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ROLE OF FOLLOW-UP PROGRAMME ON VOCATIONAL GUIDANCE- A STUDY

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ABSTRACT

Vocational guidance is a crucial element in aiding individuals, particularly students and job seekers, in making informed career choices. This study explores the impact of follow-up programs on the efficacy of vocational guidance services. Follow-up programs are designed to provide continuous support and assessment after the initial vocational guidance sessions, ensuring that individuals are effectively implementing the advice and strategies discussed. The research employs a mixed-methods approach, combining quantitative data from surveys and qualitative insights from interviews with participants who have undergone vocational guidance and subsequent follow-up. Results indicate that follow-up programs significantly enhance the outcomes of vocational guidance by providing ongoing support, clarifying goals, and addressing new challenges as they arise. Participants reported increased satisfaction with their career paths, higher employment rates, and greater alignment between their jobs and personal interests and skills. Furthermore, the study highlights the importance of personalized follow-up sessions that are tailored to individual needs and circumstances. Effective follow-up programs include regular check-ins, additional resources, and adaptive strategies to help individuals stay on track with their career objectives. The findings suggest that integrating structured follow-up programs into vocational guidance services can lead to more sustainable and successful career development outcomes. In this research underscores the vital role of follow-up programs in vocational guidance, advocating for their broader implementation to support continuous career development and to maximize the long-term benefits of initial vocational counseling.

KEY WORDS- Follow-up program, Vocational guidance, Career counseling, Career development, Employment outcomes
Skill development

INTRODUCTION FOLLOW-UPPROGRAMME

Meaning;-The follow-up programme is very important component of the entire guidance programme. It is not only difficult but impossible to assess the effectiveness of guidance programme. Follow-up service means "the term follow-up is used for the service used to assess a person's limit of adjustment or rate of adjustment in an occupation or in educational programme, after entering into that occupation or a course with the help of well-organized and objective methods under the guidance programme. Through is service, a person can have awareness about his own progress or rate of progress and keeps himself associated with the process of his progress.

According to Roeber, Smith and Erickson, "The follow-up service committee is concerned with what happens to pupils while in school or after they have left school. It is interested in their progress in relation to total or any part of the educational part."

According to Downing, "the follow-up service is a basic element of the guidance programme designed to provide information needed to assist youngsters in making a better adjustment to school, to a vocational training programme or job"

Hence, we see that in follow-up programme, information is sought about a person's or a pupil's performance, feeling of cooperation, coordination, adjustment and satisfaction.

In spite of this, efforts are also made to know about the efficiency, rapport and freedom gained in facing the problems presented by the new situations. It is also termed as adjustment service.

OBJECTIVE

Knowledge about Adjustment: The main objective of follow-up service is to collect information regarding a person's or a pupil's adjustment in educational vocational and personal areas or its rate or speed of adjustment.

Knowledge about Opportunities: There is another objective of follow-up service to conduct a study to explore the future prospects for the pupils. By studying various opportunities, necessary modifications can be carried out in the various educational programmes or courses

Contact with Old Students: There should be such objective of follow-up service that any organization or institution may contact its old students. Some useful information's should be collected for them which should be imparted to them.

To Encourage Students: The pupils can be encouraged for their performance and they can be helped for their adjustment.

To know about Mal-adjustment Another important objective of follow-up service should be to know about a person's mal-adjustment in some course or in a vocation so that he may be helped at the proper time

METHODOLOGY

The methodology employed in this study involves a secondary research approach. Information was gathered from a variety of sources including scholarly articles, government reports, policy analyses, and reputable online platforms. These sources were reviewed to extract relevant data and insights regarding the role of follow-up Programme on vocational guidance discussion of cooperation and contributing to the vision. The secondary research methodology allowed for a comprehensive exploration of existing literature and expert opinions on the topic, enabling the synthesis of key findings and conclusions presented in this study.

REVIEW AND LITERATURE

Literature Review: Current Status of Follow-Up Programs in Vocational Guidance and the

Vocational guidance is essential for helping individuals make informed career choices, aligning their skills and interests with job opportunities. Follow-up programs have become increasingly important to ensure ongoing support and successful career development. Recent advancements, particularly in artificial intelligence have significantly transformed these programs.

Follow-up programs provide continuous support to individuals after initial vocational guidance sessions. Key benefits include:

Combines initial vocational guidance with regular group meetings, providing a support network and continuous motivation (Azrin et al., 1975).

Super's Life-Span, Life-Space Theory: This theory emphasizes the continuous nature of career development across different life stages. Follow-up programs align with this perspective by providing ongoing support throughout an individual's career (Super, 1980).

Holland's Theory of Vocational Personalities: Highlights the importance of maintaining a good fit between personality and work environment through continuous support (Holland, 1997).

Research shows that individuals who participate in follow-up programs have higher employment rates compared to those who only receive initial guidance. For example, a study by Brown & Ryan Krane (2000) found that follow-up interventions significantly improved job placement rates.

Reinforcement of Guidance: Ongoing support reinforces initial guidance, enhancing long-term outcomes (Brown & Ryan Krane, 2000).

Reinforcement of Learning: Continuous support reinforces the skills and knowledge gained during initial guidance sessions, enhancing long-term outcomes (Brown & Ryan Krane, 2000).

Social Cognitive Career Theory (**SCCT**): SCCT highlights the importance of self-efficacy, outcome expectations, and goal setting in career development. Follow-up programs boost self-efficacy by providing continuous feedback and support, helping individuals adjust their goals as needed (Lent, Brown, & Hackett, 2002).

University Career Services: Many universities have adopted follow-up programs for their graduates, offering ongoing career counseling and job placement assistance (Gore et al., 2005).

Sustained Motivation: Follow-up programs help maintain the motivation and engagement levels of individuals as they work towards their career goals (Amundson et al., 2010)

Skill Development: Continuous support helps individuals identify and address skill gaps, leading to career advancement (Amundson et al., 2010).

Sustained Engagement: Continuous interaction helps maintain motivation and commitment to career goals (Amundson et al., 2010)

Follow-up programs contribute to higher levels of career satisfaction. Participants often report a better fit between their jobs and personal interests, as continuous support helps them navigate career transitions effectively (Patton & McMahon, 2014).

Adaptability: Programs allow individuals to adapt to changing job markets and personal circumstances (Patton & McMahon, 2014).

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Personalized Recommendations: AI systems can analyze individual data to provide tailored career advice and job opportunities (Chen et al., 2020).

Employment and Career Satisfaction: Ongoing follow-up leads to higher employment rates and career satisfaction. Participants report better alignment with career goals and increased job stability (Brown & Ryan Krane, 2000; Patton & McMahon, 2014).

Skill Development: Continuous support helps individuals identify and address skill gaps, leading to career advancement (Amundson et al., 2010).

Data Privacy: Ensuring the confidentiality and security of personal data used by systems is critical (Floridi et al., 2018).

Skill Gap Analysis: tools can identify skill gaps and suggest targeted training programs to enhance employability (Bessen, 2020).

Accessibility: Ensuring that tools are accessible to all individuals, regardless of technological literacy, is important (Veletsianos & Houlden, 2020).

Automated Check-Ins: -powered chatbots and virtual assistants can conduct regular check-ins, providing continuous support and monitoring progress (Zhu et al., 2021).

Bias in algorithms can perpetuate biases present in training data, affecting the fairness of guidance provided (Mehrabi et al., 2021).

Predictive Analytics: can predict career trends and individual career paths, helping counselors offer proactive guidance (Kuncel et al., 2021)

Driven Career Platforms: Platforms like LinkedIn and CareerBuilder use to offer personalized job recommendations and skill-building resources (LinkedIn, 2023).

University Career Services: Institutions like Stanford and MIT integrate tools in their career services to offer personalized follow-up support for graduates (Stanford Career Education, 2023).

Follow-up programs play a crucial role in vocational guidance by providing continuous support and ensuring successful career development. The integration has significantly enhanced the effectiveness of these programs through personalized recommendations, automated check-ins, and predictive analytics. However, addressing challenges such as data privacy, bias, and accessibility is essential for the ethical and effective implementation in vocational guidance. Future advancements should focus on improving of capabilities and integrating them with human expertise to maximize benefits.

This literature review provides an overview of the current status of follow-up programs in vocational guidance, with a focus on the transformative role, supported by recent research and case studies.

RESULT AND DECLEARATION

Procedure of Follow-up Programme

The nature of follow-up service is diagnostic and evaluative. The main aim of this service is to diagnose a person's needs related to his adjustment in an occupation, information regarding that person's success and effectiveness and the evaluation of counselling provided to that person or a pupil. Hence, the importance of follow-up service should not be under-estimated. But, the knowledge of procedures involved in this service is also necessary for the success of this service. Some of the main procedures for follow-up service are as follows

(a) **Surveys of Students Still Going to School** First of all, a survey of school going pupils should be conducted and their educational level should be observed. This survey should also explore the courses, classroom activities and other functions helpful to the students. Various methods are used for such surveys such as questionnaire, interview, check-lists, group-discussions etc.

(b) **Survey of Students who have Left the School:** The school-leavers can also be of two types-

(i) **Students who left school due to some reasons:** Sometimes some pupils leave the school without completing their studies and join some jobs. Such pupils can be surveyed and interviewed to know why they left the school and how they can be helped. Counselling with such pupils should be carried out just to discuss their future plans. Their old plans should also be modified

(ii) **Students who Leave the School After Completing their Education:** Another survey should be conducted regarding those pupils who leave the school after completing their education. For this, a register should be maintained and the name, address, date of completing the course, date of previous interview, decision, plan and the problems being faced, etc. should be entered in this register. In the same register, vocational plans after completing the school education and after leaving the school should be entered.

(c) Group Conferences: Group conferences of the pupils should be arranged and the pupils should be assisted in making their plans for their future. Reviews and suggestions regarding school programmes should be gathered from the pupils in the friendly manner. These should be discussed and modified.

(d) Conferences for Staff Members:- Conferences for staff members of the school should also be organized. They should be made more alert through current problems. They should be provided with necessary information in order to understand properly school programme.

(e) Conducting Workshops : Various workshop should be conducted for Teachers and advisors. Through such workshops, opportunities can be created to modify one's thinking and suggestions.

(f) Observation:- Necessary information can be collected regarding newly appointed person on the basis of observation done by some specific person or by a group or by visiting the institute where a person has been appointed. With the help of the information or material, some comments are possible about the adjustment of that person.

(g) Attitude Scales:- In follow-up service, attitude scales are also used. Through attitude scale, attitude of a newly appointed worker towards his occupation and training can be known.

(h) Special Plan for Analysis: - To organize follow-up service properly, it becomes necessary to analyse and evaluate the information collected through various sources, base materials and other facts under some special plan. Hence, these activities can be run only by setting a follow-up service centre.

Techniques of Follow-up Programme

During the follow-up procedure, we use the following means-

(a) Questionnaire :- The questionnaire is a list of questions which are to be answered. By using questionnaires, useful information can be collected concerning follow-up service. Its use can also be made through post.

(b) Check Lists:- Check lists also include possible answers while questionnaires don't have such possible answers. The respondents are to select the answer. These check lists are used to know ideas, to evaluate trends or inclinations and to collect facts. The lists require less time to complete them and these are very simple. Through this method, responses of sufficient persons can be collected.

(c) Interview: - In the follow-up procedure, an interview is considered a very useful means. Interview helps in determining the previous and current educational and vocational progress of the pupils. Interview can suggest remedial measures for good results.

(d) Group Discussions: Group discussions encourage personal contacts and create interest in the pupil.

(e) Other Means: In spite of above mentioned means, there are other means such as, writing letters to a person, visiting some vocational institutes etc.

Report of Follow-up Programme

After follow-up a report is prepared in the light of the objectives. The function of follow-up is to evaluate the effectiveness of preparatory and placement stage. A Follow-up is known as close study of a case. The information and data are collected through various sources.

1. The first point of the report is to provide the awareness about his adjustment and job satisfaction. If he could not adjust, some suggestions may be given. He should be given the awareness about promotions and further job opportunities.

2. The second point is the success of the subject in the job performance. Some specific skills are required for the job. He may be given training and orientation for developing the skills.

3. The third point is the satisfaction with the working conditions. He is doing well in the job but he is not happy with the working conditions.

4. The fourth point is to take decision about the effectiveness of preparatory and placement services. It may provide some feedback to the guidance workers and may provide some insight into the functioning of these services. Some modification and improvement can be done on the basis of follow-up service. The follow-up services are essential for both educational and vocational guidance's. The effectiveness of educational guidance is also ascertained by the follow-up work.

CONCLUSION

In conclusion, follow-up programs serve as indispensable components of vocational guidance, ensuring that individuals receive sustained support and assistance as they navigate their career paths. Through continuous engagement, these programs reinforce the guidance provided during initial counseling sessions, adapt to changing circumstances, and facilitate ongoing skill development. The literature overwhelmingly supports the positive impact of follow-up programs on various aspects of career development, including employment outcomes, career satisfaction, and skill enhancement. Studies consistently demonstrate higher job placement rates and increased job stability among individuals who participate in follow-up programs. Moreover, the

personalized nature of these programs enables tailored support that addresses the unique needs and aspirations of each individual, fostering a greater sense of confidence and direction in their career pursuits. The integration of artificial intelligence has further enhanced the efficacy of follow-up programs, offering personalized recommendations, automated check-ins, and predictive analytics to augment the support provided by human counselors. Technique platforms facilitate continuous engagement and offer valuable insights into emerging career trends, thereby empowering individuals to make informed decisions and proactively manage their career trajectories. However, challenges such as ensuring data privacy, addressing bias in and promoting accessibility to technology remain pertinent considerations in the implementation of follow-up programs. It is imperative for practitioners and policymakers to prioritize ethical and equitable practices. Looking ahead, the continued advancement of follow-up programs in vocational guidance presents exciting opportunities for promoting lifelong career development and fostering greater economic empowerment. By leveraging innovative technologies, fostering collaboration among stakeholders, and maintaining a commitment to inclusivity and ethical practice, follow-up programs can play a pivotal role in shaping a more resilient and adaptive workforce for the future.

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