

## Vocational Education Teacher's Perspective and Experiences: A Case Study of Government Schools of Haryana

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### Abstract

This descriptive study explores the perspectives and experiences of vocational education teachers. Multistage random sampling was used to select a sample of 100 vocational teachers. Data were collected from 100 vocational education teachers using a descriptive survey and observation method with multistage random sampling. The survey was conducted using a self-constructed questionnaire, semi-structured interview schedule and Job Satisfaction Scale by Singh and Sharma (1999), and direct observations. Findings show that some teachers appreciate their salaries, none receive additional perks, unsatisfactory service conditions, limited promotion opportunities, and few professional growth prospects. Additional administrative tasks negatively impact teaching performance, and many teachers express dissatisfaction with organizational setup and lack of autonomy in course planning. Despite these issues, all teachers regularly self-assess their teaching practices. Funding for school programs is largely inadequate, though satisfaction with the examination scheme is relatively balanced. To address these issues, the study recommends increasing salaries and introducing other benefits such as transport allowances and medical aid. Improving service conditions, ensuring job security, and providing clear career advancement pathways are essential. Reducing additional duties and administrative burdens will create a more supportive environment for vocational education teachers, benefiting both educators and students.

**Keywords:** Vocational Education Teachers, Job Satisfaction, Service Conditions, NSQF

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### Introduction

Integrating vocational education in schools has become an essential component in preparing students for the workforce, aligning educational outcomes with industry needs and employment opportunities. Vocational education, which focuses on equipping students with practical skills and knowledge for specific trades and professions, has been increasingly recognized for its potential to address skill gaps and reduce unemployment rates (Smith & Green, 2020). The perspectives and experiences of vocational education teachers are crucial in understanding the effectiveness and challenges of these programs at the school level. Teachers are the primary implementers of vocational education curricula and are pivotal in shaping students' learning experiences and career pathways. Their insights provide valuable information on the practicality, relevance, and impact of vocational training in the school setting (Johnson, 2019). However, the effectiveness of vocational education is often influenced by several factors, including curriculum design, resource availability, industry partnerships, and institutional support (Brown & Lee, 2021). Various research in the past have highlighted the importance of teacher involvement in curriculum

development and the need for continuous professional development to keep pace with industry advancements (Miller & Rose, 2018). Additionally, understanding teachers' perspectives can reveal their systemic and operational challenges, such as inadequate funding, lack of up-to-date equipment, and insufficient collaboration with industry professionals (Williams & Taylor, 2017).

### **NEP-2020 and Training of Vocational Education Teachers**

The National Education Policy (NEP) 2020 emphasizes vocational education and skill development, recommending the integration of vocational education with general education and its mainstreaming. To achieve these objectives, the existing Samagra Shiksha scheme has been revamped. New interventions include internships, bagless days, and exposure to vocational education at the upper primary level, supporting the NEP's vision for vocational education. The National Education Policy 2020 emphasizes vocational education and the capacity building of teachers to enhance learners' employability and vocational skills across all levels. To improve the quality of Vocational Education and Training (VET), it is crucial to design and develop vocational courses that align with national norms and skill standards. Accreditation of these courses and registration of providers are essential for ensuring quality and sustainability. This process should cover teacher recruitment, student selection, course delivery, assessment, and qualification awarding. Effective VET administration requires robust capacity development for stakeholders at the national, state, district, and institutional levels. Identifying and sharing best practices in vocational education, with a focus on replicable criteria, will help improve pedagogical approaches and overall VET implementation. (NEP 2020).

As per NEP-2020 Ensuring the professional training of vocational teachers is essential for maintaining and improving the quality of vocational education. A multi-layered approach is necessary to develop the capacity of vocational educators effectively. First of all, it is crucial to enhance vocational teachers' ability to utilize innovative pedagogical approaches. This involves integrating modern teaching methodologies into their training and practice, which will help them stay current with evolving educational trends and better engage their students. To support this, pre-service and short-term training courses should be established, available in both online and offline formats. These courses will be provided through the State Councils of Educational Research and Training (SCERT) and District Institutes of Educational Training (DIETs). Such training will equip aspiring vocational teachers with the foundational skills and knowledge required for effective teaching.

To ensure that vocational teachers benefit from specialized insights and practical knowledge, it is advisable to invite external trainers and experts in various vocations to conduct training sessions. These sessions should be held at Cluster Resource Centres (CRCs), Block Resource Centres (BRCs), and DIETs. Engaging with these experts will provide vocational teachers with updated industry practices and enhance their instructional techniques. In addition, maintaining high standards across vocational training institutions is crucial. It is essential to ensure that vocational training providers adhere to common quality norms, which will help maintain consistency and excellence in vocational education.

Fostering innovation in teacher training can be achieved through strategic partnerships between vocational education and training (VET) institutions and industry or research organizations. These collaborations will promote the development of cutting-edge training methods and facilitate the incorporation of industry-relevant skills into the curriculum, thus enhancing the overall quality of vocational education. This article aims to explore the perspectives and experiences of vocational education teachers at the school level, providing insights into their perspectives.

### **School-Based Vocational Education in Haryana**

The Haryana state government has shared insights from its vocational education project with the MHRD and other states, leading to modifications in the Centrally Sponsored Programme for 'Vocationalisation of Higher Secondary Education.' An Operational Manual was developed and shared with the MHRD and other states. The program's success has been recognized nationally. In 2013-14, the MHRD allocated 100 additional schools where Haryana introduced three new trades: Patient Care Assistant, Physical Education & Sports, and Beauty & Wellness, in addition to the existing four trades.

Haryana established a State Level Centre of Excellence in applied learning skills at Faridabad. This center features a Government Model Senior Secondary School that integrates all seven skills, where class 9 students engage in IT/ITes and another trade. The Centre aims to train Master Trainers and teachers, enhance industry skills, conduct research, and collaborate with industry partners. The state has also launched the Star Scheme to upskill unemployed youth, out-of-school children, and semi-skilled individuals, and empower women and girls. Implemented by the NSDC, the scheme includes infrastructure, lab facilities, and faculty support from the state, with reward money distributed to successful candidates. Currently, the school education department in Haryana has been implementing CSS-VSHSE in 1248 Govt. Sr. Sec. School with 14 Skills (02 skills or 3 skills in each school). As per the guidelines received from MoE, GOI for the implementation of vocational education, the schools can offer two vocational Job Roles in each skill, one in 9th to 12th with 40 students in each class and each stream. The National Skill Qualification Framework (NSQF) is being integrated to standardize and enhance vocational education, aligning it with industry requirements and creating clear pathways for skill development.

### **Review of the Related Literature**

Malik and Kumari (2024) in their research examine the key obstacles in implementing vocational and skill development initiatives in Haryana and provide actionable recommendations for improvement. The study highlights the primary objectives of these programs: to empower youth and boost employability in a dynamic job market. The authors emphasize the programs' role in addressing economic disparities and advancing gender equality, noting that traditional perceptions often undervalue vocational education in Haryana. A major challenge identified is the disruption caused by the COVID-19 pandemic., which has exacerbated existing issues such as mismatched vocational courses and negative perceptions of vocational education. The authors call for a shift in public attitudes to recognize vocational training as a viable career path. The study also addresses gender disparities, revealing that women face unique barriers in accessing vocational training, which impedes their economic

empowerment. The authors advocate for targeted initiatives to ensure equitable access to skill development opportunities for both men and women. The authors conclude with recommendations to enhance program effectiveness, including aligning curricula with industry needs, reducing dropout rates, and promoting industry-integrated education.

Gupta and Singh (2023) investigated vocational education teachers' views on skill development initiatives in Haryana. The researcher used qualitative tools like interviews with teachers, the study assesses the impact and effectiveness of these programs. Findings indicate that teachers see these initiatives as crucial for improving student employability and aligning education with industry needs. However, they face challenges such as inadequate resources, outdated equipment, and insufficient training facilities, which hinder the effectiveness of these programs. The study also stresses the need for ongoing professional development for teachers and stronger partnerships between educational institutions and industries. These collaborations could enhance curriculum relevance, facilitate internships, and better meet job market demands

Mehta and Saini (2023) conducted research examining how government policies influence vocational education teachers' experiences in Haryana. The study found that while teachers see potential benefits in these policies, they face significant challenges in their implementation. Policies often lack clarity, leading to inconsistent application and confusion. Teachers reported feeling underprepared due to inadequate resources and support, highlighting a need for professional development aligned with current trends in vocational education.

Miller and Rose (2018) conducted their study in the United Kingdom. Their research primarily focused on the fields of education policy and vocational education, examining the dynamics of vocational education and training systems within the UK context. The study focuses on the professional development of vocational education teachers. Their findings indicated that ongoing professional development is essential for teachers to stay updated with industry advancements. The study also highlighted the need for collaboration between educational institutions and industry professionals to ensure that vocational training remains relevant and effective.

Williams and Taylor (2017) conducted their research on Vocational Education and Training (VET) systems across multiple countries, focusing on the effectiveness of VET in fostering human capital development. The authors explored the challenges faced by vocational education teachers, including resource limitations and lack of institutional support. Their study emphasized the importance of addressing these challenges to improve the quality of vocational training and better prepare students for the workforce.

Lee and Koski (2016) conducted their research on Vocational Education and Training (VET) systems in Finland, focusing on the field of vocational education and training within the context of Finnish educational institutions and policies. They analyzed the impact of industry partnerships on vocational education programs. They found that strong partnerships between schools and industries enhance the quality of vocational training by providing students with hands-on experience and access to modern equipment. Teachers reported that these partnerships also improve their ability to deliver relevant and up-to-date training.

Garcia and Smith (2012) conducted their study in the United States. Their research focused on vocational education and training, specifically examining the effectiveness of vocational programs and their impact on student outcomes within the U.S. education system. The researcher investigated the experiences of vocational education teachers in different countries. Their comparative study revealed that teachers face similar challenges globally, including resource limitations and lack of industry partnerships. However, the study also found that countries with strong support systems and industry collaborations have more effective vocational education programs.

### **Objectives of the Study**

The present study aims to explore the following objectives:

- To study the perceptions and experiences of vocational education teachers about work and service Conditions.
- To study the perceptions of vocational education teachers about management and organizational setup of vocational education
- To study the job Satisfaction Level of the vocational teachers working in government schools of Haryana.

### **Research Methodology**

The present study employed a descriptive survey method, selecting a sample of 100 vocational education teachers from 50 government schools across three districts Jind, Kaithal, and Panchkula of Haryana. The sample was obtained using multistage random sampling. Data collection involved three tools: a self-developed questionnaire, a semi-structured interview schedule, and the Job Satisfaction Scale by Singh and Sharma (1999). The self-made questionnaire and semi-structured interview schedule comprised sections addressing working or service conditions, additional duties and workload, and organizational setup and management. These instruments gathered quantitative data on various aspects of vocational education from the teachers' perspectives. By conducting interviews and semi-structured interview schedules in the selected schools, the study aimed to enrich the quantitative survey findings with a more detailed and contextual understanding of the teaching and learning processes. The quantitative data collected through the survey were analyzed using descriptive statistics, including frequency and percentage analysis.

### **Results and Discussion**

The data was collected during November 2022 to February-2023. The data collected on vocational education teachers in government schools of Haryana provides a comprehensive understanding of their experiences. The results of collected data can be discussed as

**Perception about work and Service Conditions:** The data was collected during November 2022 to February-2023. The challenges faced by vocational education teachers are considerable and many-sided. A major issue highlighted by 84 respondents is the low salary, which appears to be a significant factor influencing job dissatisfaction. Unsatisfactory service conditions were noted by 76 respondents, and

68 respondents expressed very low job satisfaction. Furthermore, 47 respondents pointed to limited promotion opportunities, and 26 respondents identified scarce opportunities for professional growth. The distance of the institution from home was a concern for 18 respondents, while 37 teachers found the heavy teaching load problematic. Additionally, 22 respondents reported being assigned many extra duties beyond their teaching responsibilities. The vocational teachers currently working in schools were initially appointed through Vocational Partners and shifted to Haryana school Shiksha Pariyojna Parishad in 2023. The nature of the job of vocational teachers working in government schools of Haryana is contractual. They are getting low salaries throughout the year. Their contract of appointment is renewed year wise so there is no job stability. Career growth and progress is absent. Despite all these challenging service conditions, the teachers were keen to engage with students and self-access their teaching for better teaching-learning outcomes. Teachers are hopeful to getting some policy benefits in their service conditions because of Nep 2020 has given a place of prominence to vocational education and suggest exposure to vocational education at elementary level.

**Workload and Additional Duties:**The data also reveals that vocational education teachers are frequently burdened with additional duties. Administration work is the most common extra responsibility, with 79 respondents (79%) involved in such tasks. Games and sports duties are handled by 9 respondents (9%), while 12 respondents (12%) are engaged in board examinations and related activities. Regarding the impact of this extra workload on teaching performance, 74 respondents (74%) reported that their teaching performance is negatively affected by these additional responsibilities. Conversely, 26 respondents (26%) felt that their teaching performance was not impacted by the extra duties. Besides teaching and learning vocational teachers assigned additional duties like administrative work, Board examination and member of various committees in schools. These teachers are also assigned additional duties outside of the schools for which no facilities like travel allowances, concession for additional duties is given.

**Management and Organizational Setup:**Two vocational streams are available for classes 9<sup>th</sup> to 12<sup>th</sup> in every school covered under vocational education with the intake of 40 students in each stream and each class. Two vocational teachers are responsible for teaching and practical classes of 160 students as per the curriculum. There is no policy for the transfer of vocational teachers a lot of teachers work away from home with low salaries and other associated problems. When evaluating the overall management and organizational setup of their schools, 41% of respondents expressed satisfaction, while a majority of 59% were dissatisfied. This suggests widespread discontent with the organizational structure and management in vocational education schools. Because the school-level vocational education setup is not fully developed yet and contains a lot of problems for the stakeholders.

Sr. Number	Subject	Respondents
1	IT/ITeS	19
2	Beauty and Wellness	11
3	PCA(Healthcare)	8
4	Banking, Financial Services and Insurance	8
5	Agriculture	6

6	Automobile	4
7	Apparels Fashion Designing	6
8	Tourism and Hospitality	9
9	Retail	16
10	Physical Education and Sports	9
11	Private Security	4

The provided table shows the availability and diversity of vocational courses and subjects being taught by vocational teachers in government schools of Haryana. There are concerns regarding the availability of funds for school programs for industry visits, guest lectures, and other field activities, with 73% of respondents indicating inadequate funding. Only 27% felt that the funds provided were sufficient to effectively organize school programs. Finally, when asked about their satisfaction with the current examination scheme for vocational education, 46% of respondents expressed satisfaction, indicating a relatively balanced view on this aspect. Nonetheless, there remains a slight majority that may see potential for improvement in the examination process.

**Job satisfaction:** The scores obtained on JSS were interpreted as per manual of the scale and distributed in 5 categories. The analysis of job satisfaction levels among vocational education teachers in government schools of Haryana reveals a generally low level of job satisfaction. According to the Job Satisfaction Scale, only 4% of teachers reported being extremely satisfied with their jobs, while a mere 3% expressed being very satisfied. This indicates that a very small proportion of teachers are highly satisfied with their work. In contrast, 10% of respondents reported moderate satisfaction, reflecting a somewhat positive outlook towards their job roles. However, the data highlights a significant level of dissatisfaction among the majority of teachers. A substantial 71% of respondents indicated that they are dissatisfied with their current job situations. Additionally, 12% of teachers reported being extremely dissatisfied, showcasing a profound sense of discontent. These findings highlight the need to address the underlying factors contributing to job dissatisfaction like bad working and service conditions, job instability, excessive workload, and problematic organizational structure, and to implement strategies aimed at improving overall job satisfaction. Addressing these issues is key to fostering a supportive work environment, enhancing teacher motivation, and improving the quality of vocational education in Haryana's government schools.

## Conclusion

The findings of this paper highlight the complex landscape of vocational education in government schools of Haryana from the perspectives of teachers. Vocational teachers working in government schools of Haryana face significant challenges like low salaries, unsatisfactory service conditions, limited job satisfaction, and dissatisfaction regarding organizational setup. Excessive workload, Additional duties, and lack of autonomy further worsen these challenges. Addressing these issues through improved financial support, better service conditions, enhanced professional growth opportunities, and increased teacher involvement in course planning could significantly improve the vocational education system in Haryana. Implementing these findings can lead to a more supportive, engaging, and effective vocational

education system in government schools of Haryana and can benefit both vocational education teachers and students.

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