

## **Perception of Students and Teachers Towards Vocational Education In Secondary Schools**

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### **ABSTRACT**

The central focus of the present study was to know the perception of secondary school students and teachers regarding vocational education in Puri district. The study objectives were (1) to study the perception of secondary school students towards vocational education, (2) to study the perception of secondary school teachers towards vocational education and (3) to observe the availability of vocational courses in secondary schools. The study adopted an exploratory research design and used a mixed method approach for purpose of improving reliability of study findings. A self made questionnaire was designed to collect data from the secondary school students and teachers. There were 128 students and 33 teachers selected from population by random sampling procedure. The collected data analysed using the excel sheet to generate descriptive statistics, in form of Mean, SD and t-test. It was concluded that 50% students are aware about vocational education and another 50% students are not aware about vocational education due to lack of adequate information about vocational education. Most of all the teachers responded with a positive attitudes towards vocational education. It can be concluded that the vocational education is perceived to be quite important for the secondary school students for their future employment. So the traditional education can be modified on the line of vocational education, which will be beneficial for the students to choose the vocational courses according to their interests and job in future. It is recommended that: a policy framework that clearly shows how a students can transit from the path of vocational education to further education be developed and if it is exist be popularized among all stakeholders and, the function of career masters in school be supported and strengthened.

### **KEYWORDS**

*Perception, Secondary Schools, Students, Teachers, Vocational Education .*

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### **I. INTRODUCTION**

The role of education in facilitating social and economic progress has long been recognized. Education improves functional and analytical ability and thereby opens up opportunities for individuals and also groups to achieve greater access to labour markets and livelihoods. A better educated labour force is essential if we are to meet the labour supply requirements of faster growth. Education is not only an instrument of enhancing efficiency but is also an effective tool of widening and augmenting democratic participation and upgrading the overall quality of individual and societal life. Skills and knowledge are the engines of economic growth and social development of any country. Countries with higher and better levels of knowledge and skills respond more effectively and promptly to challenges and opportunities of globalization. India is in transition to a knowledge based economy and its competitive edge will be determined by the abilities of its people to create, share and use knowledge behavioural more effectively. This transition will require India to develop workers into knowledge workers who will be more flexible, analytical, adaptable and multi skilled. In the new knowledge economy the skill sets will include professional, managerial, operational, inter personal and inter functional skills. To achieve this goal, India needs flexible education and training system that will provide the foundation for learning, secondary and tertiary education and to develop required competencies as means of achieving lifelong learning is called vocational education.

The global education agenda 2030 aims at contributing to the eradication of poverty through the 17 Sustainable Development goals among which goal 4 is on education and aims to "ensure inclusive and equitable quality education and promoting life long learning opportunities for all." The call for more relevant education is increasing given the concerns of visible skills mismatch among school graduates in relation to the available job opportunities. Many countries have called for the need to vocationalized the education system as a means of providing relevant and practical education to the youths. Current research in the field of vocational psychology emphasizes the need to explore more deeply the quality of relationships between people in connection with

career development (Metheny, McWhirter, & O'Neil, 2008). Children and adolescents currently spend a great deal of time at school and therefore there is no doubt that teachers are viewed as a source of social support, attracting the attention of a number of researchers across scientific disciplines. In this present scenario vocational education one of the important course for the improvement the future life of students after completing their school studies.

### **MEANING OF VOCATIONAL EDUCATION**

Vocational Education can be defined as the education that is based on occupation and employment. It prepares people for specific trades, crafts and careers at various levels in all spheres of life. It involves various practical activities. It is sometimes referred as technical education because the trainee directly develops expertise in a particular group of techniques. Vocational education is related to the age-old apprenticeship system of learning. In other words Vocational Education may be classified as teaching procedural knowledge. Vocational education consists basically of practical courses through which one gains skills and experience directly linked to a career in future. It helps students to be skilled and in turn, offers better employment opportunities. Vocational, or skills-based, education is becoming more and more important today, with many employers expecting new employees to have all the practical skills they need to start work and also for those who have to support their families immediately after senior secondary education. Vocational courses are typically more practical and skills-based than academic degrees, but they are often taught at universities as well as colleges and technical institutes. Vocational Education and Training (VET) is an important element of the nation's education initiative. Vocational education has to be viewed from different multi-layered practices. One is of course the hands on training component. The other is employment generation and sustainability. If you know exactly what you want to do in your career and it requires practical skills, then vocational learning is important. It could be hospitality and tourism, retail management, software development or interior design. There are literally thousands of skills based training options out there. In today's technical world, even an engineering graduate is supposed to have some technical skills apart from the degree possessed by him or her i.e. in the form of certification etc.

### **NEED AND IMPORTANCE OF VOCATIONAL EDUCATION**

Vocational, or skills-based, education is becoming more and more important today, with many employers expecting new employees to have all the practical skills they need to start work and also for those who have to support their families immediately after senior secondary education. Vocational courses are typically more practical and skills-based than academic degrees, but they are often taught at universities as well as colleges and technical institutes. Vocational Education and Training (VET) is an important element of the nation's education initiative. Vocational education has to be viewed from different multi-layered practices. One is of course the hands on training component. The other is employment generation and sustainability. Career and it requires practical skills, then vocational learning is important. It could be hospitality and tourism, retail management, software development or interior design. There are literally thousands of skills based training options out there. In today's technical world, even an engineering graduate is supposed to have some technical skills apart from the degree possessed by him or her i.e. in the form of certification etc. Vocational Education and training to all forms and levels of the educational process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding, and knowledge relating to occupation in various sectors of economic life. (UNESCO 2013). This is the higher level of skills and knowledge required to be taught as advanced learning before workplace entry to cope with the emergence of technologies in the workplace.

### **BENEFITS OF VOCATIONAL TRAINING**

- **Job Ready:** Vocational education makes a student employment ready. It provides students required skills and training for a particular job such as Interior Designing, Fashion Designing, Computer Networking, etc. Along with the classroom instructions students also get practical knowledge. This makes the students job-ready and experts in their field.
- **Low Education Cost:** Private and Government institutes provide vocational education and the fees for such courses are quite economic. Vocational courses are easy and cheaper alternative for students who do not want to take a three year degree course and cannot afford the hostel fees, commuting and added costs. Many vocational courses are as good as degree courses and provide employment to the students. Vocational course is the best option for those who cannot manage the expenses for college degree.
- **Easy Employment:** Vocational training makes it easy for the students to find employment opportunities. There is a growing need of skilled and efficient manpower for jobs in various sectors. The students with vocational training have advantage over the college pass outs. The students with vocational training are preferred as they possess right skills, education and knowledge for the job. Thus, easy and fast employment is a major advantage

that students with vocational training have Vocational education and skills can also provide students employment opportunities in foreign countries.

- Career Advancement: For people who already have a job and want to acquire further skills to enhance their career, vocational education is the best alternative. The duration of the course is quite less compared to the degree courses but the skills imparted are quite important and useful. Professionals can improve their career prospects and be successful. Students who are less interested in academic studies or the drop outs can choose from the diverse courses available and enhance their skills in the field of their interest. Vocational education can help students make a successful career.
- Meet Market Demand: Employers in various industries rely on training organizations to impart knowledge and skills to the workers. These training organizations need to train the workers and ensure that their services meet the needs of employers and the students are job ready. Students who pursue vocational courses at college level do not require undergoing such training programs. This saves the company cost spent in training.
- Economic Development: There is a growing need of skilled professionals in various sectors across the world. The existence of skilled manpower is beneficial to the society and also for the economic development of the nation. There would be lesser need to import manpower from foreign countries at higher wages
- Job Satisfaction: There are also various indirect benefits. For instance, vocational education boosts confidence of the students and they are well groomed and trained that makes them eligible for specific jobs. It also increases the job satisfaction and results in high productivity.

### **VOCATIONAL EDUCATION IN INDIA - Need of the hour**

Employability of graduates is a major concern for the country. According to a survey only 25% of the graduates from different streams are reported to be employable. It clearly indicates that there is a need for practical education which will prepare the graduates for jobs in various sectors and the grave situation of unemployability can be dealt with in an organized manner. The problem of unemployability is quite serious as it is the second-highest country which has a young population. About forty one percent population is of 15-19 years of age group. It is important that this young population should be turned into task-force. Vocational skills are considered under the MSDE (Ministry of Skill Development & Entrepreneurship), Govt. of India introduced the first program, Skill India Development Mission with the collaboration of public & private sector in July 2015. In continuation with the above endeavor, UGC launched a degree program called Bachelor of Vocation (B.Voc.). This program focused on the undergraduate level. This would accelerate the rate of employment, where the graduates can become a part of economy in-terms of employees or entrepreneurs. In 2011, Tata Institute of Social Sciences initiated the SVC (School of Vocational Education) under the guidance of AICTE and the project was proposed by Ministry of HRD, Govt. of India. The program implemented Work Integrated Training Program. It was the first ever program introduced in the field of education in India. the focus of the program was to impart jobspecific skills amongst graduates. The program incorporated 'Earn While You Learn' concept where the students could earn stipend when they were working in the industry as a part of the degree program.

### **SCHEME OFFERED BY THE GOVERNMENT OF INDIA**

The Government of India offers many schemes to provide vocational training to the underprivileged or economically backward sections: Some of the most significant of such schemes are given below.

- 1) Udaan: This program is specifically designed for the state of Jammu and Kashmir. The program has five year duration and offers vocational training and employment in the fields of Information Technology, BPO and retail.
- 2) Polytechnics: Polytechnics are a kind of Industrial Training Institute present in almost all states of India. It provides three year diploma courses in various discipline of Engineering and computer science.
- 3) Industrial Training Institutes: Industrial Training Institutes offer vocational training in various engineering and non engineering disciplines. ITIs are managed by the Directorate General of Training and Employment, Government of India.
- 4) NRLM (National Rural Livelihood Mission): Launched in June 2011, NRLM is specifically targeted at BPL (Below Poverty Line) group. It is aimed at providing vocational training in various trades to the people residing below poverty line, differently able and women, in order to make them self employable.
- 5) Craftsmen Training Scheme: This scheme provides vocational training in various engineering disciplines as well as in the fields of paramedical, agriculture and commerce etc. It is governed by the Directorate of Vocational Education and Training.

## **II. REVIEW RELATED LITERATURE**

Parasnis, Deshpande & Khanolkar (2022) conducted a study on “Students perception towards vocational courses in hospitality sector”. The authors have attempted to understand the perception of hospitality management students towards such courses in the same sector which can create greater employment

opportunities for them on completion of the course and it was concluded that the students were aware about vocational courses in hospitality sector and most of them opined that these courses are more effective in enhancing practical skills which are essential for employment. Some students who are pursuing traditional courses in hospitality sector would like to opt for some vocational course as well. Rathidevi & Sudhakaran (2019), in their study found the results it was evident the students had moderate attitude towards vocational Education and male students preferred Vocational education program more than female students. Lastly, it is reported that majority of the students weren't aware about the vocational courses, its scope, eligibility, opportunities and scholarships available. Shobola (2022), in his study found the result that the attitude of private secondary school teachers, students and parents towards in-school Vocational training, and it further investigated the difference in the attitude of the stakeholders. Lazarova, Hlado & Hlouskova (2019) stated that each student perceives his/her teachers differently and thus perceives teacher support differently as well. At the same time, teacher support may be perceived as social classroom phenomena shared in the individual classes. James, Andrew, & Wilson (2019) founded the result that students perception towards vocational education is still negative due to lack of adequate information and the students perceive the existing channels through which secondary schools transmit vocational education to be inadequate. According to Kumar, Mandava, & Gopanapalli (2019) conclude that, there is chances to getting higher employability increasing after pursuing vocational education. There are most of the students agree that vocational education is important for career, so the knowledge about the vocational education should be imparted by the teachers. These reviews helped the researcher to formulate the relevant hypotheses and objective.

### **III. RATIONALE OF THE STUDY**

The children after completing the primary/elementary schooling need to be imparted both generic and specific skills that will help live a quality life and for the future employment. But majority of the students were not aware about vocational education (Rathidevi & Sudhakaran, 2019). It clearly mentioned that perception of students towards vocational education is still negative due to lack of adequate information (James, Andrew & Wilson, 2019). So this study implies that if vocational education is important for future employment that we should know the perception and respond of secondary schools students and teachers towards vocational education as well as to know the supportive nature and positive attitude of teachers about selecting appropriate vocational subject for the students according to their interest by providing proper guidance and career counselling. Various number of studies have been conducted on vocational education at national and international level. There are less amount of studies conducted related to perception of both teachers and students towards vocational education in Odisha. But there are no such studies particularly to this type of study held in Puri district. The purpose of the study was to established positive attitudes of secondary schools students and teachers towards vocational education in Puri district.

### **STATEMENT OF THE PROBLEM**

Vocational education is called Career and Technical Education (CTE), prepares learners for job that are base in manual or practical activities and totality related to a specific trade, occupation or vocation. It allows students to gain practical experience in their chosen career path before they even graduate. It is to prepare students for future career by gaining the necessary skills and experience. So in this study the investigator try to get an idea about perception or awareness of secondary schools students and teachers in Puri district. So the study titled as "PERCEPTION OF STUDENTS AND TEACHERS TOWARDS VOCATIONAL EDUCATION IN SECONDARY SCHOOLS."

### **OBJECTIVES OF THE STUDY**

1. To study the perception of secondary schools students towards vocational education.
2. To study the perception of secondary schools teachers towards vocational education.
3. To observe the availability of vocational courses in secondary schools.

### **HYPOTHESES**

Ho1: There is no significance difference in the perception of students towards vocational education in relation to their gender.

Ho2: There is no significance difference in the perception towards vocational education in relation to educational qualification of teachers.

### **RESEARCH QUESTIONS**

1. To observe what are the available of vocational education.

**DESIGN OF THE STUDY**

**METHOD**

Since, the present study was undertaken to study the “Perception of students and teachers towards vocational education in Puri district”, so the descriptive survey research method was taken by the researcher.

**POPULATION**

In this present study the population comprises of 4 secondary schools at Krushna Prasad Block in Puri district. The population comprises 200 students and 35 teachers of four secondary schools of Puri district. To collect the pertinent data required for the study, that’s why the researcher considered the students and teachers of secondary schools i.e. (I) Chilika Nodal High School, Alupatana, (ii) Basudev Nodal High School, Baghamunda, Nuagaon, (iii) Harihar Nodal Vidyapitha, Panasapada, (iv) Duarsuni Vidyapitha, Gambhari.

**SAMPLE**

The investigator selected 128 students and 33 teachers from 4 secondary schools of Puri district through stratified random sampling.

**SAMPLE DISTRIBUTION TABLE**

Sl no	School Names	Students		Teachers
		Boys	Girls	
1	Chilika Nodal High School, Alupatana	16	16	6
2	Basudev Nodal High School, Baghamunda, Nuagaon	16	16	9
3	Harihar Nodal Vidyapitha, Panasapada	16	16	12
4	Duarsuni Vidyapitha, Gambhari	16	16	6
	Total	64	64	33

**TOOLS AND TECHNIQUES**

In this present study the investigator collected the data from respondents by using a self made questionnaire and self observation. The total number of items are 25 for students and another 25 items for teachers. Then the researcher used an another observation schedule which contains 10 items to observe the availability of vocational courses in the school.

**PROCEDURE OF DATA COLLECTION**

The investigator visited the selected secondary schools to collect the data. Self developed questionnaire and self observation schedule were employed to collect the data from respondents.

**TECHNIQUES OF DATA ANALYSIS**

In this study both descriptive statistics such as Mean, SD & inferential statistics such as t-test were used to test the hypotheses. Qualitative data analysis was done by the researcher which was collected from self observation by the researcher.

**IV. DATA ANALYSIS AND INTERPRETATION**

**OBJECTIVES 1:-** To study the perception of secondary schools students towards vocational education.

**HYPOTHESIS 1:-** There is no significance differences in the perception of students towards vocational education in relation to their gender.

Table: 1

This table is showing t- test score and df of the secondary schools students towards vocational education with respect to their gender.

GENDER	SAMPLE(N)	MEAN (M)	STANDARD DEVIATION	t- value	DF
BOYS	64	97.1094	14.2339	1.4822	126
GIRLS	64	93.1094	16.2326		

INTERPRETATION: From the table 1 it is revealed that calculated t- value of secondary schools boys and girls is 1.4822 with the table value 1.98 at 0.05 level of significance. It indicates the calculated t-value (1.4822) is smaller than the table value (1.98). So, the Null hypothesis is accepted. It can be concluded that there is no significance differences in the perception of secondary schools students towards vocational education relation to their gender.

Hence, the formulation hypothesis is accepted.



**OBJECTIVES 2 :-** To study the perception of secondary schools teachers towards vocational education.

**HYPOTHESIS 2:-** There is no significance differences in the perception towards vocational education in relation to educational qualification i.e UG and PG.

To test this hypothesis, the following procedure is adopted. The t-test was employed to find out the statistical difference between the perception of secondary schools teachers towards vocational education according to their educational qualification i.e UG and PG.

Table:2

This table is showing t-test score and df of the perception of secondary schools teachers towards vocational education according to their educational qualification i.e UG and PG.

EDUCATIONAL QUALIFICATION	SAMPLE (N)	MEAN (M)	STANDARD DEVIATION (SD)	t- value	DF
PG	13	97.76923	11.51921	0.7313	31
UG	20	101.05	14.0805		

#### INTERPRETATION

From the table 2 it is revealed that calculated t-value of secondary schools teachers with respect to their educational qualification i.e PG and UG is 0.7313 with the table value 2.04 at 0.05 level of significance. It indicates the calculated t-value (0.7313) is smaller than the table value (2.04). So the Null hypothesis is accepted. It can be concluded that there is no significance differences in the perception of secondary schools teachers towards vocational education relation to their educational qualification.

Hence, the formulation hypothesis is accepted.

**OBJECTIVE 3:-** To observe the availability courses in secondary schools.

Research Question:- What are the vocational courses provided in the school ?

#### INTERPRETATION

After collection the data through self observation the researcher found the result that there are two vocational courses (i.e IT and Tourism) provided to the secondary school students with their academic courses which are recently started within one year in two secondary schools at Krushna Prasad Block in Puri district.

##### i. Information Technology (IT):-

Information Technology is a vocational trade. It covers the design, administration, support of computer and telecommunication system. IT is the use of transmit, manipulate data or information, computer to store, retrieve, often in the context of a business or other enterprise. It is career presenting in nature and provide various job opportunities after successful completion in Information Technology trade. The basic concept in information technology include information security, software development, technical support, database, data storage administration and network management. IT skills are very important to increase in confidence and productivity knowledge of the students. Developing these skills will allow the students to feel more confident in using emerging technology and become faster in finishing tasks. For example, having IT skills will help someone to save the money and time according to his/ her capacity to solve a technical issue independently.

##### ii. Tourism:-

Tourism industry is growing rapidly all round the world to be the number one service industry in terms of revenue generation in comparison to the invest. Tourism is the phenomenon of the 21<sup>st</sup> century globalization where the world behaves like one small village. Tourism consists two main factors-first is transportation where travel professional get the bookings of the most convenient transportation mode for the tourist while road, rail and Aviation. Other part of the tourism business comes from the booking of Accommodation facilities for the tourist away from their place of residence. Tourism is the study of tourism management, tourism development, tourism marketing, transportation, hotel management and among others things. It is one of the most important vocational course provided to the students in secondary schools. The study in the field of tourism is so interesting and can easily be acquired by the students by teacher's proper guidance. This tourism course also gave the opportunities for students to understand the culture, civilization and religious aspects of a country.

## **V. MAJOR FINDINGS**

The researcher got an idea about the vocational education in selected secondary schools at Krushna Prasad block in Puri district. According to the opinion of respondents the researcher know that, there are no any type of vocational education provided to the students before one year. But now with the advantages of educational system in the country State Government has include the vocational education in selected secondary schools for the development of work experience of the students in future. In that perspective vocational education system started with academic courses in only two secondary schools at Krushna Prasad block in Puri district. There is started vocational courses with their academic courses. The researcher observed that both teachers and students have positive attitudes towards vocational education. Trained teachers recommended for the improvement the knowledge of students about vocational education. Students also gave interest to pursuing vocational education.

From the study it's revealed that there is no significance differences in the perception of secondary schools students towards vocational education relation to their gender and it shows that there is no significance differences in the perception of secondary schools teachers towards vocational education relation to their educational qualification.

The researcher found the result that out of four secondary schools there are only two secondary schools where vocational education provided to the students. After the data collection the researcher concluded that vocational education started within one year in those two secondary schools. In that schools there are two vocational courses ( i.e IT and Tourism) provided to the students with their general courses. Two trained teachers appointed for teaching that vocational courses for each secondary school. In the IT course the teachers provided the knowledge about the use of computer, knowing the difference parts of computer and their work etc. Which are help the students in their future employment and save their time and energy. In the time of teaching tourism course the teachers given the information about the culture, tradition, temples and other picnic spots of the country where the tourist want to explore the place for enjoyment.

## **VI. EDUCATIONAL IMPLICATIONS**

The findings of the study help for increasing awareness about vocational education. The study offers future direction for vocational education programming as well as policy directives and initiatives. It helps to further emphasize the importance of recognizing and responding to the voices of students in decision-making efforts regarding vocational education. It also helps to illuminate the need to further clarify and more fully understand the perceptions that students hold regarding vocational education and its influence in their present and future lives. The findings of the present study help to emphasize that students can help to identify both the strengths as well as problem areas in vocational education as it currently exists within secondary school programming. The study and the methodology utilized offer a basis for future researchers to further design and implement investigations regarding the perceptions of secondary students and teachers regarding vocational education.

## **VII. CONCLUSION**

Much as the students do not perceive significance differences to exist between VE and general education in terms of further training opportunities, employment opportunities and status, there is general apathy towards VE among secondary schools students. This is made clear after the collection of data from the respondents half of the students are aware about vocational education and rest of them are not be aware about the vocational programs.. This implies the need for more career information to be provided to the learners as attitude change takes quite some time. The channels through which secondary school students' access VE information in selected secondary schools in Puri district is generally insufficient. The school based channels are mainly career sessions offered by careers masters as a one off activity which made students to sum it up as a lack of interest in the provision of career guidance by schools studied. From the students own efforts in search for career information, the social media came out prominently followed by teachers, meaning that students expect more in form of career guidance from their teachers. From this study it concluded that there is no significance differences in the perception of secondary schools students towards vocational education relation to their gender and the study shows that there is no significance differences in the perception of secondary schools teachers towards vocational education relation to their educational qualification.

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