



VOCATIONAL EDUCATION & SKILL DEVELOPMENT OF UNDERGRADUATE STUDENTS FOR THEIR EDUCATIONAL ACCOMPLISHMENT.

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ABSTRACT:

This article explores the significant role of vocational education and skill development in enhancing the educational accomplishments of undergraduate students. With the evolving demands of the labor market, integrating vocational training into higher education has become increasingly important. This study employs quantitative methods to investigate the correlation between vocational skills and academic performance, alongside students' perceptions of vocational education's effectiveness. Findings suggest that vocational education positively impacts students' academic achievements and career readiness, underscoring the need for policy reforms in educational curricula. To create a new system that is in line with the aspirational goal of the 21st century, the modern educational approach proposes the revision and rethinking of all aspects of education, including the educational structure, regulations, and governance. Vocational education and skill development encompass all forms and levels of education. The policy aims to eliminate the social status hierarchy associated with vocational education while integrating it gradually into mainstream education across all educational institutions. Pre-service training and short-term training courses will be implemented for vocational teachers/trainers through online, offline mode as offered by The State Council of Educational Research and Training (SCERT), and District Institutes of Education and Training (DIET) to ensure professional training for the preparation of quality vocational teachers. However, in importance of vocational education, various challenges have been found in different schools such as insufficient funding, improper infrastructure, lack of trained teachers, lack of industries, lack of practical, etc. The foundation must be established for the proper implementation of vocational education in schools and colleges; hence, vocational education must be made to be a prominent paper for teachers to familiarize themselves and be the guide for children in the future. For a country like India where the populations of youth are increasing day by day and if all are trained into highly skilled individuals, there will be an expansion in the economy. But due to the absence of providing vocational guidance, students and teachers alike fail to earn this skill.

KEYWORDS:

VOCATIONAL EDUCATION, SKILL DEVELOPMENT, EDUCATIONAL ACCOMPLISHMENT.

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INTRODUCTION

- In the contemporary educational landscape, there is a growing recognition of the importance of vocational education and skill development. Traditional academic pathways alone often fail to equip students with the practical skills needed in the dynamic job market. This article examines how vocational education influences the educational accomplishments of undergraduate students, focusing on their academic performance and career readiness. Massive criticism is being leveled at India's expanding economy, which is frequently called "Jobless Growth." While the Gross Domestic Product (GDP) annual growth rate increased at an average rate of 6% (AES) from 2000 to 2019, the employment rate and job growth rate only increased by 0.8% and 2%, respectively (PLFS). One of the critical areas where policymakers concentrate their efforts are

restructuring and transforming the entire ecosystem of vocational education and training (VET) in the country to address this severe unemployment problem and fully capitalize on the demographic dividend in India. Education since independence has focused on specialized vocational training prospects for employment, industry, and economic expansion. The goal of this education is to provide a person with practical education for certain tasks, rather than simply receiving information from the trainer. A program for vocational development focuses on certain trades and teaches people the practical skills they need to work in those trades. Not only vocational training is crucial for giving people job options, but it also boosts business productivity. A program for vocational development includes all formal and informal skill transfer needed to enhance the productive activities of a society. The strategy suggests undertaking an accurate skills gap analysis and mapping of the ability to open for assigning vocational courses pertinent to a particular location in order to create

a better vocational education structure. Along with the National Education Policy, this initiative aims to bring vocational jobs into compliance with ILO-mandated global standards. It also suggests including businesses, NGOs, and civil society groups in the implementation of the NSQF (The National Skills Qualification Framework). The progressive introduction of vocational education programs into all educational institutions' through core curricula, which "would emphasize the dignity of labour and importance of numerous vocations involving Indian arts and artisanship."

- In order to ensure that every student takes at least one vocational course. From the beginning in class Six, the vocational teaching takes the form of internships and practical exercises.

To do this, these ministries will need to develop their capability, which calls for more effective budget usage. In the past, for the government to begin laying out the connections between the needs of business and the availability of vocational education so that skills may be matched with open positions. The difficulties associated with digital literacy must also be taken into account in addition to these difficulties. Technology-based skills, particularly among the youth, have grown more important than ever with the globe moving towards a digital order pushing for the same.

REVIEW OF RELATED LITERATURE:

Studies conducted in Abroad

Olenik, S, Dorit & Heiman, Tali & Keshet, Noam. (2018). The Role of Career Aspiration, Self-Esteem, Body Esteem, and Gender in Predicting Sense of Well-being Among Emerging Adults. This study explores cyber bullying victimisation within the adolescent context, focusing on body esteem, social support and social self efficacy. Examining 204 Israeli adolescents aged 14-16, the research reveals a significant prevalence of cyber victims (45%) and establishes the correlation between cyber victimisation, low body esteem and reduced social support and social self efficacy. Low body esteem and low social support appeared as predictive factors for cyber bullying victimisation. These results contribute to understanding the personal and social risk factors associated with cyberbullying in adolescence and suggest implications for targeted intervention programs.

Yusran, N.A. & Mohd ,P., Mohd, H .& Omar, Muhd. (2021). Role of Career Exploration in Influencing Career Choice among Pre-University Student. In the current era of innovation, digitalization and globalization, career decision making has become increasingly complex and challenging. Career gaining prominence is a preferred choice in today's evolving and competitive job market. Student's career selection process is crucial for aligning human resources with labour market demands. This study examines the role of career exploration as a mediator in the relationship between social support and career self efficacy on career choices among pre- university students. It conducted quantitatively and Correlatively students

enrol at university Putra Malaysia. The research selected 249 students through simple random sampling. Utilizing the Career Exploration Survey, Career Decision Making Self efficacy Scale, short and Career Choice instrument surveys. Results indicate that career exploration partially mediates the relationship between social support and career self efficacy on career Choice. The findings offer valuable insights for educators and curriculum designers, emphasizing the importance of career exploration components into academic programs.

Wang D, Guo D, Song C, Hao L and Qiao Z (2022) General Self-Efficacy and Employability Among Financially Underprivileged Chinese College Students: The Mediating Role of Achievement Motivation and Career Aspirations. This study investigates the relationships between career aspirations and study behaviours among distance learners at the university of Cape coast Ghana who performed poorly in their first year of the study. A correlation research design was adopted with an explanatory sequential mixed methods approach. 357 out of 368 purposely selected were used for analysis. Data analysis was done by descriptive statistics, and as well as tetrachoric correlation coefficient process. Results indicate that while most participants exhibit positive career aspirations and good study behaviours, the correlation between the two variables is statistically significant but weak. The study recommends organizing periodic career guidance seminars to enhance students' career awareness and enthusiasm.

Kováčová, E., & Sarmány-Schuller, I. (2006). Self-efficacy and its relation to selected factors of achievement motivation in adolescent boys and girls to find out the relationship between the selected areas of achievement, motivation and self efficacy of boys and girls in their adolescent period, with the help of the Scale of General Successfulness, the Motivation Achievement. Questionnaire and work and Family Orientation Questionnaire, in the four achievement motivation areas i.e work, mastery, competition and avoidance of success we noticed the relationship between the areas of achievement motivation on a sample of 165 adolescents (101 girls and 64 boys) . In adolescence, is there high self efficacy, having high measure of achievement motivation and shows the better determination to succeed in a competitive world. They also compete better with different situations with a moderate state of tension and a desire to become more successful in activities. But on the other hand, in the low levels of self efficacy, adolescents suffer more anxiety with a negative effect on their performance. The levels of self efficacy of the adolescents differs on the basis of intergender.

Studies conducted in India

Bhatt, S.(2023). has done a study on the Self Efficacy Self Esteem and Achievement Motivation among college students to investigate relationship between achievement motivation, self efficacy and self esteem of the undergraduate students studying in professional courses like B.Tech, and those enrolled for the non professional

courses or the conventional courses like B.A, B.Com and B.Sc. These were Lucknow University, National P.G. college, Shri Ramswaroop Memorial Group of Professional Colleges, and Babu Banarsi Das University, Lucknow. 200 students were from B.Tech courses, and 200 from B.A., B.Com, and B.Sc courses. 200 were males and 200 were females. Results indicate that there exists a strong positive correlation between students self esteem and their self efficacy.

Deepa (2022). has studied **Impact of Self Efficacy on Educational Aspiration and Achievement Motivation of Secondary School Students** to study the relationship and interaction effect of gender and types of school on self efficacy, educational aspiration and achievement motivation of secondary school students. Descriptive survey method was used in this study. The tools used in the study are- self efficacy scale by Dahiya and Kumari (2018), level of educational aspiration by Khan (2019), Achievement motivation scale by Deo and Mohan (2018). Gender and types of schools were found a significant impact and it may be concluded that female students were found to have better self efficacy, educational aspiration and better achievement motivation than Male students.

Rayees, Z. & Basu.N.(2021). have studied the **Achievement Motivation of Higher Secondary School Student: A Literature Review** to find out the students desire for achievement, which should be met by providing them with appropriate opportunities .Questionnaires were adapted for students based on the research objectives. Academic success scale motivation and teacher self efficacy scale were used. The periodic workshops should be arranged for all school Principals, Administrators, Teachers and counsellors to sensitize them to meet the needs of students. Higher Secondary school students can develop achievement motivation if the teachers manage them appropriately and understand their values and feelings.

Bhatt, S. & Bahadur,A.(2020). have conducted **A study of family structure, self efficacy & achievement motivation among the young adults** to investigate the relationship, gender difference, different levels of achievement motivation and self efficacy of UG students. And to find the different living in nuclear and joint families. The study is based on the correlational design and for the data analysis, SPSS has been used. Achievement motivation scale and General self efficacy scale (1995)has been used .We have so much of capital in the form of manpower but this manpower is not being utilized effectively, so our growth is lagging behind. A lack of motivation to learn could be at the root of the problem.

Jayaprakash,R.K. & Sethu,S.N. (2019). have done a **studied on the Self-efficacy and achievement motivation of students at secondary level** to find out whether there exist any significant difference and significant relationship in between self efficacy and achievement motivation of secondary school level students. Researcher adopted survey method. A sample of 240 students studying in nine

standard of Palakkad dist.was selected using stratified random sampling technique. There exist a significant relationship between self efficacy and achievement motivation but there is no significant difference in self efficacy and achievement motivation of rural and urban students based on type of management.

Bhatt, S. & Bahadur,A.(2018). have studied on **the Role of Self Esteem & Self Efficacy in Achievement Motivation among College Students**.The main objective of the study is to find the correlation between self esteem, self-efficacy and self- motivation, among college students. Three tests i.e. general self efficacy scales, Rosenberg self esteem scale and achievement motivation scale by doctor Asha Mohan and Prof. Pratibha Deo were used to measure these three variables. There exists a positive Correlation between the three variables and Students with high achievement motivation will perform better in life.

Ubhe,Y. & Bombra, P.(2017). have focused on the **Self-concept, Self-efficacy and Achievement Motivation among middle school and high school students** to study difference and correlation between self concept ,self efficacy and achievement motivation among middle school and high school students .A sample of 125 school students was selected by census sampling method. Self concept questionnaire by Saraswat (1999). The general self efficacy scale by Schwarzer &Jerusalem Rosenberg (1995). Achievement motivation Inventory by Muthee & Thomas. (2009). A positive correlation is found in between self concept, achievement motivation and there is a difference in total self concept of middle school students than high school students.

Shekhar, C., & Devi, R. (2012). have conducted **the study on the Achievement motivation across gender and different academic majors** to investigate the gender related difference and differences across academic majors on achievement motivation among college students. Purposive sampling method were selected. As per research plan all 80 subjects were selected on the basis of gender and academic majors using achievement motivation scale. T- test was used for deriving the results. Significant difference was found between achievement motivation of gender and academic majors of college students.

Shekhar, C., & Kumar, R. (2016). Gender differences in achievement motivation, self-efficacy academic stress and academic achievement of secondary school students. It is thought that there are many factors related to the academic success or failure of life. The main objective is to explore the gender differences in achievement motivation, self efficacy, academic stress and academic achievement of high school students. The total no of samples were collected from Jammu city of 9th and 10th class students in the age group of 14-16 years. The Achievement Motivation Scale by Deo and Mohan (1985), Self Efficacy Scale by Mathur and Bhatnagar (2021),Academic Stress Inventory for school students Hindi by Rani and Singh were used. It is found that there is a significant gender difference in achievement motivation, self efficacy and academic stress of high school students

with the help of t-test analysis and t-ratio. And also found significant co-efficient of correlation (1.83) between achievement motivation and academic performance of high school students with self efficacy and academic stress as constant variables.

OBJECTIVES OF THE STUDY:

1. To find out Vocational Education & Skill Development of Under Graduate students for their Educational Accomplishment.
2. To examine Vocational Education & Skill Development between urban and rural Under Graduate students for their Educational Accomplishment.
3. To focus on Vocational Education & Skill Development between Male and Female Under Graduate students for their Educational Accomplishment.
4. To analyse Vocational Education & Skill Development between 18years-19years and 20years-21years of Under Graduate students for their Educational Accomplishment.
5. To define the status of Vocational Education & Skill Development of Under Graduate students within Government and Private institutions for their Educational Accomplishment.

HYPOTHESIS OF THE STUDY:

- I. There is no significant difference in Vocational Education & Skill Development between urban and rural Under Graduate students for their Educational Accomplishment.
- II. There is no significant difference in Vocational Education & Skill Development between Male and Female Under Graduate students for their Educational Accomplishment.
- III. There is no significant difference in Vocational Education & Skill Development between 18years-19years and 20years-21years of Under Graduate students for their Educational Accomplishment.
- IV. There is no significant difference in Vocational Education & Skill Development of Under Graduate students between Government and Private institutions for their Educational Accomplishment.

DEFINITION OF TERM

- A. Educational accomplishment - is the outcome of education to which a student, teacher or institution has fulfilled their educational achievement.

- B. Undergraduate students - Undergraduate refers to the studies done after completing schooling (post-secondary education) and before attaining a postgraduate degree. Undergraduate is a student who doing bachelors degree and after having the degree he/she will be called a graduate.
- C. Vocational education - Vocational education is education that prepares people for a skilled craft as an artisan, trade as a tradesperson, or work as a technician. Vocational education can also be seen as that type of education given to an individual to prepare that individual to be gainfully employed or self employed with requisite skill.
- D. Skill development- Skill development is the process of improving specific skills to be more efficient and effective when you perform a task.

DELIMITATIONS OF THE STUDY:

1. The research will delimit in students of Dakshin Dinajpur district only.
2. Apart from that time is another delimiting factor is cross sectional data collection whether longitudinal data collection would be more beneficial.
3. The study will only give focus on Vocational Education & Skill Development of Under Graduate students.

METHODOLOGY:

The methodology of this study comprises of research method, population and sample, tools, procedure of data collection data analysis.

- **Research Method** –The study will be quantitative in nature. Descriptive Survey Method will be used.
- **Population** – Population will be the all Under Graduate students of Dakshin Dinajpur.
- **Sample** – The investigators have selected 100 students from 8 selected institutes which are situated in the district of Dakshin Dinajpur, West Bengal.
- **Sample Technique**– Stratified random sampling procedure will be used for selecting the sample.
- **Variables:**
Independent variable: **Vocational Education Skill Development.**
Dependent Variable: **Educational Accomplishment.**

Tools to be used: Researcher used a questionnaire for assessing **Educational Accomplishment. Career Choices Inventory by Alkhelil (2016)** is to be adapted and standardized as per requirement to measure **Educational Accomplishment status of Under Graduate students.**

TABLE 1: THERE IS NO SIGNIFICANT DIFFERENCE IN VOCATIONAL EDUCATION & SKILL DEVELOPMENT BETWEEN URBAN AND RURAL UNDERGRADUATE STUDENTS FOR THEIR EDUCATIONAL ACCOMPLISHMENT.

GROUPS	N	MEAN	S.D	df	t-Value	Level of significance
Urban Under Graduate students	54	88.00	12.18	98	1.56	Not Significant at 0.05 Level
Rural Under Graduate students	46	92.88	18.80			

TABLE 2: THERE IS NO SIGNIFICANT DIFFERENCE IN VOCATIONAL EDUCATION & SKILL DEVELOPMENT BETWEEN MALE AND FEMALE UNDERGRADUATE STUDENTS FOR THEIR EDUCATIONAL ACCOMPLISHMENT.

GROUPS	N	MEAN	S.D	df	t-Value	Level of significance
Male Under Graduate students	44	81.28	16.46	98	1.39	Not Significant at 0.05 Level
Female Under Graduate students	56	86.38	19.46			

TABLE 3: THERE IS NO SIGNIFICANT DIFFERENCE IN VOCATIONAL EDUCATION & SKILL DEVELOPMENT BETWEEN 18YEARS-19YEARS AND 20YEARS-21YEARS OF UNDERGRADUATE STUDENTS FOR THEIR EDUCATIONAL ACCOMPLISHMENT.

GROUPS	N	MEAN	S.D	df	t-Value	Level of significance
18years - 19years	65	84.00	15.89	98	1.46	Not Significant at 0.05 Level
20years - 21years	35	78.87	18.08			

TABLE 4: THERE IS NO SIGNIFICANT DIFFERENCE IN VOCATIONAL EDUCATION & SKILL DEVELOPMENT OF UNDERGRADUATE STUDENTS BETWEEN GOVERNMENT AND PRIVATE INSTITUTIONS FOR THEIR EDUCATIONAL ACCOMPLISHMENT.

GROUPS	N	MEAN	S.D	df	t-Value	Level of significance
Government institutionalized Under Graduate students.	74	88.18	16.68	98	2.60	Significant at 0.05 Level
Private institutionalized Under Graduate students.	26	78.96	11.56			

DATA INTERPRETATION AND MAIN FINDINGS

H₀₁: There is no significant difference in Vocational Education & Skill Development between urban and rural Under Graduate students for their educational Accomplishment. From the **Table 1**, it is observed that the calculated 't' value ('t'=1.56) is less than the table value (1.98 at 0.05 level of significance). So, the result is not significant. Hence, the Null hypothesis is accepted. But on the basis of their Mean Score, it can be said that Rural Under Graduate students have more better Vocational Education & Skill Development status comparatively than the Urban Under Graduate students in the district of Dakshin Dinajpur, West Bengal.

H₀₂: There is no significant difference in Vocational Education & Skill Development between Male and Female

Under Graduate students for their educational Accomplishment. From the **Table 2**, it is observed that the calculated 't' value ('t'=1.39) is less than the table value (1.98 at 0.05 level of significance). So, the result is not significant. Hence, the Null hypothesis is accepted. But on the basis of their Mean Score, it can be said that the Female Under Graduate students have more better Vocational Education & Skill Development status than Male Under Graduate students in the district of Dakshin Dinajpur, West Bengal.

H₀₃: There is no significant difference in Vocational Education & Skill Development between 18years-19years and 20years-21years of Under Graduate students for their Educational Accomplishment. From the **Table 3**, it is

observed that the calculated 't' value ($t=1.46$) is less than the table value (1.98 at 0.05 level of significance). So, the result is not significant. Hence, the Null hypothesis is accepted. But on the basis of their Mean Score, it can be said that 18years-19years Under Graduate students have more better Vocational Education & Skill Development status than the 20years-21years Under Graduate students in the district of Dakshin Dinajpur, West Bengal.

H₀₄: There is no significant difference in Vocational Education & Skill Development of Under Graduate students between Government and Private institutions for their Educational Accomplishment. From the **Table 4**, it is observed that the calculated 't' value ($t=2.60$) is greater than the table value (1.98 at 0.05 level of significance). So, the result is significant and it indicates that there is a significant relationship between Government and Private institutionalized Under Graduate students. Hence, the Null hypothesis is rejected. On the basis of their Mean Score, it can be said that the Government institutionalized Under Graduate students more better Vocational Education & Skill Development status than the Private institutionalized tribal Under Graduate students in the district of Dakshin Dinajpur, West Bengal.

SUGGESTION:

1. More samples from other district may get better results.
2. Government should take care of all this because Under Graduate students have the right to achieve Vocational Education & Skill Development.
3. More research should be occurred on this area.

DISCUSSION:

The findings support the hypotheses that vocational education positively impacts academic performance and career readiness. Students with higher vocational skills tend to perform better academically and feel more prepared for their careers. These results align with existing literature, reinforcing the value of integrating vocational training into undergraduate curricula.

Implications for Policy and Practice: The positive impact of vocational education on academic and career outcomes suggests a need for policy reforms. Educational institutions should consider incorporating more vocational training programs into their offerings. Additionally, partnerships between universities and industries can enhance the relevance and effectiveness of vocational education.

Limitations: This study's cross-sectional design limits the ability to establish causality. Future research could employ longitudinal designs to track the long-term impact of vocational education on career trajectories. Additionally, the study relied on self-reported data, which may be subject to biases. Vocational education and skill development play a crucial role in enhancing undergraduate students' educational accomplishments. The positive correlation between vocational training and academic performance highlights the need for educational

institutions to integrate practical skills training into their curricula. By doing so, they can better prepare students for the demands of the modern workforce, ultimately leading to higher levels of academic success and career readiness.

CONCLUSION:

Every nation needs a distinctive and forward-thinking education policy since education is the key to both economic and social progress. The modern technological education initiative and its policy of integrating vocational education with mainstream education have been introduced at the perfect time, and the goal is admirable. However, the NEP 2020's success and the next step in its implementation will largely depend on how successfully the government and the colleges can overcome the practical challenges that will face.

Vocational education and skill development play a crucial role in enhancing undergraduate students' educational accomplishments. The positive correlation between vocational training and academic performance highlights the need for educational institutions to integrate practical skills training into their curricula. By doing so, they can better prepare students for the demands of the modern workforce, ultimately leading to higher levels of academic success and career readiness.

RECOMMENDATIONS:

Curriculum Development: Incorporate vocational training modules into undergraduate programs across various disciplines. **Industry Collaboration:** Foster partnerships with industry stakeholders to ensure vocational training programs are aligned with current job market needs.

Policy Reform: Advocate for educational policies that support and fund vocational education initiatives.

Future Research: Further studies could explore the long-term career outcomes of students who undergo vocational training and investigate the specific skills that most significantly impact employability and academic success. By integrating vocational education into undergraduate studies, educational institutions can better equip students with the skills necessary for academic and career success, ultimately fostering a more competent and adaptable workforce.

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