational guidance programme. They comprise of:

1) General Data.
2) Physical Data.
3) Psychological Data.
4) Social Environment Data.
5) Achievement Data.
6) Data Concerning individual and his vocational plans.

4) **Counseling Service** :- Vocational Counselor assists the student and marshal’s pertinent facts and evaluates them in relationship with his vocational plan.

5) **Vocational Preparation Service** :- It is the service that is rendered to an individual to assist him in receiving training before entering into a regular full time employment. Arrangement for vocational preparation should make provision for-

   a) Preparation before employment begins.
   b) Preparation in connection with employment.
   c) Preparation for change in employment.

6) **Placement Service** :- Students entering occupational life advantageously and getting a good start is quite and as important as choosing and preparing for a suitable occupation.

7) **Follow-up Service** :- School authorities should keep in touch with the students whilst they are in school and even when they launch into their choice career.

8) **Research Service** :- Its chief aim is to bring about improvement in other services and of the programme as a whole.

The guidance programme in a school can work efficiently if all these service are organized in an efficient manner. They facilitate good teaching and efficient learning to the students and explore necessary supplements to academic achievements which is the primary responsibility of the educational institution. It will also help in decreasing wastage, improve student performance, lower class absenteeism, create favourable faculty, eliminate student indiscipline and unrest. On the whole create a congenial atmosphere in the institution.
NEED OF THE STUDY
My tenure as Junior College Lecturer for more than 19 years followed by my present job as Principal of the Secondary school and Junior College (now 5 years) brought me face to face with the student community. The Secondary School student is a typical adolescent. Stanley Hall said ‘Adolescence is a period of great stress and strain, storms and strife”. This period is most critical period in a students life with which the teacher has to deal with. It is a period of day dreaming, intense affections and stirring of the heart. Incidents occurring in this period is of great importance and it is very essential that we are fully acquainted with the problems of this stage of growth. The tendency to seek guidance from peers, seniors, friends, pressure from family and society and the fast moving world puts the student in a quandary. The adolescent seems very raw with little or no access to any vocational guidance service whatsoever. The natural planning to the next academic years in no way prepare them to make the All important decision of their lives as to which stream they should opt for after std X exam ?
There is an urgent need for introducing and strengthening the guidance services in the school to meet the varied needs of students, administration and educational system. For optimum individual, social, national development, vocational guidance service must be made a regular and continuous activity woven in the educational fabric.

STATEMENT OF THE PROBLEM
A Comparative Study of Vocational Guidance Services in the Various Secondary Schools

OBJECTIVES OF THE STUDY
1. To study the existing system of vocational guidance services in various secondary schools
2. To study the dissemination of information concerning various occupations.
3. To study availability of self inventory tests.
4. To study the availability of counseling services.
5. To compare the existing systems of vocational guidance services in the various secondary schools.

**HYPOTHESIS OF THE STUDY**

The following null hypothesis will be tested for the present study.

**STUDENTS / TEACHERS**

1) There is no significant difference in secondary school Students/Teachers’ perception regarding existing system of Vocational guidance facilities between SSC/ICSE; SSC/CBSE; and ICSE/CBSE secondary schools.

2) There is no significant difference in secondary school Students/Teachers’ perception regarding the dissemination of information concerning various occupations in SSC/ICSE; SSC/CBSE; and ICSE/CBSE secondary schools.

3) There is no significant difference in secondary school Students/Teachers’ perception regarding the availability of self inventory tests in SSC/ICSE; SSC/CBSE; and ICSE/CBSE secondary schools.

4) There is no significant difference in secondary school Students/Teachers’ perception regarding the availability of counseling services in SSC/ICSE; SSC/CBSE; and ICSE/CBSE secondary schools.

5) There is no significant difference in Vocational Guidance Services among Secondary Students /Teachers of SSC/ICSE; SSC/CBSE; and ICSE/CBSE secondary schools.

**SCOPE AND LIMITATIONS OF THE STUDY**

- The study will be conducted in Secondary schools of T Ward of Mumbai only.
- The study will involve English medium schools only.
- The study will involve participants of 6 Secondary Schools each of SSC, ICSE and CBSE Boards.
• The study will not include any other board.
• The study involves only students, teachers and principals of secondary schools.
• The study is limited to only 10th STD students of the various secondary schools.

SIGNIFICANCE OF STUDY
The services are gaining importance in today’s growing world of complexities, recent changes in social and public system, worldwide economic crisis, unemployment and other factors like social and geographical mobility of people, rapid urbanization and scientific and technological advancement have brought immense change in the lifestyle of people making it difficult to cope with life. A vocational guidance service is highly significant for:-

Students – Greater insight into various new occupations and careers and to build true self concept and larger measure of self appraisal in the job.

Teachers – It is easy to disseminate information.

Principals - Helps in preparing the student community to contribute better.

Society at large - For society and nation building vocational guidance aims at efficient use of man power and greater economy in the execution of work in industry, business and government offices.

SAMPLE OF THE STUDY
For the present study, the researcher listed down the Asst.Officer of Vocational Guidance and Counselling, 18 Principals, 120 Teachers and 600 Students from 6 schools each of ICSE, CBSE and 3 Schools each from SSC AIDED AND UNAIDED SCHOOLS.

Tools of Research
A researcher requires many data gathering tools or techniques, varying in complexity, design, administration and interpretation. The present study deals with the comparative study of vocational guidance services in secondary schools of T Ward Mumbai. Since the variety of readymade tools available did not suit the requirements of the study, the researcher has constructed the following tools for the present study with the guidance and supervision of the guide.
1. Questionnaire for Students and Teachers.
2. Interview Schedule for the Principals.
3. Interview Schedule for Asst. Officer Vocational Guidance and Counselling Services, IVGS, Mumbai.
4. Document analysis

**METHODOLOGY:**

Since the present study is one related to describing the conditions the descriptive approach is selected. Descriptive analysis in addition also interprets the present condition.

**STATISTICAL TECHNIQUES USED FOR ANALYSIS AND INTERPRETATION**

The data collected was processed and analysed with the main outline of the Research Design. For the present study the analysis is divided into

1) Descriptive Analysis

The Statistical measures computed were

a) Measures of Central Tendency which include mean, median, mode, kurtosis and skewness.
b) Measures of variability which include range, standard deviation and variance

2) Inferential Analysis

In the present study parametric test have been used to make comparisons between the observations of students and teachers with regards to the Vocational Guidance Services in the various Secondary Schools. The ‘t’ tests and Anova Test is used to make the comparisons.