

A Comparative Study of Vocational and Traditional Courses in Relation to Self-Efficacy and Hope

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Keywords: Self-Efficacy, Hope, Vocational Education, Skill Development.

Abstract: Across the world the debate about the importance of vocational education has been going for decades. The convenience to vocational-education and skill development empowers men and women of all Age-groups across urban and rural areas and gives the chances and assistances of initial and lifelong learning. The vocational-education courses trained the students in technical skills and prepare them for dedicated jobs. In India, there is a great need of vocational education which improves job stability as it is very low as compared to higher education in traditional courses. The present study compares the vocational and traditional course in relation to self-efficacy and hope. A total of 80 students of vocational and traditional courses are being taken as sample for this research. Self-efficacy and hope scale used as tool in research. The result shows that there is a significant positive relation among vocational courses in relation to hope as compared to traditional courses and non-significant relation to self-efficacy.

1 INTRODUCTION

For a nation building, education plays a key role as it provides proper knowledge and proper skills to children. Education is the only means for progress and growth of a nation. Vocational education is one of the types of education and is need of the hour as it is related to particular work which helps a student more efficient and self-sustaining. Vocational education includes all courses from technical courses to handicraft courses like painting tailoring knitting etc. Basically education gives direction to meet the financial needs of the society (Kaushik, 2014). Vocational education is also named as vocational training. Vocational training is basically a plan of action that prepares children for a particular occupation or job. Formal vocational education is a structure program conducted by organization which on completion provides degrees, certificate and diplomas to the learners from a Government recognized, Public or private sectors. In non-formal vocational education, a person gets vocational education through 'Hereditary' to carry out his/her ancestral business.

In today's generation purpose of education is not just getting a job. To cope up in today's competitive

world, it is necessary to be perfectly skilled and self-resilient. The vocational education and skill development empowers all Age-groups across urban and rural areas. Vocational education empowers youth to accomplish their goals of earning a livelihood and living a respectable and dignified life

Given that it provides training for specialized occupations and skills, vocational education is now in high demand. Vocational training develops a highly trained individual who is required by the occupation and pays very well to retain that individual. It aids someone in doing their job more effectively. Vocational education frequently piques students' interests' more than traditional schooling. Additionally, it offers those who somehow missed their official education a chance to study. It provides chances for work in rural regions. Vocational abilities also enable a person to perform better while applying for jobs abroad. In India, typical vocational training programmes include those in cooking and baking, makeup and beautician training, mehandi (henna) design, sewing, stitching, and tailoring., woodworking and carpentry training, jewelry designing courses, home appliance repair technician training., mobile, laptop and computer repair training, soap and detergent making laundry and dry cleaning ,shoemaking and repair training, soft toy

making, pottery, ceramics and clay classes, beekeeping training, horticulture, sericulture (Silkworm farming) training, plumbing, masonry and electrical training, welding training, medical lab technician courses, Physiotherapy courses.

Vocational education is a part of education wherein emphasis is laid on preparation and participation in occupations. Vocational education prepares students for occupations that do not require a university degree as it teaches the art of doing a work proficiently. The main goal of vocational training is to enable individuals to achieve greater independence, make choices that will improve their understanding of real life, increase their level of personal liberty, and access to other information sources in addition to equipping them with the skills necessary to deal with written words in daily life.

Hope is basically a feeling of desire for a particular thing to achieve. Hope is a very powerful word. Hope is a practice that involves the act of setting goals and working toward them with purpose. As Wikipedia states "Hope is an optimistic state of mind that is based on an expectation of positive outcomes with respect to events and circumstances in one's life or the world at large". Being hopeful can improve your health and relationships. Hope is also an emotional state. Hope is a fundamental knowledge that is a solution of every problem or difficulty. Hope has been considered as a positive cognitive state. Hope equates with the explanation of achievement of goal depending upon person's abilities. Therefore it is contingent upon one's intrinsic potential. Hope is a cognitive state which comes after a feeling of febleness.

There are some psychologists who ensured that hope has both emotional as well as cognitive components. Hope accompanies the feelings of courage and confidence leading to a strong motivation to assert oneself with cognition to reach the goals in future. Indeed, hope has been considered as a combination of emotion and cognition.

Self-efficacy means the capability to execute the specific task by oneself. Self-efficacy means to have confidence in his or her own capacity to perform better in particular task (Cherry, 2022). The thought "I think I can" is somewhere related to self-efficacy. Self-efficacy is essentially a person's ability to carry out a specific task. Self-efficacy refers to a person's capacity to manage their own behaviour. Self-efficacy is the belief that one can perform at a given level and exert control over unfavourable circumstances in one's life. Their self-efficacy beliefs affect a variety of aspects, including how individuals think and act. The degree of self-confidence a person

has in their capacity to execute certain tasks linked to their line of work is known as self-efficacy. Self-efficacy is the degree of assurance someone has in their ability to execute a task. People frequently shun jobs that need them to have low confidence and risk failure in favour of those that require them to have high confidence (Hong et al., 2021).

Across the world the debate about the importance of vocational education has been going on for decades. Vocational education and skill development are interrelated to each other. Vocational-Education is the primary source of employment for most of the youth. The convenience to vocational-education and skill development empowers men and women of all Age-groups across urban and rural areas and gives the chances and assistances of initial and lifelong learning. Vocational- education and skill development empower youth to achieve their goals of earning a livelihood and living a respectable and decorous life. The vocational-education courses trained the students in technical skills and prepare them for dedicated jobs. In India, there is a great need of vocational education which improves job stability as it is very low as compared to higher education in traditional courses.

2 REVIEW OF LITERATURE

A study on vocational education in higher secondary schools was done by Grover S. et al. in 2005. The effectiveness and current state of vocational education programmes were investigated by the researcher. The research was descriptive in nature. The Bhopal district's ten vocational higher secondary schools were chosen as the sample. 100 students from the 11th and 12th grades were chosen at random to form the sample. Interviews, schedules, the attitude scale, and other data collection techniques were employed. The study's findings offered a number of recommendations for enhancing the state of vocational education as it is currently being delivered in Bhopal District's higher secondary schools.

In West Bengal, Biswas, R. (2018) investigated how vocational and technical education and skill development contributed to Muslim women's empowerment. Secondary sources were used to gather the data, including different books, research articles, periodicals, research journals, electronic journals, and reports of the Vocational and Technical Educational and Training. The investigator discovered that Madrasas did not offer vocational and technical education, which results in a dearth of prospects. But in schools, vocational and technical

education is introduced in the ninth through the twelfth grades. Additionally, it is discovered that the State's vocational and technical education and training colleges lack the ability to educate women separately.

Research on the predictors of students' interest in Technical and Vocational Education and Training (TVET) programmes among school scholars was completed in Pakistan by Azeema N. et al. in 2021. 386 students from Pakistani educational institutions made up the sample. There were three active variables. The sum of the research factors significantly aided 61.2% of students' interest in the TVET programme. The study came to the conclusion that students' interest in the TVET programme was highly influenced by their occupational self-efficacy. The findings revealed that intercession was thought to increase school students' attentiveness to think about professional self-efficacy.

Academic self-efficacy was researched by Hong et al. (2021) in relation to the interaction between school and workplace engagements. The study found that whereas corporate involvement was favourably correlated with the alleged ease of residencies, school engagement did not significantly correspond to academic self-efficacy.

The connection between academic self-efficacy and job adaptability was researched by Zeng et al. in 2022. The study used two possible mediators to examine the relationship between hope, future work self, and life fulfilment. A sample of 635 Chinese students from a vocational high school was used for the research. The findings indicate that academic self-efficacy and job adaptability served as a mediator between the impacts of optimism and life satisfaction. Along with Hope, academic self-efficacy, professional adaptability, and future work self were all positively correlated with life satisfaction. Greater career adaptability was linked to optimism and a clearer sense of one's future professional self, both of which were related to academic self-efficacy. According to the findings, greater life satisfaction was connected with higher academic self-efficacy. However, men tend to account for more optimism, greater career flexibility, and higher academic achievement, self-efficacy, and sophisticated life satisfaction than females.

3 OBJECTIVE OF THE STUDY

To find out the comparison between students of traditional (Graduate) courses & students of Vocational courses in relation to Self-efficacy.

To find out the comparison between students of traditional (Graduate) courses & students of Vocational courses in relation to hope.

3.1 Hypothesis

4.1 There is positive relation among vocational courses in relation to self-efficacy as compared to traditional (Graduate) courses.

4.2 There is positive relation among vocational courses in relation to hope as compared to traditional (Graduate) courses.

3.2 Sample

Sample for the present study was drawn from various public and government schools of Sirsa district of Haryana. A total of 80 participants (40 males and 40 females) were selected randomly from Graduate courses and Vocational courses of the educational institutions about equal number of participants were selected from Science, commerce and arts streams. They participants were belonging to middle class families and their academic atmosphere may be treated as homogeneous. The selected sample covers all walk of society.

3.3 Measures

The GSE measures general self-efficacy:- The GSE scale was created by Matthias Jerusalem and Ralf Schwarzer in 1979 and adapted in 26 additional languages by a number of co-authors. It evaluated a broad logic of perceived self-efficacy to determine how to deal with minor irritations on a daily basis as well as suffer from all kinds of upsetting life activities. This 4-point scale had 10 elements and was one-dimensional. The final composite score, which ranges from 10 to 40, is determined by adding up the scores for all 10 elements. The majority of Cronbach's alphas were in the high.80s, with values ranging from .76 to .90.

The Adult Hope Scale is as follows: Snyder et al. created this scale in 1991 to assess people's perspectives on hope. Eight hope items and four filler things made up the scale. The subjects are required to respond using a Likert scale with a range of 1 for obviously false to 4 or 8 for definitely truthful on a 4-point or 8-point scale, respectively. Out of these two domains, four items—the agency, which refers to the overall effective sense of goal related to determining the past, present, and future, and four items—reflect the pathways, which refers to cognitive assessments of people's capacity to find solutions to enormous

problems and ways of achieving the goalmouths. The final four questions are filler and are not used to determine scores. The paths and agency components are used to compute hope. The maximum possible score is 48. The Cronbach's alpha values were between .74 and .84. Alpha ranges from 0.71 to 0.76 for the agency subscale and from 0.63 to 0.8 for the pathway subscale. The internal consistency and temporal stability of the Hope Scale are sufficient.

4 ADMINISTRATIONS OF THE STUDY

After receiving approval from the institutes in each of their different educational institutions, the subjects were contacted one by one for the data collection. First, the investigator establishes a good rapport with the subject in order to foster a welcoming environment where they will feel at ease and provide an honest and sincere response. They received assurances on the confidentiality, allowing them to respond without doubt. After giving the candidates instructions, the assessments were first given in a small group setting. Only the investigator and applicants were present in the classroom during the exam monitoring. The following instructions were given when the participants were at ease and ready to respond: "You will be given two forms with specific questions regarding your personal data and some questions relating to self-efficacy and hope. Your response must be based on your initial selection. Both forms must be filled out quickly and should take 5–10 minutes to finish. Your invaluable assistance and integrity were unwaveringly required for the success of the current study. According to the guidelines in their respective booklets, both tests were scored.

5 SCORING OF THE TEST & STATISTICAL ANALYSIS

Both tests were scored strictly in accordance with the instructions provided in their respective booklets. The researcher makes analyses on various types of scores available so that interpretations can be made using the proper statistical procedures. SPSS is used to assist with the analysis. The collected data were prepared for t-testing and descriptive analysis. Results and Discussion

The present data offered an opportunity to examine differences as per vocational courses and traditional courses on the measures of self-efficacy

and hope. For this t-test was applied on the data on 40 students of vocational courses and 40 students of traditional courses participants. Results of t-test along with means and SDs of each group are presented in Table 1. The t-ratio of 1.99 and 2.64 is statistically significant at .05 and .01 probability level, respectively.

Table 1: Mean, SD and 't'-value for both vocational and traditional courses groups on study measures.

	Variables	Students of vocational courses (N=40)		Students of traditional courses (N=40)		t-Value	Significance Level
		Mean	SD	Mean	SD		
1	SELF-EFFICACY	71.40	12.91	66.63	13.92	1.60	.116 (NS)
2	HOPE	53.65	6.12	43.52	5.22	7.96	.001

An inspection of Table-1 reveals that significant differences exist on the measure of hope. It may be perused from Table-1 that mean scores of students of vocational courses and students of traditional courses are 53.65 & 43.52 on hope and 71.4 & 66.63 on self-efficacy, respectively. The difference between vocational courses and traditional courses students was found to be statistically significant on hope. The t-ratio equals to 7.96, which is significant at .01 probability level. On hope, students of vocational courses have scored significantly higher than students of traditional courses whereas on self-efficacy found non-significant difference among students of vocational courses than students of traditional courses. The t-ratio being 1.60 ($p = .116$), it is non-significant.

6 CONCLUSION

According to the study's findings, there is a statistically significant difference between students enrolled in traditional courses and those doing vocational courses. Conclusion: Students who enrol in vocational programmes have higher future expectations than those who enrol in traditional programmes. These results help broaden perceptions of the variables influencing vocational high school students' effectiveness and enhance academic implications on career flexibility. Self-efficacy is frequently discussed in terms of academic self-efficacy in academic settings (Honicke et al. 2016, Schunk et al. 2002), and it has been linked to academic success (Honicke et al. 2016, Brouwer et al

2016). Males expressed more hope, more academic self-efficacy, and higher life happiness than females (Zeng et al., 2022). More academic self-efficacy was also associated with higher life satisfaction. According to Kelly et al. (2009), many vocational high school students have low levels of self-efficacy and self-esteem. In the end, it is determined that vocational course students are more effective and hopeful than regular course students.

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