



## **“A Study on Follow-up and Job-placement and Job-satisfaction of Senior Secondary Students of Vocational Education Stream in Chandigarh”**

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### **Introduction**

Two years Higher Secondary Stage of Education is important because it provides the bridge between general education of secondary stage and higher education in colleges or other professional or technical institutions. The institutions in Chandigarh have started these courses scrupulously under the national programme, but they are not aware of the benefits out of these courses to the passed out students. Follow-up is the technique which helps in evaluating the benefits of education programme after the completion of the course. It is concerned with what happens to pupils when they have left the school. It is concerned with what happens with pupils when they have left the school i.e. whether these vocational courses are beneficial for their further placements in the job or not. Erickson (1947), term follow-up as “a service intended to secure information about former pupils, and to provide continuing services for pupils after they leave school.”

Through ‘follow-up’ investigations can be done to know the individuals who have left an institution after having completed a programme, a treatment as a course of study. The study is concerned with what has happened to them and what has been the impact upon them of the institution and its program. By examining their status or seeking their opinions, one may get some idea of the adequacy or inadequacy of the institutions program (Best, Kahn (1995)).

### **Job-Placement**

Job-placement involves assistance in finding a suitable job in accordance with vocational preparation, needs and interests of an individual. Smith (1951), termed job placement as a “ process of assisting the individual to find an appropriate place in the world of work, one which appeals to his interest, challenges his abilities and which serves the interests of the individual and of the society.” Robert (1957) also stated that placement is a process involving (1) preparation in which the individual is conditioned for the job (2) induction into the new situation (3) encouragement on the job. This suggests that placement is not merely finding a job for an individual but is essentially an educational service concerned with making sure that youth are so placed that they will continue to develop on the job as they developed in school. Good placement services can speed up the matching of jobs and workers. Such services (including recruiting, testing, assessing and counselling on the basis of specific job vacancies and trained seek-workers) complete the cycle of transition from school to work ( Shiva Rudrappa (1988)). It is necessary to know about the students placed on the jobs are satisfied with their jobs or not.

### **Job-Satisfaction**

Job-satisfaction refers to the satisfaction of a worker in his work. It is a source of satisfaction of biological, physical and social needs of an individual in his work. Physical and social needs of an individual in his work which occupies an important place in the life of a person. Hoppock

(1935), defined job-satisfaction as “any combination of psychological, physiological and environmental circumstances that cause a person truthfully to say “I am satisfied with my job”. Goodwin (1978) revealed that most groups perceived salary to be an important factor affecting job-satisfaction. Education is another factor affecting job-satisfaction. Bowling (1974) confirmed that education was positively related to job-satisfaction.

### **Objectives of the Study**

- A. Follow-up the passed-out students for vocational courses in Senior Secondary Schools of Chandigarh.
- B. Survey the job-placement of passed-out students.
- C. Find out the job-satisfaction of those placed in different jobs.

### **Hypotheses**

- A. There would be gainful employment of youth who opted for vocational courses during 1991-1992.
- B. Differentials would be there in job-placement of students opting for different vocational courses.
- C. Sex-differentials would be there with regard to job-placement of students opting for different vocational courses.
- D. Differentials would be there with regard to job-satisfaction of students placed in different jobs.

### **Methodology**

A descriptive survey method was adopted to conduct the study which involved

collection of data through advertising tools and techniques.

### **Sample**

The data consists of approximately 50 students who passed out successfully during the session 1991-92 were followed up under the present study.

### **Tools Used**

For this purpose, the questionnaire for job-placement by the vocational students was originally framed in English by the investigator. It consisted of 25 items. It contains the information regarding the passed-out students of vocational stream, regarding their vocational course, job-placement by the vocational students and job-satisfaction of the vocational students. It was constructed to follow-up the passed-out students, which benefits to the placement.

### **Procedure**

The data was collected from the students who passed-out successfully from Senior Secondary Schools of Chandigarh in the session 1991-92 who had either taken up employment or had joined colleges etc. for higher studies. For collecting the data, investigator went to the Government Senior Secondary Schools of Chandigarh. From their she collected the residential addresses of the students. Then she went to the door-steps of the students to collect the data.

### **Analysis**

The data was analysed by the frequencies and frequencies were converted into percentages. Then the significance of different between percentages were calculated to arrive at conclusion.

Statements	Percentages of Responses	Percentages of Responses	Comparison of Difference Between Percentages $\sigma D\%$	Comparison of Difference Between Percentages $t_s'$
	Boys (N=15)	Girls (N=35)		
<b>A. Information regarding the passed-out students of vocational stream</b>				
1. Have you been benefitted by the vocational course you have done ? Have you been able to apply the skills you have acquired from vocational course?	100.00	100.00	-	-
2. Have you been able to apply the skills you have acquired from vocational course?	66.66	42.86	15.43	1.54
3. What are you doing at present?				
a. Studying				
b. Doing Job	86.66	85.71	10.70	0.08
c. Self-Employed	26.66	17.14	12.34	0.77
4. If you are studying, then mention the field of studies	6.66	14.29	10.02	0.76
a. Arts				
b. Degree/ Diploma	46.66	31.43	14.81	1.02
c. Any other	26.66	17.14	12.34	0.77
	6.66 (doing commerce)	17.14 (preparing for competition)	10.70	0.97

Statements	Percentages of Responses	Percentages of Responses	Comparison of Difference Between Percentages	Comparison of Difference Between Percentages
	Boys (N=15)	Girls (N=35)	$\sigma D\%$	ts'
<b>B. Information regarding the Job-placement by the Vocational Students</b>				
<b>5. If employed, then</b>				
(i) Name of the Job				
	13.33 (Assistant)	14.29 (Assistant)	10.70	0.08
	13.33 (Assistant Apprentice)	2.86 (GIC Assistant)	7.32	1.42
(ii) Office/Organisation Address	26.66	17.14	—	—
	(i) United Insurance Corporation, Kota	(i) United Insurance Corporation, Ludhiana		
	(ii) United India Insurance Corporation, Vijay Nagar	(ii) United India Insurance Corporation, Kota		
	(iii) United India Insurance Corporation, Ltd SCO 149-150 Sector-8 Chandigarh	(iii) United India Insurance Corporation, Kullu		
	(iv) The Oriental Insurance Corporation, Ltd. G.T. Road Khanna	(iv) United India Insurance Corp. Rajpura		
		(v) United India Insurance Corp. Simla		
		(vi) United India Insurance Corp. Bahadurgarh		

**TABLE- 1**

**Results**

Table 1 contains the results for items 1-4 of the questionnaire meant for students. The results of part ‘A’ regarding the passed-out students show that the 100% boys and 100% girls reported that they had been benefited by the vocational course they had done.

The results based on questionnaire for the passed-out students show that there were more chances of employment of youth opting for the vocational courses. Both boys and girls reported that they had been benefitted by the vocational course they had done. Most of the boys and few girls had been able to apply the skills they had

acquired from vocational courses. Majority of boys and girls were studying. A few boys (26.6 percent) and girls (17.14 percent) were doing job. Only a few boys (6.66 percent) were self-employed where as greater percentage of girls (14.29 percent) than boys were self-employed.

Majority of the boys and girls were studying in the field of arts. Greater percentage of boys and girls were doing degree/diploma. Only a few boys (6.66 percent) were doing commerce whereas a few girls ( 17.14%) were preparing for the competition. Significant differentials were not found between boys and girls respectively.

**TABLE- 2**

Statements	Percentages of Responses	Percentages of Responses	Comparison of Difference Between Percentages	Comparison of Difference Between Percentages
	Boys (N=15)	Girls (N=35)	σD%	ts'
6.If you are working, then mention the area of your work				
a. Government	26.66	17.14	12.34	0.77
7. Nature of Job				
a. Part-time	13.33	17.14	11.31	0.33
b. Full-time	13.33			

Statements	Percentages of Responses	Percentages of Responses	Comparison of Difference Between Percentages	Comparison of Difference Between Percentages
	Boys (N=15)	Girls (N=35)	$\sigma D\%$	ts'
<b>8. Salary/Wages</b>				
a. Rs. 1000/- or below	13.33	–	–	–
b. Rs. 2500/- or below	13.33	17.14	11.31	0.33
<b>9. Do you want to retain the job?</b>	20	14.29	11.31	0.50
<b>10. If you want to shift, then is it because of inconvenient places of posting</b>	13.13	17.14	11.31	0.33
<b>11. Are you self-employed? If yes then</b>				
a. Name the employment	6.66 (doing business)	14.29 (5.71 Dress-Designing 1.86 Stitching garments on order 2.86 Quilting work on order 2.86 Helping her mother in stitching)	10.02	0.76
b. How much are you earning? Rs. 2000- 3000	6.66	2.86	6.04	0.62
<b>12. Would you suggest this vocational course to other students?</b>	100.00	100.00	–	–

## Hypotheses II

The results show that there were not significant differentials in job-placement of students opting for different vocational courses. Table 1 depicts the result that most of the boys got job of assistant and apprentice assistant whereas most of the girls were successful in procuring the job of assistant and GIC assistant. Almost all the boys and girls opting for GIC as their vocational course were working in the Insurance Corporation. Boys were placed in the office/Organisation of United Insurance Corporation, Kota; United India Insurance Corporation Ltd. SCO-149-150, Sector-8, Chandigarh; The Oriental Insurance Corporation Ltd., GT Road, Khanna. Similarly, girls were adjusted in the office/organisation of United India Insurance Corporation, Ludhiana; United India Insurance Corporation, Kota; United Insurance Corporation, Kullu; Oriental Insurance Corporation, Simla; United India Insurance Corporation, Bahadurgarh (Haryana) (Table 2).

Table 2 depicts that almost all the boys and girls were working in the area of

government sector. The nature of the job of boys and girls was part-time and full-time. While only a few boys (13.33 percent) were working as part-time. Majority of the boys and girls were getting emoluments of 2500/- or below. A few boys(13.33 percent) were getting emoluments of 1000/- or below. A few boys (20 percent) and girls (14,29 percent) wanted to retain this job. Most of the boys and girls wanted to shift the job because of inconvenient place of posting.

Only a few boys were self-employed and earning Rs. 2000 to 3000 respectively whereas greater percentage of the girls opting for the same vocational course i.e. dress-designing were self-employed , doing the dress-designing work. Stitching garments on order, engaged on quilting work on order, helping their mother in stitching and earning Rs.1000 to 2000. All the boys and girls would suggest this course to other students ( Table 3 ). None of the results showed the significant differentials in job placement of students opting for different vocational courses.

**TABLE 3**

Statements	Percentages of responses	Percentages of responses	Comparison of Difference Between Percentages $\sigma D\%$	Comparison of Difference Between Percentages $t_s'$
	Boys (N=15)	Girls (N=35)		
C. Information regarding the job satisfaction				
13. Do you like this trade?	33.33	17.14	12.78	1.26
14. Is this according to your qualification?	33.33	17.14	12.78	1.26
15. Are you satisfied with your qualification?	33.33	17.14	12.78	1.26
16. Is this according to your aptitude?	33.33	17.14	12.78	1.26
17. Do you find your work interesting?	33.33	17.14	12.78	1.26
18. Are they providing benefits other than salary?				
a. Medical care	13.33	17.14	11.31	0.33
b. Travelling	13.33	17.14	11.31	0.33
c. Retirement benefits	13.33	2.86	7.32	1.42
19. Do your parents like this trade?	26.66	17.14	12.34	0.77

Statements	Percentages of responses	Percentages of responses	Comparison of Difference Between Percentages $\sigma D\%$	Comparison of Difference Between Percentages $t_s'$
	Boys (N=15)	Girls (N=35)		
20. Does your job help in professional growth?	26.66	17.14	12.34	0.77
21. If your are thinking and shifting the job then what kind of job will you take up?	6.66 (i) Business (ii) Lecturer	2.86 (i) Teaching (ii) Own Business	6.04	0.62
22. What are your future prospects?				
a. Lecturer	6.66	2.86 Lecturer	6.04	0.62
b. Job requirement	20.00	62.86 Job requirement	15.43	***2.77
c. To be a businessman	6.66	8.57 To be an officer	—	—
d. To start own business	6.66	2.86 Instructor	—	—
e. Good future prospects	6.66	—	—	—
f. To go abroad	6.66	—	—	—
23. Are you using the skills you have acquired in the day-to-day life?	33.33	14.29	12.34	1.54

\* Significant at 0.05 level of Significance.

\*\* Significant at 0.01 level of Significance.

### **Hypotheses III**

Columns 5, 6, 9 of comparison of difference between percentages in Table 1 and 2 had been prepared to verify the third hypotheses i.e. there were significant sex-differentials regarding the job placement. The results show that significant differences did not exist between boys and girls regarding the job-placements.

### **Hypotheses IV**

Table 3 depicts the results for item 13-23 of the questionnaire meant for students. The result of the part 'c' information regarding the job-satisfaction of students. The results show that significant differences did not exist in job-satisfaction of students placed in different jobs. Results show that more boys (33.33 percent) as compared to girls (17.14 percent) liked their trade and it was according to their qualification and aptitude. They found their work interesting. Greater percentage of boys (33.33 percent) than girls (17.14 percent) responded that they were being provided the benefits other than salary such as medical care and travelling allowances. More boys (13.33 percent) as compared to girls (2.86 percent) opined that they were being provided with retirement benefits.

Parents of the most of the boys and girls like these trades. As this trade helps them in their professional growth. Only a few boys (6.66 percent) and girls (2.86 percent) were thinking to shift the job and adopt business and teaching profession. Whereas a few boys (6.66 percent) and girls (2.86 percent) were thinking to adopt lectureship as their profession and wanted to start their own business.

Regarding the future prospects of the students a few boys (20 percent) had a job requirement, (6.66 percent) wanted to be a lecturer, (6.66 percent) wanted to be a

businessman, (6.66 percent) wanted to start their own business, (6.66 percent) had good future projects, and (6.66 percent) wanted to go abroad respectively. Whereas girls had their future prospects to be a teacher (2.86 percent), to be an officer (8.57 percent), to be a computer instructor (2.86 percent) and majority of the girls had job requirement (62.86 percent) and significant differences were found between boys and girls regarding job requirements. Most of the boys as compared to girls were using the skills they had acquired in the day-to-day life. None of the results showed significant differentials regarding job satisfaction of students placed in different jobs. Deen (1985) and Martin (1986) had quoted same results.

### **Conclusions**

The results based on questionnaire meant for passed-out students revealed that there was employment of youth opting for vocational courses but not all the students got employment.

A few of the students got the job-opportunity. As regards the differentials in job-placement of students opting for different vocational courses. Students belonging to the same vocational course i.e. GIC got the similar job-placements. Regarding the self-employment of students only a few boys got self-employment whereas more girls as compared to boys started working in their own business but significant differences did not exist.

More girls as compared to the boys got job-placement. Majority of the students were satisfied with their jobs. Significant differentials were not found regarding job-satisfaction of students placed in jobs. Hence, boys and girls were equally satisfied with their jobs.

Whereas the first hypotheses has been confirmed but the second, third and fourth hypotheses have been rejected.

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