

**E
D
U
C
A
T
I
O
N
A
L**

THE

AND

**V
O
C
A
T
I
O
N
A
L**

**SURVEY REPORT
1984**

Educational And Vocational Guidance Bureau

State Council Of Educational Research & Training

Meghalaya, Shillong

T H E

E
D
U
C
A
T
I
O
N
A
L

V
O
C
A
T
I
O
N
A
L

A N D

S U R V E Y R E P O R T

1984

Educational And Vocational
Guidance Bureau

State Council of Educational Research & Training,
Meghalaya, Shillong.

T H E

E D U C A T I O N A L

A N D

V O C A T I O N A L

S U R V E Y

R E P O R T

1 9 8 4

Educational And Vocational

Guidance Bureau

State Council of Educational Research & Training,

Meghalaya, Shillong.

Systems Unit,
Department of Educational
Administration
18/12/1970

S U R V E Y T I T L E

A S T U D Y O F T H E G U I D A N C E A N D
C O U N S E L L I N G S E R V I C E S T O
I D E N T I F Y T H E E D U C A T I O N A L
A N D V O C A T I O N A L A S P I R A T I O N S
O F H I G H S C H O O L S T U D E N T S O F
M E G H A L A Y A

— III —
F O R E W O R D

As the years roll by education has become more and more competitive and challenging that it has become necessary to create an awareness amongst the students and to assess their level of aspiration. One of the most important aspects that we have to take into consideration about education to-day is to help the students understand about the various employment markets and the scope for the future life that they have to face after the completion of their studies. Most of the tribal students come from poor economic background, hence they usually suffer from the problem of adjustment to the new life situation. But from the findings of this Survey, their level of aspiration is high, their knowledge of the world around is good and in many cases they develop a sense of high ambition. But they face a problem of the unplanned prosecution of studies. This happens because most of them do not know why they study at all. They choose the subjects without knowing which subject leads where, because they think that education is a mere acquisition of a Degree and when once they obtain it, the doors for job opportunities are thrown open to them. But to their surprise, they ultimately find that the employment market is dull and then realise that the courses which they have opted are wrong. For quite a few of them who want to proceed to technical lines found that the mark they scored is less than the qualifying marks required. Thus it happens that though they have high ambition yet they score low. From the survey it is found that quite a good number of students desire to become engineers, doctors, etc. But mere desire is not enough. They must strive hard to fulfill their aspiration. In this context, the teachers, the planners, the researchers and all concerns must come forward to help and to be the source of inspiration to them. It is for this reason that SCERT feel that classroom treatment should be improved, action research should be conducted to improve

P.T.O.

IV
..1

the level of achievements and above all, Vocational guidance and Counselling should be strengthened. It is strongly felt that the three components of education viz., the teacher, students and the text-books are just like the three legged stool which will not really help to make the stool stand firmly. It needs to be supplemented by Vocational Guidance and Counselling so that the products of the schools are equipped to face the world squarely.

If we go deep into the problems, like the survey of this type, we find that there are lots of things to be done in the field of school education. Hence we feel that we cannot really become the nagging spectators but to come forward to improve the situation.

This is but the beginning, the future has a long way to go, to transform school education and that time would occur only when SCERT would be fully equipped to effectively play its role.

MR.C.WOLFLANG
DIRECTOR,
S.C.E.R.T.
SHILLONG.

ACKNOWLEDGEMENT

The Investigator is deeply grateful to the following cooperators who have directly and indirectly contributed towards a successful completion of this Survey Programme.

1. The Heads of the Institutions who have sincerely cooperated in getting the Questionnaires distributed to the students, without which this survey would have been greatly handicapped.

2. The students of different high schools for their active cooperation in completing the Questionnaires, without whose service the whole study would have been a failure.

3. The Director, State Council of Educational Research And Training, for his effective and resourceful guidance, and also the SCERT Staff for the effort they have rendered to get the study and Report completed on time.

MR. J. LANGSTIEH,
INVESTIGATOR,
S.C.E.R.T.,
S H I L L O N G.

T A B L E O F C O N T E N T S

	<u>PAGES</u>
Survey Title	- II
Foreword	- III-IV
Acknowledgement	- V
CHAPTER I	Introduction - Objectives of - 1 - 4 the Study - Sample of the Study - Components of the Study.
CHAPTER 2	Presentation of the Components-5 - 8 A. Questionnaires - - B. Tabulating Sheets - C. Finalisation
CHAPTER 3	Analysis And Interpretation - 9 -19 of the First Part.
CHAPTER 4	Analysis and Interpretation - 20-35 of the Second Part.
CHAPTER 5	Analysis And Interpretation - 36-53 of The Third Part.
CHAPTER 6	Major Findings of Part 1-3 - 54-59
Chapter 7	Suggestions and Recommenda- 60-68 tions - - Conclusion - 69
 <u>INDEX</u> 	
ANNEXURE-A	A Sample Copy of the Questionnaire.

CHAPTER - I

INTRODUCTION

The Educational And Vocational Guidance Bureau, S.C.E.R.T., Conducted a study on

The Guidance and Counselling Services in Relation to the Educational and Vocational aspirations of the High school students of Meghalaya during the Academic Year of 1984. The Study was conducted for the purpose of identifying students' various aspirations in connection to the future plan and prosecution of their studies.

The main aim of the study is to find out the different choice of studies made and to be executed by students after the completion of their High School Leaving Certificate Examination. The two major diversions of studies are 1. General and 2. Vocational types out of which students are asked to indicate their choice. Students preferring the general line are asked to state the level of studies they intend to complete. Similarly, students opting for their specific line are asked to indicate preference of their specific line. Besides these two major diversions, there are also few other linked and related aspects to which students are requested to make their responses.

OBJECTIVES OF THE STUDY

Besides the purpose and aim just given in the Introductory part, the study has specific objectives as follows -

1. To identify different and possible aspirations of students in relation to their future prosecution of further studies.
2. To help them reveal, through various questions, their own educational and vocational choice and desires.
3. To locate students' level of ambition in relation to their plan of executing their studies according to the choice they have made.
4. To find out whether students have thought of and planned out their future academic study or vocational course.
5. From the Findings of the Study, to assist, later, students through the guidance and Counselling services in school when they are at the initial stage of preparing themselves for their bright future and yearning expectations.
6. To suggest to the Government through the Findings, some relevant ways and means towards strengthening and bettering guidance and Counselling services in high schools.

SAMPLE OF THE STUDY

The Study covers the whole State, but the sample is limited to the selection of a few high schools from each of the five Districts. The Study is based on the Sample Survey covering 500 students of different High Schools in the State. Due emphasis has been given to the tribal students of Jaintia Hills, Khasi Hills and Garo Hills as shown in Table 2.

Again, the study is limited only to students of classes VII and VIII. As one of the major objectives of the study is to extend proper and relevant educational and vocational guidance to high school students in future, students of Classes IX and X are not included in this study due to the fact that they are the out-going students, and before any guidance service is extended to them, they will leave the School. For that matter, it is thought better that only students of classes VII and VIII should be included in the study on whom proper guidance and Counselling services could effectively be imparted.

COMPONENTS OF THE STUDY

The Study as a whole comprises of 3 (three) major components or parts.

The 1st Part is termed as the "Preparatory Stage". This Part is confined mostly to the preparation of the Questionnaire comprising of 3 (three) parts, namely, 1. Family Background And General Information of Students; 2. Educational Information and 3. Vocational Information.

The Second Component is "Field Work"

The Third Stage is the Finalisation of the Data comprising of 6 (six) distinctive parts, namely,

1. Compilation of the Data;
 2. Tabulation of the Data;
 3. Analysis of the tabulated data;
 4. Interpretation;
 5. Stating of Major Findings and
 6. Making Suggestions.
-

CHAPTER--2

PRESENTATION OF THE COMPONENTS

A. QUESTIONNAIRE

With regards to the presentation of respective component parts, in the first instance, a copy of a sample Questionnaire is enclosed in the Index.

B. TABULATING SHEETS

The next presentation comprises of the 3 (three) Tabulating Sheets Corresponding to the 3 respective parts of the Questionnaires. The Analysis is based on these tabulating sheets wherein every data collected is scored and then analysed.

1st Tabulating Sheet.

Res- pon- dents	General Information												
	1			2				3				4	
	Cl.	Com	Sex	Fr.	OC.	Mr.	OC.	Fr.	Qn.	Mr.	Qn.	T.	V.

Indications - No. 1, 2, 3, 4, Correspond to the Number of Questionnaires of the First Part.

2. In Q.1 - Cl = Class
Com = Community
Sex = Sex (i.e. male or female)
3. In Q.2 - Fr. = Father
Mr. = Mother
OC. = Occupation
4. In Q.3 - Fr. and Mr. as in Question 2 above
Qn. Qualification.
5. In Q.4 - T. = Town
V. = Village.

2nd Tabulating Sheet.

Educational Information																																																											
I				2				3				4				5				6				7				8				9				10				11				12				13											
1	2	3	4	1	2	3	4	1	2	3	4	Y	N	Y	N	S	A	Ac	Vo	1	2	3	4	En	Md	Ag	Any	Y	N	Y	N	1	2	3	4	5	6	1	2	3	4	1	2	3	4														

- Indications -
1. - Sl.No. 1 - 13 correspond to the 13 Questionnaires of the Second Part.
 2. - Q.1. (1,2,3,4). They are the 4 Columns to indicate the subjects students like most.
 3. - Q.2. (1,2,3,4). The 4 columns to indicate students' hardest subjects.
 4. - Q.3. (1,2,3,4). The 4 Columns representing time(hours) i.e. 1 hrs., 2 hrs., 3 hrs., 4 hrs., from which students have to indicate the time spent in study.
 5. - Q.4. Y=Yes; N=No. Information to know if students engage tutor or not.
 6. - Q.5. Y=Yes; N=No. Information to know if students intend to complete their H.S.L.C. Examination or not.
 7. - Q.6. Sc= Science; A = Arts. Information to know if students intend to know whether they will study Science or Arts Stream after H.S.L.C.
 8. - Q.7. Ac.= Academic; Vo. = Vocational. To identify whether students opt for purely Academic or Vocational Courses after their P.U. (Sc./Arts).
 9. - Q.8. (1,2,3,4). Students opting for the Academic Course are requested to indicate the level of study (i.e. Graduation, Post-Graduate, M.Phil. or Ph.D.) they intend to complete.
 10. - Q.9. To indicate whether Engineering (En.) or Medical (Md.) or Agricultural (Ag.) or any other Course (Any) for students opting for Vocational Courses.
 11. - Q.10. To know whether students listen to Radio Programmes or not. If yes, to indicate Types of Programmes (T.P.).
 12. - Q.11. (1,2,3,4,5,6). To indicate types of Reading materials students use to read.
 13. - Q.12. (1,2,3,4). To indicate the Principal goal of Education according to students' comprehension.
 14. - Q.13. (1,2,3,). To identify the amount of time spent by students in 1. Studying; 2. Reading and 3. Playing.

3rd Tabulating Sheet

V o c a t i o n a l I n f o r m a t i o n																																															
I		2				3					4				5					6			7				8				9	10															
Y	N	1	2	3	4	1	2	3	4	5	6	1	2	3	4	1	2	3	4	5	1	2	3	1	2	3	4	1	2	3	4	Rel.	Oc.	1	2	3	4	5	6	7	8	9	10				

- Indications :-
1. Sl.No.1-10 Correspond to the 10 Questionnaires of the Third Part.
 2. Q. 1. (Yes/No). To know whether students have made their vocational choice or not.
 3. Q. 2. (1,2,3,4). To identify types of occupations students intend to take up after their studies.
 4. Q. 3. (1, 2, 3,4,5,6). To know the most important reason that makes students decide to take up their occupations.
 5. Q. 4. (1,2,3,4). To know students' age when they first made their occupational choice.
 6. Q. 5. (1,2,3,4,5). To identify what students have done to know better of their chosen occupation.
 7. Q. 6. (1,2,3). To know students' interest/preference towards dealing with certain aspects in life.
 8. Q. 7. (1,2,3,4). To identify students' ranking of occupations in relation to the Income they will fetch.
 9. Q. 8. (1,2,3,4). To identify students' ranking of occupations in connection with social status/Position they offer.
 10. Q. 9. To know students' admiration of Person(s) (Per.) in connection with the occupation (Oc.) in which they are (were).
 11. Q.10. (1-10). To identify students' reaction to the 10 types of odd jobs.

C. FINALISATION

The major part of the Presentation goes to the Final Stage as it deals mostly with the Analysing aspect of all the three main parts. At the initial stage of this last part, a systematic compilation of returned Questionnaires is done Districtwise. The next step is the preparation of the Tabulating Sheets in which collected data are scored. With the completion of the data scoring, the Analysis basing on the scored sheets, begins. It is followed by the Interpretation, Stating of Major Findings and Making Suggestions.

Hence, in the following few pages, the Investigator presents the Analysis simultaneously dealing with the Interpretation and touching other parts just mentioned in the previous paragraph.

A
N
A
L
Y
S
I
S

A N D

I N T E R P R E T A T I O N

O F

T H E F I R S T

P A R T.

Ist PART

I N F O R M A T I O N

T O W A R D S T H E

I D E N T I F I C A T I O N O F

S T U D E N T S'

F A M I L Y - B A C K G R O U N D A N D

G E N E R A L I N F O R M A T I O N

.....

GENERAL INTRODUCTION

The First Part deals with the identification of students' family background and general information. This part comprises of 4 main Questionnaires. The main issues covered in this First Part are as follows -

1. Since the study is confined only to students of classes VII and VIII, it is required to know students' distribution of these two classes.

2. As the study covers the 3 major communities of the State, it is essential to identify to which community students belong.

3. Again as the study comprises of both boys and girls, it is therefore advisable to know the number of boys and girls separately.

4. The study seeks students' information towards identifying their parents' occupations.

5. To know more about students' family background, the study further tries to locate information regarding their parents' qualifications.

6. The last point dealt in this First Part is the seeking of information towards identifying whether students stay with their parents or not during their schooling period.

Questionnaire - I A

Students' distribution of I. classes -

Table-I

C l a s s e s		TOTAL	P e r c e n t a g e		
VII	VIII		VII	VIII	Total
243	257	500	48.6%	51.4%	100%

In Questionnaire - I A, the Investigator seeks to know the number of students as distributed against classes VII and VIII.

Table - I above shows the figures of students according to their classes. From the Analysis, the Investigator discovers that the distribution of students against class VII is 243 and Class VIII, 257.

The percentage calculation shows 48.6 % against Class VII and 51.4% against Class VIII.

Questionnaire - I B

Students' distribution of Communities to which they belong.

Table - 2

C o m m u n i t i e s			Total
Jaintias	Khasis	Garos	
151	249	100	500
P e r c e n t a g e			
30.2%	49.8%	20.0%	100%

After identifying students' distribution against their classes, the Investigator, in Questionnaire - I B seeks information to know to which Community students belong. From the Analysis, the Investigator has identified only the three types of Communities, Jaintias, Khasis and Garos, forming the major inhabitants of the State.

Thus, Table - 2 presents the 3 Communities and the number of respondents with the distribution of 151 to the Jaintias, 249 to the Khasis and 100 to the Garos.

The percentage calculated against each component shows 30.2% for the Jaintias, 49.8% for the Khasis and 20.0% for the Garos.

Questionnaire - I C

Information regarding students' distribution of sex (male/female).

Table - 3

S E X				T o t a l o f		Grand Total
VII		VIII		VII & VIII	VJI & VIII	
Boys	Girls	Boys	Gir- ls.	Boys	Girls	Boys and Girls VII & VIII
122	121	140	117	262	238	500
P e r c e n t a g e						
50.3%	49.7%	54.5%	45.5%	52.4%	47.6%	100%

In Questionnaire - I C the Investigator tries to identify the number of boys and girls respectively.

The result of the Analysis is presented at Table - 3 which shows the number of boys/girls against the two classes. Thus the number of boys in class VII is 122 and that of the girls, 121 with the total of 243.

In Class VIII, the boys are numbered to 140 and the girls, 117, with the total of 257 in all. When taken together the number of boys of Classes VII and VIII comes to 262, and that of the girls, 238. The percentage distribution for boys is 52.4% and for girls is 47.6%.

Questionnaire-2

Students' responses indicating their parents' occupations.

Table - 4 A

D i f f e r e n t O c c u p a t i o n s												Grand Total
1		2		3		4		5		6		
Government		Teaching		Bussiness		Farming		Contract		Politics		
Fa- ther	Mo- ther	F	M	F	M	F	M	F	M	F	M	
86	25	23	92	59	55	261	173	14	3	9	NIL	800
T o t a l • f R e s p e c t i v e O c c u p a t i o n												
111		115		114		434		17		9		800
P e r c e n t a g e												
13.9%		14.4%		14.3%		54.2%		2.1%		1.1%		100%

Table-4B

N i l R e s p o n s e s			P e r c e n t a g e		
Father	Mother	Total	Father	Mother	Total
64	136	200	32.0%	68.0%	100%

Questionnaire - 2 seeks to find out the occupations of students' parents. Table -4 A presents different occupations according to students' responses. 400 students have responded to indicate their parents' occupations. They are as follows. 111 are in the Government service, 115 are the teachers; 114 in Bussiness, 434, forming the biggest group, in Farming, 17 in Contract and 9 in Politics.

The percentage calculation as distributed is 13.9% against Government Services, 14.4% Teaching, 14.3% Bussiness, 54.2% Farming, 2.1% Contract and 1.1% against Politics.

Table - 4 B presents the Nil statements of students in connection to ~~their~~ parents' occupations. 100 students exactly have left 64 spaces blank in the Father's column and 136 in Mother's column.

The Investigator has not been able to identify students' reason for leaving spaces unresponded and as far as possible, he tries to avoid from making any presumption.

QUESTIONNAIRE - 3

Students' responses indicating their parents' Qualification -

TABLE - 5A

Different Levels of Qualifications								Grand Total
Below H.S.L.C.		H.S.L.C.		P.U. AND Graduates		Post-Graduate		
Father	Mother	F.	M.	F	M	F	M	
85	171	76	40	51	19	11	3	456
Total of Respective Level								
256		116		70		14		456
P e r c e n t a g e								
56.14%		25.44%		15.35%		3.07%		100%

TABLE - 5B

N i l S t a t e m e n t s								Grand Total
Below H.S.L.C.		H.S.L.C.		P.U. and Graduate		Post-Graduate		
Father	Mother	F	M	F	M	F	M	
96	96	200	200	233	233	243	243	1544
Total of Respective Level								
192		400		466		486		1544
P e r c e n t a g e								
12.44%		25.91%		30.18%		31.47%		100%

Just to know and understand the academic background of students' parents, the Investigator, in Questionnaire - 3, has requested students to state their parents' Qualifications.

Table - 5A gives a picture of the different levels of parents' Qualifications. To this very question, only 114 students have indicated the Qualifications of their parents. The Qualifications have been classified in 4 levels as shown at Table - 5A. The distribution of Qualification according to the 4 classification is as follows. 256 come under the classification of below H.S.L.C.; 116, are H.S.L.C.; 70, fall under the category of P.U. and Graduate and 14 only are in the category of the Post-Graduate level. The percentage of which are 56.14%, 25.44%, 15.35% and 3.07% respectively.

It is perplexing that 386 students have not responded. This shows that the majority of parents is without any qualification. Infact, Table - 5B shows the real picture. As out of 500, only 114 parents have received some types of education, whereas the rest of 386 is having the least or no degree at all in education.

QUESTIONNAIRE-4

Students' responses towards identifying whether they stay together with their parents or not when they are studying.

TABLE - 6

R e s p o n s e s		T o t a l
Yes	No	
375	125	500
P e r c e n t a g e		
75.0%	25.0%	100%

Through the last Questionnaire - 4 of the 1st Part, the Investigator wants to find out the number of students who stay and those who do not stay together with their parents at home during their period of study.

From Table-6 it is seen that 375 students stay **with** their parents whereas 125 do not stay with their parents

CHAPTER - 4

A
N
A
L
Y
S
I
S

A N D

I N T E R P R E T A T I O N
O F
T H E S E C O N D
P A R T

.....

2ND PART

I N F O R M A T I O N
T O W A R D S T H E
I D E N T I F I C A T I O N O F
S T U D E N T S'
E D U C A T I O N A L
A S P I R A T I O N

OOOOOOOO

GENERAL INTRODUCTION

The second Part centres round the identification of students' educational aspiration. The main issues covered in this part are as follows:-

1. Seeking information to find out subject which is liked most by the students.
2. To find out their hardest subjects.
3. To know the time spent by students in their daily study.
4. To find out students who engage/do not engage tutors.
5. To identify students' ambition whether they intend to study till they complete H.S.L.C. or not.
6. To find out also the number of those students who, after H.S.L.C., are aiming for Science or Arts Streams.
7. To know how many students are aiming at Purely Academic or Vocational courses.
8. Students preferring the Academic courses are asked to indicate information of the level of studies they intend to complete.
9. Similarly, students opting for vocational courses are asked to indicate their specific Course.
10. To know students' manner of listening to Radio Programmes.

11. Students' information towards identifying their reading habit.
12. To identify students' capacity of understanding in indicating the principal goal of Education.
13. Students' information towards knowing the time spent daily in studies, reading and playing.

With this general Introduction, the Investigator goes to the next step of interpreting the Analysis of the Second Part's Questionnaires.

QUESTIONNAIRE - I

Students' responses to the ranking of subjects they like most.

Table - 7

D i f f e r e n t S u b j e c t s									
1	2	3	4	5	6	7	8	9	10
Blank Space	Eng-lish	Maths	Scienc-e.	Hist-ory	Geo-gra-phy.	Com.-Geo-graphy	M.I.L.	Hygiene.	Total
230	332	367	293	242	196	49	205	86	2000
P e r c e n t a g e									
11.5%	16.6%	18.4%	14.6%	12.1%	9.8%	2.5%	10.2%	4.3%	100%

Table - 7 presents the different subjects liked most by students. The numbers marked against each subject represent the respondents who have indicated their choice. The number (230) placed against the column of Blank Space, represents those spaces left unanswered by the respondents.

As seen in this Table-7, 332 students have stated English as the subject they like most; 367 students have responded to Maths as their best subject, 293, Science; 242, History; 196, Geography; 49, Commercial Geography; 205, M.I.L.; and 86, Hygiene with the distribution of percentage calculation of 11.5% to Blank Space; 16.6% to English; 18.4% to Mathematics; 14.6% to Science; 12.1% to History; 9.8% to Geography; 2.5% to Commercial Geography; 10.1% to M.I.L.; and 4.3% to Hygiene.

QUESTIONNAIRE-2

Students' responses to the ranking of their hardest subject(s).

Table - 8

Different Subjects.									
1	2	3	4	5	6	7	8	9	10
Blank Space	English	Maths	Science	History	Geography	Com- Geo- graphy	M.I.L.	Hygi- ene	Total
11	40	201	91	54	37	37	8	21	500
P e r c e n t a g e									
2.2%	8.0%	40.2%	18.2%	10.8%	7.4%	7.4%	1.6%	4.2%	100%

The 500 students have presented their hardest subject(s) in Table-8. 11 respondents have left the Question unanswered. 40 respondents have indicated English as their hardest subject; 201 of them have shown Mathematics as the most difficult Subject; 91 students, Science; 54 of them, History; 37, Geography; another 37 students, Commercial Geography; 8, M.I.L., and 21 of them, Hygiene.

The distribution of the Percentage calculation is 2.2% against Blank Space; 8.0%, English; 40.2%, Mathematics, 18.2%, Science; 10.8%, History; 7.4%, Geography; 7.4%, Commercial Geography; 1.6%, M.I.L., and 4.2% against Hygiene.

QUESTIONNAIRE - 3

Students' responses indicating the time spent for their daily studies.

TABLE-9

Different Range of Hours				
1 Hour	2 Hours	3 Hours	4 Hours	Total
7 (students)	130 (students)	163 (students)	200 (students)	500
P e r c e n t a g e				
1.4%	26.0%	32.6%	40.0%	100%

In this Table-9, students have indicated the different range of hours they spent in their daily studies. The time is ranged from 1 hour to 4 hours. Thus in respective column indicating the hours, the number of respondents is shown. Therefore, from the Analysis, 7 students have stated to have spent 1 hour only in their daily study; 130 students, 2 hours; 163 students, 3 hours, and 200 students, 4 hours.

The Percentage calculation as distributed is 1.4% to 1 hour; 26.0%, 2 hours; 32.6%, 3 hours, and 40.0% to 4 hours.

QUESTIONNAIRE-4

Students' responses towards identifying if they engage tutors or not.

TABLE-10

Responses		Total	Percentage		Total
Yes	No		Yes	No	
72	428	500	14.4%	85.6%	100%

In Questionnaire 4, the Investigator wants to note students who engage tutors and those who do not. As shown in Table-10, the majority of students have ^{not} engaged any tutor who would assist them in their studies. Thus, the positive responses have numbered to only 72 students whereas the negative responses have raised up to 428 students with the percentage calculations of 14.4% against the "Yes" Column, and 85.6% against the "No" Column.

QUESTIONNAIRE-5

Students' answers towards knowing whether they intend to study till they pass H.S.L.C. or not.

TABLE - 11

Responses		Total	Percentage		Total
Yes	No		Yes	No	
500	Nil	500	100%	Nil	100%

It is really thrilling to note that the absolute majority of students has intended to prosecute their High School studies up to the completion of the H.S.L.C examination. From the Analysis it appears that there is, to some extent, seriousness in students.

Table-11 portrays the genuine seriousness of students as all the 500 of them have unanimously responded in a responsive fashion of completing their High School studies to the very end of it.

QUESTIONNAIRE-6

Responses in relation to students' indication of the stream of studies they prefer after passing the Higher Secondary Leaving Certificate examination.

TABLE - 12

Particulars	Choices	Percentage
1. Science Stream	416	83.2%
2. Arts Stream	84	16.8%
Grand Total	500	100%

Another interesting thing to note is the response of students to the Questionnaire-6. After obtaining their H.S.L.C., students are asked to indicate the stream of studies they would opt for.

In Table-12, out of 500 students, 416 of them have opted for Science Stream, and the rest of 84 of them, for the Arts Stream.

The percentage calculations have been distributed 83.2% to the Science Stream, and 16.8% to the Arts Stream.

QUESTIONNAIRE-7

Responses indicating students' choices as to whether they would opt for 1. Purely Academic Courses, or 2. Vocational Courses after their P.U. (Arts/Science).

TABLE-13

Particulars	Choices	Percentage
1. Academic Courses	156	31.2%
2. Vocational Courses	344	68.8%
Grand Total	500	100 %

In Questionnaire 7, the Investigator goes further into the detail of gathering information of knowing students who would intend to proceed after Purely Academic or Vocational Courses after the completion of their P.U. (Arts/Science) studies.

Table - 13 shows 156 students opting for Purely Academic courses, and 344 of them for Vocational courses with the percentage calculations of 31.2% against the Academic courses and 68.8% against the Vocational courses.

QUESTIONNAIRE-8

Students opting for the Academic courses are asked to respond as to what level of studies they intend to complete.

TABLE-14

Different level of Studies				Total
1	2	3	4	
Graduation	Post-Graduate.	M.Phil.	Ph.D.	
15	71	35	35	156
P e r c e n t a g e				
9.61%	45.51%	22.44%	22.44%	100%

From the Analysis, 156 students have opted for the Academic courses. In Questionnaire - 8, the Investigator wants to know the different level of degrees intended to be completed by 156 of them.

Table - 14 presents 15 students intending to complete Graduation, 71 of them have intended to complete Post-Graduate; whereas 35 of them, M.Phil., and the rest of 35 have aimed at attaining Ph.D. Degree.

The percentage calculation is distributed to 9.61%, 45.51%, 22.44%, and 22.44% respectively.

QUESTIONNAIRE - 9

Students opting for the Vocational Courses are asked to indicate their specific course.

TABLE-15

Different Types of vocational courses					Total
1	2	3	4	5	
Engineering In-cluding Agricultural.	Medical	Lecture	Contract	Business	
211	81	22	9	21	344
P e r c e n t a g e					
61.34%	23.55%	6.40%	2.61%	6.10	100%

Questionnaire - 9 seeks to know the choice of Vocational Courses made by the 344 students.

Table - 15 presents five different courses which have been classified according to the selection of students. From the Analysis, it appears that out

of 344 students, 211 are intending for Engineering lines including Agricultural Engineering . 81 students are opting for Medical; 22 for Lecturership; 9 for Contract works; and 21 choose Business as their career.

The percentage calculations as distributed are, 61.34%, 23.55%, 6.40%, 2.61%, and 6.10% respectively.

QUESTIONNAIRE-10

Students' responses to the manner of their listening to various Radio Programmes.

TABLE-16A

R e s p o n s e s			P e r c e n t a g e		
Yes	No	Total	Yes	No	Total
427	73	500	85.4%	14.6%	100%

If Yes

TABLE - 16 B

Types of Programmes listened to							Total
1	2	3	4	5	6	7	
Music	Local News	Foreign News	Lessons Programmes	B.B.C	Voice of America	Moscow World Service	
120	202	15	45	12	18	15	427
P e r c e n t a g e							
28.1%	47.3%	3.5%	10.5%	2.8%	4.3%	3.5%	100%

Just to know the habit of listening to Radio Programmes, students, in Questionnaire-10, are asked to respond as to whether they use to listen to Radio Programmes or not.

Table - 16 A shows that the majority of students has the habit of listening to Radio broadcasts, Out of 500 students, 427 of them make good use of Radio Programmes, whereas, the rest of 73 students have just responded in the negative.

Of the 427 students accustomed to listening to Radio broadcasts, information as to the type of programme they listen is also asked. From the Analysis, Radio programmes according to students' selection have been classified into 7 types, namely, Music Local News, Foreign News, Lessons Programmes, British Broadcasting Corporation, Voice of America and Moscow world Service.

Table- 16B figuratively presents the number of students corresponding to the different types of Programmes. Of the 427 students, 120 of them are interested in listening to Programmes of Music, 202, Local News, 15, Foreign News; 45, Lessons Programmes; 12, B.B.-C.; 18, Voice of America and 15, Moscow World Service

The percentage calculation is 28.1 %, 47.3% 3.5%, 10.5%, 2.8%, 4.3% and 3.5% respectively distributed.

QUESTIONNAIRE-11

Students' responses in relation to the selection of their reading materials other than their text-books.

TABLE- 17

Types of Reading Materials selected and Read							Total
1	2	3	4	5	6	7	
Adventures	Comics	Novels	Magazines	Science Books	News-Papers	Blank spaces,	
185	255	94	125	254	302	5	1220
P e r c e n t a g e							
15.16%	20.90%	7.70%	10.25%	20.82%	24.76%	0.41%	100%

The Reading habit of students is also sought for ¹¹ Questionnaire - 11. Reading Materials have, according to the Analysis, been classified into 6 types. They are, Adventures, Comics, Novels, Magazines, Science Books, and News Papers. The 7th Column is reserved for Blank Spaces as they are found unresponded.

In Table - 17, the number of students indicating the responses made against the ^k Reading Materials is as follows. 185 have chosen Adventures; 225, Comics, 94, Novels; 125, Magazines; 254, Science Books; 302, News Papers and 5, Blank spaces, with the percentage calculation of 15.16%, 20.90%, 7.70%, 10.25%, 20.82%, 24.76%, and 0.41% respectively.

QUESTIONNAIRE-12

Students' responses towards indicating the principal goal of education.

TABLE - 18

D i f f e r e n t S t a t e m e n t s				Total
1	2	3	4	
To prepare for future career.	To achieve higher status in Society	To make a person a good citizen.	To become a cultured person.	
352	92	22	34	500
P e r c e n t a g e				
70.4%	18.4%	4.4%	6.8%	100%

At their level of understanding, students are, in Questionnaire - 12, also asked to indicate the principal goal of education. There are 4 different statements to which respondents are to react. They are,

1. To prepare for future Career, 2. To achieve higher status in Society, 3. To make a person a good citizen and 4. to become a cultured person.

In Table - 18, the number of respondents is shown against the statement selected. Thus, 352 students have indicated statement 1, 92, Statement 2; 22, statement 3 and 34, statement 4.

The distribution of the percentage calculation is 70.4%, 18.4%, 4.4% and 6.8% respectively.

QUESTIONNAIRE-13

Students' responses indicating the time spent for their daily Studies, Reading and Playing.

TABLE-19

Particulars	Respondents	Total Hours Spent.	Average hours spent.
1. Studying	500	1556 hrs.	3 hrs. 6 mins. 44 sec.
2. Reading		301 hours.	0 hrs. 36 mins. 7 secs.
3. Playing		200 hrs.	0 hrs. 24 min. 0 sec.

In this last Questionnaire, Questionnaire-13, of the second Part, Students are asked to indicate the time spent in their daily studies, Reading and Playing.

Table-19 presents first, the 3 main activities, i.e., Studying, Reading and Playing, secondly, the total number of Respondents, thirdly, the total amount of hours for each activity and fourthly, the Average hour spent for respective activity.

Thus, all the 500 students spend 1556 hours in studying with the average hour of 3 hours, 6 min., 44 sec. per student per day; 301 hours are spent in Reading, with the average hour of 36 min. 7 sec. per student per day and 200 hours in Playing with the average hour of 24 minutes per student per day.

CHAPTER - 5

A

N

A

L

Y

S

I

S

A N D

I N T E R P R E T A T I O N

O F

T H E T H I R D

P A R T

3rd PART

I N F O R M A T I O N

T O W A R D S I D E N T I F Y I N G

S T U D E N T S'

V O C A T I O N A L

A S P I R A T I O N

OOOO

GENERAL INTRODUCTION

The Third Part centres round gathering information in relation to the identification of students' Vocational Aspiration. The main issues covered in this part are as follows:-

1. To know if students have made any definite choice of an occupation.
2. To identify their vocational choice they intend to take up after completing their studies.
3. To locate the most important reason in deciding to take up their Vocation.
4. To find out the age when they first made their vocational choice.
5. To identify what students have done in knowing more about their vocational choice.
6. To know students' preference in dealing with certain aspects in life.
7. To see students' ranking of occupations in the order of Income they will fetch.
8. To find out students' ranking of occupations in the order of status they offer.
9. To gather students' information in indicating occupations in connection with persons they admire most.
10. To find out students' reaction to certain types of activities.

On the body of these main issues the Investigator's next step is to dwell on the Interpretation of the analysed data.

QUESTIONNAIRE-I

Students' responses as to whether they have made any definite choice of an occupation right now from their high school level.

TABLE-20

R e s p o n s e s		Total	P e r c e n t a g e		Total
Yes	No		Yes	No	
445	55	500	89%	11%	100%

Desiring to know if students have already in mind of any definite choice of an occupation, the Investigator, in Questionnaire - I, puts a question, to which 445 students have reacted as to have really made the definite choice right from their high school level. Whereas, 55 of them have not given their as-
sertion.

Table-20 shows the responses of 445 students in the "Yes" column, and 55, in the "No" column, with the percentage calculation of 89% and 11% respectively.

QUESTIONNAIRE-2

Students' responses to Vocational choice they would like to take up after completing their studies.

TABLE-21

T y p e s o f O c c u p a t i o n s																													
1			2			3			4			5			6			7			8			9			10		
Engineers			Doctors			Govern- ment Officers			College Teachers			Bank Officers			Lawyers			School Teach- ers.			Army Offi- cers.			Bussiness men.			Total		
Ist Cho- ice	2nd Cho- ice	3rd Cho- ice	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3			
227	53	16	139	76	24	26	30	38	30	47	33	Nil	3	12	4	7	9	6	7	5	1	3	3	12	39	29	445	265	169
T o t a l o f e a c h T y p e																													
296			239			94			110			15			20			18			7			80			879		
P e r c e n t a g e																													
33.6%			27.2%			10.6%			12.5%			2.0%			2.2%			2.0%			0.3%			9.1%			100%		

Responses of students to Questionnaire - 2 reveal students' ambition in making their Vocational choice. From the Analysis, occupations have been classified into nine types. They are : Engineers, Doctors, Government officers, College Teachers, Bank officers, Lawyers, School Teachers, Army officers and Businessman.

Table-21 portrays students' responses and selections of respective types of occupations. The distribution of respondents to the 9 (nine) types of occupation is as follows - 296 students have opted for Engineers; 239, Doctors; 94, Government Officers; 110, College Teachers; 15, Bank Officers; 20, Lawyers; 18, School Teachers; 7, Army Officers and 80 have preferred to be Businessmen.

The percentage calculations as distributed against the above categories are 33.6%, 27.2%, 10.6%, 12.5%, 2.0%, 2.2%, 2.0%, 0.8% and 9.1% respectively.

QUESTIONNAIRE-3

Students' responses to the given statements in pointing out the most important reason in deciding to take up their vocation.

TABLE-22

G i v e n s t a t e m e n t s						
1	2	3	4	5	6	7
It is my Parent's wish	My teachers had advised me.	It is recommended by many	Most of my friends go for it.	It is the most suitable one for me.	It will fetch me a high income	TOTAL
101	39	7	4	258	36	445
P e r c e n t a g e						
22.7%	8.8%	1.6%	0.9%	57.9%	8.1%	100%

In Questionnaire-3, the Investigator seeks to identify students' pointing out the most important reason in deciding to take up their vacation. There are six ready reference to which students need only to react. These reference are in a form of a statement, such as - 1. It is my parent's wish, 2. My teachers had advised me, 3. It is recommended by many, 4. Most of my friends go for it, 5. It is the most suitable one for me and 6. It will fetch me a high Income.

Thus, Table-22 shows the responses made by students against respective statement. The distribution of respondents is as follows - 101 to statement 1; 39 to statement 2; 7 to statement 3; 4 to statement 4; 258 to statement 5 and 36 to statement 6.

The percentage calculation is distributed as 22.7%, 8.8%, 1.6%, 0.9%, 57.9% and 8.1% respectively.

QUESTIONNAIRE-4

Students' responses stating their age when they first made their Vocational choice.

TABLE-23A

Different Categories of Age.											Total	
11	12	13	14	15	16	17	18	19	20	21		22
6	32	48	124	116	75	29	6	5	2	1	1	445
66	384	624	1736	1740	1200	493	108	95	40	21	22	6529

TABLE - 23B

No. of Respondents	Total Age	Average Age
445	6529	14yrs., 8months, 2 days.

In Questionnaire - 4 students are asked to state their age when they first made their Vocational choice. Students' indication of age is not uniform. From the Analysis, the Investigator discovers the students' age ranging serially from 11 to 22 years.

Table-23A presents the age range from 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21 and 22. The number of 445 students has been distributed accordingly, according to their age indication. Thus, 6 students fall in the category of 11 years; 32 to 12; 40 students come in the age range of 13 years; 124 to 14 years; 116 to 15 years; 75 to 16 years; 29 to 17 years; 6 to 18 years; 5 to 19 years; 2 to 20 years; 1 to 21 years and 1 to 22 years.

Table-23B just presents the total number of respondents (445), total age of students (6529 years) and the average age (14 years, 8 months, 2 days). When taken from the average age calculation, it is found that students begin to decide or think to decide on making Vocational choice in between 14 and 15 years of age.

QUESTIONNAIRE-5

Students' responses to given statements to indicate exactly what they have done to know more about their chosen Vocations

TABLE - 24

Responses to given statements					
1	2	3	4	5	6
Read some books/pamphlets about it	Talked to person dealing on that Vocation.	Talked to your teachers	Talked to your friends	Visited places of that Vocation	Total
179	205	276	212	87	959
P e r c e n t a g e					
18.6%	21.4%	28.8%	22.1%	9.1%	100%

With a view to know students' real interest of their Vocational choice, the Investigator in Questionnaire-5 poses a question to which students are requested to react. Given statements demanding students' reaction are, (To know more about the Vocation you have chosen, have you) 1. Read some books/pamphlets about it; 2. Talked to person dealing on that Vocation; 3. Talked to your teachers; 4. Talked to your friends, and 5. visited places of that vocation.

Table -24 presents the number of respondents indicating their reaction to the above statements; Thus, the number of 179 students is distributed to the statement 1; 205 to statement 2; 276 to statement 3; 212 to statement 4; and 87 students to statement 5.

The percentage calculation is distributed as 18.6%, 21.4%, 28.8%, 22.1%, and 9.1% respectively.

QUESTIONNAIRE-6

Students' responses to indicate their preference from the given statements in relation to their dealing with certain aspects in their daily life.

TABLE-25

Responses to given statements			
1	2	3	Total
Dealing with things	Dealing with people	Dealing with ideas	
69	200	231	500
P e r c e n t a g e			
13.8%	40.0%	46.2%	100%

As students, every day they have to deal or come in contact with some of these general and common aspects, such as, 1. Dealing with things; 2. Dealing with people, and 3. Dealing with ideas. Students, therefore, are, in Questionnaire-6, asked to state their preference in dealing with these certain aspects of life.

It is thus shown at Table-25 the number of students indicating their preference. Out of 500 respondents, 69 of them prefer to deal with things; 200 others state to deal with people, and the rests of 231 respondents prefer to deal with ideas.

The percentage calculation is distributed as 13.8% against statement 1; 40.0% against statement 2, and 46.2% against statement 3.

QUESTIONNAIRE-7

Students' responses in ranking occupations in the order of Income they will fetch.

TABLE - 26

D i f f e r e n t O c c u p a t i o n s																														
1			2			3			4			5			6			7			8			9			10			
Engineers			Doctors			Govern- ment of- ficers			College teachers			Bank Of- ficers			Lawyers			School teachers			Army Of- ficers			Business- mer.			TOTAL			
1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
236	90	36	121	127	63	32	48	46	10	18	41	2	14	72	22	39	49	23	13	20	5	21	12	49	73	86	1368			
T o t a l o f E a c h o c c u p a t i o n																														
362			311			126			69			88			110			56			38			208			1368			
P e r c e n t a g e																														
26.46%			22.74%			9.14%			5.05%			6.50%			8.04%			4.10%			2.77%			15.20%			100%			

In order to test students' ability to select occupations in connection with the Income they will fetch, the Investigator, in Questionnaire-7, asks students to rank different jobs in relation to the income they bring according to their understanding and conception. From the Analysis, it is discovered that students have classified occupations into 9 types; They are, Engineers, Doctors, Government Officers, College Teachers, Bank officers, Lawyers, School Teachers, Army officers and Businessmen.

Table-26 presents these nine different occupations with students' ranking against each type. After calculating the numbers of respective ranking columns, the total number of respondents is shown against each type of occupation. Thus 362 respondents have ranked against Engineers; 311 of them, against Doctors; 126, Government Officers; 69, College Teachers; 88, Bank officers; 110, Lawyers; 56, School Teachers; 38, Army officers and 208, Businessmen.

From the percentage calculations, 26.46% is distributed to Engineers; 22.74% to Doctors; 9.14% to Government officers; 5.05% to College Teachers; 6.50% to Bank officers; 8.04% to Lawyers; 4.10% to School teachers; 2.77% to Army officers and 15.20% to Businessmen.

QUESTIONNAIRE-8

Students' responses in ranking occupations in the order of Status they offer.

TABLE-27

D i f f e r e n t O c c u p a t i o n s																																
1			2			3			4			5			6			7			8			9			10					
Engineers			Doctors			Govern- ment Officers			College Teachers			Bank Officers			Lawyers			School Teachers			Army Officers			Busi- nessmen			Total					
1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
154	65	34	105	95	80	78	42	53	39	35	33	4	20	35	11	24	27	11	33	16	81	18	26	17	34	46	1216					
T o t a l O f E a c h O c c u p a t i o n																																
253			280			173			107			59			62			60			125			97			1216					
P e r c e n t a g e																																
20.8%			23.0%			14.2%			8.9%			4.9%			5.1%			4.9%			10.3%			8.0%			100%					

Similar to students' ranking of occupations in the order of Income they will fetch, in like manner, Questionnaire - 8 seeks to penetrate students' comprehensive mind of ranking occupations in the order of social status/position they offer. Similar to the responses made by students against Questionnaire - 7, occupations have again been classified into nine different jobs. They are as follows - Engineers, Doctors, Government Officers, College Lecturers, Bank Officer, Lawyers, School Teachers, Army officers and Businessmen.

Table - 27 presents the distribution of respondents marked against each type of occupation. Thus, in relation to the status/position occupations^{th. y} offer, 253 students have marked against Engineers; 280, Doctors; 173, Government officers; 107, College Teachers; 59, Bank officers; 62, Lawyers; 60, School Teachers; 125, Army officers and 97 against Businessmen.

The distribution of percentage calculation is 20.8% for Engineers; 23.0% for Doctors; 14.2% for Government officers; 8.8% for College teachers; 4.9% for Bank officers; 5.1% for Lawyers; 4.9% for School Teachers; 10.3% for Army officers and 8.0% for Businessmen.

QUESTIONNAIRE-9

Students' responses to indicate occupations in connection with persons they admire most.

TABLE- 28

D i f f e r e n t O c c u p a t i o n s												
1	2	3	4	5	6	7	8	9	10	11	12	Total
Engin- eering	Medi- cal	Offi- cials	Gover- nment Service	College Service	Bank Service	Poli- tics	Lawyer	Army	School Service	Con- tract	Busi- ness	
52	55	50	72	45	12	127	4	2	30	16	35	500
P e r c e n t a g e												
10.4%	11%	10%	14.4%	9%	2.4%	25.4%	0.8%	0.4%	6%	3.2%	7%	100%

In Questionnaire - 9, the Investigator requests students to give their responses to indicate occupations in connection with persons they admire most. From the Analysis, it is seen that students have indicated persons working in different fields of work. According to students' selection, 12 types of occupations have been noted down. They are as follows - Engineering, Medical, Officials, Government Service, College Service, Bank Service, Politics, Lawyer, Army Service, School Service, Contract and Business.

Table-28 presents the 12 kinds of occupations with the distribution of respondents against each occupation.

The distribution of respondents is presented as follows. 52 students have indicated persons associated with Engineering; 55, Medical; 50, Officials; 72, Government service; 45, College Service; 12, Bank Service; 127, Politics; 4, Lawyers; 2, Army Service; 30, School Service; 16, Contract and 35, Business.

The percentage calculation is distributed as 10.4% against Engineering; 11%, Medical; 10%, officials; 14.4%, Government Service; 9%, College Service; 2.4% Bank Service; 25.4%, Politics; 0.8%, Lawyer; 0.4%, Army Service; 6%, School Service; 3.2% Contract and 7%, Business.

QUESTIONNAIRE-10

Students' responses towards identifying their reaction to the given types of works.

TABLE-29

T Y P E S • F W O R K S										
1	2	3	4	5	6	7	8	9	10	
Tilling the ground	Household cleaning	Chopping fire-wood.	Repairing, fencing, etc.	Minding the shop.	Earning during school vacation.	Carpentry work.	Fetching water, fire-wood, etc.	Marketing.	Carrying Luggage.	Total
218	318	150	180	160	300	166	212	190	106	2000
P e r c e n t a g e										
10.9%	15.9%	7.5%	9%	8%	15%	8.3%	10.6%	9.5%	5.3%	100%

With the purpose of identifying students' attitude to ordinary, menial and odd jobs, the Investigator, in Questionnaire-10, asks students to give their responses and reaction to the given types of works. Works have been classified into 10 kinds. They are the following - Tilling the Ground, Household cleaning, Chopping firewood, Repairing, fencing, etc., Minding the shop, Earning during school vacation; Carpentry work, Fetching water, firewood, etc., Marketing and Carrying Luggage.

Table - 29 presents those types of works with the distribution of respondents against each type. The distribution of respondents is according to the selection of students made against the given types of work. Thus, from the Analysis, it is found that 218 students have shown their readiness and willingness to till the ground; 318, for household cleaning; 150, for chopping firewood; 180, for repairing and fencing, etc., 160, for minding the shop; 300, for earning during school vacation; 166, for Carpentry work; 212, for fetching water, firewood, etc., 190, for marketting and 106, for carrying luggage.

The percentage calculation as distributed is 10.9% against tilling the ground; 45.9% against household cleaning; 7.5% against chopping firewood; 9% against repairing, fencing, etc; 8% against minding the shop; 15% against earning during school vacation; 8.3% against Carpentry work; 10.6% against fetching water, firewood, etc.; 9.5% against marketting and 5.3% against carrying Luggage.

C H A P T E R - 6

MAJOR FINDINGS OF PART I-3

Major Findings presented here are based on the Analysis and Interpretation of the Study itself.

1. It is observed that the initiative of the Headmasters/Headmistresses in this regard is satisfactory in general. There are, of course, some Heads of the Institution whose initiative is rather poor. This may be perhaps that a survey of this type is new to them.
2. Another observation made is a poor response of students to indicate their parent's Qualification, as out of 500 participating students, only 114 of them have responded to what is asked.
3. In spite of the fact that our students are weak in Mathematics and Science, yet it is strange to find that 367 respondents and 293 have stated that Mathematics and Science respectively are the subjects they like most. This shows that students do not have a mind of rejecting what is difficult, but rather they prefer to react and try their best.
4. English is another subject preferred by students, as out of 500 students, 332 of them have stated their preference of liking it.
5. When asked students to state their hardest subject, it is discovered that 201 of them and 91 others have indicated that Mathematics and Science respectively are their hardest

subjects. This appears contradictory to the Finding No.3. But infact it is true as even if these subjects are found tough, yet they like them. This shows that they understand the fact and simultaneously they are ready to challenge.

6. It appears that many students do not understand the amount of time required for their studies as it is not sufficient to **spend** only one or two hours daily in studying all the subjects taken everyday in class.
7. It is encouraging to note that most of the students do not engage tutor for their studies. This indicates that if teaching and explaining in class is sufficient, students will not feel the necessity of engaging any extra helper to assist them in their studies.
8. The Investigator discovers students' genuine interest in their school going programme as all of them express their sole purpose and intent to complete their high school study.
9. Understanding the modern era of Science and Technology during which students are passing through, more than 80% of students prefer Science stream to Arts stream.
10. Students have well conceived of their own future Career as the Investigator identifies more than 65% of students aspiring to Vocational courses rather than striving for purely Academic courses.

11. Students aspiring to purely Academic courses, have indicated their ambition which is not satisfactory. Most of them aim at reaching and completing Post-Graduate level only whereas in the present society, there is a lot of competition. Signs have been noticed that Post-Graduate Degree holders are in excess already and now the employment aspect is difficult. Students have to aim higher therefore.
12. Students appear to be aspiring more towards technical and professional lines. Most of them intend to take up Engineering, Medical and Agricultural courses. Few of them show their liking towards Business something which students need to be encouraged as it is not possible to accommodate all young boys and girls in Government jobs later.
13. The importance of radio programmes is very much felt by more than 85% of students who regularly listen to various radio broadcasting programmes. Out of 427 students accustomed to listen to radio broadcasts nearly 48% prefer to tune to Local News, 28% to Music and 10% to Lessons Broadcasting Programmes.
14. Students' reading habit is found quite satisfactory. They spend some amount of time in reading other materials other than their textbooks. News-papers seem to attract students' interest. Comics also is a special liking of students. Science books also form another students' reading asset. Few students do also spend time in reading Adventures, Novel and Magazines.

15. Students are very much aware of their future plan of the world of work. It appears that they all agree with one mind upon the principal goal of education. Nearly 71%, in the absence of consultation, students have stated that principal goal of education is to prepare for future career. About 19% students have agreed upon achieving higher status in society as another principal goal of education.
16. Matters related to Vocational choice become more clear in the Third Part. When analysing and interpreting the data, the first finding is to identify that 89% students have made a definite choice of an occupation at their high school stage.
17. It is interesting to note the different choice of occupations made by students. Nearly 34% students have decided to become Engineers, 27% of them to be Doctors, about 13% to be College teachers and 9% of them to be Businessmen.
18. It is also found out that of the occupational choice students have made in most cases, it is not done under the influence of others. This is clear from the very statements made by students who admit that any occupation they have intended to take up is the most suitable one for them. Whereas, a few students have stated that their occupational choice is made according to parents' and teachers' advice.

19. Another important finding is the identification of students' age when they first made their vocational choice. The greatest majority of such students belong to the age range of 12 to 16 years of age, the period when youngsters need tremendous care and guidance.

20. **For knowing more about the chosen occupation,** students have really shown interest through various ways, such as, talking to persons dealing on that occupation, talking and discussing with their teachers and friends. Some students have also tried to get books/pamphlets about it and read them.

21. In dealing with various aspects of life, students have shown their preference to deal more with ideas, thinking and reasoning and with people.

22. Judging from students' own indication they have ranked occupations in relation to the income they will fetch according to their own interest. Technical and professional types of jobs, for example, Engineering and Medical, get the highest rank. The next highest rank goes to Business followed by Government officers and Lawyers.

23. In relation to occupations in connection to social status/position they offer, here again the highest ranking goes to engineering, medical, government officers, Army officers, College lecturers and Businessmen respectively. Lawyers, School teachers and Bank officers have received a rather low ranking.

24. Students' contribution towards indicating occupations in connection with persons they admire most, draws one's mind to a careful attention. Top Political persons belonging to different parts of the world have been admired. This shows that their general knowledge is sound. The next group comprises of top officials of our own State. Some noted College lecturers and well-known school teachers are also mentioned. This clearly shows that our high ranking persons possess an attractive personality with the result of getting students' admiration. A few persons of contract and Business, a mention has also been made.
25. Students' contribution towards indicating their reaction to menial and odd jobs is quite satisfactory. The majority of students have positively ascribed to household cleaning, earning during school vacation, repairing, fencing and carpentry work, gathering and chopping firewood, tilling the ground, minding the shop and similar other small jobs. This shows that students have quite understood the necessity of work in being ready to do any work towards assisting and facilitating their parents and elders.
-

CHAPTER-7

SUGGESTIONS AND RECOMMENDATIONS

Basing mostly on the Findings of the Study, the following Suggestions and Recommendations are hereby laid down mainly for the purpose of seeking a proper and a more enthusiastic cooperation of the Heads of Institutions in relation to students' growth and development in all respects.

Suggestions made here are also aiming towards proposing the Government with some ways and means for strengthening and uplifting this guidance and Counselling services to be extended to our young students who need constant care and attention.

1. Heads of Institutions should show more cooperation with organising bodies specially when activities conducted are meant for the benefit of their teachers and students. They should also be made more aware of the necessity of extending guidance and Counselling services to their own students through Seminars and discussions.
2. If students show their genuine interest towards hard subjects like Science, Mathematics and English, teachers of those subjects should all the more take greater pain in preparing their classes. Moreover, to trust only in text-books is not sufficient; If we want our students to have a broader outlook, insight and knowledge of these subjects, reference books have to be made. This will be possible only if the school

is equipped with a school library with the possession of up-to-date books and mainly magazines dealing with these subjects.

Here again the cooperation of the Heads is required in deputing their teachers to various in-service training programmes on these subjects and others as well.

3. Students will find more helpful if some instructions are given as to the manner of studying their lessons at home. Teachers should also try to identify students who do not have/get sufficient time for their studies. As the majority of our students hail from poor families, we, as teachers, should take into strict consideration of preparing and explaining as clearly as possible in the class itself to enable those students grasp the ideas when they study at home by themselves.
4. The idea behind of teaching/explaining properly in the class is also to help parents not to spend more money by engaging tutors. Instead of engaging tutors, students could easily be instructed to get accustomed to study in a group of 3 or 4 together. This will help them develop their original mind and share their ideas with their friends. This will also help them learn that they could do things by themselves.

5. If students have a genuine purpose of completing their studies in a satisfactory manner, teachers should all the more take a keen interest in assisting and facilitating their struggle and leading them towards success. This demands from teachers a deep sense of responsibility and understanding of every individual student.
6. Scientific and technological studies have formed a very important element of teaching and learning. Besides, the majority of students indicate a greater interest towards Science and technology. The teaching of Science and Maths should therefore be made up-to-date and be at par with the rest of the country. This demands persons who are well versed in those subjects both in the theoretical and practical aspects to enable to teaching and imparting of knowledge in a clear and comprehensive manner.
7. It appears that students are fully aware of the necessity of preparing for their future prospects. They show more preference to Vocational rather than to the purely Academic stream. Here again teachers have to play their various roles while teaching the class. It is not enough therefore to just explain the lesson/subject. It has to go further by means of disclosing facts about the advantages of studying that particular subject to enable students have a comprehensive understanding of each and every subject.

8. Mediocre students with low ambition should be woken up. Even well intentioned students may lack some basic information regarding the presence of a terrible competition in every sphere of life. The encouragement aspect is highly essential from teachers. Students should also be made to understand to aim high and not be satisfied only with the attainment of the Bachelor's Degree. Teachers' encouragement and assistance will be the inspiring and energising factors to students if it is done in a befitting manner.
9. Radio broadcasts are attractive to students. Most of the students are very much aware of the state's situation through their listening to local news. Music programmes form another centre of attraction to students. Lessons Programmes are also found to attract students' interest. This shows that students are much benefitted by listening to radio programmes which could further be improved, specially in relation to local news and lessons programmes broadcastings. Organising bodies could take greater initiative by arranging with the radio personnel for widening the area and types of programmes for students' broadcasting.
10. From the Findings, students' interest of reading other reading materials other than their textbooks, has been identified. It is, therefore, felt that each school should possess a library which should be continuously enriched with good books. Students should also be instructed to make good use of the library specially during free time, or one period for each class per week could be reserved for the library.

11. Along with the intensive transfer of theoretical knowledge, an extensive practical application, should be stressed. The practical aspect will help students possess a strong grasp of whatever they have learned. A constant application of knowledge will certainly assist students towards preparing themselves for future competitions or jobs. If students themselves have indicated that to prepare for future career is the principal goal of education, it is the duty of teachers, therefore, to build up their teaching strategy that would enable the students to prepare well for their future prospects.

12. One of the major findings is students' indication of having made up their mind, even at their high school level, for their future Vocation.

From what appears, the majority of students has chosen to prosecute technical and professional lines. Some students have even selected Business as their career. Judging from students' selections of future occupation and strong subjects given by them, it clearly shows that many students lack a clear knowledge of the subjects required for the particular Vocational course chosen. This is quite critical as students do not really understand what the requirement is and what not. Teachers, therefore, have to do some class surveys leading to the identification of students' occupational choice and assist them by and by.

13. In many schools, it appears that there is a communication gap between students and teachers. Teachers, as helping persons, should not be satisfied only with a few students who are talkative. Attention should also be given specially to those students who remain silent and inactive. This will break the barrier of communication existing in between teachers and students. Once students feel free to talk and converse, students would easily and freely disclose their every ambition and plan for their future. In that way, teachers will have students in a proper grip of understanding their ambitions, plans, problems and struggles and then effectively guide them.
14. Students' age, when they first made their occupational choice, ranges from 12 to 16 years. This is, in fact, the period when student needs proper guidance. It is the period of planning and deciding. As teachers, we have to locate the age range of students, their plan, ambition and difficulties, which should be followed with the understandable help.
15. Some work experiences should be invented for students in school itself. Students are to be helped to be studious and laborious as well.
16. The last but not the least suggestion is in a form of a justification of the necessity of strengthening, improving and increasing the service of guidance and Counselling in schools.

1. Considering the fact that students are in the formative and preparatory period, a lot of guidance and Counselling work has to be extended to them. Being in the preparatory stage, students need enriching information about educational and Vocational facilities available in the State, country and even abroad.

2. When examining the following facts from the Finding, such as,

- Students' preference of subjects,
- Students' study habit,
- their attitude towards studies,
- their intention and choice of prosecuting their studies,
- Students' various and diverse educational and vocational aspirations,
- students' reading habit,
- students' adjustment to school environment and society as a whole,
- are few of the instances indicating the necessity of guidance and Counselling help to be extended to students.

3. Considering the age of the students at this stage, a constructive and sympathetic thought for them is called for. This is the period when students need various types of information relating to their academic progress, vocational plan and personal and social adjustment. On the light of these, students need an assistance of a person or persons through a patient and understandable guidance.

4. When examining students' selection of different academic and Vocational courses, a deep consideration of the school Curriculum calls for a serious thought. The inclusion of a Vocationalised type of education should also be inserted in our School Curriculum. The present curriculum aims only at the academic aspect, whereas the Vocational type is totally absent. Now to think that some students have already decided to take up an occupation after leaving the high school standard or at the Junior College level, without a proper and previous preparation, those poor students will be nowhere with respect to their getting into the career they expect and hope to be placed.

5. On the light of these few suggestions made, teachers are to be well equipped with sufficient knowledge of the subjects they teach. Their teaching should be accompanied and supported with relevant information of future occupations connected with subjects taught.

6. In order to do full justice towards guidance and counselling services to students,

1. A School must have a trained career Master/Mistress.
2. The Career Master/Mistress should be provided with sufficient time to plan the work.
3. Periods should be allotted for every class for the purpose of holding lectures, discussions and interactions in a form of group guidance.

4. A Career Master/Mistress has to be provided also with an extra room for the purpose of individual guidance and Counselling whenever required and for maintaining students' records and other materials in connection with guidance services.
5. For the purpose of displaying charts and other materials related to Educational And Vocational Guidance, another room for Career Corner for general information of those interested is needed.
6. The Career Master/Mistress should be on full time basis or the least teaching load should be assigned to enable him/her do full justice to the guidance and Counselling services.

○○○●

CONCLUSION

From the very initial stage, the Study has targetted students. The purpose of targetting students is to try to draw out from them their hidden interests, ambition, likes and dislikes, their weak and strong points, their plans and future hopes. To put in short, the Study aims at identifying students' various aspirations related to their future study and career.

Through students' cooperation, fantastic information has been gathered, compiled, scored/tabulated and analysed and interpreted. From the Analysis and Interpretation, major findings are drawn up after which simultaneously follows the making of some suggestions and recommendations.

In conclusion, we are of the strong opinion that the task to develop our students, who are the living bricks on whom the future hope and progress of the State depends, is very challenging. It demands the genuine and the sincere cooperation of all concerns.

oooooooooooooooooooo

D. S. O. P.
18/12/87

I N D E X
A N N E X U R E - A

QUESTIONNAIRE

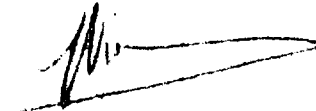
A N A P P E A L

R E S P O N D E N T H I G H S C H O O L S T U D E N T S

This Questionnaire is for a study of Educational and Vocational needs and aspiration of our High School children. Please read every Question carefully and kindly give your answers by a tick (✓) mark or writing a few words as directed.

Your answers shall be kept confidential and used only for Research Works.

INVESTIGATOR,



(JAMES LANGSTIEH),
COUNSELLOR,
EDUCATIONAL AND VOCATIONAL
GUIDANCE BUREAU,
STATE COUNCIL OF EDUCATIONAL
RESEARCH AND TRAINING,
MEGHALAYA, SHILLONG

000000

A - GENERAL INFORMATION

A. Name (Optional) _____

B. Age _____

C. School attended _____

IA. Mention the Class in which you are now? Ans. _____

IB. Please tick (✓) the Community to which you belong -

Ans: Khasis/Garos/Jaintias.

IC. Please tick (✓) the Sex to which you belong -

Ans: Male/Female

2. Please indicate the present occupation of your parents.

Particulars	O c c u p a t i o n .
1. Father's	
2. Mother's	

3. With a tick (✓) mark
Please state your parents' qualification against the appropriate column -

	Different Levels	Father	Mother
1.	Professional or Post-Graduate (MA/LLB/B.Ed./etc.)		
2.	Graduate (BA/B.Com/B.Sc.etc.)		
3.	Intermediate or Pre-University		
4.	H.S.L.C.		
5.	Literate (Middle/Primary)		
6.	No Formal Education		

4. Do you stay with your parents during your schooling period?

Ans.: 1. _____ Yes; 2. _____ No.

B. EDUCATIONAL INFORMATION

1. Please mention the subjects you like most -

Ans. 1. _____, 2. _____,
3. _____, 4. _____

2. Which is your hardest subject? Ans.: _____

3. How many hours do you spend in your studies ?

Ans. : _____

4. Are you engaging tutor? Ans. _____ Yes/No. _____

5. Are you intending to study till you pass the H.S.L.C. Examination? Ans. _____ Yes/No _____

6. If your answer to Q.5. is YES, which stream of study do you intend to take up at P.U.?

Ans.: _____ Science/Arts _____

7. Please put a tick (✓) mark, after your P.U. (Sc/ Arts), what do you intend to take up?

Ans.: 1. Purely Academic Courses; 2. Vocational Courses.

8. If your answer to Q.7. is to 1, up to which educational level you want to finish? Please tick (✓) the column of your choice.

D i f f e r e n t L e v e l s				
Graduation	Post-Graduate	M.Phil.	Ph.D.	Any other

9. If your answer to Q.7 is to 2., please specify (Engineering/Medical/Agricultural/Any other Vocational Course) the one you prefer most.

Ans.: _____.

10. a. Do you listen to Radio Programmes ? Ans. _____ often, 2. _____ sometimes, 3. _____ always, 4. _____ Never.

10. b. If Yes, what is/are your favourite Radio Programme(s)? Ans.: _____

11. Other than your text-books, what kind of materials do you read? Put a tick (✓) mark wherever is applicable to you.

	Types of Books	Often	Sometimes	Never
1.	Adventures			
2.	Comics			
3.	Novels			
4.	Magazines			
5.	Science Books			
6.	News-Papers			

12. What do you think is the Principal goal of Education. Please tick (✓) against the column of your choice.

	Statements	
1.	To prepare for future Career	
2.	To achieve higher status in Society	
3.	To make a person a good Citizen	
4.	To become a cultured person	
5.	Any other, please specify	

13. On the average, how many hours a day do you spend for the following activities (out of school hours)?

	P a r t i c u l a r s	Hours
1.	Studying	
2.	Reading	
3.	Playing	

C. VOCATIONAL INFORMATION

1. Have you made a definite choice of an occupation ?

Ans. : I. _____ Yes/No _____

2. If Yes, what occupation would you like to take up after your studies ?

Ans.:1.First Choice _____, 2.Second choice _____, 3.Third choice _____

3. Why have you decided to take up the Vocation of your first choice ? Please tick (✓) mark the most important reason -

S t a t e m e n t s		
1.	It is my parents' wish	
2.	My teachers had advised me.	
3.	It is recommended by many	
4.	Most of my friends go for it.	
5.	It is the most suitable one for me	
6.	It will fetch me a high income	
7.	Any other (Please specify)	

4. What was your age when you made your Vocational choice?

Ans. : _____

5. To know something about the vocation of your choice, have you -

P a r t i c u l a r s		Yes	No.
1.	Read some books/Pamphlets about it?		
2.	Talked to person dealing on that Vocation?		
3.	Talked to your teachers?		
4.	Talked to your friends?		
5.	Visited places of that Vocation?		
6.	Any other (specify)		

6. Which of the three do you prefer ?

- Ans.: 1. _____ Dealing with things.
 2. _____ Dealing with people.
 3. _____ Dealing with ideas.

7. Please give ranks (1,2,3 choices) to the following occupations in the order of INCOME they will fetch -

	O c c u p a t i o n s	Rank
1.	Engineers	
2.	Doctors	
3.	Government officers	
4.	College Teachers	
5.	Bank officers	
6.	Lawyers	
7.	School teachers	
8.	Army officers	
9.	Bussnessmen	
10.	Any other (specify)	

8. Please give ranks to the following occupations in the order of SOCIAL STATUS/POSITION you think they offer-

	O c c u p a t i o n s	Rank
1.	Engineers	
2.	Doctors	
3.	Government officers	
4.	College teachers	
5.	Bank officers	
6.	Lawyers	
7.	School teachers	
8.	Army officers	
9.	Bussnessmen	
10.	Any other, please specify	

9. Name a person whom you admire most and the occupation in which he/she is holding.

Person's Name	Occupation

10. Some items of work are listed below. Please indicate your reaction by tick (✓) mark in one of the columns.

Types of works		Will gladly do.	Ready to do if compelled	Will try to avoid	Will not do.
1.	Tilling the ground				
2.	Household cleaning				
3.	Chopping firewood				
4.	Repairing/fencing, etc.				
5.	Minding the shop				
6.	Earning money vacation.				
7.	Carpentry work				
8.	Fetching firewood/water, etc.				
9.	Marketting				
10.	Carrying luggage				