

Effectiveness of Vocational Guidance Program in School: A Comprehensive Analysis

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Abstract:

Vocational guidance programs in schools are an essential aspect of living and educating people to strive for a successful life. This study explores the efficacy, challenges, and recommendations for improving vocational guidance programs. Existing programs can be evaluated from the perspective of how effective they are and how they are carried out. The latter is dependent on the level of institutional commitment and resource availability. Those who do not have the opportunity to access vocational education guidance may encounter several problems. At the same time, successful programs help students make informed decisions and develop self-awareness to maintain academic and personal growth. Vocational guidance programs depend heavily on government policy and funding, but because of the insufficient implementation and funding, several gaps can be identified. This is the only possible way to equalize the chances the measures concerning resource utilization, the legislative, the industry domain support, the availability, and the advertisement will help schools reduce the limitations, let the students have long-lasting working lives in the future, and encourage their social ascent.

Keywords — Vocational education, Vocational guidance, School Education

INTRODUCTION

The role of education is very important in creating a responsible personality for society, nation, and world. Indeed, Education is the foundation of personal advancement and personal advancement. Education is compulsory to be relevant in any area. In today's ever-changing world, which is experiencing continual improvements in science, technology, and commercial aspects, particularly in vocational sectors, the entire global environment is changing. Sirohi(2013) found that females are believed to have greater career maturity than males, according to both quantitative and qualitative data analysis. When compared to students in government schools, students studying in private schools indicate a more mature approach toward their careers. In addition, compared to students from schools without these resources, students in schools with vocational

guidance and counseling programs indicate high levels of career maturity in terms of self-awareness and job-related knowledge. Similarly, when it comes to selecting a career decision, students who are fortunate enough to have access to guidance and counseling programs indicate far higher levels of career maturity than their less fortunate peers. As a result, even relatively driven students experience increased competition and difficulty trying to find common ground with a peer, which may lead to underperforming in educational terms. In combination with the above factors, such a situation may lead to frustration, inability to plan one's activities in time, and high-stress levels. The most optimal strategy to combat this phenomenon is to increase the level of personalized vocational guidance. Given that the wrong choice of one's path may well destroy all the vectors of human development for the whole life ahead, this is a step

that involves the need for this problem to be relevant in all areas. Without strong competence in this area, students may not have the opportunity to get the optimal amount of knowledge and motivation to reach the necessary heights. Personalized vocational guidance and educational institutions can drastically assist students to better navigate the complexities of the modern job market. It not only improves a person's chances of success but also cultivates the essential sensation of confidence and self-assurance at the start of a professional career. Finally, we must remember that investing in vocational guidance several times implies investment in our future as a society. Banagiri et al.(2022) as saying that helping young individuals comprehend their interests and personalities allows them to choose successful career paths that will lead to lifelong independence. By providing people guidance before they decide on a career, you set everyone up for a lifetime of great success instead of a few years of failure. Parsons is known as the "Father of Vocational Guidance" for his early work on establishing the importance of the connection between a person's interests and talents to the profession they choose to pursue. Parsons advocated fixing the problems young people were facing in society by entering the workforce without a plan through structured vocational guidance in the school system.

Meaning of vocational guidance :

" Vocational guidance is a facilitative process, a service rendered to the individual to aid him in choosing and adjusting to an occupation"- John D. Crites

" Vocational guidance is a process of visiting the individual to choose an occupation, prepare for it, enter upon and progress on it" – National Vocational Guidance Association

Objective

1. To study the effectiveness and amalgamation of vocational guidance programs and services currently operating in schools.
2. To Examine the barriers and challenges students come across after accessing the vocational guidance services within the school.

3. To study the Impact of Vocational Guidance on Student Decision-Making Processes
4. To study the effect of governmental policies and financial backing on the composition and delivery of vocational guidance services systems in the educational environment

Review of literature:

1. A study conducted by Uniyal and Khanduri (2020), titled "A Study of Guidance Needs of Senior Secondary Students" many major findings were identified. About guidance requirements in all capacities and dimensions, no major difference was discovered across male and female students. No clear pattern of concern for guidance was evident, suggesting that both prefer the requirement of help. In terms of direction, more male students than female students stated they needed help than male students. There was no major difference between students in government and private schools, but more government students required physical direction. It appears there may be different support groups available.
2. A study conducted by Lepcha in 2023 on the "Impact of career guidance on secondary school students' career choices in Sikkim" indicates the key role of self-awareness factor in assisting all people in making career-related choices. However, the data also demonstrate the importance of supervision and support for learners at each step that fits those from home to post-secondary institutions. Unfortunately, according to the work findings, the Sikkim education system does not integrate career counseling at the needed level to become aligned with learning outcomes. Lack of the aim as noted in the work "indicates the prerequisite of more incremental steps to tackle attitudinal and resource issues".
3. The study conducted by Girishkumar P. on parents and students vocational awareness in upper secondary schools offers important new information. students have a strong preference for making their course selections. However, there is notable ignorance about the careers that are open to them after 12th class and the prerequisites for different courses: it suggests the need for comprehensive

career counseling. Students heed the parent's advice and other outside source's recommendations over school-based sources, despite their awareness of its importance. Students believe schools should implement career counseling programs, although friends' opinions do not influence their career choices. Moreover, limiting aptitude test participation offers a chance for improvement.

4. R. Ravichandran study entitled " Vocational Careers Guidance and Counselling in Schools" underlines the importance of career guidance for scholastic education. Its main purpose is to assist students in reaching their life goals by making sound career decisions. This includes helping youth better comprehend the labor market and what it requires, and aligning their academic and career aspirations. It is vital to support the development of skills that are critical to professional success. By the end of the term, career guidance for the skilled areas and counseling makes a vital contribution to our school education, which may facilitate our students to be workforce-ready. As a result, schools ought to place a high priority on developing comprehensive programs for career guidance and counseling and integrating them into the curriculum.

Need for vocational guidance in school:

The need for vocational guidance in schools is caused by several factors that directly affect human life and society. First, vocational guidance is beneficial for workers in terms of money. This is the benefit of making an already well-informed decision about career paths that are in alignment with their interests and skills. Moreover, working in a field that is wrong for a person in its way can cause mental and physical suffering. It can affect family relations and overall well-being. The programs that offer vocational guidance are important because they provide job placement and ongoing support to ensure that career plans are carried out. Ramakrishnan and Jalajakumari (2013) draw our attention to the fact that guidance and counseling change as quickly as sociocultural changes develop around the world. Thus, innovative methods at schools that support children's growth, flexibility in a changing labor market, and other important indicators are required. It does not depend on the issues students are seeking

for a solution or on their scope – allows students to receive quality support. Experts agree that for their training for the future, there should be continuous quality access to their education systems of guidance and counseling. Guidance is needed at all times and the need for guidance is universal. It is based on the fact that guidance is needed by a man at one point or the other. Vocational guidance in particular helps students see the connections between their academic subjects and possible career choices to enable them to approach their higher vocational or career-oriented training with great care. Occupational awareness among students through a properly organized guidance program is needed to create a link between what individuals understand and the extent of job chances accessible to them, particularly with the increased need for workforce planning. The actual benefit of secondary school vocational guidance programs is their ability to equip students with the basic abilities, data, and levels of awareness required to navigate the job industry successfully.

Stages of vocational guidance in education: The stages of vocational guidance in education can be categorized according to the four stages outlined in the National Education Policy 2020: the foundational stage, the preparatory stage, the middle stage, and the secondary stage. Let's delve deeper into how these stages align with vocational guidance:

1. Foundational Stage:

- (a) Because children are continuing to discover their interests and capacities, it is also not necessary to introduce formal vocational guidance at this point.
- (b) In general, the mission of the dimension is to lay the groundwork for children's comprehensive development by employing teaching methods based on play and activities.
- (c) In practice, this involves encouraging a positive attitude to learning and helping youngsters acquire basic talents, such as motor and other abilities.
- (d) kids are merely exposed to aspects of the world via activities and entertaining sessions on basic ideas about certain professions in their turn.

2. Preparatory Stage :(a) Students advance their understanding of who they are and what interests

them by building on the fundamental abilities from the previous stage.

(b) Vocational awareness is gradually introduced to broaden students' perspectives on career options and the importance of different skills in the workforce.

(c) The availability of experiential learning opportunities and practical activities facilitates students' exploration of their interests and talents.

(d) Since problem-solving, creativity, and teamwork are universally valued in all professions, they should come first.

3. Middle Stage:

a) At this point, students begin looking more closely at potential career routes as they advance toward a more structured learning experience.

(b) Students receive vocational counseling using a more structured approach, with programs specifically created to help them identify their interests, strengths, and objectives.

(c) Information about various careers, skills required, and opportunities are provided during career counseling sessions.

(d) Initiatives for vocational training, internships, and hands-on experiences are implemented to give practical exposure to various industries.

4. Secondary Stage :

(a) A comprehensive career counseling program emphasizes goal-setting, career exploration, self-evaluation, and decision-making.

(b) Students are provided access to career counseling services to assist with addressing the challenges of finding an accurate career and organizing their academic and career pathways.

(c) Workplaces now offer more training and education opportunities to accommodate a broad range of interests and ensure that the students are ready for their future careers or studies. Essentially, the National Education Policy 2020 highlights the significance of integrating vocational education seamlessly into the overall educational framework to

guarantee that student has the knowledge, skills, and self-assurance necessary to follow a successful and gratifying career.

Challenges: The ultimate aim of school-based vocational guidance programs is to endow students with the learning and skills necessary to walk the paths of their careers. Many programs have the following issues preventing them from success:

A. Lack of infrastructure: Many schools simply do not have the physical space, equipment, or resources to run meaningful programs for education, such as where one can learn real skills or a counseling clinic.

B. Resource constraints: Schools struggle to secure the resources needed such as workshops, career fairs, job shadowing experiences, guest speakers, and others to conduct effective vocational guidance. In the absence of these and other resources, students do not get sufficient exposure to different professions.

C. Lack of Policies: The government does not have any consideration or plan module for the need for resources and experience of business knowledge. A well-balanced policy should make sure that there will always be a perspective of vocational guidance in education and it confirms that the system gets the required attention.

D. Mismanagement of industry demand: The operations of Vocational guidance do not factor in the fact that how some industries and labor markets evolve and change with time. This concludes in students receiving obsolete training that is not appropriate for the changing times. To achieve the needs that the current trends, we need to make sure that the demands of the labor force are not ignored.

E. Ignorance and its effects: Many teachers, parents, and students are not even conscious of the real value and long-term benefits of vocational education guidance services. As a result, their programs or It has become highly difficult for experts to reach and affect students' psych, which in turn results in low participation and no support.

Findings:

Objective 1: To study the effectiveness and amalgamation of vocational guidance programs and services currently operating in schools.

Finding: By understanding the current offerings, we can concur that there are noteworthy differences in the potency and implementation of vocational guidance programs that schools use. While some educational institutions have well-balanced programs working by teams of committed staff and enough resources, many suffer from not getting sufficient support. Additional investigation focuses greatly on how the program's success is affected by important institutional commitment and resource availability. Strong vocational guidance programs highlight vocational education guidance, provide a variety of resources to give students access, and extend them individualized support. On the other hand, organizations that have difficulties with implementation always blame the lack of resources, cheap infrastructure, and not having enough staff for their problems. Variations in program efficacy include diversity in program design, curriculum integration, and cooperation with outside stakeholders for example business partners and community organizations.

Objective 2: To Examine the barriers and challenges students come across after accessing the vocational guidance services within the school.

Finding: Students come across many challenges when they try to access and use vocational education services. Not only problems like inadequate knowledge, scarce resources, and a dearth of tailored assistance but more obstacles emerge in research. Many of them are geographic limitations (especially in rural areas), cultural perspectives affected by vocational education, and socioeconomic factors. Furthermore, students can always experience particular difficulties that complicate already-existing differences in access to school and employment opportunities from underrepresented groups or marginalized backgrounds. Online resources and tools for career exploration used by

students further experience technological barriers like restricted access to computers or the internet.

Objective 3: To study the Impact of Vocational Guidance on Student Decision-Making Processes

Findings: Initiatives for vocational guidance have a big impact on how students choose their career routes. Well-designed curricula enable learners to make well-informed decisions that are consistent with their goals, interests, and abilities. Subsequent analysis indicates that the impact of career counseling transcends professional choice and includes more extensive personal and intellectual growth. Individuals who take part in extensive career counseling programs exhibit improved self-awareness, self-assurance, and goal-setting skills. Additionally, longitudinal research shows that students who receive consistent and early career counseling are more likely to pursue post-secondary education or training, which will ultimately improve their employment prospects and increase their earning potential.

Objective 4: To study the effect of governmental policies and financial backing on the composition and delivery of vocational guidance services systems in the educational environment.

Findings: Financial aid and governmental frameworks significantly influence the structure and provision of vocational guidance services in educational environments. There are still gaps in funding and policy enforcement, and although many jurisdictions establish frameworks to support vocational guidance, many systems do not succeed. Examining the issue more closely, I can see how several key elements play an essential role in determining the success of governmental policies: the presence of a political will, stakeholders' alignment, and cooperation, and the alignment of the established practice with more general goals of workforce development and education. Moreover, different funding sources and resource allocation models contribute to differences in school- and region-specific access to vocational guidance services. Secondly, governmental priorities or changes in the economic situation might negatively

impact the durability and development of vocational guidance-related initiatives, which stresses the need for long-term investment and planning in the area.

Recommendation:

To implement and sustain vocational guidance programs rooted in schools, a multimodal approach is imperative. The following are essential strategies:

- A. **Lack of Infrastructure facilities:** Schools should construct or refurbish facilities, particularly for career guidance, equipped with workshops, counseling offices, and modern technology to assist students in utilizing job exploration tools.
- B. **Teacher Development:** It is important to fund professional development programs for teachers to become proficient in career counseling and vocational education. This will strengthen the vocational guidance team by rewarding teachers who possess dual expertise, special skills, or incentives.
- C. **Optimising Resource Allocation:** Securing funding and forming partnerships that can offer schools resources such as workshops and career fairs, internships, and access to executives are necessary. Teaming up with local businesses and community groups increases the pool of available resources.
- D. **Policy Advocacy:** Educators and stakeholders must influence governmental efforts to promulgate clear policies or guidelines that prioritize and provide vocational guidance. They shall include the proper allocation of resources, teacher qualifications, curriculum blending, and student achievement measurement are included.
- E. **Industry Collaboration:** Partnering with industries through school integration programs fosters a long-term relationship and ensures that schools are in touch with the current industrial needs and operations. Schools need to engage industries to get

feedback on new trends dominating the market and the skills required.

- F. **Raising Awareness:** Schools should run campaigns that target learners, parents, and other stakeholders to enlighten them regarding the importance of vocational guidance programs. Informing students and their parents on areas where their peers have become carriers and satisfied completely with the achievement of the program can improve the desire for enrollment.

In conclusion, enhancing vocational guidance programs in schools to meet the set goals to ensure that all students realize their potential in terms of following the right career pathway demands a collective responsibility. Community support to facilitate the production of policies that favor school operators is vital.

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