



Attitude Towards Career Guidance and Counselling Among Higher Secondary School Teachers Under Present Scenario in West Bengal

KEYWORDS

Guidance and Counselling, Career, Vocation, Attitude, Subject Stream

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ABSTRACT

Guidance and Counselling' (GC) has become an important part of education. Considering its need in schools, the present study aims at assessing the attitude of higher secondary school teachers towards 'Career Guidance and Counselling' (CGC) in West Bengal (W.B). The study also attempts to reveal the present scenario about guidance and counselling facility in the schools of W.B. The sample of teachers was collected from H.S schools of West Bengal by simple random method and data were collected from them by using an attitude scale developed by the investigators. It was found that the attitude of teachers towards career guidance and counselling does not differ significantly with respect to their gender, location of schools and stream of subjects taught. The mean value of the attitude is very high and positive towards CGC. The study also reveals that the availability of guidance and counselling facility in schools is far below the asking level

Introduction

The purpose of education system is not only to foster academic excellence but also to cater all round development of children in every possible dimension. In pursuance with the goal of education guidance and counselling not only help a student to develop an understanding about self and others around him, but also support him/her to deal with personal, social, academic and career related problems. Guidance and counselling, thus promote holistic development of every student by making education a meaningful and satisfying in the life of the student. The National Curriculum Framework (NCF, 2005) proposes guidance and counselling as a part of school curriculum.

To be a successful member of the ever changing world and to cope up with the escalating aspiration and the problems of self and the society, education should be concrete enough to give definite guidance to the students. To ensure this 'definite guidance', guidance and counselling should act as central nervous system of education. In developed countries it is an important field of application as well as research for more than a century. But in India it comes to limelight only about four decades ago but could not make much headway.

A number of Education Commissions and Curriculum Frameworks have laid special emphasis on guidance and counselling in school education in India in the past. *Secondary Education Commission (1952-53)* (i.e. Mudaliar Commission), recommends the importance of proper guidance for students as part of education. Consequently Central Bureau of Educational and Vocational Guidance (CBEVG), was set up in 1954 under Ministry of Education. Subsequently All India Educational and Vocational Guidance Association was established in 1956. Later *Education Commission (1964-66)* expanded the periphery of guidance services beyond educational and vocational guidance. *National Policy of Education (NPE, 1986)* and *Programme of Action (POA, 1992)* combined guidance services with the vocationalization of education.

The revised scheme of Vocationalisation of Secondary Education (VOSE, 1993) suggested the appointment of Vocational Guidance Teacher (VGT) in each school.

Rashtriya Madhyamik Shiksha Abhiyan (RMSA, 2012) a most recent initiative of government of India emphasizes on guidance and counselling as an important instrument to achieve the goals of Universalization of School Education (USE) at Secondary and Higher Secondary stages.

Guidance and counselling services across the states in India have been offered since 1947. The "Bureau of Psychology (*Manovigyan Shala*)" was established in Allahabad in 1952-53.

Most significantly the post graduate diploma course in guidance and counselling is being offered by NCERT since 1958 to train teachers, teacher educators, educational and guidance personnel to serve as professional teacher counsellors. An international diploma course in guidance and counselling through distance mode was initiated during 2009-2011 in collaboration with Commonwealth of Learning (COL), Canada.

Guidance and counselling is an applied field of educational psychology. It can help an individual through several ways as mentioned earlier. In India the area of school counselling is very limited and it requires spreading and establishing itself. While Govt. of WB is contemplating to introduce guidance and counselling in schools, a draft (January, 2015) on 'guidance and counselling' has been published by Department of Educational Psychology & Foundations of Education & RMSA Project Cell, NCERT. The document states that 'guidance and counselling' cell in West Bengal was established at Bureau of Educational and Psychological Research, Calcutta in 1953 and existed till 1981.

Rationale of the Study

Truancy, child labour, unemployment etc create puzzling problems in India for a long time. Recently another serious problem has been added to it: the problem of

'Educated Unemployment'. All these problems come of the very common cause – the lack of guidance to the children. Hence the introduction of career guidance and counselling in school curriculum seems to be the panacea which can restrict such problems to a great extent by proper channelization of human resources.

However, a sharp contrast is observed regarding the application of guidance and counselling. While Board of Governors of KVS (Kendriya Vidyalaya Sangathan) has taken initiative to make secondary and senior secondary central schools to be equipped with counsellors, the state governments of India are lagging far behind of such move. In an attempt to generate Socially Useful Productive Work (SUPW) and skill development programmes of vocational employability W.B government has taken initiative to provide students Vocational Education and Training (VET) at senior secondary level. But to make such training fruitful the cooperation of the existing teachers is very important unless additional teachers are appointed for the purpose. The school teachers are already burdened with teaching loads. Obviously career guidance and counselling might be an additional burden to them. So it seems to be necessary, in this context, to reveal the aptitude and interest of the teachers individually for the programme, beforehand. If that attitude becomes significantly high, career guidance and counselling in school might serve the useful purpose. It is therefore necessary to study the attitude of the school teachers towards career guidance and counselling. Higher Secondary stage is a strategic point where diversification starts in schools. So H.S. teachers are the best stakeholders who can provide guidance and counselling to the students at this stage. It is better to assess the attitude these teachers (of H.S. level) towards career guidance and counselling. At the same time it is useful to collect information on the infrastructural facility in the schools, which might facilitate guidance and counselling. With this intention the investigators contemplated a survey type study 'Attitude towards Career Guidance and Counselling among Higher Secondary School Teachers under present scenario in West Bengal'.

Review of Related Literature

Several researches had been done in India and abroad on vocational or career guidance and counselling involving teachers and/or students. Gerler (1985) completed a qualitative review of school counselling interventions at the elementary school level. He focused on teacher consultations, counselling and classroom guidance interventions. He observed that classroom guidance can improve elementary school students' behaviours in terms of academic achievement, self-esteem and behaviours.

Bhatnagar and Gupta (1988) conducted a study on the class-IX students of English medium schools using Crite's Career Maturity Inventory (CMI) Scale of Attitude. They observed that guidance can solve the sex difference problems in career maturity attitude among the adolescents.

A study by Phitaktanakhom (1990) on secondary school teachers and school administrators of the Nonthaburi Province, Thailand revealed their vocational guidance attitude.

Bhatnagar and Gupta (1991) find a functional relation among multimedia and other educational & technological influences with the career guidance programme.

Sundararanjan et al. (1997) presented the teachers' attitude towards vocational education in the higher secondary schools of Tamil Nadu. Bandyopadhyay (2008) revealed the need of educational and vocational guidance sensitization in secondary schools in West Bengal administering attitude scale on teachers. Bakshi et al. (2012) studied male and female students of different SES pursuing bachelor and master degree in Mumbai. The study revealed the influence of career guidance on career choice. Obi et al. (2012) showed the impact of ICT on career counselling in the case of senior secondary students of public schools. Bett (2013) established the role and responsibilities of teachers and other educational stakeholders in Kenya regarding the effective implementation of 'peer counselling' as a wing of guidance and counselling in schools. Sudha Rani et al. (2013) established the requirement of career guidance and counselling for graduate students. Parhar et al. (2013) on the basis of the study on the Jalandhar district showed the need of counselling in secondary level for school students. Kodad and Kazi (2014) identified the emerging areas of counselling in schools in India. Saha (2014) showed the need of guidance and counselling as felt by both teachers and students in West Bengal.

Critical Appraisal: During the period 1985-2014 work on guidance & counselling has been done on

- teachers, students, stake holders, administrators
- elementary to PG levels
- students of different SES, habitats, genders
- students and teachers of different boards and administrations including career choice
- vocational guidance attitude, peer counselling, impact of ICT, multimedia, student-behaviours, career counselling, teachers' attitude towards the vocational education, emerging areas of counselling in schools

Exploring the need of guidance in schools, vocational guidance, sensitization in secondary schools of different states of India and abroad.

Statement of the problem: From above it is observed that (i) no viable study is conducted on higher secondary teachers of West Bengal to find their attitude towards career guidance and counselling & (ii) present status of guidance and counselling in higher secondary schools of West Bengal still remains an unexplored area. These two areas merit sustained research.

Objectives of the Study

The objectives of the research are as follows-

1. To study the attitude of the teachers towards career guidance and counselling on the basis of different categories: gender, habitat of schools and subject streams.
2. To study the present scenario about the guidance and counselling facility in schools of WB.

Hypotheses of the Study

The following null hypotheses have been formulated and are proposed to be tested for only the 1st objective which is quantitative in nature:

Ho1: There would be no significant difference in attitude towards career guidance and counselling between male and female teachers.

Ho2: There would be no significant difference in attitude towards career guidance and counselling between the teachers of rural and urban area.

Ho3: There would be no significant difference in attitude towards career guidance and counselling among the teachers of different subject streams.

Delimitations of the Study

The delimitation of the study as regards sample is as follows-

H.S. school teachers numbering 150 of both genders, of rural and urban schools teaching any one of the three streams (Social Science, Science and Language) in W.B.

Limitation of the study:

The following limitations are felt by the researchers after the study:

1. Limited time frame restricted the size of the study area.
2. Dearth of communication with different boards of affiliated schools.
3. Different types of journals were not readily available to the researchers.
4. More review of literature was necessary for better guidance and generalization in the present research.

Methodology of the Research

Research Approach

Since the study involves the assessment of present status of attitude among the teachers and information on infrastructural facility in the school, the study may be classified as a descriptive survey research.

Variables

In the present study the variables are divided into two categories

Major variable– Attitude towards Career Guidance and Counselling.

Categorical variables :-

1. Gender (Male / Female)
2. Location of Schools (Rural / Urban)
3. Subject Stream (Science / Social Science / Language)

Operational Definition of 'Attitude': A person having attitude to Career Guidance & Counselling have the following observable characteristics (1) Future Aspect of GC in School, (2) Social Aspect, (3) Self Realization, (4) Positive/Negative Feeling, (5) Application of GC in Personal Life, (6) Students' Support.

The Population

In the research entire state of West Bengal has been selected as the geographical area for the survey. All the teachers associated with the Bengali medium higher secondary schools, duly recognized by the W.B.C.H.S.E. in West Bengal have been considered as the population of the survey.

Sample

The sample of the study consists of only 150 school teachers of different teaching experiences across the population. The sample belongs to both gender (male/female), location of school (rural/urban) and different

stream of subjects (science/social science/language) of teaching. The sample was randomly selected for the study.

Table No 1. Description of the sample gender-wise, school location-wise & subject stream-wise

| Categorical variables | Strata with no. of units | | | Total units in the sample |
|-----------------------|--------------------------|---------------------|---------------|---------------------------|
| Gender | Male (89) | Female (61) | | 150 |
| Location of Schools | Rural (70) | Urban (80) | | 150 |
| Subject Stream | Science (53) | Social Science (49) | Language (48) | 150 |

Tools:

1. for measuring Attitude

A five point scale named Career Guidance and Counselling Attitude Scale (**CGCAS**) was developed by the authors at RKM Sikshanamandira, 2015 for measuring attitude towards Career Guidance and Counselling of the sample. The categories of responses were 'strongly agree', 'agree', 'undecided', 'disagree', and 'strongly disagree'. Some of the 35 items are positive and rest is negative in nature. For positive items weightage of responses are respectively 5,4,3,2,1 and for negative weightage are in the reverse order.

The collected quantitative scores were analyzed using SPSS of version 17. The scale contains 35 items which are grouped into 12 factors. Starting from the factor number 1 to 12, the names of the factors are given as follows (Table No 2).

Table No 2. Description of 12 Factors of the Scale

| Factor Number | Name of The Factor | Factor Number | Name of The Factor |
|---------------|--------------------------------------|---------------|------------------------------------|
| 1 | Future Aspect of GC in School - | 7. | Best Moment - |
| 2. | Social Aspect - | 8. | Psycho – Social Aspect - |
| 3. | Self Realization - | 9. | Systematic Approach |
| 4. | Positive/Negative Feeling - | 10. | Best Practices - |
| 5. | Application of GC in Personal Life - | 11. | Inclusive / Inquisitive Thinking - |
| 6. | Students' Support - | 12. | Moral Aspect - |

Among the 12 factors the **major factors** are the **first two**. The weakest **factors** are 7, 8, 9, 10, 11 and 12.

Validity of the Scale

Content validity of the scale was judged by 'expert rating' of items by two experts. Inter - rating agreement model (Gregory, 2005) was used to verify the reliability of raters. The co-efficient of content validity was found to be 0.86.

Reliability of the Scale

The reliability of the scale computed by Cronbach's Alpha was found to be 0.857.

for collecting information on infrastructural facility for **CGC** in schools,

a data blank was provided to the sample.

Procedure of Data Collection

For the study, data had been collected in a single

phase. 9 schools were selected conveniently from the districts of North and South 24 Parganas, Howrah, Hoogly, Purba and Paschim Medinipur of WB. The data were collected by the investigators on visiting different schools and also **randomly** approaching teachers individually. The CGCAS scale and a data blank were administered to all such teachers and they were requested to respond according to their own thought and belief only, within 30 minutes.

Presentation, Analysis and Interpretation of Data

The collected raw data was organized in tabular form to carry out its analysis. To test the hypotheses inferential statistics are used. The computed mean, median, mode, standard deviation, 't' and 'F' values of attitude scores of the sample are presented in the following tables and interpreted subsequently. To test the second objective of the study, the data is collectively presented, analyzed by simple mathematics and interpreted finally.

Table No 3. Descriptive Statistics of the Sample in Attitude Test Scores

| | |
|-----------------|------------|
| N=150 Mean | 147.1 |
| Median | 147 |
| Mode | 146 |
| Std. Dev. | 14.1557729 |
| Sample Variance | 200.385906 |
| Kurtosis | 3.49091118 |
| Skewness | -0.8305115 |

Table no 3, shows that the mean value of attitude scores is quite high. The distribution of attitude scores is positively skewed and leptokurtic in nature.

Table No 4. Category-wise Descriptive Statistics of Attitude Test Scores

| Categorical Variables | Categories | N | Mean | Std. Deviation | Std. Error of Means |
|-----------------------|------------|----|--------|----------------|---------------------|
| GENDER | Male | 89 | 146.83 | 15.797 | 1.674 |
| | Female | 61 | 147.36 | 11.501 | 1.473 |
| LOCATION OF SCHOOLS | Rural | 70 | 149.19 | 16.709 | 1.997 |
| | Urban | 80 | 145.28 | 11.274 | 1.260 |
| STREAMS OF SUBJECTS | Science | 53 | 146.89 | 14.96 | 2.055 |
| | Soc. Sc. | 49 | 145.26 | 13.71 | 1.959 |
| | Language | 48 | 149.21 | 13.69 | 1.976 |

Table no 4, indicates that the mean values of attitude scores of male and female teachers are very close to each other. This indicates that gender bias have almost no impact on the result.

Rural teachers with relatively higher mean value compared to their urban counterparts, in attitude scores reflects more positive attitude in this study.

Considering subject stream as a variable the language teachers remain most positive in this research reflecting highest mean value in attitude test scores with respect to science and social science teachers.

Table No 5. Independent t-tests gender-wise & School Location-wise

| Categorical Variables | Categories | N | df | Difference of mean | SE _D | t-value(2-tailed) | Level of significance |
|-----------------------|------------|----|-----|--------------------|-----------------|-------------------|-----------------------|
| GENDER | Male | 89 | 148 | 0.529 | 2.362 | 0.823 | NS(p>0.05) |
| | Female | 61 | | | | | |
| LOCATION OF SCHOOLS | Rural | 70 | 148 | 4.611 | 2.303 | 1.741 | NS(p>0.05) |
| | Urban | 80 | | | | | |

From table no 5, considering gender and location of school as variables, it is observed t values are not significant at 0.05 level. (p>0.05). So the first two hypotheses are retained i.e., the sample groups do not differ significantly in attitude towards career guidance and counselling with respect to gender and location of schools.

Table No 6. ANOVA of CGCAS - subject streams

| | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|-----|-------------|------|-------------|
| Between Groups | 384.904 | 2 | 192.452 | .958 | 0.386 |
| Within Groups | 29521.770 | 147 | 200.828 | | NS (p>0.05) |
| | 29906.673 | 149 | | | |

Table no 6 indicates that F value is not significant at 0.05 level. So third null hypotheses is also retained i.e., the sample groups do not differ significantly in attitude towards career guidance and counselling with respect to their subject streams.

Analysis of infrastructural facility in schools for CGC is shown below:

Table No 7. Availability of Guidance and Counselling Facility in Schools

| Type of Response of The Sample | Total Number of Response | % of Response |
|--------------------------------|--------------------------|---------------|
| Yes | 12 | 8 |
| No | 138 | 92 |

Table no 7 reflects that very insignificant percentage (8%) of sample schools are providing guidance and counselling facility at present. So it can be said that a large section of schools is yet to be equipped with guidance and counselling facility.

Table No 8. Availability of Vocational Education Facility in Schools

| Type of Response of The Sample | Total Number of Responses | % of Responses |
|--------------------------------|---------------------------|----------------|
| Yes | 50 | 33.33 |
| No | 100 | 66.66 |

Table no 8 indicates that presently only one third of sample schools (33.33%) are providing vocational education and rest two third sample schools (66.66%) remain untouched in accordance with the drive of Vocationalisation of Secondary Education (VOSE).

Table No 9. Data Matrix Showing the Availability of Guidance and Counselling Facility with Vocational Education Facility in Schools

| Availability of Guidance and Counselling Facility Availability of Vocational Education Facility | Yes | No | Total |
|---|------------|--------------|--------------|
| Yes | 4 (2.67 %) | 46 (30.67 %) | 50 (33.34 %) |
| No | 8 (5.33 %) | 92 (61.33 %) | 100 (66.66%) |
| Total | 12 (8 %) | 138 (92 %) | 150 (100 %) |

Table no 9 illustrates the combined availability/non-availability of guidance and counselling service with vocational education facility in sample schools involved in the present study. It is clearly evident that very insignificant percentage (2.67%) of sample schools are equipped with both the facility. Majority of the sample schools (61.33%) have neither 'guidance and counselling' facility nor 'vocational education facility'.

Major Findings:

From table no 3, it observed that the overall mean value of attitude score is quite high and the scores are positively skewed.

From table no 4, it is obtained that gender bias play very insignificant role in the mean values of the attitude test scores. Rural teachers shows slightly more positive attitude with respect to urban teachers towards the attitude test scoring higher mean value. Language teachers with a little bit higher mean value in attitude scores exhibits marginally positive attitude in this research with respect to the science and social science teachers.

From table no. 5, 6 it is observed that the 't' and 'F' values respectively are not significant at 0.05 level ($p > 0.05$). So null hypotheses from **Ho1** to **Ho3** are retained. Thus it can be said that the groups under investigation do not differ significantly in attitude towards career guidance and counselling with respect to their gender, location of school and subject stream.

From table no. 7 it is observed that at present very insignificant percentage of sample schools are providing guidance and counselling services in the schools of WB.

From table no.8 it is observed that in response to the Govt's initiative of Vocationalisation of Secondary Education (VOSE) only one third sample schools are providing vocational education at present.

From table no .9 it is observed that very insignificant percentage of sample schools are simultaneously providing 'guidance and counselling' facility and 'vocational education'. The schools having neither the facility of 'guidance and counselling' nor vocational education are above 50%.

Discussion:

1. The availability of guidance and counselling facility (nearly 8%) in schools of West Bengal is beneath the required level. The non existence of state level guidance and counselling cell in Kolkata after 1981(NCERT Draft, 2015) may have an impact on this result.

2. Kodad and Kazi (2014) established the need of school counselling in India. As an extension of that research this present study and most importantly the teacher's feedback strongly establishes the requirement of guidance and counselling services in schools.

3. Based on item analysis in this study it is observed that more than 88% teachers have supported (either in 'agree' or 'strongly agree' mode) for career guidance and counselling in schools. This finding corroborates with that of Bett's observation (2013) on school students.

4. The teachers' attitude to CGC in the present study corroborates that of Sudha Rani's study (2013) on the requirement of career guidance and counselling in schools.

5. Parhar et al. (2013) showed that there was no significant difference between the guidance needs of male and female secondary students, but the guidance needs of rural students were more than that of urban students. In this study the teachers irrespective of gender and school habitat expressed in favour of the necessity of CGC.

6. Dabula and Maruka (2013) conducted their research on students to identify their perception on career guidance and also to collect information on the availability of such facility in educational institutions. These findings strongly corroborates with the present study.

7. Bandyopadhyay (2008) reported the persistence of positive attitude in guidance and counselling among the teaching community in West Bengal. This also supports the findings of the present study.

Educational Implication:

For skill development and improvement of employability of each student, the scope of vocational education in schools needs to be increased.

Proper co-ordination between 'guidance and counselling' and 'vocational education' has to be maintained and geared up in the respective schools.

Officials and administrators from government, non-government and private educational institutions have the scope to take sufficient measures to run guidance and counselling facility in all schools.

Conclusion:

In the present study the investigators tried to identify the attitude of the higher secondary school teachers towards career guidance and counselling in West Bengal. It is evident from the study that the 'attitude' of teachers does not differ significantly with respect to their gender, location of school and subject streams. Even after very poor percentage of availability of guidance and counselling facility in schools, the average score of teachers in CGCAS is quite high which indicates the utility and effectiveness of career guidance and counselling in schools.

Scope for further studies:

Further research can be done based on the following points:

1. Greater sample size and involvement of different types of schools operating under different administrations and different boards in West Bengal and outside might be considered.

2. Information about 'attitude' towards CGC could also be taken by interviewing the teachers to increase the reliability of the study.
3. The study could be done by involving more independent variables and more suitable items.
4. The same research may be repeated in different settings to validate the present findings.

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