



Perceptions of Lecturers on the Skills Possessed And Career Guidance Needs of the Students

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ABSTRACT

The Department of Adult continuing Education is one such department, established at university level to cater to the needs of the teaching, research and extension in the area of adult education. Under extension activities, the UGC is providing adequate financial support to these departments for organizing various extension activities under three areas namely Vocational Training, Community based Action Research and Career Guidance and counseling. Under career Guidance and Counseling the department has been organizing the programmes like Training programme for Degree college Lecturers on Career Guidance, Research, Publication of books and articles. In order to organize career guidance camps, based on their needs and interests, a study was conducted to know the needs of the perceptions of lecturers on the skills possessed and career guidance needs of the students in the area of career guidance and counseling.

Keywords : Skills – students - perception – lecturers – career guidance and counselling – Adult Education

Objectives of the study

- To know the perceptions of the Lecturers on the skills possessed by the students
- To know the guidance and counseling needs of the students as perceived by the Lecturers.
- To suggest measures to strengthen the career orientation services in colleges.

Methodology

Three Degree colleges under the purview of the S.V. University were randomly selected. 10 lecturer's form each college i.e. total 30 lecturers were also selected as the sample to know their perception on the career guidance and counseling needs of the students. Thus 30 lecturers 3 degree colleges were formed as the sample for the present study.

In order to collect the information from them, schedule on career orientation in colleges, schedule on the career guidance needs of the students for lecturers two rating scales on skills possessed by the students were prepared.

The tools developed were administered to the sample drawn from the three colleges; the data was collected, pooled and analyzed as per the objectives of the study. Percentages were calculated and the findings were presented below.

Table-I
Perception of lecturers on the skills possessed by the students

S.no	Item	Good	Moderate	Poor
1	Grasping of the subject in the class room	4 (13.33%)	18 (60%)	8 (26.66%)
2	Doubts clarification	7 (23.33%)	10 (33.33%)	13 (43.33%)
3	Expression of views & feeling	5 (16.66%)	9 (30%)	16 (53.33%)
4	Goal setting & hard work to achieve the goal	2 (6.66%)	10 (33.33%)	18 (60%)

5	Self confidence among the students	4 (13.33%)	6 (20%)	20 (66.66%)
6	Information seeking on higher education & employment opportunities	6 (20%)	5 (16.66%)	19 (63.33%)
7	Utilization of library facilities	8 (26.66%)	5 (16.66%)	17 (56.66%)
8	Communication skills	2 (6.66%)	7 (23.33%)	21 (70%)
9	Interpersonal relations with co students	10 (33.33%)	4 (13.33%)	16 (53.33%)
10	Participation in extra curricular activities	2 (6.66%)	4 (13.33%)	24 (80%)
11	Computer knowledge	10 (33.33%)	5 (16.66%)	15 (50%)

The information collected on the perceptions of lecturers on the skills possessed by the students gives a clear picture of the skills possessed and the steps to be taken to promote employability. It is shocking to know that only 13.33 per cent of the students are able to grasp the subject in the classroom. While 60 percent are moderate. Only 26.66 per cent of them are poor in this category. On the other hand 23.33 per cent of the students are good in doubts clarification. While 33.33 per cent of them are moderate and 43.33 per cent are poor. Only 16.66 per cent of the students are good at expressing their views and feelings and 30 per cent are moderate. Nearly 53.33 per cent of the students are poor in this category. Among them only 6.66 per cent are very clear about their goal setting and hard work to achieve the goal. While 33.33 per cent of them are moderate and 60 per cent are poor. Coming to the self confidence level among them, 13.33 per cent of the students feel that they are good, while 20 per cent say that they are moderate, on the other hand 66.66 per cent are poor. The lecturers revealed that 9 per cent of them are good at seeking information on higher education and employment opportunities where in 27.66 per cent of them are moderate and 63.33 per cent are poor. 26.66 per cent of the students are

good in utilizing the library facilities. On the other hand 16.66 per cent of them are moderate and 56.66 per cent are poor.

The survey has suggested that only 6.66 per cent of the students possess good communication skills, whole 23.33 per cent are moderate and 70 per cent are poor. It is surprising to see that only 33.33 per cent of the students are good at interpersonal relations with co-students. While 13.33 per cent are moderate and 53.33 per cent are poor. Coming to the

participation in the extra curricular activities, 6.66 per cent are good, while 13.33 per cent are moderate and 53.33 per cent are poor. From this survey we can easily figure out that 33.33 per cent of the students are good in computer knowledge while 16.66 per cent are moderate and 50 per cent are poor.

From the responses of both the lecturers and students it is very clear that majority of the students are poor in the skills necessary for employability.

Table-II
Career guidance and counseling needs as perceived by the lecturers

S.no	Need	Frequency	Percentage	
1	Information on higher education opportunities	30	100	
2	Information on Employment opportunities indifferent sectors	30	100	
3	Information on self employment opportunities	6	20	
4	Lectures cum Training Programmes on			
	(a). Memory Techniques	30	100	
	(b). Study skills	26	86.66	
	(c). Stress Management	30	100	
	(d) . Public speaking skills	22	73.33	
	(e). Resume presentation	30	100	
	(f). Communication skills	30	100	
5	(g) . Interview Techniques	30	100	
	Arrangement of counseling sessions in the campus	30	100	
	6	Interaction with		
		a. Employers	30	100
b. Industrialists		30	100	
c. Employment & training institutions		30	100	
7	d. Alumni	11	36.66	
	Procurement of books on Career guidance & counseling in the libraries	30	100	
8	Internet facility in the campus	30	100	
9	Establishment of Career guidance cell	30	100	
10	On campus recruitments	30	100	

It can be observed from the table that cent percent of the lecturers have expressed the need of Information on higher education opportunities, Employment opportunities indifferent sectors, Lectures cum Training Programmes on Memory Techniques, Study skills, Stress Management, Resume preparation, Communication skills, Interview Techniques, Interaction with Employers, Industrialists, Procurement of books on Career guidance & counseling in the libraries, Internet facility, Establishment of Career guidance cell in the campus and On campus recruitments. 73.33 percent expressed the need to train the students on public speaking and 36.66 per cent for the arrangement of interaction sessions with Alumni.

Suggestions

- The curriculum should be changed according to the changing scenario of competition, global situations and market placements. In addition to the regular syllabus the information on various courses, sources of employment, required qualifications should be provided.
- Life skills should be promoted among the students through proper training.
- Participation in group discussion and seminars by the students should be encouraged to improve the communication skills.
- Internet facility, alumni interactions and on campus recruitments should be provided in the campus so that the students will have the access to career information.
- Books on topics such as resume writing, interviewing, careers in specific fields, employers brochures should be

- kept in the library so that the students can equip themselves and develop their ability to choose right career.
- Establishment of career guidance and placement cell in the colleges gives an opportunity to the students to get access to the information of jobs, needs and requirements of those particular jobs. Qualified and trained counselor should be appointed. The colleges should take additional efforts to provide the information on various programmes initiated by the government for the well being of the youth with special focus on the employment generation programmes.

Conclusion

Employment is becoming complex, occupational boundaries are changing and more jobs temporary. These changes present difficulties for the students and are in need of a better understanding of the changes, the implications in terms of career prospects, the skills to adjust to the culture of new industrial working life. Five main elements characterize an education system that is likely to prepare students effectively for this new environment

- Emphasis on career preparation in the colleges
- Skills standards.
- Close connection between vocational and academic institutions.
- Work place learning.
- Links between employers and colleges.

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