HANDBOOK OF EDUCATIONAL & VOCATIONAL GUIDANCE

Yukti Mitesh Khajanchi

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CHAPTER 1

ADVANTAGES OF PROFESSIONALIZING
CAREER COUNSELING AND GUIDANCE

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ABSTRACT:

This Chapter discusses the societal and personal advantages of career guidance and counseling and presents the main justifications for CGC practitioners to be trained in higher education. We highlight the value that CGC services can offer based on a review of the challenges that people now confront with relation to their professional development. However, the competency of CGC practitioners determines the effectiveness and quality of CGC services, which is why we continue to discuss the requirement for specialized specialists to lead CGC services. We contend that CGC professionals require higher education training because to the high complexity of their tasks. In our societies, career counseling and advice are ingrained. We must consider the role that this profession can play for both individuals and society when thinking about the professionalization of career advice and counseling and academic training for CGC practitioners. Understanding the relationship between people, society, and professional CGC services is crucial if we are to comprehend how higher education in career guidance and counseling may actively assist in addressing the difficulties that lie ahead of us. Presenting key political and professional arguments is the chapter at hand. Our main justifications for educating CGC professionals in higher education are outlined in the chapter. While a variety of actions must be taken to guarantee the delivery of high-quality CGC services across Europe, professionalizing career guidance and counseling is one of the most promising.

KEYWORDS:

Career Guidance, European Union, Organizational Structures, Professional Roles, Professionalizing Counseling.

INTRODUCTION

The significance of CGC services is increasing. People from all walks of life are turning to assistance more and more often as they face difficulties in their professional lives. Whether they are considering further education, looking for work, attempting to enhance their life-work balance, or seeking to give their lives more purpose through a career shift, they typically have to deal with significant and occasionally challenging questions. However, people aren't the only ones that are worried about their careers. Because career-related issues are crucial to their existence, organizations and communities (such as towns and states) are also looking for professional support in relation to the careers of their members (i.e., employees or residents). If companies want to maintain their competitiveness in international marketplaces, they must properly prioritize the careers of their employees: What beliefs do workers hold that encourage them to stick around? What skills do they need to acquire? Public and nonprofit organizations face a similar situation. Similar to this, citizens' occupations play a large role in communities; they provide significant avenues for social integration, they affect the prosperity of communities, and they are connected to numerous political issues, such as gender equality.

These patterns demonstrate the relationship between the expanding demand for CGC services and the necessity for lifelong learning in our communities, or the ongoing education of everyone in terms of citizenship and employability. Lifelong learning is increasingly being viewed as a must for people to achieve and feel a part of society. Employers expect ever-stronger critical competencies from their employees, new

skills are required for new professions, and the need for a highly educated workforce is growing (European Council, 2009). At the same time, change has emerged as one of the few constants of postmodern life as a result of the world's increasing complexity as a result of new technology and globalization. People go through a number of transitional phases during their life when change is normal. Discontinuous work histories are becoming more prevalent: Job searching, unemployment, and career reorientations are becoming increasingly common. Individuals, as well as organizations and communities, are expected to be given the tools to actively adapt to change through the idea of lifelong learning. In this approach, lifelong learning is a proactive solution for our societies to deal with the need for change and development that never ends. According to European policy-making (European Commission, 2000; European Commission, 2002), lifelong learning is expected to: boost social inclusion; boost Europe's economic region's competitiveness; support Europe's growing-together (along with increased mobility); and generally, raise living standards.

Similar attitudes toward lifelong learning are shared by local communities and national communities. If the measures and procedures used by CGC services are up to current and of the highest caliber, they may be a solution to the problems brought on by the requirement for lifelong learning. The ways in which career guidance and counseling reflect such developments and changes in society and refresh themselves have a long history. In this way, career counseling and advice are themselves adaptable and reflective ways for society to adjust to the changing nature of work and education.

Several international policy-making organizations, like the European Union and the Organization for Economic Co-operation and Development (OECD), have acknowledged the societal and personal advantages of career guidance and counseling: These agencies promote the necessity for lifelong supervision in order to implement the concept of lifelong learning (European Council 2004 & 2008; OECD, 2004). The provision of CGC services to all members of society at all phases of their professions is referred to as "lifelong guidance." Through the efforts of CEDEFOP (2009), the European Lifelong Guidance Policy Network (ELGPN, 2010) in Europe, and numerous other actors at the national level (for example, associations of CGC professionals, public employment agencies), the corresponding "lifelong guidance policies" are continuously being developed and implemented.

Here, we will closely examine a few model policy texts in an effort to have a clearer idea of how career guidance and counseling is connected to serving distinct societal requirements or duties. Many political and societal expectations related to career assistance and counseling in Europe are expressed in the European Council's 2008 Resolution (European Council, 2008). The Council Resolution from 2008 emphasizes the following topics in particular: Individuals must adapt to political, societal, organizational, and individual changes for which CGC services are considered as beneficial. Various central responsibilities linked to career counseling and advice to assist people in adjusting to these changes, Organizational and societal context-related responsibilities that CGC professionals should be able to handle [1]–[3].

The European Union is advancing its policy with the "Education and Training 2020 Strategy" (Council of the European Union, 2009). The current strategy for Education and Training (ET 2020) describes four strategic objectives that are based on the work program "Education and Training 2010" (Council of the European Union, 2002) and have a strong relationship to the Lisbon Strategy (European Council, 2000): Making lifelong learning and mobility a reality, enhancing creativity and innovation, including entrepreneurship, at all levels of education and training, promoting equity, social cohesion, and active citizenship, and improving the quality and efficiency of education and training.

All of these strategic objectives have a clear and direct connection to career guidance and counseling, as well as connections to various national and European Union policy plans. High-quality CGC services directly help to make lifelong learning participation possible. Career counseling and advice encourage people to pursue lifelong learning and help them find educational paths that suit both their individual requirements and the

opportunities and demands of their settings. Career guidance and counseling (CGC) services can open the door to lifelong learning for people who are not accustomed to receiving additional education and training. Career guidance and counselling functions as a preventive measure to encourage people to develop the competences they need to shape their lives autonomously and to plan and create their educational paths and professional lives on their own. These competencies are frequently referred to as career management competencies or abilities in the European context In addition, CGC services support and facilitate mobility. International educational and job prospects can be found with the assistance of CGC specialists, who can also guide individuals in overcoming pertinent challenges.

Similar to how CGC services are improving the effectiveness and quality of education and training: One of the most important factors in determining whether a course or training program will be successful is the process of selecting an educational path. Career counseling and assistance assist individuals in selecting programs that best suit their interests, preferred learning styles, and available opportunities (especially in the job market). CGC services are directly related to significant flagship initiatives of the European Union like the "Agenda for New Skills and Jobs" or "Youth on the Move" because of their cross-cutting importance for various policy areas.

In conclusion, professional CGC services improve people's capacity to design their educational and professional lives independently and proactively, enhancing performance and prompt adaptation to changing circumstances for both individuals and organizations. Career counseling and advice help people integrate into the workforce, especially during times of transition or when they run the risk of being shut out of society. Career guidance and counseling encourages educational investments and reduces drop-out from school, vocational and higher education, and work by creating new, motivating and attainable viewpoints.

DISCUSSION

If CGC services are to deliver the societal and personal benefits depicted in Chapter 2.1, they do not just need to be accessible to everyone. They must be excellent. Poor services might harm people and societies more than they help them. In particular, they might influence customers to make choices they later come to regret, resulting in bad investments that hurt people, businesses, and communities. The potential benefits of career counseling and guiding mostly depend on efficient CGC systems. The nature of CGC services makes them extremely complex. Even for industry specialists, helping people to build their autonomy and responsibility for handling complex, distinctive, and unpredictable career questions is a very difficult task. Individual wishes, opportunities, and limits combined with the job settings that people face result in non-standardisable issues. Quality career guidance and counseling services need to do more than just provide individuals with original, individualized answers to their work-related queries. For the clients to truly identify with the approaches, they must jointly design these solutions with them. Simply running information or expertise by people ignores the possibility that those who are having trouble making career decisions may not understand its relevance, may view their problems from a completely different angle, or may be facing issues where more information would actually be counterproductive. As a result, providing CGC services necessitates developing collaborative connections with clients, which calls for a high level of knowledge as well as self-reflection and client-focus.

When examining quality assurance in career guidance and counseling, a number of factors need to be taken into account. Referring to the three levels that affect the caliber of career advice and counseling services, we will briefly describe each of them. The socio-political structure of laws and institutional frameworks affects the standard of CGC services. One illustration is the creation and adoption of national or regional standards, such as those governing the training of CGC professionals or the application of systems for quality assurance and development. The consistency of CGC services across many sectors, including how they are organized, coordinated, and collaborate, is another illustration of this level.

Once again, a number of elements come into play at the organizational level. Examples include the use of quality assurance/development systems, citizen and user participation in the design and evaluation of services and outcomes, the accessibility of pertinent resources (such as ICT equipment, current information), efficient organizational structures and procedures, and organizational culture. The element that has the biggest and most immediate influence at the level of actual practice is the staff's competence to provide high-quality services. Practitioners of CGC must be able and willing to handle complicated demands in their work by reflecting on and utilizing a wide variety of psychological resources. Examples include acting in a professional manner and upholding professional principles, as well as using appropriate techniques and current information. Even the most skilled CGC practitioners cannot deliver top-notch services under challenging situations (such as a lack of resources). The same is true for practitioners who are underqualified or have insufficient training; they cannot provide high-quality services, even with the best quality assurance procedures. Therefore, it is not unexpected that policy makers and other stakeholders in Europe today place a high priority on the availability of people who are adequately competent to provide high-quality CGC services and who consistently improve their competence.

One of the crucial pillars for offering top-notch career guidance and counseling services is the competency of CGC employees, it must be understood. This is a reference to the skill set of CGC professionals, who are the individuals the NICE Handbook focuses on. However, other crucial aspects of the quality of CGC provision include the competence of those performing supportive roles and the competence of other professionals (such as teachers and managers) who may encounter career-related issues through their work. Understanding client demands, discussing with them what types of services would best help them, and ensuring that they only receive these services are key components of providing high-quality career guidance and counseling. As previously said, such occupations require a high level of cognition.

Advantages of Professionalizing:

The ability to create and maintain good personal interactions, the capacity to build and develop healthy personal relationships, and a solid understanding of numerous fields of expertise including but not limited to psychology, education, sociology, and economics are all necessary for this physically and mentally demanding job. Therefore, it is crucial that those providing these services are qualified to successfully support people. Only those with expertise in career advice and counseling, or CGC professionals, should carry out CGC duties due to their high level of complexity and ambiguity.

Additionally, CGC specialists must be involved in the management of such services due to the strong dependence of the quality of CGC services on organizational and socio-political situations. The only persons who can accurately predict the conditions that are advantageous for good practice are those who have spent their careers specializing in knowing the nature of CGC services, how CGC interventions work, and how they are affected positively or negatively by environmental factors. Therefore, we emphasize that CGC services must not only be delivered but also be managed by CGC experts [4]–[6].

Science-based education is necessary for CGC professionals to deliver and guarantee high-quality CGC services. As we've already covered, the majority of career advising and counseling entails collaborating with clients to find answers to complicated, one-of-a-kind concerns about their careers. This calls for CGC professionals to be capable of handling a wide range of potential career inquiries while leveraging on their understanding of particular career-related theories. Which degree of competency CGC professionals should develop for their jobs, and how can the growth of their skills be ensured, are the two main questions. We are persuaded that the solutions to these concerns must come from research and higher education in career guidance and counseling due to the high level of complexity of CGC services.

The relationship that is established between the competencies that professionals demonstrate via their actions and the functional roles that they perform in is where this three-level understanding of professions adds the most value. Through the use of this model, a broader societal aspect of professions is also taken into account, including any relevant institutions, organizational structures, legal frameworks, etc. It is impossible to identify the competencies required of CGC practitioners in a vacuum, apart from the social, organizational, and organizational expectations related to CGC practice. Instead, the three levels must be seen as interrelated and considered as a whole when defining CPR.

By introducing the "form follows function" approach, the NICE Tuning Framework takes into account the three-level knowledge of professions in relation to the academic preparation of CGC professions. In order to enable and ensure that graduates have the competencies required for their professional duties, we both agree that the structure and content of degree programs in career advice and counseling should be based on this goal. Therefore, we identify the NICE Professional Roles (NPR) as the foundation for establishing CPR with reference to the design of academic training programs. In terms of the six professional roles that we perceive as being essential to the practice of CGC, the NPR are similar to how we generally understand the general function of CGC professionals [7]–[9].

CONCLUSION

We contend that career guidance and counseling should become a profession of its own and is in the process of doing so due to the high level of complexity that CGC professionals must deal with professionally and the corresponding need for highly developed competences. This would indicate that career guidance and counseling establish a professional identity based on generally accepted criteria and accepted notions about how CGC professionals should perform their jobs. In addition to their emphasis on ensuring that students develop fundamental competencies pertinent to the practice, degree programs in career advice and counseling should assist the development of such a professional identity. We want to contribute to the professionalization of career guidance and counseling by fostering the development of a distinct academic discipline in career guidance and counselling as a network of European higher education institutions dedicated to the education and training of CGC professionals. Due to their role in expert systems, professions heavily rely on higher education and research. The establishment of the pertinent profession is inescapably hampered when higher education and research in a given field are spread among several academic fields. As a result, we see the effort made by this manual to create common points of reference (CPR) for the further education of CGC professionals as being extremely crucial for the professionalization of career guidance and counseling.

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CHAPTER 2

SIGNIFICANCE OF NICE PROFESSIONAL ROLES IN CAREER GUIDANCE

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ABSTRACT:

In order to combine many disciplinary viewpoints and methodologies, multidisciplinary research initiatives are often suggested to build a shared theoretical foundation. The necessity for such a framework pertains in two ways to this publication (and its future evolution). The partners of NICE originate from the cultures of diverse academic subjects, which is one way in which career guidance and counseling itself has a multidisciplinary foundation. To connect concepts for the advanced training of CGC professionals with knowledge on the societal and personal benefits of career guidance and counseling now and in the future, requires a multidisciplinary approach and a meta-theory that brings together pertinent knowledge. On the other hand, the central questions we address with this handbook require a synthesis of various theoretical perspectives. Evidently, in addition to educational and managerial viewpoints, sociological and policy backgrounds, as well as a thorough understanding of the relevant transdisciplinary subject, are also crucial in this situation. We shall go into great detail about our structure in the ensuing chapters along with the objectives of the Bologna Process and the idea of the European Qualification Framework. The 'conventional Tuning technique' is then modified to fit the academic training of CGC professionals. This is done by including a knowledge of professions into the process. The task of developing curricula from these CPR is covered in Chapter our understanding of competence in NICE and shows how the NICE Core Competences (NCC) were derived from our knowledge of the functional roles of CGC professionals (also known as the NICE Professional Roles or NPR).

KEYWORDS:

Cognitive Skills, Competence-Based Learning, Multidisciplinary Research Initiatives, Nice Professional Roles.

INTRODUCTION

The next CPR we have identified is learning outcomes that CGC professionals should create through their academic training, which follows the competence-based learning paradigm. The first kind 2 of learning outcomes we identify as CPR are the key competencies that CGC professionals need to achieve in their professional jobs because we use a competence-based approach. The NICE Core Competences (NCC), which we specify, are directly derived from the NICE Professional Roles (NPR), as a result of our emphasis on training professionals. A competence-based approach to academic training adds value since it emphasizes performance-based learning and individualization: Competence-based education focuses on the actions that people are capable of executing, as opposed to previous input-oriented approaches to qualification, which frequently only focused on imparting and assessing knowledge.

In NICE, we do not distinguish between "subject-related" (discipline-specific) and "generic" (general academic) skills, in contrast to the "traditional Tuning approach": We view a number of the skills that are sometimes regarded as general competencies as being crucial to the education of CGC professionals because they are so fundamental to the practice of career advice and counseling. Therefore, we prefer to concentrate on the key competencies that CGC professionals require, regardless of whether they are applicable to other professions as well (i.e., generic) or exclusively to career guidance and counseling (i.e., subject-specific).

The system for establishing role-based core competences, which are subsequently described in terms of more specific sub-competences, follows the reasoning of providing a thorough framework rather than a long list of additive competences.

Our particular understanding of competence is another distinguishing feature of the NICE Tuning Framework. The word "competence" has numerous definitions and connotations in both English and other languages. We are particularly interested in examining what competence is in relation to the creation of academic training programs for CGC professionals from the pedagogical and professional perspectives of this guide. As a result, we have defined competence as the capacity of individuals to achieve complicated requirements in specific contexts while appropriately utilizing psychological resources in a mindful manner.

Although we refer to "competences," in essence, our notion of competence is based on the definition of "competencies" as used by the OECD in the DeSeCo-Project ("Defining and Selecting Key Competencies, "We use three kinds of psychosocial resources to describe learning outcomes in terms of resource needs. Each of these areas holds similar weight in our eyes in terms of competence and performance in the workplace. Based on contemporary theories of organizational behavior, performance management, and psychology, the classification of affective, behavioral, and cognitive resources has the advantage of allowing the concept to be applied while keeping in mind the various components of competence:

Affective resources are components that influence professionals' motivation and volition (individual will) to act morally. They become apparent through attitudes and behaviors, such as the decisions people make on their own, the things they do, the things they say, etc. People's attitudes, which are greatly influenced by their values and societal conventions, greatly influence how they act and think. These, in turn, are founded on what people have experienced and what they have learned from role models in their own sociocultural and historical circumstances.

The terms "skills" and "know-how" are widely used to describe behavioral resources. Skills are action-oriented and originate from the experience of "having done something before," which sets them apart from knowledge. The quantity of practice people has had at a task determines the quality of their skills. Using the EQF (2008, 11), we distinguish between two categories of talents. Logical, intuitive, and creative thinking are all cognitive abilities. Manual dexterity, the utilization of techniques, supplies, tools, and equipment are all examples of practical skills. Reflexivity is viewed as a behavioral resource (cognitive skill) rather than a cognitive resource in the NICE Tuning Framework.

The knowledge that people possess and may apply to discover answers to certain issues or situations is referred to as cognitive resources. Cognitive resources include understanding of theories (why, how), which are presumptions about how various phenomena are related to one another (causal relations), in addition to information (who, what, when). Competence-oriented degree programs typically aim to make sure that its graduates have attained a specific level of competence. For this aim, level descriptors from national qualification frameworks or those based on the European Qualification Framework (EQF) are integrated with learning outcomes expressed in terms of skills. To award degrees in higher education (certification), skills (as subjective characteristics of individuals) can be objectively measured in this way. Level descriptors should be utilized here as well to determine learning outcomes in terms of resource needs. The academic cycle of the degree program should determine the learning outcome levels required of students in order for them to graduate. The Bologna process is standardizing the three academic cycles (Bachelor, Master, and Doctorate) in higher education across Europe. These cycles build on one another and are designed to address various levels of complexity in order to meet the unique situational demands for which students are prepared (EQF, 2008).

The NICE Core Competences and the NICE Curriculum's resource needs have not yet been linked to level descriptors. One of our main objectives for NICE 2 is to do this. Although we have included a new category of resource requirements, we have made sure to maintain our method to establishing learning outcomes consistent with the EQF for this reason. According to the EQF (2008, 11), "responsibility" and "autonomy" should be used to describe competence. The EQF's definitions of knowledge (cognitive resources) and skills (behavioral resources) resemble autonomy. Compared to the EQF, the NICE Tuning Framework is more thorough when it comes to "responsibility". Responsibility is expressly stated through the category of emotive resources rather than falling under the criterion of competence. As shown in Figure 1 Nice Professional Roles

Figure 1: Nice Professional Roles [Vollversion-NICE].

The structure of our framework also makes it compatible with the LEVEL5 method of verifying, demonstrating, and evaluating informal and non-formal learning. Assessment at LEVEL 5 is based on the development of cognitive, activity-related, and affective competence. We advise those who want to use the NCC or NICE Curriculum for the construction of their programs to determine competence levels and resource demand levels independently in accordance with the EQF Levels 6, 7, or 8 since we have not yet developed CPR regarding learning outcome levels.

DISCUSSION

Career counselor

Guidance professionals assist individuals in acquiring and developing the career management competencies they require for managing their education, training, and career transitions by acting as career educators. Career educators educate and train individuals on how to recognize their strengths (interests, values, abilities, etc.), use systems and techniques to gather information on available jobs and education, make career decisions, plan and carry out career projects, and successfully apply for jobs. They create curricula, organize training sessions, and promote learning in many kinds of groups and communities to support these initiatives. As authorities on learning processes, they also give their clients personalized guidance on how to construct personalized learning programs and enhance their learning strategies.

Expert in Career Information & Assessment

As experts in career information and assessment, CGC professionals assist individuals in evaluating their unique needs and features and connecting them to data on possibilities and requirements in the labor markets and educational systems. Experts in career information and assessment make sure that people receive information that is directly relevant to their queries about school, employment, and careers. They employ evaluation methods and information systems to accomplish this for the benefit of their clients. They explain educational and vocational needs, advancements, and trends to customers and other stakeholders as authorities on the labor market and educational systems. They make sure their customers are well-informed before making any commitments or decisions on their own careers [1]–[3].

Career Advisor

In their role as career counselors, CGC professionals use ideographic and reflective techniques to assist people in comprehending their circumstances, working toward solutions, and making decisions. Career counselors use certain counseling approaches, such as solution-focused questioning, story-telling, and reframing, when dealing with clients' biographical and identity-related concerns (for instance, in response to changes in the labor market). When it is essential, career counselors work alongside their clients to set and pursue long-term goals, inspiring and assisting them in finding and using resources that will allow them to improve their own circumstances.

Manager of Program and Services:

As managers, CGC professionals make ensuring that programs or services are used to give career guidance and counseling. They guarantee high-quality services and frequently work to enhance what is provided. Program & Service Managers engage closely with clients to understand the services they require, make suitable offerings, and secure CGC contracts for their organizations. Client systems include corporations, schools, and communities. Program and Service Managers coordinate the execution of contracted projects as well as the pursuit of new contracts for upcoming execution. They engage in marketing initiatives and promote their organizations' CGC services. They make wise decisions to assure the quality of their services. NICE Handbook instructs readers on how to use available resources, including their own time, and work collaboratively with others to meet customer expectations. They routinely assess the performance of their organizations' services and carry out initiatives to improve those organizations' efficiency and service quality. This involves assisting the staff in acquiring the skills necessary to enhance the services provided to customers.

Developers and intervenors in social systems:

CGC specialists serve their customers directly in steady state (preventive mode) as well as during times of crisis as Social Systems Interveners & Developers. Through networking, advice, and campaigning, they also hope to influence the surroundings of school and the workplace. The establishment and growth of networks and communities is a joint effort by organizations (such as schools, workplaces, or public or social institutions) and social systems interveners and developers. They can assist their clients in achieving their objectives (such as getting employment or starting an education) by opening up new opportunities through networking and community development. In addition, Social Systems Interveners & Developers engage in informal interactions with organizations or groups (such as families or peer groups) on behalf of their customers. If necessary, they represent their clients in court or through negotiation and mediation in disputes involving the client and other parties.

Professionals in Career Counseling and Guidance:

Their interactions with clients, themselves, and other stakeholders (such as employers, policymakers, and other professionals) are efficiently regulated. They achieve this through developing and maintaining positive connections, which also entails striking a balance between their own interests and those of other people and resolving any possible role conflicts. They engage in reflective practice, critical thinking, professional values adoption, and ethical standards adherence to uphold their career. The CGC Professionals understand that they must continually improve their competency. They keep up with cultural and technical advancements and incorporate the most recent research and theory into their practice. In the best interests of their clients, they publicly support science and policy-making related to their subject while also promoting their profession. Last but not least, they uphold human rights and exhibit inclusivity and understanding of diversity, particularly in terms of various values and ways of life [4]–[6].

Three roles that center on the person:

The Career Educator, the Career Information and Assessment Expert, and the Career Counselor are three roles that are notably similar to one another. Working directly with customers is a need for each of these professional positions; it is a fundamental and defining feature of professional CGC practice. The foregoing example shows how CGC professionals will change between roles when working with clients according on what their client requires at the time. Being able to distinguish between these positions in practice is crucial to us because they each relate to various clients' primary needs: While some clients may need training primarily in order to improve their career management skills (the role of the career educator), others may only be looking for expertise (the role of the career information and assessment expert) or assistance with making difficult decisions and navigating transitions (the role of the career counselor). As a result, each job bases its practice on a different corpus of thought. The idea behind these three professional roles was inspired by Savickas, who distinguishes three "paradigms" in the manners listed below: "Vocational advice views clients as actors who may be described by scores on qualities and who may be assisted to match themselves to occupations that employ others who resemble them, according to the objective perspective of individual differences.

From the subjective standpoint of individual development, career education sees clients as agents who can be identified by their level of readiness to engage in developmental tasks suited to their life stages and who can be assisted in putting new attitudes, beliefs, and competencies that advance their careers into practice. From the standpoint of the individual design project, career counseling sees clients as writers who may be defined by autobiographical stories and who may be assisted in reflecting on life themes with which to construct their professions. The NICE Professional Roles are sometimes referred to by different names, and we define roles rather than paradigms (the Career Information and Assessment Expert role, for example, has replaced the paradigm of "vocational guidance"). Additionally, we now have a broader knowledge of the role of career counselors than only using narrative counseling techniques. However, Savickas' contrasts between his three paradigms also apply to our concept of professional positions. Savickas specifically calls attention to the challenging nature of career guidance and counseling for CGC professionals, who must be able to discern the type of support that would be most beneficial to their clients and, as a result, adjust their professional support strategies (involving various professional attitudes and philosophies) in accordance [7]–[9].

CONCLUSION

Agentic theory places a strong emphasis on assisting individual professionals in making sense of their circumstances and the complex systems in which they operate. We have a role regarding the professional identity of career coaching and counseling that requires a proactive, reflective approach to coping with

professional issues for just this reason. The intricate systems that CGC professionals deal with on a daily basis might be very difficult for their presumptions and methods of operation. This is especially true when the current political, economic, or work structures make it difficult to provide the kind of career guidance and counseling that is necessary from a well-informed professional standpoint. Professionals can make changes even in complex systems if they have a feeling of personal agency and the capacity to think systemically. As a result, a community of professionals may be able to maintain new relationships with stakeholders (including the general public and policymakers) and exercise professional control over the CGC work and its circumstances. The skill and assurance required to advance the CGC profession generally are supported by a sense of personal agency. Expanding agency increases alternatives and maintains the personal and professional growth that characterizes a dedicated and successful professional practitioner.

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CHAPTER 3

ADVANTAGES OF PROFESSIONALIZING CAREER COUNSELING AND GUIDANCE

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ABSTRACT:

The NICE Core Competences (NCC) are used in this section of Handbook to determine the contents of what we refer to as the NICE Curriculum. The NICE Curriculum is a proposal for nine modules that is based on the NICE Tuning Framework in this Chapter and can be used to construct and develop degree programs in career guidance and counseling. In light of this, the modules provide learning outcomes for the NICE Core Competences (NCC) and their sub-competences, as well as learning outcomes for the affective, behavioral, and cognitive resources needed by the NCC. The NICE Curriculum's nine modules are each described in a similar manner, giving context to recurrent headlines. While we made an effort to properly mention all relevant details, the description is not thorough. The modules include a description of the learning outcomes used to the concrete modules' learning outcomes. For each of the modules, we initially intended to make references to relevant as well as illustrations of effective teaching, learning, and evaluation strategies that may be literature. We've started a collection as well, but we won't publish it until it's been improved. The proposals for teaching, learning, and assessment in WP "Tools of Impact for Teaching and Training in Academic Career Guidance and Counseling Degree Programmes" were gathered from the practice of NICE partners.

KEYWORDS:

Academic Career Guidance, Competency-Specific Knowledge, Learning Modules, Norm-Referenced Assessment, NICE Curriculum.

INTRODUCTION

The NCC Professionalism has been given learning outcomes in terms of competencies, affective, and behavioral resources that are significant in all NICE Professional Roles (NPR), including the idea of reflexivity. This highlights how important they are to the practice of career guidance and counseling and also shows that they must be improved across the entirety of programs. The P-Module merges the other NCC into an understanding of career advice and counseling as a profession and parallels the NCC Professionalism. As a result, there are various ways in which the information in this module is related to the knowledge and competency modules. Most importantly, the Professionalism Module includes all of the sub-competences that are fundamental to the profession and are typically important for all CGC services. This specifically relates to a number of inter-personal and systemic competences, as well as to professional ideals and attitudes. In addition to covering general academic competencies that students of career guidance and counseling should build, the P-Module also includes competencies that refer to critical thinking, reflexivity and continual learning.

Learning Modules:

Three unique Knowledge Modules (K-Modules) have been compiled that provide generally applicable cognitive resources in terms of fundamentally important knowledge and theories for career advice and counseling. We made this choice because, on the one hand, these resources cannot all be attributed to a single core competency and, on the other hand, their breadth is too broad to include them all in the professionalism

module. The K-Modules, in contrast to the C-Modules and the P-Module, simply provide basic knowledge that is pertinent for performing in the six NICE Core Competences.

However, this does not imply that K-Module-related courses must simply emphasize the growth of cognitive resources. Instead, the emphasis should be on fostering a variety of the broader academic skills that are included in Professionalism Module P1, such as research skills, reflexivity, critical thinking, analytical skills, communicative skills, and many more. We haven't recommended any teaching, learning, or evaluation strategies for the K-Modules as a result. There are references to the systematization and growth of knowledge in the P-Module in the Chapter. We divided the vast body of information pertaining to career guidance and counseling into three categories that concentrate on various viewpoints in order to organize it: the perspective on the individual, the perspective on groups, organizations, and interpersonal communication, and the perspective on society as a whole, including labor markets and educational systems.

DISCUSSION

Core competencies and related learning outcomes

The NCC Professionalism and the NPR CGC Professional are connected. CGC Professionals uphold professional principles and ethical standards in their daily work, establish and manage relationships effectively, practice constant learning and critical thought, and promote their field. As a result, the NCC Professionalism outlines the core competencies of CGC professionals, including adopting professional values and ethical standards in all roles of their practice, developing and maintaining appropriate relationships, engaging in continuous learning and critical thinking, and advocating for their field.

Building and effectively regulating healthy relationships with clients, themselves, and other stakeholders (e.g., employers, policy-makers, other professionals) Finding a suitable balance between their own and other people's interests and dealing with potential role conflicts and high levels of uncertainty Engaging in critical thinking, reflective practice (reflexivity), and continuous learning Systematically analyzing data to draw conclusions about the causes and effects of various phenomena. Engaging in societal debate about the goals of career guidance and counseling; adapting professional values and ethical standards in their practice of all professional roles; demonstrating openness and understanding for diversity, especially in terms of different values and models for life; supporting science and policy-making for the advancement of the CGC profession; and promoting career guidance as a social contract for the advancement of equality and social justice [1]–[3].

Cognitive Resources (Competency-Specific Knowledge) Critical understanding of professionalism on the individual and societal levels Understanding the various societal expectations related to career guidance and counseling (e.g., from the perspectives of individual clients, policy-makers, employers, worker unions, and other professions) Ethics: knowledge of core professional values pertinent to career guidance and counselling and pertinent codes of ethical standard. A thorough comprehension of self-evaluation and reflective practice theories, as well as an understanding of how these ideas relate to professional practices in pertinent situations.

Systems theory (systemic thinking): addressing complexity, dynamics, and uncertainty; theories explaining how people and their contexts/environments (organizations, families, societal cultures, and structures) are related to and influence one another; theories explaining how social systems self-organize Research theory and procedures (social sciences): knowledge testing, fundamental statistical methods, survey design and analysis, evaluation research, and psychometric quality indicators. Commitment to professionalism and professional values, such as pertinent ethical standards (many of which are described below), motivation to establish and continuously improve the kind of professional relationships with clients that support these fundamental professional values. A general sense of social duty; a desire to stop psychosocial maladjustment brought on by career unhappiness; a determination to improve people's lives and the quality of their

communities; a drive to stop harm to customers and other people. Understanding the need to maintain a healthy balance between the demands of the client, the needs of the organization, and one's own wellness. Feeling responsible for the influence of one's professional activity and realizing the boundaries of one's own ability. A readiness to be open and honest about one's own methods and ideas; Resilience, tolerance, and optimism; A proactive strategy for making the most of the past, the present, and the future; Tolerance for ambiguity.

The drive to treat everyone with fairness and respect, regardless of their age, ethnicity or culture, mental or physical health, gender, or socioeconomic standing; the drive to advance social justice, inclusivity, and equal chances for underprivileged people. Being open to dealing with diversity, especially in terms of various values and life models; viewing diversity as a possible benefit rather than a danger. Commitment to one's own ongoing training, improvement, professional development, and knowledge advancement; openness to learning, development, and innovation in the professional field; and motivation to solicit input from others when critically evaluating one's own professional development, accomplishments, and areas in need of further learning. A commitment to evaluating (one's own) beliefs and presumptions using defensible scientific standards. The capacity to reflect on one's own activities, including those of others, and to apply professional standards to the process; the ability to apply various science-based models of reflection to certain facets of professional activity.

Interpersonal skills, written and oral communication, conversation techniques, facilitating small and large groups, and presentation skills using various media (such as flipcharts, computer-based presentations, speeches) are all relevant skills for creating and managing positive relationships with (people from) different groups or organizations (especially: users, policy-makers, families, communities, other professionals, employers, teachers/trainers). Setting learning and development goals, analyzing and maximizing one's own learning style, and tracking progress in learning and competence development are all examples of skills that are necessary for managing the effects of change and stress on oneself. Applying pertinent ethical standards for career counseling and coaching to actual instances. Capabilities for systematic analysis, concept formulation, and professional/scientific paper writing, such as critical thinking, inventive approaches, and logical arguments.

Methods of instruction and learning:

Examining instances in relation to theory; working with a "critical friend" (providing and getting criticism); supervision and "intervision"/"collegial counseling" based on (own) real examples (e.g., video-taped); creating a reflective portfolio; using a competency assessment as a starting point and a professional growth appraisal of oneself; examination of situations utilizing pertinent ethical standards for career counseling and guidance; reflecting evaluations of visits to programs advancing equity and social justice; critically analyzing the scholarly grade of scientific papers using standards for scientific writing; Making summaries of scientific books or articles for students. Writing scientific papers. Talking about what specific policies would mean for one's own field of work in career guidance and counseling (comparative analysis).

References to Evaluation Techniques

The term "personal development plan" Students assess their progress on the program critically in light of the theories discussed in the module. Based on this, they create an action plan for their continued professional development for the balance of the program; a PDP is an assessment tool that ideally starts and concludes a study program; The "Professional Discussion" Students film a professional conversation with the instructors on DVD in which they review and consider what they have learned while creating their personal development plan. This includes analyzing theories critically, continuing professional development, writing and delivering a professional/scientific report, and other related activities [4]–[6].

1. This subject provides the fundamental/basic knowledge necessary for CGC professionals to deal with people and their unique career concerns.
2. The information on this list is useful for all of the basic competencies of CGC professionals, but it is particularly crucial for NCC Career Education, Career Information & Assessment, and Career Counseling.

Cognitive Resources (Knowledge Particular to a Competency)

Theories of career and professional development include understanding biographical changes brought on by career changes and life stages (such as those that occur during primary and secondary school, Career Education, a change in vocation, looking for work following a parental leave or a period of unemployment, and retirement). Theories of career choice and planning include trait and factor theories, constructivist approaches, life designing, social learning theories, work adjustment theory, and social-cognitive theory.

Theories about how individuals organize their own activities, such as those pertaining to learning and competence development, learning theories (which aim to maximize learning), decision-making processes and heuristics, work-life balance, self-motivation, time management, and setting priorities, etc. Psychological theories on specific personality traits and behaviors, such as motivation, interests, aptitudes, abilities, feelings, and cognitions; as well as self-efficacy, locus of control, volition/willpower, and willingness to make decisions; and so forth. For CGC professionals, this subject provides the core and basic information necessary to deal with groups, organizations, and communication. The information listed here is essential for the NCC Programme & Service Management and Social Systems Interventions & Development, but it is also crucial for addressing people's career-related concerns, making it pertinent for all NCC.

Cognitive Resources (Knowledge Particular to a Competency)

Theories on informal relationships/social systems (other than formal organizations): families, couples, peers/friends, small and big groups. Group dynamics and interpersonal communication. Organizational theories and organisational communication. Organizational culture, various types of organizations (bureaucracy, networks, etc.), diversity within organizations, interactions between organizations and their environments, and the effects of new technologies (especially IT and ICT) on organizations and employees are just a few of the formal structures, relationships, roles, and processes that organizations use.

1. Management theories strategic planning and controlling, organisational decision-making (micro-economics); project management; quality/ process management
2. Leadership and relevant communication theories role-modelling; leadership styles; inner-organisational communication; conflict management (prevention and solution of conflict); theories related to leadership and moderation of groups
3. Change Management/ Organization Development theories on organisational change & learning; success factors of planned organisational change
4. Human Resource Management (HRM) and Personal Development (PD) theories and knowledge: understanding of typical HR processes such as recruiting, staffing, rewarding, retaining and developing employees; basics of performance management
5. ICT in career guidance and counselling: current innovations in communications technology and how they can be employed in regards to the different NPR; discussion of benefits & drawbacks; methods of combining traditional approaches with new technologies for synergies. As shown in Figure 1 Academic Disciplines' Assignments in Percent
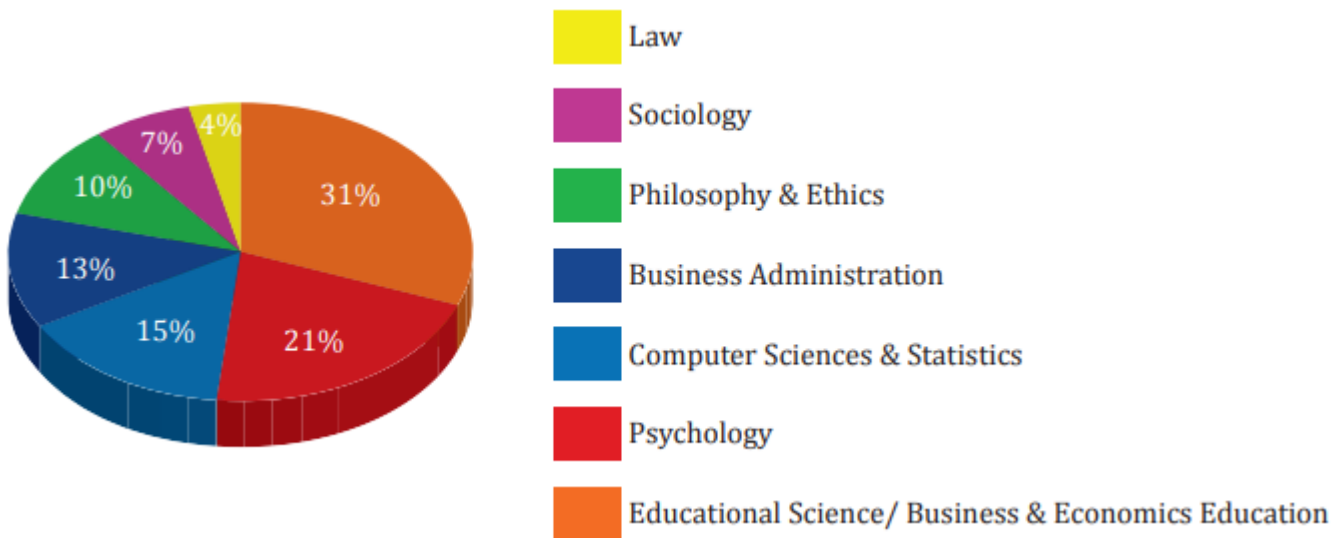
Figure 1: Academic Disciplines' Assignments in Percent [Inhalt-Vollversion].

Teachers and students have typically thought of assessment as something that comes after teaching and learning. These days, evaluation procedures should indicate to students what and how they should be studying. What constitutes an assessment's foundation and what goals does it serve are its primary concerns. The first worry is with the criteria for evaluation. One of two groups, normally, is normor criterion-referenced. By ranking student performance, or norm-referenced assessment, (NRA), pupils can be contrasted with one another. A grade from a criterion-referenced assessment (CRA) shows what a student has learnt and how closely their performance adheres to previously established standards because it is built on competencies and is criterion-referenced, standards-based assessment is another name for CRA. It is becoming more widely accepted as the best model for evaluation in the higher education field. But unless teachers can develop ways to make both criteria and standards intelligible to pupils, the promise of criterion- and standards-based assessment models may not be realized. Students should understand the standards, what is required of them in an assessment assignment, the criteria, and the level of performance anticipated of them. Recent studies have shown that it can be challenging for students to comprehend textual representations of requirements and standards. Therefore, we emphasize the importance of criteria and standard transparency. In this perspective, the NCC and the NICE Curriculum are essential [7]–[9].

CONCLUSION

In this study, it was frequently challenging to discern between teaching and learning methods and teaching and learning resources. Although there may be overlap, the examples in this section were chosen because they are more typical of resources than approaches. Programs of study seem to be utilizing technological resources to interact with the outside world, whether it be a student studying remotely, a company offering a student internship, or a source of knowledge to aid in the learning process. Access to and reflection on practice are also crucial elements of course design and delivery because our programs are vocational in nature. Collaboration is essential for placement learning and evaluation, for understanding the connection between theory, policy, and practice, and for ensuring that programs accurately represent what is going on in real-world settings. All of this means that academic programs for CGC professionals are going to require a lot of personnel and time resources. They make it important to foster students as both learners and novice practitioners and demand the formation and maintenance of partnerships with organizations outside the institution (which may not be frequent in other programs of study, particularly those of a non-vocational type).

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CHAPTER 4

ROLE OF CAREER COUNSELING
AND GUIDANCE IN EDUCATION

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ABSTRACT:

In the world of education, counseling and guidance are now widely used. To direct or help someone who needs support is what it means to provide guidance, in the simplest words. Counseling is the term used to describe professional services offered to someone who is having a problem and requires assistance to solve it. Counseling is viewed as a crucial and essential component of guidance. Numerous methods for providing assistance and counseling in education have been developed as a result of the increased globalization and technological improvement. Testing and non-testing procedures are separated into two categories. Testing methods include aptitude tests, accomplishment tests, interest tests, and intelligence tests, among others. Case studies, interviews, observations, and other non-testing procedures are among them. Guidance and counseling are focused on assisting students in understanding who they are, developing their independence in decision-making, and developing their understanding of interpersonal interactions and issues. Therefore, guidance should assist pupils develop the proper attitudes and values that will enable them to become productive and active members of their communities as well as prepare them for adult life. First and foremost, the guidance program should assist youth and children in creating a good self-image and sense of identity as well as a set of beliefs and a set of values that will direct their behavior and actions.

KEYWORDS:

Career Counseling, Informal Education, Professional Services, Vocational Education.

INTRODUCTION

Learning is the simplest definition of education. In a more formal sense, education is the process of gaining information, abilities, opinions, values, and habits. To function in society, education is necessary. Everyone must obtain an education in order to understand their rights, obligations, and responsibilities. Most people think of education as something they first learn in school as children. The idea of education, however, encompasses more than just what is taught in a classroom. Anything that a person learns in a setting can be referred to as education. One can pick up knowledge through the people around them, their experiences, their relationships, and many other sources. All of this enhances what a person learns in school or other institutes of higher learning. Consequently, education can be categorized as follows:

1. **Formal education:** Education that occurs in a structured setting, such as a school or other educational institution, is referred to as formal education. Early on, formal schooling starts, and it often lasts into college. Formal education is typically only required up through high school, with college-level instruction being viewed as voluntary. On the basis of a predetermined or formal curriculum, formal education is delivered at schools or other institutions of higher learning. The primary attribute of formal education is that it is delivered by trained instructors who have also undergone formal education. But formal education encompasses more than just what is taught in the classroom; it also includes extracurricular activities. However, the goal of these exercises is to consolidate what students have learned in the classroom. A rigid and disciplined learning structure is established through formal schooling.

2. **Vocational education:** This type of instruction teaches a particular art or talent. It is centered on practical training and can be delivered in a formal, casual, or hybrid setting.
3. **Special education:** Special education is instruction provided to students who have a variety of disabilities. Special education requirements apply to people with disabilities, who are unable to learn using customary formats and methods. They must consequently be taught utilizing unique resources and methods, which is why the education provided to them is known as special education.

The main goal of special education is to instruct handicapped students in a way that will help them learn and develop practical abilities.

Informal education:

Informal education refers to knowledge acquired voluntarily. When it comes to informal education, learning does not require intentional effort. By listening to others, observing others, or simply having a conversation with someone, one might learn. Informal education can be acquired anywhere and is not provided by formal educational institutions. The curriculum for informal education is not set in stone. The process by which a person gains knowledge, develops skills, cultivates values, and adopts attitudes without the aid of an organization or formal system is known as informal education. This would include the conscious efforts made by parents and other adults in the family and community to support the development and environmental adaptation of the children. All incidental learning that occurs while at work, play, or while traveling would also be considered informal education, as would impulsively learning from movies, radio, and television.

Self-directed education: This type of education involves independent study. A person who pursues self-directed education essentially learns by seeing and reading materials in libraries or even on educational websites. Self-directed learning doesn't use a formal educational system and isn't taught or guided by instructors. This kind of education involves the student making a conscious effort, and it may occasionally be necessary for the learner to engage with others in order to obtain the necessary knowledge.

The K–12 education system is the one that is most commonly used around the world, particularly in nations like India, the USA, and Canada. The K–12 educational system differs from the traditional method of instruction, particularly in the way that students and teachers interact. From kindergarten through grade 12, this educational system provides instruction. The foundation of the K–12 system is that it promotes frequent student–teacher interaction, with the instructor encouraging question–and–answer sessions and tasks to support student learning. This system's approach to teaching is distinct from the traditional one, where the teacher was in charge of ensuring that the students learned. In the K–12 system, the instructor motivates the student to learn independently by having them put the ideas they are learning into practice. Instead of training students, the teacher serves as a guide. One of the key characteristics of this educational system is that it promotes value-based education by encouraging students to add worth to each subject they learn through the expression of their own opinions and ideas. The K–12 system's educational materials and content were developed in a way that encourages students to study and grow independently with little help from their teachers. However, this does not imply that there is no instruction taking place. The teachers do instruct in the classroom, but they do so in a way that allows the students to study independently, allowing them to build learning abilities as well as life skills and practical skills [1]–[3].

DISCUSSION

Simple definitions of guidance include directing or helping someone in need. From a larger perspective, people offer instruction to other people on all levels to human beings. For instance, the family's head may direct other family members to behave a certain way. To put it another way, counsel can assist a person in finding a solution to any issue, whether it be personal, professional, educational, or otherwise. As a result, guidance has become both a method and a notion. As a result, guidance can be understood in a variety of

ways, particularly when it comes to education. The idea of guidance is to help someone grow to their full potential so they can make their own decisions. Guidance is a procedure that involves educating a person about their strengths and skills. In order to assist a person's balanced growth, guidance as a process aids them in making the proper choices in all facets of life.

The provision of guidance is regarded as essential to education. Guidance aids in achieving educational objectives, one of which is to assist students discover their own potential. The complete development of a person is the primary goal of education, and advice aids in achieving this goal. 'Guidance should be seen as an inherent part of education and not as a special, psychological, or social function that is ancillary to educational aims,' the Education Commission (1964–1966) stated. It is intended for all pupils, not just those who stray from the norm in one or the other direction. All guidance is education, but not all parts of education are guidance, says Arthur J. Jones, the author of Principles of Guidance. Although they have the same goals the development of the individual the approaches taken in education and counseling are very different.

'Guidance is the process of helping a person to develop and accept an integrated and adequate picture of himself and of his role in the world of work, to test this concept against reality, and to convert it into reality with satisfaction to himself and benefit to the society,' according to the National Vocational Guidance Association of the United States of America (USA). Guidance is a phrase with multiple connotations, according to Moser and Moser's. It is a viewpoint on a variety of services, a subject of study that we need to be forced to select because it would predominate if we chose one of the emphasized services. "Guidance is a means of helping individuals to understand and use wisely the educational, vocational, and personal opportunities they have or can develop," write Clarence Clifford Dunsmoor and Leonard M. Miller in their book Guidance Methods for Teachers. "Guidance is a form of systematic assistance whereby students are aided in achieving satisfactory adjustment to school and in life."

Therefore, guidance may be viewed as a helping service. In order for one's development to occur in concert with the environment, guidance includes problem-solving and knowing one's capabilities and environment. In order to ensure that the developmental objective is attained, guidance entails engaging in numerous actions. 'Guidance seeks to create in the child the need and power to explore and understand himself in order to prepare a balance sheet of his assets and liabilities so that he is able to plan out his future growth and activities in a way that offers maximum likelihood of success and satisfaction,' according to Mohein, who also defined the nature of guidance.

The following are some fundamental principles on which guidance is based:

a) Guidance aims at a person's holistic growth: Guidance aims at a person's whole development. Guidance goes beyond helping a person achieve academic greatness. It focuses on both the physical and social facets of a person's growth.

b) Guidance acknowledges each person's individuality: Guidance is founded on the idea that each person is unique and differs from the others. Guidance places a strong emphasis on the need to treat everyone with respect because an individual's dignity comes first. In other words, a person's dignity and respect shouldn't be compromised because of things like age, gender, or attractiveness.

c) Guidance manipulates a person's individual behavioral processes: Guidance has an impact on a person's behavior and gives them more control over their likes, dislikes, weaknesses, and other aspects of their personality.

d) Guidance is based on cooperation: Guidance, as a helping service, is based on cooperation in the sense that, for the best results, the person seeking help must be willing to work with the person providing support. A person cannot be coerced into receiving guidance. Furthermore, if someone is compelled to follow instructions, they could refuse and even grow stubborn.

e) Guidance is a continuous and sequential process: The complete growth of a person is the single goal of guidance, which is why it is both continuous and sequential. Guidance starts at home, continues at school, and is also offered in the community as a lifelong and ongoing process.

In other words, there are many people who help someone adopt the proper principles and attitude to grow as a person. The following guidelines were established by Lester D. Crow and Alice Crow, the authors of An Introduction to Guidance, and are widely acknowledged, particularly when it comes to education [1]–[6].

i. The all-round development principle states that when attempting to facilitate a developmental adjustment in a person, guidance must take into account the person's overall level of development.

ii. The principle of human uniqueness states that counseling should take into account the fact that each person is unique and that their particular traits aid in their growth. Therefore, guidance adapts to each person's unique developmental and support needs.

iii. The holistic development principle states that counseling should concentrate on a person's overall personality development. Every personality trait that affects a person's growth must be taken into account in guidance.

iv. The cooperative principle states that no person may be coerced into receiving guidance. The consent and participation of the person seeking help are necessary for guidance to take place.

v. The principle of continuity states that assistance must be given to a person who needs it at all phases of life and that it is a continual process.

vi. The extension concept states that guidance is available to all children, not only those in school. In actuality, all ages of people, especially those that require it, must receive direction. According to the extension principle, advice must be given to everyone who could gain from it either directly or indirectly.

vii. The principle of elaboration emphasizes that when guidance is offered as a component of education, the curriculum and teaching methods must be enhanced in a way that will enable guidance to be a successful process.

viii. The idea of adjustment emphasizes that counseling should assist a person adapt to his or her physical, mental, and social needs and environment.

ix. The principle of individual needs holds that each person has unique needs, and guidance should be given in accordance with these needs and requirements. An individual must be given the guidance necessary to make decisions that suit his needs.

x. Principle of expert opinion: In accordance with this principle, important issues involving guidance must be addressed by professionals who can offer their insight.

xi. The principle of evaluation stipulates that the efficacy of guidance programs must be assessed. A guiding program must be improved if it is ineffective in order to become effective and efficient.

xii. The responsibility concept: In accordance with this idea, qualified experts who volunteer their services to assist others are responsible for providing assistance.

xiii. The idea of periodic appraisal states that in order for guidance programs to be efficient and function correctly, they must be evaluated at regular periods.

The following justifications support the notion that guidance is crucial:

It supports an individual's optimal development, encourages self-awareness and self-direction, aids in problem-solving, aids in academic advancement, aids in career decision-making, and helps with problem-solving in general. It supports improved family life, the most efficient use of resources, social and personal growth for each individual, and national progress. Therefore, guidance is regarded as crucial for parents, teachers, administrators, and community members in addition to children. Guidance encompasses the entirety of the educational landscape when it comes to education. All forms of education—formal, informal,

vocational, and special—are included in guidance. Thus, advice can be seen in relation to education as follows:

i.   A specialist service that assists a person in choosing the best solution to their issue from the range of available possibilities.

ii.   An all-encompassing service comparable to schooling and the numerous educational processes.

iii. A portion of education that is concerned with the learners' developmental requirements.

"Guidance involves the difficult art of helping boys and girls to plan their future wisely in the full light of all the factors that can be mastered about themselves and about the world in which they are to live and work," the Secondary Education Committee (1952–1953) stated.

As previously said, guidance has always been a crucial component of education. However, due of technological development, societal change, globalization, the need for exceptional leadership, shifts in morals and integrity, high expectations, and other factors, the demand for guidance has grown during the past several years. Therefore, guidance must be made available at the most fundamental and fundamental levels in educational institutions so that a person can socially, physically, psychologically, and emotionally adapt to his surroundings.

Counseling is the term used to describe professional services offered to someone who is having a problem and requires assistance to solve it. Counseling is viewed as a crucial and essential component of guidance. The process of counseling aids in a person's overall growth while also assisting them in finding a solution to an issue. Two people are involved in the process of counseling: the person seeking help or counseling and the counsellor. The expert who provides counseling services is a counselor.

Willey and Andrew state that "Counselling involves two individuals," one of whom is seeking assistance and the other of whom is a qualified professional who assists in resolving issues and orients the client toward his or her objectives. Counseling, in the words of Wren, "is a dynamic and purposeful relationship between two people who approach a mutually defined problem with mutual consideration for each other to the end that the younger or less mature, or more troubled of the two is assisted to a self-determined resolution of his problem." Counseling, in Arbuckle's words, "helps a person come to see who he or she really is, what he or she has and does not have, what he or she can do easily, and what he or she can do."

Overview of Counseling and Guidance in Education:

It is a close human interaction shared with someone who holds him in high respect and who is able to accept him without conditions but who cannot provide assurances or solutions. Counselling is an interaction process that facilitates meaningful understanding of oneself and environment and results in the establishment and or clarification of goals and values for future behavior, write authors Shertzer and Stone. A troubled person (client) is assisted to tell and behave in a more personally satisfying way through interaction with an uninvolved person (counselor), who provides information and reactions that stimulate the client to develop behavior that enables him to deal with himself and his environment more effectively.

As a result, counseling has evolved into a two-way procedure involving two people and their joint cooperation. A person can achieve self-acceptance and self-understanding through counseling. In this regard, counseling's goal is similar to that of guiding in that both work to make a person more adaptable to their surroundings and circumstances and assist them live happier lives [7]–[9].

<div align="center">CONCLUSION</div>

In the process of someone's development, guidance is crucial. Therefore, guidance serves a developmental purpose that aids in a person's self-realization and personal growth. Guidance is beneficial for a country's

progress. Adjustive function is yet another crucial aspect of guidance. Guidance aids people in adjusting to their surroundings, which can include their home, workplace, school, or institution of higher education. Therefore, advice strives to ensure that a person can live peacefully in his surroundings by assisting individuals in making adjustments. The oriental role of guidance allows the students to be guided with the necessary knowledge that can assist them in resolving a variety of issues they may encounter. Guidance helps a person focus on their goals for their job, education, personal life, and social life.

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CHAPTER 5

CAREER PSYCHOLOGY AND VOCATIONAL DEVELOPMENT DYNAMICS

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ABSTRACT:

For a person, vocational development is crucial. This is due to observations that the person frequently changes his or her work route. For instance, after working in the logistics sector, the individual transitions to the banking sector. His personal life is also impacted by this development. People must therefore be careful to select occupations that will make them happy. A school guidance program aids the student in understanding his options for higher education, personal development, and employment. The main goal of school counseling programs is to help kids fit in with their social and academic environment. This modification is necessary for the students' overall development and their ability to make the best judgments with the help of the teacher. You will learn about work analysis, job descriptions, and job satisfaction, decision-making, group counseling, and behavioral counseling for career decisions in this unit. You will also explore the psychology of careers and dynamics of vocational growth. It is becoming increasingly difficult for people to choose a career due to the rapid advancement of technology and the expansion of employment opportunities in a variety of industries. Finding the career that best fits one's skills—or, to put it another way, the career that one must choose is the focus of career psychology. When it comes to careers, various people have different psyches. While some people select careers that provide them with a sense of fulfillment at work, others select professions that allow them to make a significant amount of money regardless of their working hours or whether they experience job satisfaction or not.

KEYWORDS:

Career Development Stages, Career Management, Career Psychology, Conventional Learning Methods, Job Exploration.

INTRODUCTION

It is becoming increasingly difficult for people to choose a career due to the rapid advancement of technology and the expansion of employment opportunities in a variety of industries. Finding the career that best fits one's skills or, to put it another way, the career that one must choose is the focus of career psychology. The psychology of people has a direct impact on the psychology of occupations since people's career choices frequently depend on their expectations and beliefs about what a career will entail. When it comes to careers, various people have different psyches. While some people select careers that provide them with a sense of fulfillment at work, others select professions that allow them to make a significant amount of money regardless of their working hours or whether they experience job satisfaction or not.

When someone considers a career, many variables come to mind, including the level of schooling needed, the work description, the compensation, one's outlook, and so forth. The following things have an impact on a person's professional decisions:

i. **Skills and abilities:** When it comes to selecting a career, a person's abilities and skills are crucial. It has typically been noticed that distinct skills and talents are often associated with job profiles when they are developed. As a result, in order to succeed in one's job, one must ensure that the career they

chose is a good fit for their skills and abilities. In order to enjoy and feel satisfied by one's work, it is also crucial to choose a career that fits one's skills and abilities.

ii.   **Personality and interests:** A person's personality and interests have an impact on the careers they choose. The person must always select a vocation that appeals to his interests. When a person is not engaged in what he is seeking, he does not complete the task to the best of his ability.

iii. **Life roles:** A person's life roles include his or her employment. The choice of a career is also influenced by how one views his or her function at work. For instance, if someone believes themselves to be capable of handling odd jobs, then in order to effectively fill the required role, one must choose a career that fits that role.

iv.   **Prior experiences:** A person's prior experiences in a certain profession frequently impact his decision to pursue that vocation. It has been found that people who have had positive experiences in a certain career decide to stay in that career or select careers of the same sort so that they can continue to perform well. This guarantees that the person will be happy in their profession.

v.   **Culture:** A person's job decisions are influenced by their culture, ethnic background, and society. These factors also include their choice of ethnicity. The ideals and expectations a person has from a career or a job are frequently influenced by the culture of that person. Therefore, a person's career choice is influenced by his or her cultural background.

vi.   **Gender:** A person's job decisions are frequently influenced by their gender. The obstacles an individual faces and the opportunities open to them are frequently influenced by gender. Additionally, the responsibilities that men and women play at work varies, which has an impact on the career choice.

vii. When there are so many elements influencing one's employment options, the individual may frequently become confused about the best profession decision. People frequently choose the incorrect careers, wasting their time, energy, and money in the process. This is the situation where career counseling is thought to be crucial. Today, it is crucial to receive career counseling and assistance so that one can select a profession that will give them the most employment satisfaction.

viii. The appropriate career choice today has a significant role in career advancement. Vocational counseling and advice are important when it comes to selecting the proper career. The following are some of the goals of career counseling and guidance:

ix.   It gives the person the opportunity to learn about the traits, responsibilities, and necessary knowledge and skills of a chosen profession.

x.   It teaches the person how to evaluate all of the possible profession possibilities before deciding on one in particular.

xi.   Career or vocational development focuses on how a person develops in their chosen field of work and how they adapt to it. The foundation of career development is the idea that change is inevitable and necessary when it comes to selecting and pursuing occupations. When students are permitted to achieve their potential and choose courses that can aid them in choosing the vocation of their choice, career development begins early on in school. The aims of career development are as follows:

xii. Self-development: In order to make the best job decisions, young people must fully grasp their skills, accomplishments, and potential.

xiii. Job exploration: This process helps people find and recognize the numerous job opportunities that are out there for them. Then, in order to make the best choice, these opportunities are examined.

xiv. Career management: Effective career management enables people to make the best professional decisions, manage their lives by adjusting to those choices, and deal with changes and transitions in their professions.

To be able to manage their professions effectively, people must have a fundamental grasp of their abilities and the careers they have chosen. Additionally, knowledge of career specifics is necessary so that the person

can advance in the chosen career based on his talents and abilities. When the wrong job route is chosen, the person ends up using all of his resources.

Theories of Career Development:

The following are the most prevalent and widely-accepted theories of career growth and choice:

Roe's theory of personality development: According to Anne Roe's theory of personality development, a person's personality and career choice are directly related. American clinical psychologist and researcher Anne Roe specialized in workplace psychology and creativity. Physiological needs, safety needs, needs for belonging and love, needs for importance, respect, self-esteem, independence, needs for information, needs for understanding, needs for beauty, and needs for self-actualization are just a few of the needs that Roe claimed people worked to satisfy in addition to their financial needs. Other needs include a need for independence and a need for self-actualization. Roe said that a person's professional choices were influenced by early relationships in the family. Accordingly, Roe categorizes jobs as person- or non-person-oriented depending on the volume of interactions needed. In her theory, Roe also created a list of eight occupational groups, such as service, business contact, technology, outdoor, organization, science, general culture, arts, and entertainment. She then associated six levels of responsibility, skills, and capability with each of these groups, which were necessary for the occupation to be performed. Although Roe's hypothesis of personality formation was not supported, it has helped people understand why careers and occupations are so important in people's lives [1]–[3].

Social learning theory of career choice and counseling: John Krumboltz, a renowned career theorist, developed the social learning theory of career choice and counseling. According to Krumboltz's idea, a person's profession choice is influenced by two main categories of learning events. Associative and instrumental learning experiences fall under this category. Based on his theory, Krumboltz outlined the group of variables that affected an individual's career decision as follows: variables that influence preferences with an educational or occupational preference; variables that influence career decision-making skills; variables that influence entry behavior into educational or occupational alternatives. Despite criticism for not being developmental, the idea has had a significant impact on career counseling studies.

Social cognitive behavior theory: Albert Bandura, a psychologist, established social cognitive behavior theory. This theory postulates that an individual's behavior and skills were influenced by three significant learning experiences, which in turn affected the individual's functioning. These learning opportunities included associative learning, instrumental learning, and vicarious learning. The following statements are a summary of the social cognitive theory as developed by Lent, Brown, and Hackett:

1. The individual's academic or professional interests are a reflection of the own views and expectations for the outcome.
2. The individual's interests in a certain profession rely on his aptitude for that profession.
3. However, a person's beliefs frequently influence their professional interests.
4. A person's aims and behaviors are always influenced by their ideas, either directly or indirectly.
5. Choice objectives and actions are influenced by outcome expectations both directly and indirectly.
6. People constantly attempt to enter the academic or professional sectors that interest them.
7. People enroll in educational and occupational programs that assist them in achieving their goals. To put it another way, each person needs to be committed to their objective and make sure that it is articulated clearly.
8. Individuals' interests always have a direct or indirect impact on how they act and how they choose their aims.
9. The individual's views have an impact on both academic and professional performance.

10. However, the performance is only slightly impacted by expectations or results.
11. Individuals' skills and aptitudes have a direct and indirect impact on their academic, professional, and career outcomes.
12. The individual's beliefs are influenced by their aptitudes and abilities as well.

A person's beliefs are formed by their behaviors, successes, learning, and physiological responses. The individual's educational and professional pursuits have an impact on their beliefs as well. The individual's educational and professional pursuits have an impact on the expected outcomes as well. The beliefs of the individual may indirectly influence outcome expectancies, which in turn influences the success or failure of the individual.

Sociological theory: The sociological theory was founded on how social standing impacted educational attainment, which in turn impacted the individual's occupational level. Generally speaking, the vocations were divided into groups based on the socioeconomic position of the workers. Several alternative hypotheses that were based on the degree of occupation attained based on a person's social and economic position were developed as a result of this theory's rejection as legitimate and further refinement. Frank Parson, an American educator, social reformer, and public intellectual, established the trait and factor theory. According to the notion, choosing a career entailed knowing the qualities of a profession or employment and matching the person with that profession. The core of career counseling is the trait and factor theory. The hypothesis is viewed as having a restricted application because it ignores changes in values, interests, abilities, accomplishments, and personality throughout time.

DISCUSSION

John L. Holland, an American psychologist and Emeritus Professor of Sociology at Johns Hopkins University, created the Holland's personality theory. According to Holland's theory, each person possesses one of the six fundamental personality features and acts in ways that are consistent with that personality type. In this idea, Holland also identified six different sorts of habitats and asserted that occupants have an impact on those environments. He built his theory on the following presumptions:

i)   There are six different categories of people: realistic, artistic, social, commercial, investigative, and traditional.
ii) There are six different types of environments, including realistic, traditional, creative, sociable, resourceful, and enquiring.
iii) People seek out situations that advance their knowledge, skills, dispositions, and values. They look for settings that enable them to take on agreeable roles.
iv) The connection between a person's personality and environment shapes their behavior.

The definitions of the different personalities, according to Holland, are as follows: "Realistic persons are the ones who have preferences for activities. These actions could involve the deliberate, planned, or methodical handling of things like tools, machines, and animals. The realistic are identified as those who avoid engaging in educational activities and treatment techniques.

"Investigative people are the ones who engage in observational, symbolic, methodical, and creative activities." These individuals study physical, biological, and cultural events in order to fully comprehend them and gain the ability to control them. People who conduct investigations tend not to gain repetitive, social, or persuasive skills. "Artistic people are the ones who learn in a vague, free, unsystematic way and engage in such activities that require the manipulation of tangible, intangible, or human materials." These materials are altered so that humans can produce works of art or other goods. The ones who don't learn by explicit, systematic teaching are those who are artistic and regulated activity.

Social beings are individuals who gain knowledge through instruction, development, healing, or enlightenment. People who are social do not learn through explicit, structured activities. "Entrepreneurs are those who manipulate others for organizational and financial gain." Entrepreneurial individuals dislike symbolic and methodical activities and do not learn by observation, according to the definition of conventional people. To achieve organizational or financial objectives, these individuals frequently engage in activities including record-keeping, material filing and reproduction, textual and numerical data arrangement according to a predetermined plan, and operation of business and data processing equipment. Conventional learning methods are ineffective for teaching unclear, unstructured, exploratory, or free subjects. According to Holland's theory, a person's congruence, consistency, and perseverance are improved when they select a profession based on their personality and environment. Today, career exploration is based on Holland's notion. It is actually the most prevalent theory of career growth and choice in the contemporary labor market [1]–[6].

Career Development Stages:

There are different stages to career development. This is due to the fact that people change careers multiple times, at which point career management becomes crucial for them. Consequently, developing one's career is a crucial skill that everyone should learn. There are six phases in the development of a career or profession:

i. **Assessment:** In the first stage, a person prepares for life at work. At this point, the person is unsure of his values, strengths, and shortcomings in terms of the workplace. As a result, the person must engage with a professional counselor to comprehend and assess his strengths and shortcomings and select the appropriate career route.

ii. **Investigation:** During the investigation stage, the person is looking into his numerous job options. The person is typically perplexed and unsure about which career to select at this point. Therefore, before to making a final selection, it is imperative that the person conduct some study on the numerous employment prospects.

iii. **Preparation:** During the preparation stage, the person readies himself to enter a specific sector or line of work. During this phase, knowledge and experience about the type of work performed in a given employment were acquired. An individual sets his career goals at this phase.

iv. **Commitment:** At this point, the person has made up his decision regarding his career path. Here, the person conducts job searches, evaluates the numerous positions on offer, and finally accepts a job that feels good to him.

v. **Retention:** During the retention phase, the person is content in his career. Here, the person maintains his commitment to his career while simultaneously expanding his network of business contacts. The person makes an effort to work well and accomplish his career goals at this phase.

vi. **Transition:** During this phase, the person may feel uneasy about his career and may be unhappy. The individual may opt to alter his career at this point [7]–[9].

CONCLUSION

Employees in a service-related company work in both the front and back ends of the business. In order for workers to be more productive, it is crucial for service industry firms to guarantee that job satisfaction is high. Sales are impacted as a result since increased productivity increases sales. Employee job satisfaction levels were examined in a study based on a number of variables. The study concentrated on the effects of age, gender, department, tenure, and job role on employees' ratings of job satisfaction. The study also took into account the workers' recommendations for how to boost workplace happiness. According to the poll, 89% of the workers were either satisfied or extremely satisfied with their current position. Relationship with the supervisor, compensation, benefits, and development, work environment, leadership, and support, emphasized values, security, and clear communication were the main characteristics that contributed to a

high rating of job satisfaction. The study also demonstrated that criteria including age, gender, length of employment, and job role did not significantly affect the degree of job satisfaction.

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CHAPTER 6

IMPACT OF CAREER COUNSELING ON DECISION-MAKING ABOUT VOCATIONAL AND TECHNICAL EDUCATION

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ABSTRACT:

It is clear that vocational counseling is crucial in helping young people decide on a job. This is true because proper guidance during the selection of Vocational and Technical Education programs will help our youth become better individuals who are able to recognize and accept their personality and interests as they choose a career in which they can live independently in the future without looking for a white collar job or being unemployed. This article investigates how vocational counseling can improve the profession choice of our young by examining the effects of vocational guidance on career choice and technical education. Therefore, in this age of technology, it is crucial to build entrepreneurial skills or abilities that will help one become a better person through vocational guidance and counseling, especially in a world that is continuously changing. Before beginning any career in life, students need assistance so that they may make the best decision. Vocational coaching is assisting someone in discovering their calling, or at the very least, a viable career path that will allow them to exercise their potentials to the maximum. Career training or education can be broadly divided into technical, mechanical, creative, health, business, and other categories. Any student must demonstrate a greater level of competence, intellectual prowess, and the capacity to employ his or her functional senses for creative and beneficial activities in order to flourish and achieve in a chosen field.

KEYWORDS:

Career Training, Career Counseling, Entrepreneurial Skills, Technical Education, Vocational Guidance.

INTRODUCTION

There are various types of tests that could be of assistance to our youth in making the right choice of vocation, such as tests to measure their achievement, aptitude, intelligence, interest, personality, attitude, etc, all of these are pointers to uncover the potentials of our youth in their choice of vocation. The use of tests is crucial in vocational guidance because it gives the counselor an understanding of the client's need and area to actually concentrate upon. Although some high schools also provide vocational training programs, career counseling is frequently started in high school. Despite a number of initiatives being in place, found that school and college graduates often lack the necessary job-related skills to get employment. This is because some of these young people are unable to enroll in vocational programs. The ability to explore several career paths and learn about the occupational fields is provided to pupils in vocational exploration courses. Ogundele Impact of vocational guidance in addressing the choice of vocational and technical education among Nigerian youth who have aptitude or potential.

Alexander Gbenga and Feyisetan Christianah Toyin. Many vocational guidance classes assess their pupils' knowledge of vocabulary, arithmetic, mechanical principles, etc. These assessments are made to gauge a person's personality, traits, and intelligence quotient (IQ), as well as their main values and areas of interest. Career counselors will use tools like the Student Problem Inventory (SPI), Student Habit Inventory (SHI), and Adolescent Preference Inventory (ADPI) to administer and analyze the results. Vocational guidance does not end there because choosing a career path involves many other factors, including the type and length of education, salary, and working conditions. These factors encourage attitudes, beliefs, and competencies that make it easier to pass vocational development exams and have the flexibility to plan ahead and adapt to new

situations. He argued that a variety of elements, including personality interest, self-concept, cultural identity, globalized socialization, role model, social support, and readily available resources, including information and financial capabilities, influence profession choice. He argued that each person going through the process is affected by a variety of variables, such as their environment, personal skills, social network, and level of education. A person's job decision may be influenced by intrinsic, extrinsic, or a combination of both variables. He claimed that while some people follow the job paths that their school choices have opened for them, most others are influenced by the vocations that their parents value.

Vocation is described as the approach used by schools, particularly in high school, to structure their curricula so that students may develop academic and vocational skills that will provide them the competitive advantages in the labor market needed to land decent employment. Due to what traditional courses offered, overall enrollment in vocational courses has decreased. However, the new programs combine a rigorous academic curriculum with a developing attitude toward work-related knowledge and competence to prepare students for both college and careers. The new arrangement seeks to give kids options following high school. They can attend a two- or four-year college, work a full-time job, and then return to school, or they can combine working for pay with continuing their education at the same time. stated that the goal of vocational education is to assist more students in achieving considerably better academic standards and a significant level of occupational expertise so they can enter easily and rapidly into productive, gratifying, and exciting occupations. Preparation for vocational options focuses especially on topics connected to the workplace. Everyone should be interested in the occupational development of young people and the training and counseling they get for the workplace.

View from Technical and Vocational Education:

Vocational and Technical Education (VTE) is defined as including "education and training programs designed for, and typically leading to, a particular job or type of job," which includes programs primarily created and used by young people (those under 30) at the start of their careers and frequently before entering the labor market. It largely excludes ongoing enterprise training of employees, as well as retraining options for the unemployed. Technical education courses involve applied science and modern technology to prepare students for industry, agriculture, commerce, and home economics and are typically offered at the senior secondary and lower tertiary levels. Technical education courses are designed to familiarize students with the use of technology but do not provide them with occupational skills [1]–[3].

According to study, technical education is a subset of vocational education. VTE is the component of education that promotes the learning of practical and applied skills as well as fundamental scientific knowledge. Vocational and technical education will be extremely important in reshaping the lives of our youth because it will change them to be useful to both themselves and the society in which they live. By guiding them, we can decrease juvenile delinquency, make sure they don't choose the wrong careers, reduce crime, if not completely eradicate it, and solve the problem of unemployment in a country. Individuals who have obtained the necessary vocational skills through technical education can create jobs or work for themselves, which will significantly lower the levels of crime, kidnapping, human trafficking, poverty, and corruption in Nigeria.

Youth career and technical education choices

Every person needs to start concentrating on choosing a career and finding a lucrative job after graduation, especially in this technology age. Youths were classified by her paper as being between the ages of 18 and 35. According to the study, there are currently 177.2 million people living in Nigeria, of which 67 million young people are unemployed. The population is in no way in line with the amount of consumer and capital products that are available. Many graduates are unemployed as a result of this population growth, either

because they made the wrong career choice that is no longer in line with the demands and aspirations of society, or because they lack the necessary skills to obtain the open positions.

There are many distinct types of graduates on the job market looking for greater pay, activity, self-respect, social contacts, and creativity either a new position in their field of specialization or one beyond it. One cannot make a choice without knowledge, but making a sensible career decision demands thorough understanding about the range of careers accessible, as well as their requirements and benefits. One of the most significant decisions a person must make for themselves is the choosing of a career, which is a lengthy process rather than a one-time event.

As a result, career counseling is seen as an essential component of technical education because it provides recommendations on what kind of occupation to pursue. One's ability to recognize a person's strengths and limitations makes one a skilled career counselor. Meeting such a person gives one the chance to learn about their individuality perspectives and discover what makes them unique or remarkable, whether it be their creative talent, athletic ability, sense of humanity, or psychomotor aptitude. A counselor's function is crucial in identifying a person's or group of people's abilities and encouraging them to grow them for potential career applications.

DISCUSSION

By providing information on educational facilities, counseling and guidance services assist students in adjusting to school and in making judgments and choices related to their education. They assist the students in selecting the best optional subject. A structured program of career advising aids students in making informed, practical judgments. The process of vocational development involves cultural, psychological, social, and economic elements, and the consequences are effective outcomes in terms of decision-making, behavior, and skill in the workplace. Careers or vocations can be broadly grouped into sectors including service, technology, engineering, the arts, business, and health.

Career colleges offer occupational training rather than vocational counseling, and this is often for entry-level careers. To deal with job choice and management activities at each given period, there are specific abilities that should be developed and maintained throughout the lifespan. The skills include having a clear sense of who you are, knowing your strengths, having a broad understanding of the world of work, knowing your occupations inside and out, understanding the importance of planning ahead, having the ability to make decisions, and knowing how to use the right resources when choosing a career. This collection of abilities, which are a sign of career maturity, can be applied repeatedly in the dynamic workplace of the twenty-first century.

Nursing assistant and medical assistant education and training programs might be offered by a career college with a health vocational curriculum, whereas marketing assistant and bookkeeping programs might be available at vocational schools with a business focus. A career college or vocational school differs from traditional colleges and universities in that it focuses more on preparing students for a particular career than on academics. Community colleges and trade schools are other names for career or vocational colleges Vocational guidance is the process of supporting people in selecting a profession in order to achieve efficiency and success. Additionally, it is the dissemination of knowledge, expertise, and advancement with regard to picking a profession, preparing for it, beginning in it, and advancing in it. However, several high schools also provide vocational training programs, despite the common belief that vocational guidance starts in high school. Students who take courses in vocational exploration get the chance to learn about many career options and discover their areas of potential and talent. For instance, many schools that offer career counseling administer exams to the students that gauge their aptitude in a variety of areas, including math, language, mechanical principles, and many more. Career counselors administer and interpret tests meant to

gauge a person's personality characteristics, intelligence quotient (IQ), as well as his or her core values and areas of interest. The best job possibilities for each person can be selected once career advisors and the students have reviewed the exam results [4]–[6].

When choosing a career path, there are many more factors to take into account, therefore vocational counselling does not end there. The kind and length of education must be taken into account. The salary and working conditions are two additional crucial factors in choosing a career. A key consideration when selecting a career is the occupation's projected demand over the next ten years or more, as this influences the likelihood of getting employment in a certain career field. Not only are high school students eligible for vocational guidance. Instead, it is for anyone beginning a career or switching careers. Some people may have multiple careers throughout their lives, while others may work exclusively in one profession for the duration of their working lives. In 1959, a revered nun at Saint Theresa's College Oke-Ado in Ibadan introduced official vocational assistance in Nigeria out of concern for the school's graduates and sympathy.They believed that these secondary school graduates would have difficulty finding employment in the community and applying for admission to graduate school. They asked experts from a range of professions to serve as resources. The resource person then gave the sister advice on how to find jobs for 60 of its departing students from that year. Before accepting a job, it is important to be aware of one's intrinsic abilities and interest in the position.

According to Study, it is a process that aids a person in coming to terms with and accepting a comprehensive understanding of who he is and what he does for a living, allowing them to test this idea out in the real world with benefits to both himself and society. He, also agreed to this by stating that the goal of career counseling in schools is to help students make sensible and appropriate career decisions. According to author, vocational guidance is the process of assisting a person in determining, accepting, comprehending, and applying the pertinent facts about the world that are discovered through exploratory activities. Vocational counseling makes the assumption that a number of things affect a student's career decision. According to study, vocational advice includes the following: counseling services, vocational preparation, and vocational information services.

The provision of information about careers to students in accordance with their ability, temperament, and other factors is the first action that a school should take. A career conference, speeches by guests or specialists, A.V. aids/information technology/films/radio/TV, general visits to workplaces, and vocational and recreational group activities are all included in this. In counseling services, career counselors work with the student to collect relevant information and assess it in connection to his career plan. The vocational preparation service comprises the assistance given to a person so that he might receive training prior to beginning a regular, full-time job. Vocational preparation plans should include provisions for preparation before to work, preparation during employment, and preparation for changing jobs. If these services are coordinated well, the guidance program in a school can function effectively.

Vocational preparation services help students study effectively and efficiently while also exploring any essential additions to academic success, which is the main duty of the educational institution. Additionally, it will aid in reducing waste, enhancing student performance, lowering class absenteeism, fostering a supportive faculty, and eradicating student indiscipline and unrest. Overall, foster a friendly environment within the institution a person's career is their entire collection of jobs and employment history throughout the course of their lifetime. As a result, when we discuss someone's career, we are referring to the entirety of their diverse and cumulative experience prior to their engagement in a particular profession or occupation. According to study, a career is a broad category of employment that frequently includes vocation, profession, and even occupation. One of the key duties of Nigerian guidance counselors is to impact various students' vocational behavior in a good way. Many Nigerian students find it challenging to select the course

combinations needed for various jobs. As a result, he concluded that teachers in schools require the services provided by vocational guidance in order for them to gather, analyze, interpret, and deliver information to pupils.

Parents will benefit from better understanding their children's perspectives on careers and the local labor market thanks to vocational advice in the classroom. The development and implementation of career plans that could aid students in reaching their career goals is one of the goals of vocational guidance. Taking the right secondary-level courses to meet the requirements for a certain job. The majority of students may not have had access to vocational counseling upon completing secondary school, which may have an impact on their decision regarding a job. The purpose of the study is to ascertain how senior secondary school students in Rivers State evaluate the impact of career counseling on their decision to pursue a particular job. The study looked into how career counseling affected students in senior secondary schools in Rivers State and discovered that career preparation services, career information services, and counseling services all influenced students' career decisions.

In Rivers State, it was discovered that vocational preparation services had an impact on senior high school students' decisions on their careers. In accordance with this finding, Author stated in his study that vocational preparation services include a variety of fundamentally provided services, either by teachers or counselors, in order to help a person receive adequate training prior to enrolling in a regular full-time academic program. Preparation before academic engagement, preparation in connection with employment, and preparation for changing jobs should all be covered by arrangements for vocational preparation. If these services are organized well, the guidance program in a school can operate smoothly. Vocational preparation services aid in effective teaching and learning for the students as well as the investigation of the essential additions to academic achievement, which is the main duty of the educational institution. Additionally, it will aid in reducing waste, enhancing student performance, lowering class absenteeism, creating pleasant faculty, removing student indiscipline and unrest, and generally fostering a friendly environment within the school [7]–[9].

CONCLUSION

Services for career counseling have been identified as a crucial tool for helping students increase their actualization. Services for vocational counseling are provided in school settings to assist students in realizing their potential for practical living. Services for vocational counseling are specifically employed outside of schools to help rehabilitate socially maladjusted people. Services for vocational counseling also aid in lowering unemployment on the job market. The study also discovered that profession choice among senior secondary school students in Rivers State is influenced by counseling services. This is consistent with finding that counseling services provide education and training programs for nurse's aide and medical assistant vocations, while business-oriented vocational institutions might provide marketing assistant and bookkeeping programs. By providing information about educational facilities, counseling and guidance services assist students in making decisions and adjustments related to their academic lives.

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CHAPTER 7

ISSUES OF ATTENDANCE IN PRIMARY AND HIGHER SECONDARY SCHOOLS: CAUSES AND EFFECTS

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ABSTRACT:

Policymakers believe that increasing both enrollment and attendance at school is essential to enhancing student learning outcomes. However, the majority of research has been on secondary school-aged teenagers, and little is known about elementary school attendance. Teachers and politicians need to be clear about the most crucial causes of non-attendance in order to increase primary school attendance. There may be significant differences between the factors that influence secondary school attendance and those that influence attendance throughout the elementary school years. Early in their educational careers, kids are more reliant on their parents. Primary school children are more likely to be driven to and picked up from school by their parents than high school students, who have the option to walk or ride to/from the school independently. Due to their many class changes during the day, high school students also have more possibilities to skip lessons than elementary school students, who often stay in the same classroom. However, our knowledge of what matters most to Australian primary school students is quite limited. Policies to promote school attendance that target parents may be much more successful in primary school than in senior school. First, by addressing the following study questions, this paper intends to comprehend primary school attendance patterns: How much do kid, family, and school variables affect students' primary school attendance? Do the factors influencing students' attendance at school change as they get older and more self-reliant?

KEYWORDS:

Academic Performance, Attendance Issues, Career Guidance, Higher Education, School Changes.

INTRODUCTION

Every institution of higher education (HEI) has a unique attendance policy and procedures. Some HEIs need it and some of it affects their grades, while others do not. However, despite the fact that attendance is not required, many professors think it still affects students' academic achievement. Numerous research have been done on the connection between academic achievement and class attendance, and they have come to the conclusion that there is a positive association between the two. In some HEIs, participation in every lecture and tutorial for the courses for which the student is registered is required. Another crucial component of the educational process is punctuality. According to the college's attendance policy, students are required to attend classes for at least 70% of the total number of hours during a semester. According to the 2019 edition of the GC Student Handbook, students who have a total absence rate below the necessary level may be barred from further instruction, denied access to tests, and denied the chance to submit module assessments [1]–[3].

This study was carried out to determine whether class attendance has an impact on students' academic performance in order to obtain an empirical answer as to whether or not it influences the performance of the L3 Omani students. The two courses of study, English Language courses, each include 20 credits and are used to determine a student's level of English proficiency generally, a minimum IELTS score of 6.0 is needed to enter a Level 4 undergraduate degree. Based on the module descriptors, these courses are delivered independently through lectures, seminar-style sessions, and practical sessions. Each module is taught for two hours once a week, and each student is required to attend all 11 weeks of the semester's lectures for a total of

24 hours of attendance. Students that frequently attend class have a higher chance of excelling in their academic performance, hence the attendance rate of the class is crucial. If there are a lot of students who are usually missing, teachers find it challenging to make their classes engaging and increase student participation. Students who miss school frequently not only fall behind academically but also are more likely to receive poor grades and considers attendance to be a foundational aspect in assessing student achievement. To fully experience what it means to be a student, it is crucial that students participate in and attend the learning opportunities offered inside the classrooms. According to study showing up to class is a key to academic success.

He does, however, think that occasionally a student could have to miss a class. Missing a class in college means missing more work because there are fewer sessions than in high school. Because students can engage in all class activities when they are physically present in the classroom, class attendance improves class performance. Students typically benefit from applying what they have learned during class activities or teacher-led guided learning activities when they take their final exams. The opportunity for interaction between students and teachers is another benefit of going to class. Students may ask questions, which may be the same question to everyone, if the topic needs to be clarified. Students can therefore benefit from the teacher and their fellow students by attending class. Students can get a clear knowledge of the subject from the teacher by asking questions, something they would otherwise lose out on if they were absent. Learning is enhanced by class attendance. Even though some of the coursework is completed outside of the classroom, this just increases the value of the in-class time. The most difficult debates take place during class time. These must be understood by students in order for them to have a clear idea of what will likely appear on the final exams.

The link between attendance and academic achievement has been a contentious subject. Some academics and researchers disagree with the notion that attendance is a reliable indicator of academic performance. Attendance at school is crucial for giving pupils the chance to fulfill their educational goals. Additionally, researchers discovered that students who attended classes profited from interactions with the teacher and peers and performed better on the exams when the material covered in the class was not included in the course textbook. It has been demonstrated that taking class notes has beneficial effects on learning for students who attend classes. The average attendance rate of the students was 67 percent, according to a well referenced study on absenteeism of undergraduate economics students. The study also revealed a substantial difference in the mean GWA between students with excellent attendance and those with low attendance.

Assessment Attendance's Impact on Academic Performance:

The positive effects of class attendance on performance were reported which inspired some researchers to conduct the same study to increase student attendance and even make it a requirement for taking semester exams. He also recommended that in order to improve attendance, class attendance should be made mandatory. One issue that teachers today frequently see is absenteeism. Researchers have made numerous attempts to define absenteeism. The definition is based on the pupils' cultural environment. According to some experts, students who miss class for two or more consecutive days are called chronic absentees and typically receive substandard grades. According to the authors, chronic absentee students are those that skip at least 20 or more class days in a school year. However, study claimed that students who miss class for at least 10% or more of the total number of school days in a semester or school year—for approved or illegal absences—are considered chronic absentees. It is thought that a pupil is labeled as chronically absent when he frequently misses his classes. The children' infrequent attendance at school may have a significant impact on their academic achievement. Chronic absences among students can have a good impact on their subpar academic performance for a variety of reasons. Similar to this, low rates of attendance and a large percentage of unapproved absences might hinder academic accomplishment and result in subpar academic performance.

In order to take the final test for a semester, a student must have attendance of at least 75%, according to study, there were two groups of respondents in their study: pupils with attendance rates of at least 75% and those with attendance rates of less than 75%. The results demonstrated that there was a statistically significant difference in the mean score between the two groups. Unpaired t-test (p=0.0067) revealed that students with attendance of at least 75% had higher mean grades than students with attendance of less than 75%. On the other hand, that there was only a minimal link between student attendance and grades in their study on the effect of attendance on academic achievement. The results demonstrated that even pupils who miss class can still perform well.

Additionally, meta-analytical study on the correlation between student attendance and academic performance found that students with high performance have very good attendance, while those with the lowest marks are likely to have had very poor attendance. Additionally, it was noted that the grade gap between kids with low attendance and those with average attendance was greater than the gap between those with average and extremely good attendance.

DISCUSSION

In order to live a successful and comfortable life, children worldwide are under pressure to learn more in school and develop their reading, writing, and problem-solving skills. Efforts to boost academic performance in schools include high expectations, task completion on time, a safe environment, and a challenging curriculum. Despite the fact that teachers and principals work hard to provide quality curricula, high expectations, and a safe environment, schools are frequently blamed for students' poor academic achievement. Numerous factors, including as the mother's prenatal, natal, and postnatal difficulties, in addition to her dietary, socioeconomic, and environmental circumstances, have an impact on her students' academic achievement. Children that perform poorly in school may experience high levels of stress. Some may choose to externalize their feelings as behavioral issues, while others may choose to internalize them and display daily headaches or stomachaches. It is usually believed that pupils can be divided into two groups: those who can progress and those who cannot [4]–[6].

Although there is an increasing trend in Pakistan toward education, it is unknown how the sociodemographic makeup of the family, the children's eating habits, leisure activities, and school environment affect their academic performance. It is likely that identifying these factors and finding solutions will increase these youngsters' productivity. In the current study, academic performance among primary school students in public and private schools was compared with respect to socioeconomic, psychological, environmental (school and home), and student-related aspects.

Topics and Approaches:

600 primary school students made up the study's entire sample size, which was determined by using an anticipated population proportion of 50% with a 95% confidence interval and a relative precision of 4%. 300 kids from 14 public schools and 300 from 11 private schools were chosen out of a total of 600 kids. These schools were chosen at random from the ten Union Councils in Karachi's Saddar town. The study comprised all class five pupils who were present on the day of the interview and were physically fit for the interview.

Socioeconomic status was one of the variables, which was determined by the number of employed parents and the nature of their employment. The interest in going to school, mood, any feelings of loneliness, confidence, anxiety, or angst were all used to analyze psychosocial aspects. Both the home environment and the school environment were environmental influences. The state of the school building, the size of the classroom, the presence of fans, electricity, and ventilation, the school's furniture, the level of outside noise, and the teacher-to-student ratio were among the factors affecting the school environment. Numerous brothers and sisters living with them, parental education, and parental involvement in their children's homework were

all factors related to the family environment. Students' characteristics included their physical health, illnesses, physical activity/sports participation, leisure activities, attendance at school, diet/nutrition, cognitive abilities, sleep/rest hours, and healthy behaviors like cleaning their teeth and washing their hands. Body mass index (BMI) calculation was employed as a health indicator. The grade or score a student received on their annual exam from the previous year was a dependent variable.

A questionnaire was used to gather data, and an assent form in Urdu and English was created for students to sign if they were willing to take part in the study. The Institutional Review Board of Dow University of Health Sciences in Karachi granted ethical clearance. The Assistant District Officer for Education in Saddar Town as well as the principals of particular schools granted permission. Chi-sq at an alpha level of 0.05 was employed for statistical significance analysis using computer program version 15. The associations between the variables were discovered using both univariate and multivariate analysis. Values were assigned to each component, except the background factors; the maximum values for the socioeconomic and psychological conditions were 5 and 18, respectively. For the school and home environments, the minimum and maximum scores were 1 and 2, respectively, whereas the minimum score was 0.

Overall student level components had a maximum score of 57 and a minimum of 6, while dietary habits and learning skills had maximum scores of 16 and 12 and a minimum of 4 respectively. From a child's weight and height, the BMI was computed. BMI values between the 5th and 85th percentiles were considered healthy, between the 5th and 95th percentiles were considered overweight, and between the 5th and 95th percentiles were considered obese8. A score of 60% or higher was considered good, a score of 59–40% as fair, and a score of 39% or less was considered poor. According to the report, there were more diseases or other health-related problems among students in public schools (22%) than in private schools (14%). Children at private schools had higher health overall, especially boys (p = 0.052).

In both public and private schools, about 75% of students often eat breakfast before heading to class. The amount of meat consumed by these two groups did not differ significantly either. The ratio of pupils in public vs. private elementary schools who ate meat three times per week was 38:41, and the ratio for daily milk consumption was 37:64. Almost 38% of students in public schools consumed eggs occasionally, compared to 30% of students in private schools who consumed eggs regularly. 49% of students in public schools reported just occasionally eating fruits, compared to 52% of students in private schools who do so every day. 60% of private school students and 37% of public-school students scored well overall on diet. Children attending public schools had worse eating habits, had more siblings, and had less education than those attending private schools (p=0.013 and p=0.029).

Nearly 50% of public-school students and only 20% of private school students missed one day of class per week, with the latter group experiencing higher absenteeism rates among girls (p=0.009) and moms with lower levels of education than the former group (p=0.000). In both schools where the school environment was noisy, absenteeism was higher (p 0.029 and p 0.000, respectively). In 50% of public schools and 57% of private schools, there were no sports facilities or physical education (PE) lessons, and only 30% of public-school students and 40% of private school students participated in sports once a week or on holidays at home. Boys participated in sports significantly more than girls in both groups of kids (p0.010 and p0.046).

Children in private schools participated in 57% of extracurricular activities, compared to 40% in public schools. These activities were more common in boys who were more self-assured than girls, who had educated mothers, and who routinely ate breakfast. (p<0.000, p<0.000, p<0.001, p<0.030). While 16% of public school students and 51% of private school students utilized computers either in school or at home, just 7% of public school students and 11% of private school students watched TV for an hour per day. Only 7% of students in public schools and 16% of students at private schools have personal cell phones. Primary school students' cognitive behavior was assessed based on their approach to studying their mother tongue

(Urdu/Sindhi), the English language, science, and mathematics. It was discovered that the majority of kids finished all four subjects' homework in less than 30 minutes. Additionally, it was discovered that studying one subject substantially correlated with learning another, and so on (p 0.000). Nearly 65% of kids in both groups slept for 8 to 10 hours every night, and 100% of kids washed their hands before eating and after using the restroom. 43% of public school students and 55% of private school students said they brushed their teeth twice a day [7]–[9].

In both groups, the average Body Mass Index (BMI) was 16.5. 73% of public-school students and 65% of private school students had normal BMIs (5th -85th percentile), 24% were underweight (less than 5th percentile), and 3% and 11%, respectively, were obese (greater than 90th percentile). It was discovered that 20% of public-school students and 21% of private school students received an A1 (very good) grade on their most recent exam, while 21% and 38% received an A (good), 19% and 25% received a B (acceptable), and 40% and 16% received a C/D (poor/failure).

CONCLUSION

This chapter also examined the cognitive behavior of schoolchildren and found that studying one subject was significantly related to learning another, and so on. In our study, which examined four key subjects, similar results were also observed, and the learning of each subject was related to the learning of the others. Chansakar claimed that gender had no bearing on academic success, which is in direct opposition to our findings, which found that boys performed worse than girls. Some professionals have claimed that boys' lower academic performance is due to their higher levels of participation in extracurricular activities of various kinds and their unique approaches to academic achievement with their nutritional status, their breakfast routine, their mother's education, and their involvement in their homework 19-22. However, among students attending public schools, our study found no evidence of this connection. The association between sports and physical exercise and academic achievement was discovered in the current study, and it has also been documented by others. The current study provides the education department and the school administration with food for thought, suggesting that both inside-school and outside-school elements need to be adjusted to ensure that our young generation achieves good school performance.

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CHAPTER 8

TEACHERS' PERSPECTIVES ON THE INCLUSION OF SEX EDUCATION IN THE K–12 CURRICULUM: IDEALS AND DRAWBACKS

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ABSTRACT:

In the divisive struggle for comprehensive sex education, teachers are one of the strong pillars supporting the reproductive health and wellbeing of students. Aware of the challenges and debates surrounding this curricular development, this study used a Heideggerian phenomenological approach to examine instructors' perspectives and experiences incorporating sex education into their courses. Thematic analysis showed that instructors' conceptions of sex education are idealistic. It involves maturity and content mastery, is holistic in nature, and is required and advantageous for adolescents. Due to the following reasons, they had difficulty incorporating the principles into their arsenal of teaching strategies. The fear that student curiosity would lead to sexual activity, inconsistent scope and delivery of training, and societal factors acting as powerful oppositions are the main themes of the hurdles to sex education integration. Subject-matter expertise and instructional environments may have an impact on teachers' methods and perspectives.

KEYWORDS:

Career Guidance, Cultural Norms, Curricular Development, Domestic Abuse, Sex Education.

INTRODUCTION

For some decades now, the astounding increase in teen pregnancies has been a global issue. Young teens who were exposed to various media were more likely to become pregnant at an early age. Comprehensive sexuality education taught in schools is seen as an effective response to issues with growing sexual behavior, such as the high prevalence of STDs, abortion, sexual coercion, and domestic abuse. In order to promote scientific understanding of sexual development among children and adolescents, sex education is a program that primarily focuses on biological aspects and topics like sexual anatomy, reproduction, birth control, and disease prevention (UNESCO, 2018). It is a crucial component of high-quality education because it can assist these vulnerable groups reach their full potential and their rights and sexual and reproductive health.

Because of implementation constraints at the school level, comprehensive sex education policies and curricula have had trouble making the transition from paper to reality in recent years. For adolescents to learn about sex and relationships that will develop productive members of society, values and prejudices, current knowledge, and practical skills are key elements. In order for sexuality education to be comprehensive in the range of topics it offers, it should focus on five key topics: gender and sexual and reproductive rights; contraception and unintended pregnancy; HIV/STI prevention; sexual and reproductive physiology; and values and interpersonal skills. Although the framework for sexuality education is worldwide, there are differences in how it is implemented across cultures, nations, and educational contexts, especially at the school level. The Responsible Parenthood and Reproductive Health Act of 2012, also known as the Reproductive Health (RH) Act, was passed by the Philippine government in an effort to narrow the gap in the polarized opportunities between rich and poor. As a result, the government has decided to provide sexuality education in the public school system.   The government should subsidize the inclusion of sexuality education and contraceptives in the curriculum of public schools. This bill mandates that sexuality education be given to pupils in elementary and secondary schools between the ages of 10 and 19, and that it must be age-appropriate. In addition to the ideal CSE, the nation also favors another method of program execution.

The "abstinence- until marriage sexuality education" or "fear-based education" was reported to be highly preferred among parents and teachers due to the extremely contentious nature of this topic.

This strategy avoided talking about contraceptives and disease prevention techniques while encouraging waiting until marriage before engaging in sexual activity. Because it adheres to the morality-based theoretical approach over the right-based and health-based approach, this type of sexuality education has a major influence on the cultural background, especially the religious affiliation among the inhabitants. Sex education is still a highly contentious topic in the Philippines since it goes against the people's moral and religious beliefs [1]–[3].

Participants and the Process of Recruitment

Participants in the study were purposefully chosen from eight secondary school instructors. The purpose of the study was to learn about their opinions and experiences about the inclusion of sex education in their curriculum were chosen based on these factors. The three study subjects were as follows: A secondary school teacher must have at least two years of experience teaching, be employed at a public or private high school, own communication equipment, and be technologically savvy in order to participate in an online interview. This study, which adheres to the methodology for doing research online, uses the nomination method to choose reliable study participants through the purposive sampling strategy. Study described this method, which relies on a third party to confirm the participant's identification [4]–[6].

Instrument for research

Twelve semi-structured interview questions were used in this study, which was done online or through a digital platform. In order to address the study concerns, interviews are a suitable method for gathering a variety of data (including opinions, behaviors, experiences, and phenomena) (Creswell & Creswell, 2017). The interview questions that were used to gather the data were based on the specific research questions that needed to be answered in order to gather the data for the thematic analysis.

Data Collection Method

Given the online nature of data collection, this study follows Salmons' (2012) framework for E-interview research, which consists of eight interrelated categories of fundamental questions that can aid in the design of a study that uses data from online interviews. The subsequent actions are as follows:

1. Coordinating design with purpose. The researcher defines the theory, epistemology, methodology, and methodologies in this step with the ultimate purpose of examining the participants' (i.e., teachers') lived experiences with the phenomena (integration of sex education).
2. Selecting E-interviews for Study - this relates to the researcher's reasoning behind doing the online interviews, which can look into offline or online occurrences. The participants' accessibility and availability are the strong justifications for using the online interview method in this study.
3. Managing recruitment and sampling. In order to determine whether the target population has access to the interview technology as well as their capacity and willingness to use it as a research participant, the methodologies appropriate for the e-interview are discussed in this section. It also explains the process of choosing reliable research subjects utilizing standards. In this study, participants were systematically chosen by nomination.
4. Placement of the investigator. This section focuses on the researcher's function during data collection and analysis, which can be classified as either etic/outsider or emic/insider roles that appear to be either/or. By adopting an etic perspective, the researcher used bracketing or epoche in this study. The researchers purposefully let go of their previous ideas and listened to the comments of the participants without bias.

5. Choosing the E-interview Style. The use of organized, semi-structured, unstructured, or a combination of approaches for the interviews is discussed in this section. An important factor to take into account is how the interview format and questioning style will work with the technology (such as text-only or conversational video conferencing). To enable videoconferencing, this study used a structured interviewing method.

6. Choosing the milieu and ICT. This section relates to the interview that will employ synchronous or asynchronous time-response continuums, text-based, audio, or visual communication choices. This study used synchronous mode and took place in the participants' preferred private setting.

7. Executing the conversation. This section deals with conducting interviews using an interview guide. Participants were made aware that the interview will be recorded in order to produce a transcript because this study is a phenomenological analysis.

8. Addressing ethical issues: This refers to taking the proper measures to ensure that participants are protected by maintaining the privacy and anonymity of their identities by using pseudonyms or avatars for online representations. Prior to the interview, participants received their informed consent.

DISCUSSION

Teachers think that sex education is a crucial topic to explore in order to help students understand the nature and challenges surrounding sex, their sexuality, and sexual health, despite numerous objections and criticisms. Sex education can help and can provide students with the necessary knowledge and information about human sexuality and development as well as the effects of engaging in sexual activity at a young age. "Sex education is a subject dedicated to teaching students the nature, mechanism, and consequences of coitus or sexual intercourse in both male and female bodies," T1 elaborated. Sex education is seen as a means of enhancing and directing pupils in making healthy and intelligent decisions as well as a means of developing understanding of sexual health and individual growth. "The goal of sex education is to empower young people to make healthy sexual decisions. Sex is more than just having sexual activity with someone of the opposite sex or gender. The focus is largely on youth education.

Teachers also thought of sex education as a program to raise awareness. It gives students a broader understanding of the various worries and issues surrounding sex and serves as a revelation to them of the country's pervasive sex-related issues. This subject mirrored T4's claim that sex education is just an education on sex to free people from such ignorance regarding sexual behaviors, utilizing birth control to reduce population growth, and even to prevent sexually transmitted diseases. Sex education, according to teachers, consists of thorough instruction about sexuality, behavior, problems, and sexual health. It includes all the elements of sexuality that are required for pupils to comprehend the effects of early sexual involvement.

These participant quirks are consistent with findings about teachers' perceptions of sexuality education as being crucial for young people to combat sex ignorance and deal with challenges in implementing sex education. Early marriage, illiteracy, and poor family planning are some of the variables that contribute to population expansion, and highlighted the significance of academia in lowering the rates of teenage pregnancy through values reformation. In light of sex education, which incorporates values and interpersonal skills as one of the fundamental subjects to be taught among students for a more holistic sexual development, these authors' report supported this concept. It demands maturity and content knowledge to teach it.

Teachers found the themes related to sex education to be difficult since they call for maturity and a thorough understanding of the subject matter. They indicated reluctance to offer sex education due to their lack of expertise and training. Another aspect is the age difference between the pupils and the teachers, some of whom were in their late 20s or early 30s. "At first, perhaps because to my youth, I am uncomfortable, but as time goes on, I just learn how to speak about it in polite terms and with the aid of instructional videos about sex education that can be obtained on YouTube. It's good, but we have to share our knowledge—or at least

some of it—according to the students' grade level. Being mature and open-minded when talking about that subject, particularly when imparting to students, carefully relaying and sharing to students in a nice and open-minded manner.

These participants' perceptions differ from those who found that teacher participants under the age of 40 had greater levels of understanding about the subject of sex education and were therefore more eager to teach it. The statements of the younger participants suggested that they were uncomfortable and lacked the knowledge to teach sex education to their pupils, even if it was outside the scope of this study to establish a quantitative association between age and level of sex education knowledge among teachers. Lack of confidence, inadequate training, trouble choosing the right words, and concern over miscommunication and student perceptions are a few potential causes. The choice of appropriate terminology or language has been an important consideration while teaching sex education. They used straightforward language and explanations, yet they still had trouble choosing the right phrases. T4 said, "I can hardly explain what the proper terms to use in teaching sex education toward the young age."

Since our theme was the reproductive system, which includes the genitalia of each gender, I was confronted with the difficulty of integrating sex education. Since some students tend to overreact, I made an effort to project more confidence and use some examples in context. Despite the fact that their inquiries are getting more serious, I would make sure that they were receptive to the information being provided. Due to a shortage of competent teachers and a lack of sex education knowledge, teachers don't spend enough time discussing sex education. The narrative reports of teachers who felt uneasy or afraid while teaching about it support this insight. Since students thought they were the most qualified people to discuss the topic, teachers must be highly competent to teach sex education. The discussion of sex education and reproductive health with parents might be uncomfortable for students. They argued that teachers would be the best people to instruct them. Teachers who use, create, and implement precise teaching methodologies while delivering sex education may effectively assess student learning at a range of cognitive levels. Fortunately, teachers have a good attitude toward sexuality education. They are dedicated to learning about sex education and are prepared to participate in training sessions and seminars in order to do so. In this way, they are able and trustworthy to correctly instruct the kids in sex education. According to study the best way to administer sexuality education and equip teachers to incorporate it into their lessons is to create scripted lesson plans for them and have parents, school districts, and communities interact with the kids.

There are disadvantages to sex education as well. Teachers outlined a number of integration's shortcomings that can cause issues in society. One of these was pupils' growing curiosity as a result of their knowledge growth. Some students could develop a strong motivation to engage in sexual activity as a result of the subject. The intent to engage in sexual activity and contaminated modesty. Because they may see sex education as a motivator for sexual awareness, adults could believe that teenagers who get sex education will engage in sexual activity. (T8) Coitus or simply having sex is frowned upon in many Filipino families. There is a good likelihood that students will become more curious and look for the answer on their own. Teachers also feared that as students learned more about their sexuality, they would become more inclined to engage in sexual activities such as cybersex, pornography, and prostitution. "Since students may conceal their genuine identities in order to escape bullies without the correct understanding, they could not fully comprehend what is happening to their bodies. In the worst-case scenario, kids might be encouraged to start a sexual connection. (T5) "A potential issue could be that they might use it improperly out of curiosity, which also contributes to sex addiction. The disadvantages of training young children include the possibility that they will become curious, visit some pornographic websites, and engage in cybersex.

The study also found that a sizable number of teachers believed that while sex education would undoubtedly aid students in understanding the concepts of sex and sexuality, it would also stimulate and provoke the

students to engage in early sexual activities. In a similar vein, found that most teachers typically do not integrate these themes and do not give their pupils enough information, leading to poor knowledge of sex education. This manifestation can have multiple explanations depending on how the program was implemented in each school, which led to differing perceptions on the part of the teachers. Furthermore, issues with sex education will develop if teachers are not given the correct direction and education. The impression of these teachers may also be influenced by cultural norms that view open discussion of sexuality in the home or in public settings as taboo or inappropriate, especially for younger age groups.

When incorporating sex education into their teachings, teachers take into account a number of factors, including age appropriateness, learners' preparation, scientific soundness, cultural sensitivity, and the breadth and depth of the curriculum. The majority of educators felt that it is better to introduce sexual subjects to students/learners at the secondary school level, when they are ready, mature enough, and able to undergo physical changes. T1 stated, "I believe that teaching sex to children should begin as soon as they attend junior high school. This realization results from students' quick development in both physical and mental areas. Their hormones begin to rise, which causes them to feel the want to undertake risky things, especially coitus. There have also been worries that some themes and talks are too sensitive for students, as this may only encourage or drive them to engage in sexual activity. According to teachers, the subject matter of sex education should concentrate on the nature of sex and its repercussions, health issues related to sex, the development of personality and traits, self-awareness, sexual development, ideas about reproductive health, and legislation relating to sexual harassment.

"Introduction to topics on the value of sex education, the nature of sex, and the benefits and drawbacks of sex education" (T4) "It should initially concentrate on the alterations and growth of a person during the puberty stage down to as what I have already mentioned, the reproduction, relationships, prevention of sexual violence, body image, gender identity, and sexual orientation. When educating kids about sex education, it is important to select proper teaching tactics that are suitable and appropriate. One of the various instructional strategies that teachers might use while delivering sex education is, according to T6, the "Integration of both religious and science aspect." T1 offers a different strategy, stating that "the greatest method to educate sex is to explain it straight up without sensualizing it. Teach it scientifically and avoid emphasizing its inappropriate and erotic aspects. Teach it with the intention of making the pupils more aware of the effects of their choices. This result lends credence to the difficulties teachers have been reported to be facing in Thailand and Nigeria. These parallels may be explained by the teachers' preparation, which may not have covered dealing with sex education principles in terms of approaches and strategies. The Philippines has struggled with the complete implementation of the program in the education sector due to strong religious hostility on this issue and the lack of a clearly defined inclusion of it in the curriculum. It is therefore up to the instructor to decide whether to include it in the session [7]–[9].

CONCLUSION

Understanding the variables influencing the inclusion of sex education in the curriculum was made easier by this study. Teachers are caught in the center of the conflict between those who support integrating sex education into policies and standards and those who oppose it. They had to withstand both internal and external pressure in order to offer the most efficient and relevant sex education lessons. Subject-matter expertise and instructional environments may have an impact on teachers' methods and perspectives. This study argues that in order to implement a more lasting curriculum reform, instructors across grade levels, subject areas, and school settings need thorough and appropriate training on the fundamentals of sex education. This study supports the need for more community support for sex education's increased integration and application, which is important for rural development.

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<center>CHAPTER 9</center>

NATIONAL EDUCATION POLICY 2019: PROBLEMS OF VOCATIONAL EDUCATION AND SUSTAINABILITY

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ABSTRACT:

Education at the secondary and postsecondary levels will include vocational training. Occupational training and social class stratification Higher education has been plagued by the issue of the social rank hierarchy of jobs in numerous ways. It has had a big impact on how the general public views vocational education and, consequently, how students decide what to study in college. There is no denying the fact that students who have made these decisions have found vocational education to be less appealing. This opinion of vocational education has also been influenced by additional elements. Notably, the 'hard' separation of academic and professional education from vocational education most visibly represented in total institutional and curriculum separation from school onwards has played a part, as has the generally subpar quality of institutions providing vocational education. There is a dire need for reform in this circumstance. It is necessary to make vocational education a desirable option for pupils. The welfare of the millions of people entering and already employed in the labor depends on this. It is equally crucial to the state of the economy. To address this issue, this Policy makes definite short-term and long-term moves. Vocational training prepares students for careers in a particular trade, occupation, or vocation that they wish to pursue. All trades, including those in agriculture, mechanics, handicrafts, and the health care sector, are included in vocational education. It seeks to develop a student's independence. Vocational education has received special attention from a number of organizations, including the Kothari Commission (1964), UNESCO (2013), and NPE (1968, 1986, and 2019). This chapter aims to examine the issues with the current status of vocational education as well as the 2019 NEP draft's innovative strategy for improving youth employability in India, which will ultimately lead to sustainability.

KEYWORDS:

Kothari Commission, National Educational Policy, Professional Education, Vocational Training, Youth Employability.

<center>INTRODUCTION</center>

A plan for India's educational system In accordance with their capacity to contribute to the nation's many expanding developmental imperatives on the one hand, and to the creation of a just and equitable society on the other, the vision for India's new educational system has been developed to ensure that it touches the life of every citizen. To build a new system that is in line with the aspirational goals of 21st-century education and is consistent with India's traditions and value systems, we have recommended the modification and revamping of all areas of the educational structure, its regulation, and its governance.

Through intellectual growth, skill acquisition, occupational development, and environmental awareness, education gives people the chance to become more independent. Career and technical education, often known as vocational education or vocational education and training, prepares students for occupations or vocations that require them to engage in physical or practical labor. As the learner gains direct experience in a particular set of methods or technologies, it is sometimes referred to as technical education. (AICTE, 2017). Through numerous skill development programs, the National Policy on Education of 1986 and the proposed NEP 2019 both place a significant premium on vocational education. Including vocational education in all secondary

schools and institutes of higher learning: Over the course of a decade, all academic institutions will be forced to gradually incorporate vocational education into their educational offerings. They will work together on this with ITIs, polytechnics, neighborhood businesses and industries, hospitals, farms, and non-profit organizations. Based on a study of the occupations accessible in their locations, each educational institution will carefully select a few areas that they would like to offer. The development of practical skills, combined with the corresponding theoretical knowledge and a well-rounded education, will be the main focus. There will be formalized systems in place for sharing knowledge and providing mentoring. This work needs to be done by an official organization. A group like this might work with colleges, institutions, and schools to assist create synergies between K–12 and higher education. Analysis of the skills gap and local opportunity mapping: State governments will provide more precise maps of training requirements in various regions of their states, building on the work already done by the NSDC in several sectors to determine gross estimates of demand for trained employees.

The predicted shortage of human resources, the availability of and prospective need for hands-on training facilities, and other factors can all be taken into consideration by educational institutions when choosing the professions, they want to offer. This study can then be based on the State-level mappings. Supporting the inclusion of vocational education throughout all educational institutions financially The inclusion of vocational education in the curriculum will necessitate funding for teacher preparation and professional development, the construction of local infrastructure (equipment and laboratories, etc.) at educational institutions, the sourcing of locally accessible resources when necessary, the hiring of specialists in various vocational education fields at competitive salaries, and other related expenses. There will be established a separate fund for the incorporation of vocational education into educational institutions. The NCIVE will develop the procedures for allocating these money and for keeping track of progress. MSDE and MHRD coordination: Given the critical role that traditional academic institutions can play in providing vocational training to millions of young Indians as soon as possible, it is essential that MHRD and MSDE, as well as all other ministries involved in the provision of skills training, work closely together to facilitate interactions between academic institutions and other parts of the skilling ecosystem managed by the MSDE, such as the NCVET, which is currently the custodian of the NEET. This will be accomplished with significant assistance from the RSA through the SCC, both at the Center and in the States [1]–[3].

Through school-based and workplace learning, vocational education and training (VET) guarantees the development of skills in a wide range of occupational domains. It is crucial in guaranteeing reduced school dropout rates and easing the transition from school to employment. Well-designed VET programs can be essential in helping people who need to up-skill or re-skill, as well as youth, obtain the necessary skills for the labor market in today's rapidly evolving workplace. The OECD VET and Adult Learning Team examines opportunities and challenges for future-ready VET systems that are resilient, flexible, and inclusive, as well as assists nations in understanding the key strengths and weaknesses of their VET systems.

VET is organized and offered differently in different nations, and it has a different role in the larger educational system. Country-specific VET studies offer comprehensive analyses of the advantages and disadvantages of each nation's VET systems as well as specialized guidance on a variety of VET policy-related topics. See here for a summary of the more than 30 nations where such reviews have been carried out.

Occupational education and apprenticeships:

The organization of work-based learning varies significantly between VET systems. Students in some programs, such as apprenticeships, spend a significant amount of time working (see Work-based learning and apprenticeships). However, students may still have access to a variety of work-based learning opportunities in programs that are primarily organized at schools (see Work-based learning in school-based VET).

Integrated VET and adult education:

A variety of learners have opportunities to develop their skills through VET. The integration of immigrants may be aided by inclusive VET systems (see Unlocking the Potential of Migrants through VET). In order to upgrade and reskill throughout their working life, adults can also take part in VET programs (see Adult learning and basic skills). The level of education and competence of its population can contribute to economic progress and national sustainability. Through appropriate policies, planning, and timely systematic implementations, the vocational skills can be improved.

The value of vocational training:

In addition to general education, vocational education and training includes the study of technologies and related sciences as well as the acquisition of practical skills, attitudes, understanding, and knowledge pertaining to occupation in various economic sectors. To deal with the emergence of technology in the workplace, this is the higher level of skills and information that must be taught as advanced learning prior to entry into the workforce.

According to Mahatma Gandhi, basic education and mass education can promote national cohesion by providing vocational training beginning in the early grades. "By education, I mean an all-round drawing out of the best in child and man-body, mind, and spirit," he wrote in the Harijan in July 1973. Reading is not education in and of itself. Therefore, I would start the child's education by teaching it a practical trade so that it may start producing as soon as it starts learning. Every school can be made self-sufficient in this way, but only if the government takes over the production of these institutions. In his Wardha program, he advocated self-sustaining craft education to assist vocational education. The higher secondary stage of education has been prioritized by national policy planners since it is at this point that students gain the skills and competencies they need to enter the workforce or pursue higher education.

In the proposed educational reorganization, the NEP of 1986 states, among other things, "the introduction of a systematic, well-planned, and rigorously implemented program of vocational education is crucial. Vocational education will be a distinct stream intended to prepare students for identified vocations spanning several areas of activity." By 1990 and 1995, respectively, 10% and 25% of higher secondary pupils were to be enrolled in vocational courses, according to the NEP of 1986. Targets for student diversity in vocational streams at +2 levels were updated by the POA in 1992 to 10% by 1995 and 25% by 2000.

The result was the 1988 launch of the Centrally Sponsored Scheme (CSS) of Vocationalization of Secondary Education, which was carried out by the States and UTs for the official sector and by NonGovernmental Organizations (NGO's) and Voluntary Organizations (VO's) for the non-formal sector. The plan's goals were to: (i) give a variety of educational possibilities to improve each person's employability; (ii) lessen the mismatch between the demand for and supply of trained human resources; and (iii) offer a different option for those pursuing higher education. After the secondary stage, the program offers 2-year vocational courses in general education classrooms [4]–[6].

DISCUSSION

Vocational Education Issues in the Current Educational System

Institutional Deficit: Institutions relating to Vocational Education introduced after 15 August 1947 cannot be clearly described. India's youth can envision a bright future if they pursue technical education, but there aren't many such institutions given the size of the country's population. According to AICTE 2018–19, there are 10,426 vocational training institutions.

i. **The populace's mindset:** In the current environment, intellectual pursuits have received more attention and importance than physical ones. The country has a caste system that is based on physical work. The caste system, which has existed for thousands of years, served as the foundation for labor diversification. People who depend on physical labor and handicrafts for a living are not treated with respect.

ii. **Condensed Curriculum:** Only technical subjects are offered in the Vocational Streams. There is no liberal education program offered. Therefore, even with technical expertise, young people cannot learn about social goals and human relations in the industrial process.

iii. **The medium of instruction:** A significant problem in vocational courses is the medium of education. English is the primary language of instruction in practically all technical institutions in contemporary India. It is exceedingly challenging for students who have completed their education in Hindi or another regional language to acquire technical and vocational education in English. After a period of stagnation, these students get dissatisfied and leave vocational and technical institutes. Therefore, this kind of frustration results in a loss of resources like time, money, and energy.

iv. **A lack of qualified teachers:** Those who have acquired technical and vocational education are usually motivated by high wages and other financial benefits. They are hesitant to pursue these careers.

v. As a result, these institutions are devoid of capable and talented individuals.

vi. **Lack of practical knowledge:** Students' practical knowledge is insufficient. They should be given the necessary training in the workplace, an internship, and hands-on experience.

vii. **Lack of access to continued education:** Many young people graduate from technical and vocational programs and find employment. They start off knowing everything, but with time, they start to forget a lot of it. As a result, they are less effective in their work [7]–[9].

What should be done?

a. Establish more institutions to influence technical and vocational education at all levels.

b. Education of the youth workforce should be a priority in order to influence their attitudes toward physical labor and work. High earning potential in many professions can also help young people's attitudes change.

c. Liberal and general education should be added to the technical and vocational education curriculum.

d. Teachers for technical and vocational education should be recruited from the talent pool. Teachers ought to get fair compensation, and society ought to value those who help shape the next generation.

e. Workshops and routine practical training sessions should be efficiently planned. Young businesses need to receive practical training on establishing industries and company firms.

f. People working at jobs should receive part-time training to raise the caliber of their employment. To familiarize the personnel in service with the most recent advancements in knowledge in the fields of science and technology, refresher courses may be conducted.

g. Work with businesses and NGOs to give students practical skills.

h. Collaborate with NCERT and/or SCERTs to provide supplemental learning resources for career education.

i. Teachers should have the proper training, which should be designed.

j. Conduct assessments of all courses in vocational education in collaboration with the companies that help students develop their practical skills.

k. Recognizing pupils' prior learning to lower dropout rates.

ii. According to the 2019 Draft of the National Education Policy, a New Approach to Vocational Education

    a. The implementation of vocational education needs to be enhanced because it is the first and most crucial step. Infrastructure, curriculum, and teacher development must all be considered in this.

    b. 'Mainstream' education and vocational education cannot be developed independently of one another.

    c. Through the obvious equivalence of credentials/certifications and credit schemes, there must also be simple mobility between occupational and general academic streams.

    d. During Grades 9 through 12, all school students are required to complete at least one vocation-related course.

    e. Depending on the accessibility of practical training facilities and employment opportunities in the area, students will select courses from a menu that their institutions will offer.

    f. HEIs will also provide integrated vocational courses for undergraduate education programs.

    g. To assess the long-term objectives described here and determine the procedures that must be taken to achieve them, a separate National committee for the integration of vocational education (NCIVI) will need to be established, with members from various ministries.

    h. The NCIVE will develop the procedures for allocating these money and for keeping track of progress.

    i. Analysis of local opportunities and skills gaps

    j. Data collection, MIS, and technological assistance for the implementation of vocational education

iii. Focused on specifically

    a. enhancing the work of regional craftspeople and craftsmen; production, development, and management of various commodities and services; textiles and needlework to the majestic architecture of historic structures;

    b. Creation of local knowledge systems in fields ranging from medicine to a wide array of forms of art and handicrafts; and

    c. Water efficiency,

iv. The draft of the national education policy for 2019 envisions the following to operationalize the new approach to vocational education:

    a. Efforts to formalize the abilities of young people already employed through mechanisms like RPL, adult education, online learning, etc., along with efforts to integrate vocational education into school and higher education in a relevant and meaningful way through skills analysis and mapping of local opportunities.

    b. Network of departments, organizations, and institutions, as well as local businesses and people, to maximize students' exposure and learning at all levels.

    c. Enough funding for infrastructure development, as well as for hiring, training, and assisting those who will carry out vocational education properly.

    d. Upkeep of databases and research on potential vocational education methods that can be used in our area.

    e. Ensuring learner mobility across institutions and streams through curriculum and assessment compliance with the NSQF and worldwide standards.

    f. Increased capacity for vocational education, especially in rural and tribal communities and at the higher education level.

    g. Including the work of regional craftspeople and artists in the curriculum and taking steps to spread the word about their creations.

CONCLUSION

In India, particularly in the fields of agriculture, technology, and healthcare education, the difficulty of offering vocational education to millions of youth is most apparent. For instance, the agriculture industry requires additional trained laborers in a variety of related fields, including horticulture, fertilizers, pesticides, food processing, fisheries, and animals. Similar to how technical education encompasses degree and diploma programs in engineering, technology, management, architecture, town planning, pharmacy, hotel management, and catering technology, health care education encompasses a wide range of allied health staff, including radiologists, laboratory technicians, physiologists, elderly home caregivers, and many others, who together will make up an estimated 80 million jobs globally by 2030, according to the WHO. Since many of these industries are essential to India's well-being and overall growth, there are many different approaches to approach the very large aim of vocational education. To address a significant portion of this aim, government employers, the relevant sector skill councils (SSCs), and all other stakeholders must collaborate. Since skill-based educational institutions will play a crucial role in society, NPE 2019 should offer cooperative answers to the current issues while also making progress toward an employable, sustainable society.

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CHAPTER 10

SOCIAL COGNITIVE CAREER THEORY AS APPLIED TO THE TRANSITION FROM SCHOOL TO WORK

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ABSTRACT:

Young adults transition from school to work (STW) when they finish their schooling and start working full-time. The majority of high school students in the United States will not complete a four-year college and will instead enter the workforce, with many taking jobs in sales and customer service. To make sure that these pupils are ready, STW supporters push for educational reform. The movement has drawn criticism for lacking a theoretical foundation. The social cognitive career theory (SCCT) was created to clarify how people establish their career interests, set career goals, persevere in their workplaces, and find job satisfaction. In the context of the SCCT work satisfaction model, this study investigates whether socioeconomic status (SES), career decision self-efficacy, work outcome expectations, self- and environment exploration, overall life satisfaction, and career self-efficacy can predict an adaptive transition from school to the sales and service sectors. Since employees from sales and service occupations are typically excluded from career inquiries, this study is distinctive in this regard. However, more study needs to be done on this demographic because so many people work in these industries.

KEYWORDS:

Career Guidance, Educational Reforms, Socioeconomic Status, Social Cognitive.

INTRODUCTION

A relatively new theory called the social cognitive career theory (SCCT) aims to explain three interconnected aspects of career development: (1) how fundamental academic and professional interests arise; (2) how educational and professional decisions are made; and (3) how academic and professional success is attained. The theory takes into account a number of ideas from earlier career theories that have been shown to have an impact on career development, such as interests, abilities, values, and contextual influences. Albert Bandura's general social cognitive theory, an influential theory of cognitive and motivational processes that has been extended to the study of many areas of psychosocial functioning, such as academic performance, health behavior, and organizational development, is the foundation for the SCCT, which was created by Robert W. Lent, Steven D. Brown, and Gail Hackett in 1994.

The fundamental components of SCCT are three intricately interconnected variables: self-efficacy beliefs, result expectancies, and goals. Self-efficacy is the term used to describe a person's personal perceptions of his or her capacity to carry out specific behaviors or courses of action. Self-efficacy beliefs are more variable and tailored to particular activity domains than general confidence or self-esteem. People's self-efficacy varies in relation to the behaviors needed in various vocational domains. For instance, a person might have great confidence in their capacity to complete activities necessary for successful entry into and performance in scientific domains but may have considerably less faith in their capacity to succeed in social or entrepreneurial fields, such as sales. As long as they also have the required abilities and environmental supports to pursue these activities, SCCT makes the assumption that people are more likely to become interested in, decide to pursue, and perform better at activities at which they have strong self-efficacy beliefs.

Four main types of information are thought to contribute to self-efficacy beliefs: one's own performance achievements, vicarious experiences (such as witnessing others who exhibit similar traits), social influence,

and one's physical and emotional well-being. Personal accomplishments (successes and failures with particular tasks) are thought to provide a particularly compelling source of efficacy information, but one's self-efficacy regarding various performance domains can also be influenced by the types of social models and reinforcing messages to which one is exposed, as well as the physiological states one experiences while performing specific tasks (for example, low levels of anxiety).

Beliefs concerning the results or repercussions of carrying out specific acts are referred to as outcome expectations (e.g., what will happen if I do this?). People must take into account both their self-efficacy beliefs and the outcomes of their decisions on the activities they will engage in as well as their effort and perseverance in these activities. People are more likely to choose to engage in an activity, for instance, if they believe doing so would result in valuable, positive outcomes (such as social and self-approval, material benefits, or desirable working conditions). Both self-efficacy beliefs and result expectations, according to SCCT and the larger social cognitive theory, have a role in a person's participation in activities, the effort and perseverance they put into them, and their eventual success. In SCCT's theories of educational and vocational interest development, choice making, and performance attainment, self-efficacy, result expectations, and objectives play major roles. Interests in activities that are related to careers are seen as the result of self-efficacy and outcome expectations, as seen in the center of the above figure. People are exposed to a variety of occupationally related activities in school, at home, and in their communities during childhood and adolescence, both directly and indirectly. Additionally, they receive varied forms of reinforcement depending on how actively they participate and how well they progress in various activity categories. Children and teenagers' exposure to different types of activities depends in part on the environment and culture in which they are raised. Girls are frequently exposed to and rewarded for participating in different types of activities than boys, depending on cultural standards, for instance [1]–[3].

People improve their skills, establish personal performance standards, gauge their effectiveness at specific tasks, and develop certain expectations regarding the results of engaging in an activity through ongoing exposure to it, practice, and feedback. People are most likely to become interested in activities when they feel effective at them and when they anticipate success from them. People are likely to set objectives for maintaining or growing their involvement in an activity as soon as they become interested in it. In an ongoing feedback loop, continued activity involvement results in future mastery or failure experiences that assist modify self-efficacy, outcome expectations, and eventually, interests.

Up until late adolescence, when general interests (such as those in art, scientific, social, or mechanical activities) tend to become fairly stable, interest development may be at its most variable. However, research on the stability of interests indicates that some people do experience interest shift during their postadolescent years. The Social Cognitive Career Theory (SCCT) postulates that such changes, when they do occur, can be explained by changes in self-efficacy beliefs and/or outcome expectations more precisely, by exposure to powerful new learning experiences (such as parenting, technological advancements, job training, or SCCT. In conclusion, people are more likely to develop a long-lasting interest in a task when they believe they are capable of executing it and when they anticipate that the task will result in positive outcomes. On the other hand, people are less likely to become interested in pursuits in which they doubt their ability and anticipate failure.

In addition, SCCT contends that for talents to develop into interests, people's environments must expose them to the kinds of direct, fictitious, and convincing encounters that can give rise to strong efficacy beliefs and optimistic result expectations. Regardless of one's level of objective talent, interests are hindered from developing when one does not have the chance to develop strong self-efficacy and positive outcome beliefs. Indeed, research indicates that crucial intermediary relationships between objective abilities and interests are formed by perceived capabilities and outcome expectations.

DISCUSSION

A graduate's journey from college to the workplace is an important part of developing their professional identity. Some people can handle this shift during this time with confidence, while others feel hesitation, uneasiness, and despondency. 87% of university students feel moderate to high levels of stress at this time in their lives. Anxiety, loneliness, and low self-confidence are just a few of the unfavorable effects of stress that may have an impact on people's mental health. Therefore, Lange emphasized that vocational uncertainty has a negative impact on people's well-being as an apparent danger and anxiety of potential unemployment.

In this regard, earlier studies have underlined that job development experience is a crucial source to help university students from their uncertain future, handle unpleasant working settings, and consequently boost their life satisfaction. These studies also suggested that college students who are confident in their job aspirations are content with their lives from this vantage point, it's critical to look at how students simultaneously perceive accomplishments and failures at the transition from university to workplace. The current study explores how these might impact students' life satisfaction. The study uses Diener and colleagues' definition of life satisfaction, which is the subjective assessment and overarching cognitive judgment of life, as its starting point.

After meeting basic necessities, life satisfaction ranks as the highest aspiration for humans and has many other beneficial aspects, such as being an engaged member of society and having good health [8]. Life satisfaction is viewed as a significant issue by work and organizational psychologists since it can have an impact on careers as well as be influenced by them. Researchers believe that job development and general worldviews may be related as a result of earlier research findings. Life satisfaction (LS) is the desired goal for both an organization and an individual, as a result.

As of now, the LS of people, especially college students, has decreased in the literature on careers. Since some fundamental theories may not adequately encompass the environmental and contextual factors that contribute to the effects of career development exposure on LS, there is a lack of theoretical support surrounding university students' LS through the university-to-work process and in facilitating their career growth. The social cognitive career theory (SCCT) a multistage and leading career model, has shown to be thorough in understanding the unique career development practices of many people . The results of these investigations consistently revealed significant relationships between life satisfaction and the predictor components in the SCCT. SCCT is "the most important theory in career development that offers a powerful clarifying notion for scholars. It is suggested that LS should be expected to have human characteristics, social-cognitive abilities, and measurable achievement in other areas of life.

The third research question, "Student Motivation and Engagement," asked whether there would be a difference in the mean scores for students' motivation and engagement while taking part in a culturally relevant professional development program. The ANOVA results show statistical significance in four of the seven subscales, which is consistent with the premise that mean scores would vary between time points within the culturally responsive professional development program. Goal orientation, self-efficacy, and engagement were the three categories that made up the measure, and there were supporting subscales for each category. Mastery, performance approach, and performance avoidance made up the goal orientation category, which was seen as a motivational construct. There were three components to the engagement construct: behavioral, emotive, and cognitive. At least one component of each category (goal orientation, self-efficacy, and engagement) had different mean scores. The Mastery, Performance Approach, Self-Efficacy, and Behavioral Engagement subscales were found to be significant in particular.

The mastery means scores changed from time to time, falling from T1 to T2, then rising from T2 to T3. The ability to master a topic through techniques and abilities is known as mastery orientation, and it is seen as a

direct attempt to absorb and comprehend new content. In regard to this study, the information provided at the program's beginning can be used as an explanation for the fall from T1 to T2. Weeks one and two of the intervention's first half served as an introduction to some challenging content, including brave discussions about the difficulties experienced by minority female workers and potential hurdles. This knowledge might have caused students to feel less capable of learning and/or motivated to do so (Center for Education Policy, 2012). It might have been challenging for students to look past the potential harm such hurdles could do to their future professional development. The importance of academic performance to a future career may have then been difficult to link, given the uncertainty of possible attainment. However, mean scores recovered to their initial values by the end of the program [4]–[6].

The remaining thirteen weeks included access to relevant career-related information, work that motivated students to improve personally, and hands-on activities that provided chances for students to gain confidence. This trend in test results suggests that students' confidence in their capacity for success returned or grew as they learnt coping mechanisms and career development skills. Students were better able to relate the knowledge they acquired via the program to their capacity for academic success as a result of their increased confidence. They may have been able to apply coping mechanisms to academic situations directly in the classroom, or they may have been able to reframe negative school cognitions to more positive ones. For instance, students may have thought about how they may use the same coping mechanisms for their academic work when learning how to overcome job barriers for future occupational success. Therefore, this knowledge might have led to increased school engagement.

A similar connection between current academic work and the capacity to realize future goals was made attainable by studying career development skills. The FLAME component on college readiness evaluated how students' academic success affects chances for future higher education and employment. Students were better able to make the connection between their level of motivation and involvement and professional advancement after knowing this information. The behavioral subscale, which measures "conscientious completion of tasks," also showed the same pattern. The content that was provided between T1 and T2 may be one cause for this reduction. The fact that participants were introduced to obstacles to pursuing a career, issues relating to discrimination, the concept of double jeopardy, and the impact of gender and race intersection on future career choice and attainment during week two may be the cause of this initial drop followed by a recovery in mastery and behavior scores. For students who had never thought about how race and gender are perceived as obstacles to individual job choices, this knowledge may have been novel. As students consider ways to get over obstacles and succeed, these debates might have led to a period of disengagement.

Additionally, after learning about the obstacles to a successful profession, it would have been challenging to see how success in school and the classroom will be advantageous. Weeks five through eight of the program, which dealt with motivational topics like goal-setting, having a positive self-image, and empowerment techniques. The group's remaining time in weeks 10 through 14 was devoted to practice and application-focused activities. The capacity to practice career-related tasks and the skills and knowledge gained in dealing with obstacles may have contributed to the increase in scores from T2 to T3 on the behavior 112 subscale. A newfound sense of drive and involvement in the pursuit of freshly established career goals has replaced the period of disengagement. The findings of this study are in line with those of earlier research on student engagement and motivation. In their study of intrinsic motivation and engagement in a group of diverse high school students, discovered that these factors had a favorable impact on academic attainment. They claim that minority students are particularly affected by the relationship between motivation and engagement because "intrinsic motivation to learn provides the fuel for sustained engagement" (p. 332). To support this idea, persistent participation raises academic achievement, which opens up more college and/or employment opportunities. This trend is essential for students of color who historically have faced discrimination because

of success discrepancies in the classroom. The addition of a teacher report to the assessment of engagement, as indicated as a potential future addition to FLAME will be helpful in confirming meaningful improvement.

Author lists a number of strategies for promoting student development participation. The demographic used in FLAME is middle school pupils, who are particularly mentioned in this article. Research has shown that middle school is a time when student engagement tends to drop, and interventions like FLAME can be utilized as a preventative approach. According to Valentine and Collin, middle schools can boost engagement and achievement levels by offering relevant learning opportunities. After implementing a student engagement program (CareerStart), Orthner studied a middle school population and discovered a good correlation between the program and student involvement in the classroom. The precise career-related information that they had learnt in the classroom was retained by the students. They also remembered being able to relate what they were learning to potential occupations. Further investigation into the CareerStart program by Orthner, Jones-Sanpei, Akos, and Rose revealed that kids who took part in the program had much greater levels of school engagement. Home life and other environmental factors are linked to student engagement. Researchers looked at the interaction between supportive environments at home, school, and in the community and discovered that minority kids were more engaged when these environments contained supporting adults. The goal of FLAME is to offer culturally appropriate experiences that encourage good and healthy professional development, which should lead to an increase in motivation and engagement. With additional analysis and tweaks, FLAME will be able to support students in this endeavor more effectively.

Despite the importance discovered in four of the motivation and engagement survey's parts, it has been advised that the FLAME intervention be changed in order to further support the existing findings. To further establish the degree of motivation and involvement among students, it has been suggested that additional data, such as student grades and teacher comments, be included. Additionally, enhancing student motivation and engagement requires making sure that each topic offered in the intervention can be linked to academic success. For instance, CareerStart is a career program that combines fundamental course material with skills applicable to certain careers. Each course uses examples and illustrations from the world of work to teach the necessary academic material. It is proposed that employing the same tactic relating course material to real-world examples of careers can help raise student enthusiasm and engagement. These ideas could be used to support the idea that a culturally sensitive career development program has a positive effect on students' motivation and participation.

The participants' rural position could be taken into account when discussing the study's findings from a cultural perspective. The FLAME program was implemented in a rural school division, which may have influenced outcomes even though rural status was not a factor in the study. As a result, features specific to students from rural backgrounds share remarkable similarities with those of minority students and students from poor socioeconomic positions. In actuality, minority female students and rural students both encounter some similar career-related challenges. These parallels include achievement inequalities that lead to poor graduation rates, college attendance, and degree attainment.

The lack of parental education and money as well as less resources are seen as additional impediments in a rural student population. Furthermore, it is common for schools in remote areas to struggle with a lack of funding, highly trained teachers, and access to businesses and industries for career-related activities. These circumstances resemble those in some impoverished areas that are disproportionately populated by minorities. According to study, geographic isolation prevents kids from being ready for the workforce in the future. When considered in a broader sense, the concept of isolation could refer to both minority and rural pupils. Rural students may be geographically cut off from a range of employment prospects, but they may also feel cut off from their peers if they are minorities. The K–12 educational system still has achievement disparities, which tend to separate pupils from their peers in terms of prospects for success [7]–[9].

CONCLUSION

A postmodern viewpoint known as social constructionism stresses how knowledge is socially created. It highlights the personal, social, and cultural processes that inform and constrain the evolution of knowledge while highlighting the linguistic and relational nature of all knowledge. Social constructionists emphasize that what is thought to be real represents consensually agreed-upon knowledge that comes from coordinated, relationally contingent discourses, in contrast to modernist views of reality as solitary, stable, universal, and nonhistorical. As a result, what is considered to be true or knowing is limited in time and space; what is true in one culture or time period may not be true in another. Understanding knowledge production processes is important to social constructionists because they emphasize the interdependence between what is known and the methods of inquiry that produce it. The process of building knowledge heavily relies on discourse, which can be broadly defined as coordinated behaviors between individuals. Social constructionists question conventional ideas of individuality or the self by blurring the line between the personal and social realms because knowledge is relationally embedded.

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CHAPTER 11

ROLE OF ARTIFICIAL INTELLIGENCE IN CAREER GUIDANCE: A WAY FORWARD

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ABSTRACT:

Building accessible services that connect education and job services is a problem for career guidance in the age of lifelong learning. Only a small amount of study has been done so far on the use of artificial intelligence to support guidance in both higher education and the workforce. The use of artificial intelligence to help and advance career counseling in higher education institutions is discussed in this study. The findings of focus groups, scenario work, and practical trials are mapped to requirements and potential uses of artificial intelligence in career advising from the perspectives of students, guidance personnel, and institutions. In order to enhance higher education and lifelong learning, the findings point to possible benefits and uses for artificial intelligence in career advising, as well as adoption drivers and hurdles. Based on the findings, the authors develop various agency and maturity levels for the inclusion of artificial intelligence in guidance procedures. Future study on agency in guidance interactions, the growth of the guidance data ecosystem, and ethical concerns are all suggested as possible directions.

KEYWORDS:

Artificial intelligence (AI), Career Guidance, Digital Tools, Guidance Strategy, Personalized Learning Support.

INTRODUCTION

Wide-ranging and dynamic developments in the working world have changed views toward careers and boosted the vitality of the labor market. Learning is in greater demand across all age groups and educational levels. This presents brand-new difficulties for career services at higher education institutions. The importance of lifetime career advice is shown by the emphasis on continual learning. According to Finland's national lifelong guidance strategy (Strategy for Lifelong Guidance, 2020), career counseling should support people in identifying their skills and matching them to opportunities to grow professionally as well as employment opportunities and market demands. As a result, people can make informed choices and decisions about their futures in terms of education and employment. Investment in advisory services is expected to improve degree completion rates, lower dropout rates, and hasten transfers to the workforce. By improving career adaptability and upskilling and reskilling competencies, innovative lifelong career guiding methods can support these. The delivery and development of career advice services are under increasing pressure, with the intended purposes and service offerings expanding. Career counselling is offered by a number of players in the social and health sectors, the labor market, and the educational system. They must use digital services as the need for help increases in order to conserve resources and improve the value of career guidance. Both lifelong learners and practitioners of advice can benefit from smart technologies.

This article discusses how cutting-edge technology might support career advising. The use of artificial intelligence (AI) for increasing career advising services in higher education is discussed in a study that used different methodologies. Analysis of the needs and potential for guide interventions using intelligent technology is based on the findings of focus groups, scenario work, and real-world tests. On the basis of these, it is advised to pursue additional study in the areas of agency effects, evolving career information environments, and maturity levels for utilizing AI in career advising.

Agency in Direction:

The goal of guidance is to support the pupils' agency. In order to learn, build knowledge, and engage in collaborative practices, students need to have agency. In order to make decisions about one's professional identity and personal life, one must prioritize, pick, and consider what is significant and worth striving for Personal agency, proxy agency, and collective agency are the three types of agency that Bandura describes. The direct form of agency is personal agency, which is used by the person. Proxy agency involves relying on others to take action and on their resources and knowledge. In groups, collective agency is created by shared, group actions. In the field of education, pedagogical learning agents have been used to mimic different kinds of agency Different agents were successful in simulating the social-cognitive perspectives of both human and technical agents. The agency construct was also used to examine how learning analytics are used to build agency [1]–[3].

Technology as a Tool

Digital tools have the potential to extend the breadth of services available and offer people new ways to get help at any time enhanced accessibility, expanded access to information, assessment, and networks, as well as decreased overall expenses and enhanced cost-effectiveness are some of the potential advantages of employing technology in career counselling. The pandemic's persistence has made remote and digital services for guidance more necessary.

The three ways that guidance personnel traditionally employed technology to provide: They are:

1) Learning and professional information that supports career building;
2) Automated engagement such career evaluations, simulations, or games; and
3) Options for communication.

Guidance experts and service designers must decide what technologies to employ and how to utilize them in order to provide integrated or blended guidance, which is guidance provided through digital methods. The adoption of new and emerging technologies by guiding organizations and professionals also rely on their willingness to change, rather than just on the technical solutions or user skills. The capacity and technological orientation of employees determine how much technology is integrated into guidance practices.

AI in Guidance and Education:

According to study, artificial intelligence is defined in this study as intelligent agents that perceive their environment and conduct actions that have an impact on it. These artificial intelligences are capable of imitating cognitive processes including comprehending, reasoning, and problem-solving. Since many years ago, artificial intelligence has been used in education. Based on a bibliometric analysis, it describes the trends in the study of artificial intelligence in education between 1956 and 2019, concluding that while earlier studies concentrated more on technological process, more recent studies concentrate on the development of AI as situated in pedagogical process.

Recent developments in AI are anticipated to have a significant impact on future employment markets and skill requirements, as well as open up new avenues for teaching and learning.AI can be used in education to support a variety of functions including student self-regulation, motivation and well-being, personalized learning support and feedback, learning process support, assessment and evaluation, profiling and prediction, usability and accessibility, resourcing, and competence management, according to research and review studies There aren't many research on AI's possibilities for career counseling. The impact of artificial intelligence on the educational experience, including support for students' studies, was examined. They came to the conclusion that AI can have a good impact on students as well as the institutions, groups, individuals, and processes that make up educational systems. Although Khare et al. do not specifically place their study

inside career guidance, the real-world examples provided throughout the student lifecycle enable reflection on skills, learning opportunities, and the transfer to working life all of which are important career guiding responsibilities.

Future education services will be centered on digital offerings. But technology in education plays more than just a practical role. According to the European Commission, 2019, there are several connections between AI and education. First, as they will be necessary in future workplaces where AI is used, education should focus on developing students' AI-related competencies. Second, AI-based technology can be applied to teaching and learning procedures, incorporated into current learning settings, or used to benefit education by utilizing intelligent environments. Thirdly, AI should also be improved for educational objectives. Artificial intelligence technology may modify or alter the emergence of agency when it is utilized in guiding engagement. According to, digital agency refers to a machine's ability to act autonomously but on behalf of a person, an organization, or an institution. Thus, through agency, the effects of AI on digital career advising practices could be further investigated.

DISCUSSION

Practical AI Career Guidance Trials

An AI-enabled application that suggested courses and jobs based on students' most recent academic records and enrollment data was used in the first real-world test. From a publicly accessible database of employment offices, information regarding open positions and work placements was obtained. Their college used a mobile student app to provide notifications. Students who gave comments on the trial responded favorably to the notion of getting advice and assistance ("I have thus far only received one set of recommendations. They were timely, encouraging, and suitable. They expressed gratitude for getting updates on their academic progress ("it was encouraging to see that my studies are progressing, as I want to graduate soon") and occasionally information related to their health ("it was nice to get a message reminding me to also take rest").

Although they enjoyed the app's functionality, they felt that the AI-powered suggestions lacked sufficient accuracy. In an online survey conducted a month into the experiment, the app's usefulness received a median rating of 6 (out of 10, n=101). Out of the 63 students who answered to the survey asking if they had gotten course recommendations, 56% said they were pertinent to their interests. However, other people mentioned that they were already doing the suggested courses. Location ("I cannot take this course as distance learning. The courses might be interesting, but they do not currently fit my schedule") or academic subject ("The suggestions are not in my major of Tourism and Service Business, but in the subject of Health Care"). Sixty-two percent of the 82 students who answered to the survey on employment suggestions said the positions were irrelevant to them. Lack of relevance was cited as an explanation for, among other things, place ("of course the AI does not know that I do not live in Finland"), profession ("I am not interested in work in financial administration"), or stage of one's career ("jobs available were not for beginners").

The information used and the way the messages were delivered should have been better tailored, according to the students. Students wanted to know why specific programs or careers were recommended and how they could provide the AI more information, such as interests that weren't (yet) reflected in their academic or professional records. Students complained that they were getting repetitive messages about how their studies were going and asked for more diversified communication that was updated frequently.

Students hoped that when enrollment was timely, they would be able to take advantage of programs like these and that the offering will also include chances for continuing education. They requested useful functions for scheduling reminders and getting study advice. In order to gather their data, provide them the ability to set deadlines and find the right services, students imagined that AI would harvest and handle "important

information" from online learning platforms, portfolios, personal emails, and student services. During the codesign process and through user feedback, potential social elements emerged that may promote student networking, community development, and maintaining contact with other students and staff. Students suggested giving the AI "some personality" by choosing a random persona to make it seem more human. There were suggestions for enhancing interaction's fun and interest by highlighting successes and fostering advancement.

The second trial was carried out using a web application that significantly used skills data and labor market information from commercial sources. Students in two groups (n = 5 & n = 3) established their personal competence profiles by compiling documents (such CVs) and entering skill terms via a specialized user interface before courses or employment were recommended. Students were able to update their talents profile while they browsed course or job listings, which improved the matches. Making the skills profile explicit, enhancing the visibility of the underlying matching, and facilitating more precise matching were the goals. According on qualitative comments, students found value in outlining their talents and using the program to look out courses and job postings. Users experimented with developing broad skill profiles for popular occupations in their field, such as sales, accounting, human resources, and project management, in addition to personal profile [4]–[6].

AI's Place in Career Counseling:

In focus groups, faculty and students described comparable uses for AI in case management, information distribution, and intelligent analytics. Students tended to develop specific service concepts and explain their experiences using the AI tool. Students extended the usage of AI to include self-management activities by casting it in roles ranging from discovery tool to educational partner in their education. Staff members mentioned AI-enabled guidance procedures where the AI assisted the staff rather than the student directly. Guidance experts were inspired by scenarios to design new career services where AI might be used to the advantage of students, staff, and institutions.

The staff even gave these services names and detailed the functionality, data sources, and intended applications for them. Staff members estimated that the potential of AI would depend on the student and their demands. References were made to tailoring advice to each student's unique requirements and learning styles. The staff discussed the responsibilities that humans and AI play in comparison to one another. They expressed their worries while highlighting the value and necessity of human interventions, even when those interventions are made possible by AI. This may represent apprehensive attitudes concerning new technology and the requirement to mediate student technology use. Similar to who promote the synergistic combination of human and AI support for student success, participants envisioned a career advice process where human and artificial effort and skills would be integrated. An integrated strategy reduces risks associated with technology use in addition to maximizing advantages.

AI does not meet definition of an agent since it lacks moral agency. The combined agency that users and tools have, however, might be referred to as proxy agency. In fact, this is how participants in the guidance described the process of creating and utilizing AI-powered tools: as a way to supplement their own skills and resources, they wanted to "outsource" or "delegate" tasks to their imagined AI collaborators who were proficient in information retrieval, optimization, and visualization.

AI-enabled guidance's production of agency can be viewed as an interactive process in which agency can take many different forms. Table 1 provides examples from the study to explain the potential function of AI in continuum guidance. The function of AI evolves along a continuum from tool to helper, then collaborator, and finally coach. This is similar to the reality-virtuality continuum and the idea of technologically enhancing human capacities the continuum of agency includes direct personal agency exerted with the help of AI, proxy

agency mediated by the AI, collective agency produced in conjunction with AI, and maybe even a sort of symbiotic or artificial agency. According to the study symbiotic agency refers to agency that is constructed within the context of human-technology interaction, where technology mediates human experiences, perceptions, and behavior, while human agency influences how technology is used. Concepts of "artificial agency" should place more emphasis on the learning process, which is placed and sustained through contact, rather than on autonomy. The roles played by humans and machines in each of these constructions as well as along the agency continuum change through interaction to work best as a team [7], [8].

Utilizing AI in career services could have an impact on current arrangements. In order to create guidance services that make the most of the opportunities provided by students, staff, and technology, more research is required on the impact of AI-enabled interventions on the building and mediation of agency. It is important to make the construction and modalities of agency obvious since doing so will encourage students to think on and control their behavior. As shown in Figure 1 Career Guidance Information Environment.

Figure 1: Career Guidance Information Environment [iafo].

CONCLUSION

Modern technological developments and their effects on society present a variety of challenges for education. There is a need to create AI to better comprehend the education domain and to prepare students, staff, and organizations for education that is supported by AI. This study examined the potential applications and prerequisites for employing AI in career counseling, outlining potential directions for further research. Technology has the ability to expand and modify services and methods, thus it is more than just a tool in the guidance industry. Depending on user goals, staff competencies, and organizational capability for using technology, AI can assist students and employees in the many modes within career advice services.

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CHAPTER 12

ROLE OF INFORMATION TECHNOLOGY IN VOCATIONAL TEACHING PROGRAMS

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ABSTRACT:

Globalization has dramatically altered how people operate in today's modern society. New information and communication technologies have revolutionized how we live, study, work, and even define work. Although it can be argued that human capital drives the modern economy, the information and communication technology revolution has actually elevated intelligence to the status of a valued resource. Economic growth in the modern economy is built on cerebral strength rather than physical strength, and its value is created by hiring knowledgeable individuals and keeping up with education. As a result, there are a wide range of effects on teaching and learning from integrating information and communication technology (ICT) into vocational and technical education and the educational system. ICT has a lot of promise for creating content for professional and vocational education and learning. As a result, educators must exercise caution while integrating ICT into the framework for educational transfer. However, given that it is an invention, this could lead to the usual guidance issues that reform entails. Therefore, educators need to be able to weigh the benefits and drawbacks of using ICT as a tool.

KEYWORDS:

Communication Technology, Career Guidance, Economic Growth, Globalization, Information, Vocational Education.

INTRODUCTION

The enormous rise in computer and computer-based technology use over the past two decades has had an impact on educational systems all around the world. As a result, expertise in computer technology has gained more value as a teaching tool in schools, colleges, and other educational institutions. In order to make sure that teachers are equipped to deal with new technology while educating students for the workforce, the vocational and technical teacher preparation of the curriculum becomes a crucial component of this contemporary delivery mechanism. Information and communication technology (ICT) has rapidly established itself as a fundamental tenet of modern civilization. Along with reading, writing, and math, basic ICT knowledge and values are also regarded as being a part of the core curriculum in a number of countries [1]–[3].

According to UNESCO (2000), all countries, developed or underdeveloped, should have access to the best educational resources in order to prepare children for important roles in modern society and to contribute to an information-based society. Information and communication technologies (ICTs) actually play a big part in shaping the new global economy and accelerating societal change. ICT dominates the commercial world, promotes the success of modern businesses, and simultaneously enhances learning processes as well as the management and structure of educational institutions and improvements in communication and information.

ICT use in vocational topic teaching with the help of 149 technologies, it is now possible to create innovative and affordable methods for extending access to education to all students, including those who require continuing education to meet the needs of the information age, the rapidly evolving nature of employment, and lifelong learning in the knowledge society. The use of ICT in education has an impact on all facets of the educational system; it enhances learning abilities by giving students access to cutting-edge methods, advancing and improving teacher preparation programs, and reducing the expenses associated with traditional methods of instruction delivery. ICT can assist in bringing abstract concepts to life through images,

sounds, movement, animations, and simulations. The underlying pedagogy is what matters; ICTs are merely delivery devices for teaching and learning.

In many nations, the integration of information and communication technology (ICT) into the classroom increases digital literacy. Several of these well-liked ICT training programs include: • One laptop per child, equipped with low-cost operating systems, unique reprogramming, and mesh networking. A 1:1 laptop program has been planned for use in schools. However, due to efforts to reduce costs, purchasing one laptop per child may not be prohibitively expensive for the industrialized world.

a. **Tablets:** These diminutive touch-screen personal computers enable functioning without a mouse or keyboard. Tablets can be downloaded with free learning software ("apps"), which makes reading a potent weapon.

b. **Interactive white boards or smart boards:** These tools let users examine, interact with, drag, click, and copy expected machine files. Additionally, handwritten notes can be created and simultaneously written on the board for later use. Interactive whiteboards are connected for training the entire class instead of student-centered tasks. The amount of student participation increases typically when ICT is employed in the classroom.

c. **E-readers:** E-readers are electronic devices that can store hundreds of books and are becoming more and more popular as a source of reading material. The independence of e-readers has received positive responses from both qualified pupils and reluctant readers. E-readers have a long history, text response, and the capacity to define obscure words. E-readers may be useful when used constructively. You can also get free e-books of several well-known classics.

d. **Flipping classrooms:** Using computer-guided instruction and immersive classroom learning, the flipped classroom paradigm enables courses to be expanded to include lectures and practice at home.

Few studies have looked into how flipped classes affect student learning. Since they value group work over lectures, students have a mixed, but generally positive, opinion of fluid courses. It has been demonstrated that integrating ICT into the classroom increases student engagement, interest, and passion. ICT promotes the use of innovative curriculum tools and learning strategies, the development of more engaged student collaboration efforts, and the simultaneous acquisition of technical skills. Additionally, ICTs aid in sharpening discernment. Some of the most important skills kids have learned through ICT usage include the ability to look for and compare various channels as well as structural understanding. However, it also has additional advantages, such as: Their interest in learning grows as a result of the use of resources such as movies, websites, cartoons, and video games, which have increased the appeal of even the most common subjects.

Interactivity: Using ICT in the classroom helps students to take an active role in their learning and to have a constructive attitude. Collaboration among students is considerably improved across a variety of multi-media platforms. They may work together, create team activities, and exchange knowledge even more effectively. They boost creativity. All pupils in the class are encouraged to be creative and original by using ICT tools.

More interaction: Different networks encourage less formal and more casual connection between students and professors. Personalization and current content: Interactive environments allow for real-time knowledge and service updates. Resources and materials can also be modified to fit local and communal conditions. Vocational education focuses on preparing students for careers by equipping them with knowledge, abilities, and professional conduct. Further definitions of vocational education include: a component of all-purpose education; a method of planning for career paths and successful job contributions; a component of preparing citizens for lifelong learning; a tool for promoting environmentally friendly sustainable growth; and a means of addressing poverty (UNESCO, 2000).

Professional training essentially consists of relevant classes where you gain knowledge and experience directly related to your future field of employment. It enables pupils to qualify for higher jobs and in return, does so. These courses run simultaneously with more conventional courses (such those in a B. Sc. or M. Sc. degree). Time management and deadlines are crucial to the success of students' professional courses, and as proof of their work abilities, students typically produce documentation (plans, notes, sketches, photos, and positions).

DISCUSSION

Qualities of ICT

Information and communication technology (ICT) is widely used in the educational environment nowadays. Similar resources have the potential to revolutionize teaching and learning, and this is happening at the same time that there is a growing appreciation for the importance of preparing students for our 21st-century society by giving them the confidence and skills to use new technology effectively and creatively in every aspect of their lives. Students will gain a useful skill that they can use in both their professional and personal lives in the future by being taught how to use the Internet to research a topic. A teacher who successfully integrates the Internet into a lesson may have a favorable impact on student engagement, teacher-student contact, classroom dynamics, and other factors in comparison to traditional methods. Therefore, fundamental abilities like word processing, spreadsheets, and web browsing need to be taught and evaluated.

Standards in the area of information and communication technology are separated into three groups.

1. Use of ICT in vocational education
2. The use of ICT to visualize concepts
3. Utilizing ICT to construct and communicate

ICT integration in education develops with ever-more-advanced tools, and participation and transfer rates to higher education levels can boost life skills and assist education. At the higher secondary, secondary, and tertiary levels, both children and adults will need to be digitally literate. In order to ensure ICT adoption in educational institutions and classrooms, it is crucial to first integrate ICT into primary and secondary curricula through established guidelines. ICT is a term that refers to the functions or applications of ICT in education.

ICT as an object: It refers to the process of teaching students about ICT in a way that varies depending on the type of education being provided and the level of the students. Through education, students are equipped to use ICT in their academic pursuits, future occupations, and social life. ICT is utilized as a tool, independent of the topic content, to carry out activities, gather data and notes, communicate, and conduct analysis. ICT has developed as a tool for teachers to teach and students to learn, as well as a platform for teaching and learning in numerous ways such as tool and practice activities, recreational activities, and networks of education.

ICT as a tool for management and organization in schools, it characterized the five stages of technology utilization in education as presentation, demonstration, drill and practice, engagement, and cooperation. Any ICT can be utilized for presentations and demonstrations. Similar to drilling, practice sessions can be conducted using any of the current technologies.

Challenges with ICT Use in Vocational Education There are five main issues, which are listed below:

1. **Infrastructure:** To guarantee content delivery and equal access, adequate infrastructure is required.
2. **Administration:** The system must offer enough resources and assistance for the implementation of technology.
3. **Learning:** ICT use should improve awareness and education.

4. Teaching: In order to instruct and promote students' learning using ICTs, educators must have the required training.
5. **Content Creation:** The process of creating content is time-consuming, costly, and has a finite shelf-life. The development and maintenance of excellent quality in vocational education is extremely difficult.

The technology-enhanced curriculum has a lot of potential, but it also has some immediate drawbacks, including capital investments in software and computer hardware, equivalent allowance to remove technical "haves" and "have-nots," appropriate methods for integrating skill into curriculum, patent issues, and a lack of educationally complete content. Additionally, implementing technology-enhanced learning is a significant issue for most teachers because information technologies are both exciting in their capabilities and depressing as a result of the doubt created by the rapid transition. Although developing skills to support information and communication technology-facilitated learning is given a lot of attention, its curricular material is regarded to be the most urgent concern.

Effectiveness and Suitability: Many people think that obtaining technical and vocational skills through distant learning is ineffective. However, teaching manual skills remotely is significantly more difficult than doing so in the cognitive and emotive realms.

The effectiveness of distance learning in vocational education will continue to rise through the updating and improvement of learning skills, instructional strategy, adaptive learning representations, simulation of office climate, student support systems, allowance for e-learning, and the development of intelligent training. A stronger emphasis on self-directed learning and an increase in computer learning among participants will boost remote learning's effectiveness.

Regulatory Institutions: Institutional barriers to ICT-mediated learning have a long history in the literature. The following are some of the concerns: a lack of resources and assistance, scheduling issues, a lack of money, expensive curriculum creation, instructional challenges, difficulty hiring qualified teachers, and challenges in maintaining dependable technical assistance and support.

Student Challenges: The cost of equipment and access to skill, inspiration, the lack of immediate feedback from instructors, the lack of adequate funding and facilities, isolation in addition to alienation, a lack of ICT knowledge, and the absence of information and time management skills are just a few of the challenges that distance education students must overcome [4]–[6].

The children appear to be uncomfortable with ICT-mediated learning as well. In a poll conducted by the European Training Village in 2002, 61% of participants rated the general quality of e-learning as "good" or "bad." It's important to note that 82% of the 433 responders were from EU nations. According to European study, students who are highly motivated and experienced are more likely than those who are enrolling in vocational education programs for the first time to benefit from ICT-mediated learning.

Integration of ICT to support Learning for Students:

It is crucial to use information and communication technology for training and realistic training in Nigeria, where students have evolved superior learning methods. The cornerstone for building a learning environment and a significant source of inspiration are definitely the definitions of learning and research. The use of vocational and technical education, information and communication technology (ICT), mediated learning, Internet and intranet access, the EMIS curriculum, and other key areas for the convergence of technology and communications technology.

The International Conference on Technology and Mediated Learning (ICTML) examines the use of immersive tools to create progression materials and computer-aided learning (CAL) for their students, as well as information and communication technology (ICT) and computer-aided instruction (CAI) for vocational and technical teachers. Computer-assisted instruction has been adopted in other developing nations as well, particularly in the early years of education. They encourage teachers to advance with new

tools and interesting courseware while providing students with a variety of options to develop their academic talents. Studies show that communication is an essential component of learning. In the paradigm of the classroom, this is typically a bad thing. Most laboratory methods are "one-way teaching models," where the teacher acts and the pupils passively react. Computer-assisted training can considerably supplement conventional teaching methods and make learning as simple as feasible for students.

ICT use in vocational topic teaching:

The Internet and Intranet have become into sources with a wealth of data and digital services. An intranet is a private Internet for a limited number of users. As an illustration, the Internet is a global network of networked computers interacting via a range of hardware platforms via protocols, but an intranet is a school campus network that provides local information, including teaching and curriculum, while also having access to the Internet. Any device connected to the Internet has access to the world's knowledge, but only a tiny, closed group of people, including teachers and students, can access the material of intranets.

Information on the Internet is accessible from everywhere, independent of the type of computing equipment being utilized. It also suggests that information can be gathered and/or written regardless of the subject, place, age, race, or time frame. For individuals that participate in educational activities, the Internet is also a source of incentive. A number of methods were developed to access information on the Internet, including logging onto a remote server, email lists and user groups, Internet conversation with associate personnel, and file transfer protocol data delivery from servers to the internet. The World Wide Web has drawn attention because of its usability and graphical characteristics.

The information management system for education (EMIS/EDMIS) is a multi-user digital information platform that stores and retrieves educational data from colleges, grade levels, test results, schools, staff, financial institutions, and schools at the state or regional levels. Information system for managing education To aid in decision-making, data on demographics, occupations, training programs, personnel's completion of advanced training courses, and staff performance evaluations will also be gathered in standardized formats at the graduate, national, and state levels. Budgets, cash reserves, investments, payments, loan schedules, and other financial reports for upper-level management, along with specifics on building profiles, are all included in the EMIS financial details. EMIS is typically limited to student affairs departments at universities and ministries of education in underdeveloped countries, despite its broad use in the industrialized world. Data on educational preparedness is often gathered manually, which leaves room for error and inconsistent data.

Multimedia and telematics can support the development of a variety of skills and behaviors in vocational and technical education in a number of different ways. They will assist students in understanding how to decipher and apply the information that is conveyed in an engaging manner as applied in the learning phase. Multimedia communication and information retrieval abilities are necessary for commercial and technical communication at its most fundamental level. When using multi-media and telematics technology, students also engage in techniques that improve higher thinking abilities, such as problem-solving, reflection, recognition, and analysis since they are concerned with complicated, practical information. For students in vocational and technical education as adults in the twenty-first century, the services include training and teaching policy makers, producers, and problem-solvers.

ICT for Vocational Education: The Needs

Technology related to information and communications (ICT) permeates every aspect of our culture. ICT has shown to have a significant impact on the quality and quantity of instruction, analysis, and research in traditional and distant learning institutions around the world, particularly in developed economies. It is the goal of ICT to improve technical and vocational education and learning through development, immersion, flexibility, and interesting content. It makes it possible for kids to learn in a more individualized way. Additionally, IT technology has the power to deepen, enrich, and accelerate learning, inspire and engage students in the classroom, help students connect their academic learning to real-world applications, and develop the economic viability of tomorrow's workers.

ICT improves institutions' effectiveness and performance, which leads to a variety of tools to advance and improve the educational methods used by technical and professional instructors. For instance, e-learning is now a common way for students to receive an education utilizing ICT. While professional and technical teachers should also consider their students' individual interests, e-learning and other ICT related technology have a lot of potential in addition to traditional schooling. This is due to the fact that ICT extended learning can offer fresh approaches to achieving high standards for cognitive activities, including originality, inventiveness, problem-solving, and teamwork, especially when using web-based technology [7]–[9].

CONCLUSION

Many educational authorities employ communication, information, and technology to address the increased literacy goals that will be required in the upcoming knowledge society as well as to raise educational expectations and improve educational quality at a sustainable and constant rate. In order to train and prepare the workforce, it is essential to create an educational environment that is focused on these technologies. This is because both adults and students would need to play a part in an organization and the labor market where ICT is used. ICT has received widespread appreciation for having enormous potential to advance professional and vocational education and learning. However, since ICT is after all an invention, we must be aware that integrating it into the framework for educational transfer may lead to roughly the same guidance issues that occur with change. We must therefore be able to weigh the benefits and drawbacks of embracing it.

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