LIFE SKILL AND CAREER ASPIRATION OF ADOLESCENT STUDENTS

Dissertation submitted to N.V. K. S. D. College of Education (Autonomous),

affiliated to Tamil Nadu Teachers Education University, Chennai,

in partial fulfilment of the requirements for the award of the degree of

MASTER OF EDUCATION

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N. V. K. S. D. COLLEGE OF EDUCATION (AUTONOMOUS)

(Re-accredited by NAAC with 'A++' Grade)

ATTOOR, KANNIYAKUMARI DISTRICT,

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DECLARATION

I hereby declare that this dissertation entitled **Life Skill and Career Aspiration of Adolescent Students** has been originally carried out by me under the guidance and supervision of Dr. Rejee M.K Nair, Assistant Professor in Biological Science. N.V.K.S.D. College of Education, Attoor, Kanniyakumari district and this dissertation has been submitted to any other university for the award of any other degree or diploma.

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CERTIFICATE

      This is to certify that the dissertation entitled **Life Skill and Career Aspiration of Adolescent Students** submitted in partial fulfilment of the requirement of the degree of Master of Education is a record of research work done by Anisha Kumari A.K under my guidance and supervision. This dissertation has not been submitted to any other university for the award of any other degree or diploma.

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ACKNOWLEDGEMENTS

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INTRODUCTION

Adolescence is a critical developmental stage characterized by rapid physical, emotional, and cognitive changes. During this period, individuals begin to form their identity, values, and vision for the future. Among the most important aspects of adolescent development are the acquisition of life skills and the formation of career aspirations. Life skills—such as communication, decision-making, problem-solving, emotional regulation, and interpersonal abilities—equip adolescents with the tools needed to navigate daily challenges and make informed, responsible choices. At the same time, career aspirations begin to take shape, influenced by a complex interplay of personal interests, family background, societal expectations, and exposure to educational and occupational opportunities.

The synergy between life skills and career aspirations is increasingly recognized as a key determinant of adolescents' success in both personal and professional domains. Adolescents with well-developed life skills are more likely to set realistic career goals, adapt to changing circumstances, and pursue pathways aligned with their strengths and interests. Conversely, a lack of essential life skills can lead to confusion, poor decision-making, and unmet potential. Despite their significance, life skills education and structured career guidance are often underemphasized in school curricula, especially in low-resource settings.

The Greek word for adolescence, which means to mature, is where the word "adolescence" originates. One of the most critical stages of human development is adolescence. It is frequently called the "spring of human life". Adolescence is a time of major biological, cognitive, social and emotional changes that lasts from the ages of 12 to 20. During this phase, mental capacities appear to be growing. Adolescents most common issue can bring up issues of independence and self-identity. During this time, peer groups and external appearances tend to increase in significance. Adolescence is the time period between puberty and adulthood that is widely recognized as a critical period in human development. It is the time when teenagers develop specific aspirations for their educational and future careers.

The term "LifeSkills" describes the aptitudes and competencies a person needs to lead a productive and healthy life. These abilities support everyone in making wise decisions, communicating effectively, and building self-awareness and confidence all of which are crucial for adolescents. The most troublesome stage of life is adolescence, when people transition from childhood to adulthood and experience a variety of physical, social, and emotional changes. Although adolescence is considered the most productive stage of a person's life in society, in today's cutthroat world, their lives are becoming more difficult because of an inappropriate home and school environment. Lifeskills are the abilities or competencies that support young people's mental health and competency. Achieving and applying life skills effectively can affect how we view ourselves and other people, as well as how others see us. These skills can

help people develop self- confidence, self- awareness, and self- understanding. It helps people develop positive thinking, such as seeing everything and everyone in a positive light and making the right decisions to promote meaningful social relationships. Lifeskills facilitate the complete progress or enhancement of adolescents or teenagers, allowing them to behave effectively as social beings. Life skills assist young people in developing a positive attitude toward everything happening in their surroundings and living their lives fruitfully. The World Health Organization (WHO, 1997) defines life skills as "the adaptive and positive behavior abilities that enable individuals to deal effectively with the demands and challenges of everyday life". Adaptation refers to the ability to adjust in all situations, while positive behavior refers to a positive attitude toward everything and every situation. UNICEF defines life skills as "a behavior change development approach designed to address a balance of three areas: knowledge, attitude, and skills". As a result, we can define life skills as those abilities or skills that are extremely beneficial in promoting mental health and self-confidence in adolescents. These skills guide teenagers in living a happy and successful life.

Aspirations can be defined as a student's ability and short-term goals for the future, while being inspired in the present to work toward those goals. The two most important aspects of career aspiration are inspiration and ambition. Individuals with a high level of inspiration are those who believe an activity is useful and have ambition. Ambition represents the perception that an activity is important as a means of achieving future goals. It reflects an individual's

perception that it is both possible and desirable to think about the future and plan for it. This approach on student aspiration is unique in that it combines the motivation components of the present (inspiration) with the future (ambition). They must be able to recognize and set goals for the future and be inspired to move closer to those goals in the here and now. The work started by emphasizing educational objectives through historical analysis and school experience. During adolescence, significant decisions must be made. The student chooses his or her courses in high school based on his or her plans for further education. One needs a realistic understanding of the type of person they are and can become in order to make an informed decision.

Career aspirations are a person's present-day manifestations of their educational and professional objectives (Rojewski, 2005). The knowledge of a person's self-concept, career behaviour, future job choices, and success depends heavily on their career objectives. According to experts, professional objectives predict future occupation membership (Rojewski, 2005). Individuals make important decisions during adolescence.

Gender, socio-economic background, race, parents' work, level of education, and family expectations are some variables that affect career goals (Khallad, 2000). As a result, aspirations play a crucial role in every element of adolescent life. Teenagers should strive to make better professional decisions for their future than other aspects of their lives. Adolescents and young people with life skills are better able to handle the skills and are better able to handle the difficulties of daily life. Their development into healthy, well-adjusted,

responsible, and productive adults is made possible by them. These abilities are necessary to sustain a fulfilling personal life, healthy social connections and a high standard of civic engagement.

NEED AND SIGNIFICANCE OF THE STUDY

Adolescence is a critical developmental phase marked by significant physical, emotional, psychological, and social transitions. It is during this stage that individuals begin to form a more concrete sense of identity, independence, and personal goals. Among the most crucial aspects of this period are the acquisition of life skills and the development of career aspirations. The effective nurturing of both can play a pivotal role in determining the future success, well-being, and societal contribution of adolescents. However, these areas often receive inadequate attention in both academic curricula and personal development programs, necessitating comprehensive research into their interrelation and influence. Adolescence is a crucial period for developing future goals, particularly those related to one's career. The formation of career goals occurs during adolescence and varies from person to person. Based on one's family values, academic performance, and economic background, one begins preparing for life and career. A student's career aspirations can be influenced by a variety of factors. First, one's family values influence one's thought processes. Every family has its own set of rules, values, and regulations, and during adolescence, career goals solidify. It is when people get ready for their careers and lives. There may be additional factors that determine one's career goals, but it is generally accepted that aptitude and life

circumstances which are typically governed by family values are the primary determinants of financial standing and academic performance. The second significant obstacle in the adolescent journey is our socioeconomic status, which arises if one believes that their family somehow approves of their goals and aspirations. A history of academic success combined with support from peers and adults leads to high confidence in one's academic abilities. Academic achievement refers to the amount of knowledge that a person has gained from their education. This is a crucial step in creating a career goal. Thus, life skills are the abilities and strengths that enable people to deal with challenges in daily life in a constructive manner and manage problems successfully. Individuals with life skills are better able to handle life's challenges with confidence and ease. Adolescents who are self-aware are better able to set reasonable career goals and aspirations that complement their interests, skills and strengths, ensuring that they pursue rewarding and reachable career paths. In order to achieve greater satisfaction and long-term success, career aspirations assist adolescents in identifying and pursuing careers that truly interest them based on self-awareness, passion, and market opportunities. These skills also assist adolescents in making well-informed decisions. Communicate clearly and cultivate coping and management abilities to live a productive and healthy life.Self-esteem, self-awareness, assertiveness, stress management, emotional regulation, and other life skills can help people understand themselves, their strengths and weaknesses, their character and personality, and shifting social norms, which will help them stay competitive and relevant in the job market of

the future. For teenagers, life skills and career goals are essential because they lay the groundwork for future success, career planning, and personal development. Teaching adolescents these skills guarantees that, as they grow into adults, they will flourish not only academically but also emotionally, socially and professionally. In an era marked by rapid technological advancements, globalization, and a dynamic labor market, the expectations and demands from future professionals are evolving. Merely academic knowledge is no longer sufficient. Life skills such as critical thinking, communication, emotional intelligence, decision-making, and problem-solving have become vital. Simultaneously, adolescents are increasingly faced with a plethora of career choices, requiring them to be better informed and prepared than ever before. This study is needed to bridge the gap between academic learning and real-world preparedness.While there is growing international literature on life skills education and career planning, there is a dearth of context-specific research, especially within developing regions or diverse cultural settings. This study aims to provide empirical evidence that reflects the unique socio-cultural, economic, and educational realities faced by adolescent students in the region under study.

Adolescents are often required to make long-term decisions regarding education and career pathways without sufficient self-awareness or guidance. The intersection between life skills (like goal setting, time management, and resilience) and career aspirations can play a decisive role in shaping their future. A nuanced understanding of this relationship can inform policy,

curriculum design, and counseling approaches.Rising prevalence of mental health issues among adolescents—including anxiety, depression, and low self-esteem—is often linked to poor life skill development and uncertainty about the future. By exploring how life skills influence career clarity and aspiration, this study has the potential to suggest interventions that support holistic adolescent development The findings of this research can guide educational policymakers in integrating structured life skills training into the curriculum. It can also inform the development of school-based career guidance programs that are developmentally appropriate and culturally relevant.Teachers and school counselors will benefit from insights into how life skill development influences students' career aspirations. This can lead to more targeted and effective interventions, both in classroom management and student mentoring.The study can serve as a resource for parents and community leaders to better understand the challenges adolescents face and how they can be supported in making informed, confident life decisions. It underscores the collective responsibility in shaping the future workforce.Life skills are foundational to lifelong learning and adaptability. By linking these to career aspirations, this study emphasizes the importance of early life skill education not just for academic success but also for future employability and career satisfaction.This research will add to the relatively limited empirical data on how life skills interact with and shape the career aspirations of adolescents. It offers a multidimensional perspective, potentially contributing to cross-disciplinary studies in education, psychology, and youth development.

Given the rapid societal transformations and the increasing complexity of life and work, understanding the link between life skills and career aspirations has never been more critical. This study addresses a significant gap in current educational research and practice, advocating for a more integrated, skills-based, and aspirational approach to adolescent development. By doing so, it aims to empower students to navigate life with confidence, clarity, and purpose.

STATEMENT OF THE PROBLEM

Adolescence is a critical developmental stage marked by rapid physical, emotional, social, and cognitive changes. During this period, adolescents begin to form their identity, make significant life choices, and set the foundation for their future roles in society. One of the most pivotal aspects of this stage is the formation of career aspirations, which significantly influence educational attainment, personal fulfillment, and long-term socioeconomic outcomes. However, career aspirations are not developed in isolation; they are influenced by a complex interplay of individual abilities, social expectations, educational opportunities, and, crucially, life skills.

Life skills—such as decision-making, problem-solving, critical thinking, emotional regulation, interpersonal communication, and self-awareness—equip individuals to face the challenges of everyday life with competence and confidence. For adolescents, possessing well-developed life skills is essential not only for managing academic and personal pressures but also for making

informed and realistic career choices. Despite the recognized importance of life skills, there is growing concern that many adolescents, particularly in developing regions or underserved communities, lack adequate exposure to structured life skill development programs. This gap may limit their ability to navigate career options, understand their own interests and capabilities, or pursue ambitious and attainable professional goals.

Furthermore, the rapid evolution of the global labor market, marked by technological advancements, changing job roles, and increased competition, requires a higher degree of adaptability and proactive career planning. Without essential life skills, adolescents may struggle to align their aspirations with market realities, leading to frustration, disengagement, or underachievement. Educational systems often emphasize academic performance while overlooking the holistic development of students, including the nurturing of life skills that directly impact career choices.

This research seeks to investigate the relationship between life skills and career aspirations among adolescent students. It aims to explore whether higher levels of life skills correlate with clearer, more realistic, and ambitious career goals, and how socio-demographic variables such as gender, socio-economic background, and educational environment may moderate this relationship. The findings of this study will have implications for educators, policymakers, and youth development practitioners, as they work to design interventions that better prepare adolescents for the complexities of the modern

workforce.Present investigation is designed to study how far Life Skill and Career Aspiration of adolescence students are related and to find the level of Life Skill and Career Aspiration of adolescence students. Hence the study is entitled as **" LIFE SKILL AND CAREER ASPIRATION OF ADOLESCENT STUDENTS".**

OBJECTIVES OF THE STUDY

1. To construct and validate a scale on Life Skill.

2. To find out the level of Life Skill among adolescent students.

3. To find out the level of Career Aspiration of adolescent students.

4. To find out whether there is any significant difference in Life Skill of adolescent students with regard to background variables: Gender, Locale, Type of Management, Order of Birth, Nature of Institution, Type of Stream, and type of family.

5. To find out whether there is any significant difference in Career Aspiration of adolescent students with regard to background variables: Gender, Local, Type of Management, Nature of Institution, Order of Birth, Type of Stream, and type of family.

6. To find out whether there is any significant relationship between Life Skill and Career Aspiration for total sample and subsample.

Hypotheses of the study

The following are the major hypothesis formed for the present study

1. There exists a significant difference in Life skills of adolescent students with regard to background variables : Gender, Local, Type of Management, Nature of Institution,Order of Birth, Type of Stream,and type of family.

2. There exists a significant difference in Career Aspiration of adolescent students with regard to background variables : Gender, Local, Type of Management, Nature of Institution, Order of Birth, Type of Stream, and type of family.

3. There exists significant relationship between Life Skill and Career Aspiration for total sample and subsample.

METHODOLOGY IN BRIEF

a. **Method used:**

   Normative Survey method was used for this study

b. **Statistical techniques :**

   Stratified random sampling technique was used

c. **Population:**

The population of the present study consists of Adolescent students studying in higher secondary schools in Tamil Nadu.

d. Sample:

The study will be conducted on a sample of 400 adolescent students studying in various higher secondary schools in Kanniyakumari District.

e. Tools used:

The tools were used for the study will be Life Skill scale and Career Aspiration scale

f. Statistical techniques to be used:

In the present study the following statistical techniques were used

Arithmetic Mean

Standard Deviation

t - Test

ANOVA

Pearson Product Moment Correlation

OPERATIONAL DEFINITION OF KEY TERMS

i) Life Skill:

In this study Life Skill refers to a set of skills required by the adolescent students to deal effectively with the demands and challenges of everyday life.

ii) Career Aspiration:

In this present study Career Aspiration refers to the individual's desire for future employment. .

iii) Adolescent students:

In this present study Adolescents refers to the students who are in the age group of 15 to 17 years studying in various higher secondary schools of Kanniyakumari district in the academic year 2024-2025.

DE-LIMITATION OF THE STUDY

The scope of the study is delimited in the following manner

- The sample size will be limited to 400 adolescent students
- The study will be restricted to Kanniyakumari District only
- The study is delimited to adolescents in the age group 15 to 17
- The study is delimited to adolescent students of eleventh standard.

ORGANIZATION OF THE REPORT

The present study is reported under five chapters.

Chapter I

It deals with details of the introduction, need and significance of the study, Statement of the problem, Objectives of the study, Hypotheses of the study, Methodology in brief, Operational of the key terms and Delimitation of the study.

Chapter II

It deals with review of related literature that contains two sections.

Section A- Contains theoretical overview of the study

Section B- Contains review of related literature containing Indian and foreign studies and a critical review of the study

Chapter III

It describes the Development of the tool, Methodology of present investigation, Details of sample collected and tool used, Data collection and Statistical techniques used for the study

Chapter IV

It includes the Details regarding the analysis of data, Results and their interpretation of the data

Chapter V

It deals with Study in retrospect, Major findings of the study, Conclusion, Educational implications and Suggestions for further research in this area of study.

REVIEW OF RELATED LITERATURE

➢ Review of related literature

➢ Critical overview

INTRODUCTION

The term 'review' means to organize the knowledge of the specific areas of search to evolve an edifice of knowledge to show that his studies would be an addition to this field. The process of literature review begins even before the stage of defining the research topic of the problem and continues till the publication of the research report. One of the important aspects of any studies is the review of related literature.

The task of review of literature is highly creative and tedious because a researcher has to synthesize the available knowledge of the field in a unique way to provide the rationale for his study. The review promotes the greater understanding of the problem and its crucial aspect and ensures the avoidance of unnecessary duplication. The knowledge of related literature brings the researchers upto date on the work which others have done thus to state the objectives clearly and concisely. The review of related literature involves the systematic identification, location and analysis of documents containing information related to the research problem. These documents include articles, abstracts, reviews, monographs, dissertations, books, etc. The research reports and electronic media. The review has several important functions that make it well worth the time and effort.

According to Best (1963) a familiarity with the literature in any problem area helps students to discover what is already known, what others have attempted to find out, and what problems remain to be solved. According to

Borg " the literature in any field forms the foundations upon which all future work will be built. If we fail to build the foundation of knowledge provided by the review of literature our work is likely to be shallow and narrow and will often duplicate work that has already been done better by someone else". Thus a study of related literature is very important in any kind of research.   An attempt has been made in the present chapter to review the available literature related to the topic. The objective of the present study is to find out the relationship between   Life Skill and Career Aspiration of Adolescence Students.   So the investigator made an attempt to collect the relevant studies and theories which point out issues involved in the present investigation. This chapter is divided into two sections

Sections A: Theoretical overview

Sections B: Review of related studies

SECTION A: THEORETICAL OVERVIEW

LIFE SKILL

INTRODUCTION

According to WHO, a skill is "a learned ability or capacity which helps us to do a task in an effective manner". Life skills are tools to handle and face life boldly, happily and successfully. They are essential for opening closed minds. Life skills are needed for developing psychosocial competence.

Psychosocial competence is the ability to maintain a state of well-being while interacting with others or dealing with oneself in various day to day situations. Life skills modify behavior by converting "what we know" and "what we think/feel and believe into 'what to do' and 'how to do' (WHO,1997).

CLASSIFICATION OF LIFE SKILLS

The ten core life skills can be classified into three categories as Thinking Skills or Cognitive Skills, Social Skills and Emotional Skills or Negotiation Skill. Thinking Skills are, self awareness, creative thinking, critical thinking, decision making, problem solving. Social skills are interpersonal relationships, effective communication, and empathy. Emotional or Negotiation skills are, coping with emotions and coping with stress.

A)   Thinking Skills:

Thinking Skills are the skills related to thinking. Thinking skills are the mental process that we apply when we seek to make sense of experience. Thinking skills are essential for integrating new experience into our perspective. Their skills will equip one to better utilize intelligence and learn from experiences. Better thinking will equip the individual for life, enabling them to realize their own potential and to contribute to the development of society. It is an established fact that better thinking skills will lead to better achievement. Examples of better thinking skills are identifying similarities and differences in subject knowledge, improving grades whilst using the skills are Self awareness, Creative thinking, Critical thinking, Decision making and Problem solving.

1.Self-Awareness:

The awareness about oneself is termed as self-awareness. Crisp and Turner(2010) defines Self awareness as "A Psychological state in which one takes oneself as an object of attention". It is an unbiased assessment about one's character, ability, mastery, competence, desire, likes and dislikes. Self-awareness is the ability for introspection and the strength to recognize oneself as an individual separate from the environment and other individuals. It is the awareness of one's own character, feelings, purposes and wishes.

2.Creative Thinking:

Creativity is a unique way of thinking, which is based on the insight we have in a particular area. Insight is the result of depth of knowledge in that area or it depends on the promotion of inborn talents. Creative thinking implies new ways of seeing something. This creative process allows people to explore connections, meet new challenges and seek solutions that are unusual, original and fresh. If one wants to build a creative career, it is important to develop creative thinking techniques as one of his/her skills, together with problem solving and critical thinking.

3.Critical Thinking:

Critical thinking is evaluative thinking. Critical thinking is making objective judgment about choices and risks. The U.S. National Council for Excellence in Critical Thinking defines critical thinking as the "intellectually

disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing or evaluating information or communication as a guide to belief and action." According to Beyer (1995), clear judgment with apt reasoning is critical thinking. Critical thinking should result in ideas which have fine reasoning and judgement.

5.Problem Solving:

A problem arises when there is a controversy between two needs. When a problem arises, we use our memory related to such issues and our perception related with the problem situation and process the solution based on the rule in the force or the social norms.

Problem solving has been defined as a higher order cognitive process and intellectual function that requires the modulation and control of more routine or fundamental skills. Solving problems is the ability to understand what the goal of the problem is and what rules could be applied which represents the key to solving the problem. Problem solving requires abstract thinking and results in creative solution

(B) SOCIAL SKILLS:

Skills which are related to dealing with others are termed as Social Skills. Social skills are those skills which we use to communicate and interact with each other both verbally and non-verbally, through gestures, body language and our personal appearance. Social skills are specific behaviours exhibited by children in free play or academic situations that initiate or maintain social interaction with others. Social skills are discrete behaviours that

are associated with direct measures of social competence and such as "building blocks" for the establishment of interpersonal relations, effective social participation, cooperation and affection with peers and others. (Guralnick, 1992). According to Deffenbacher (2001), social skills are interpersonal behaviour that assists individuals in maximizing reinforcement in an interpersonal context and in minimizing social punishment and negative feedback.

1.Interpersonal Relationships

Interpersonal relation starts with interaction and interdependence that are pertinent and persistent features of social life. Interdependence is the consensus for mutual help to obtain goods and services in a mutually benefitting way. For interdependence, interaction is necessary. Proper interaction takes place in a good interpersonal situation. Interpersonal relationships are bonds between two or more people. It is a set of skills which are essential for establishing and maintaining healthy interpersonal relationships. These skills should enable one to make and keep friendly relationships as well as end relationships constructively. People who are well versed in interpersonal relationship skills succeed in life.

2.Effective Communication

Communication is the process by which information and understanding transfer from one person to another. Communication becomes effective only when we give some message and the other parties receive, understand and

respond to it. Effectively communication. This helps to share opinions, desires, needs and fears. It improves leadership qualities.

Effective communication fosters a good relationship among people which improves morale and efficiency. Effective communication is interaction between two or more persons where the intended message is successfully delivered, received and understood. Mastery in effective communication is fundamental to our social and personal development. Our natural environment is the most appropriate way to achieve these skills. The success of life is very much affected by effective communication skills.

3.Empathy

Empathy is the capacity to understand or feel what another being is experiencing from within the other being's frame of reference, i.e., the capacity to place oneself in another's position. Empathy is a quality of accepting people who are very different from ourselves.

Children learn empathy by watching those actions which are noticed and appreciated by elders. They notice those actions by elders such as treating waiters in restaurants without emotion and concern of his/her parents about the child in his/her class. Though empathy is an innate quality, it can be nourished by applying it in different life situations.

(C) EMOTIONAL SKILLS/NEGOTIATION SKILLS:

Emotional skills are skills related to arriving at rational decisions without offending the views of others.

1.Coping with Emotions

Emotion is the outcome of expressions of the feeling of joy, anger, sorrow or fear. It disturbs the normal functioning of the body periodically. Coping with emotion means being aware of our excessive emotion and adopting appropriate measures to check the causes and adjusting with the impact and thereby modifying our behaviour. Intense emotions like anger or sadness can have negative effects on our health if we do not respond appropriately.

2.Coping with Stress

Stress is a dynamic condition of physical or mental strain or disturbance that produces changes in the body and the behaviour of the person. Coping with stress means identifying the sources of stress in our lives and recognizing how it affects us internally. Coping with stress means the ways and means an individual adopts to keep stress at manageable levels which bring about certain changes in him.

IMPORTANCE OF LIFE SKILL EDUCATION

Life skill Education helps build a society that is equipped with a creative spark, problem solving attitude, critical thinking approach, rationalistic individual, decision making potentialities, high level of sociability, effective communication and skills of interpersonal and empathy for tuning in the society. All these skills are the basis of successful life and therefore students/youth need to be given training in life skills right from primary education, along with textbook knowledge , academic skills and social skills.

Life skills training creates an opportunity for the inculcation of fundamental life skills for operating successfully in the world of work, as well as fulfilling the demands of a changing society.

i) A joint initiative of ST and SC (SSD) Development, School and Mass Education Department, the Technical Resource Agency(TSR) states that life skills contribute to an individual to be:

> ★ Able to think creatively, critically and positively
>
> ★ Able to develop leadership qualities and social responsibilities
>
> ★ Able to communicate effectively and make informed decisions.
>
> ★ Able to practice health, personal hygiene and nutrition
>
> ★ Able to growing processes and changes
>
> ★ Able to deal with reproductive health issues
>
> ★ Able to deal with peer pressure and avoid physical abuses
>
> ★ Able to be safe and handle harassment including sexual harassment
>
> ★ Able to develop social skills and gender sensitivity
>
> ★ Able to deal with stress and storms of life

ii) At the United Nations Inter-Agency Meeting held at WHO, Geneva life skills education was considered as crucial for:

> ➢ For healthy child and adolescent development

> ➢ To be needs to be physically, intellectually, socially and emotionally sound

> ➢ Prevention of children and adolescents health related issues like death disease and disability

> ➢ Preparing for socialization

> ➢ Preparing youth for changes and demands of society

> ➢ For promotion lifelong learning

> ➢ For promote quality life and peace

iii) Some research findings reveal about Life skill importance:

> ❖ To promote self-esteem, self-confidence and peace education etc.

> ❖ To reduce antisocial activities and disruptive behavior.

> ❖ To help promote a person's health and well- being .

> ❖ To transform knowledge, attitudes and values into their real abilities and to behave in healthy ways and to prove academic performance.

Life skills are the skills to solve problems in an innovative way using facts, concepts, principles or procedures that have been learned. Life skills have several key components, which include behavioral, cognitive, psychosocial and interpersonal competencies that aid individuals to cope with challenges and develop and succeed in various settings. So that it can enhance human capabilities and prepare the young for survival and participation in an increasingly skill-based global economy. Life skill lays the foundation for

lifelong learning, enabling people to access and process information both in formal and non-formal settings leading to better quality of life.

Education in relation to Life Skills, certainly cannot be separated from the educational process carried out in schools and educational institutions through various life skills education programs. Life skills education bridges the gap between basic functioning and capabilities. It strengthens the ability of an individual to meet the needs and demands of the present society and helps in dealing with the above issues in a manner to get desired behavior practical. Imparting life skill training through inculcating life skill education will help youth to overcome such difficulties in life.

Life skill education is expected to make learners of good moral character, discipline, behavior and cooperation; education should be able to incorporate certain qualities within the learners. These qualities can transform students and modify them into better adjusted and emotionally intelligent people. These qualities are a part of life skills and a good life skills training can make the foundation of these virtues and habits. Life skills help individuals and communities to solve problems, make informed decisions, think critically and creatively, empathize with others, communicate effectively, build healthy relationships and cope with and manage life in a productive manner.

Life skills education is an educational concept aims to provide provisions and prepare students to have the courage and ability to deal with various problems of life and life well without feeling depressed and bored, then to try creatively to find solutions, so that problems are able to be

overcome.Uses the concept of education based on life skill through "play" in developing life competencies. Play is more open-ended and is a pleasurable activity that is primarily concerned with the process not outcome. The Cambridge Life Competencies Framework was created in response to requests from educators about all the various skills and competencies that students require in the 21st century through the areas of creative thinking, collaboration, critical thinking, learning to learn, communication and social responsibilities.

One can learn life skills from their own experiences, insight, perceptions, parents, stories, books, teachers, religion, media and culture etc. Life skills education is effective for promoting positive social and mental health of adolescents which plays an important role in strengthening emotional intelligence, as well as enhancing critical thinking, problem solving and decision making skills.

LIFE SKILL TRAINING

Life Skills Training improves student mental health, teaching life skills improves student self-esteem, the effect of education on life skills on physical symptoms, anxiety and insomnia has been meaningful, but there has been no significant effect on social dysfunction and depression and the effect of life skills training on general self-esteem, social-esteem and academic self-esteem was meaningful. But it was not significant on family self-esteem.

Life skills education to the students, can be helpful as it specifically addresses the needs of children, helps in motivating, providing practical, cognitive, emotional, social and self-management skills for life adjustments.

Life skills education, have found to be an effective psycho social intervention strategy for promoting positive social, and mental health of adolescents which plays an important role in all aspects such as strengthening coping strategies and developing self- confidence and emotional intelligence, as well as enhancing critical thinking, problem solving and decision making skills as has been well documented in the aforementioned studies.

Life skills help in developing a positive and flexible attitude for life among youngsters. Enhancing Life Skills enables us to adapt to situations and people and helps us to lead a healthy and positive life. All people have inherent Life Skills but to get the best out of them we need training and get them shaped. Life Skills are needed to develop a dynamic self image and self esteem, improve communication skills, make better relationships and handle interpersonal problems and boost decision making ability, make informed decisions to deal with the challenges of day to day life, become a well adjusted person, to adapt to situations and people, to make a positive approach and not get depressed with problems and reduce vulnerability and high risk behavior.nts mental health. Religious life skills training improves students' self esteem.

Life skills training improves studying on physical symptoms of anxiety and insomnia were significant, but the impact was insignificant on social dysfunction and severe depression in students. The effectiveness of life skills training on global self-esteem , social self-esteem and academic self-esteem was significant, but was insignificant on family self-esteem.

Impact of life skill training on self-esteem, adjustment and empathy among adolescents, found that subjects improved significantly in post condition on self-esteem, emotional adjustment and empathy. However, no significant difference was found on social adjustment in pre and post conditions. Overall training was very effective as subjects improved in the post condition on all measures except one, thus showing that life skill training does show positive results in bringing change in adolescent's attitude, thought and behavior by providing a supportive environment to them.

Life Skills into formal education systems of that country. Training of life skills is an effective means to empower the youth to act sensibly, to take initiative and take control over adverse situations. The method generally used in teaching of life skills in secondary level involves the process of participatory learning using four basic activities like practical activities, feedback and reflections activities, consolidation and reinforcement activity and practical application in day to day life situations.

Life skills were positive and that project-based learning helped them develop multiple life skills including, but not limited to communication, collaboration, problem - solving, responsibility and time management. Implications of this research suggest that project-based learning has a positive influence on students' life skills development across grade levels and helps prepare them to be successful in the 21st century global community and economy.

Life skills through training can contribute to mental health, self-esteem, empathy, positive and flexible attitudes so that it affects the physical, mental and rational thinking aspects. Besides that, it can also help in developing self-confidence, emotional intelligence, improve critical thinking skills, improve communication skills, make better relationships and deal with interpersonal problems, can solve problems, reduce vulnerabilities and high risk behaviors, wiser, responsibility, time management and make positive decisions in the face of every day.

CAREER ASPIRATION

I have the belief that I can do it, I shall surely acquire the capacity to do it even if I may not have it at the beginning"**- Mahatma Gandhi.**

The idea of career aspiration starts from the early stage of human life due to the influence of social observation or any model within a family or nearby society. We generally ask a child "what you want to be in future", they answer according to the social environment and experiences or observation. Although these aspirations are mostly unrealistic, when he/she grows along with appropriate learning experience or encouragement from parents or teachers, his/her choice takes realistic shape. As everybody needs an occupation to survive despite several socio-economic challenges in society, the thrust of the present policymakers or educationists is to place the child in an appropriate career according to his capability or choice. But the choice of

career is not as simple as picking a job for the livelihood. It is a continuous process right from the beginning of school education and has many determinants interrelated in a complex pattern.

Education is important for both the individual and the society. The working of the Society is impossible without education or educated people. Infact, human life begins with education. The fulfillment of the needs of human life is possible only through education. Adolescence is that period of human life which undergoes rapid physiological change. It is the right time with self-discovery to start thinking about the type of career that they would like to pursue as well as it is the time to figure out the adjustments required to be made with family values, school work, socio-economic status and social life. Career aspiration is one of the main aspects of the concept itself. An aspiration is a strong desire for high achievement and it is influenced by family background and the ways in which the family interacts, communicates, and behaves.Career aspiration can be defined in terms of orientation towards vocational goal. At an early age, most of the children are asked the question, "What do you want to be when you grow up?" The answer which is given by the children is the aspiration of what they want to be as well as an expression of how they understand themselves and the world around them. Many career theorists are concerned with bringing out individuals" early career thoughts to shed light on career aspiration development later in life (Hartung, 2015). Many individuals spend their whole life in the field which one has selected as a career. In our society an individual is connected with his family and society, so the

adolescents are linked with them. Most adolescents do not question their parents and other family members‟s values. But as teenagers begin adolescents begin to question that set of beliefs or values followed by one‟s family members. Family values which are usually passed on from one generation to the next, giving children the structure and boundaries to function and thrive within play an important role. It refers to those things that man desires, likes and prefers like money, power, food, happiness, security, wealth, peace and a good family. At the same time socio-economic status is the aspect of life which needs to fulfill one‟s aspirations because the term socio-economic status is commonly used in social and economic background. Career aspirations are influenced by the socio-economic status of the family. Socio-economic status can be defined as a position which, apart from its personal attributes or special services, determines for its possessors, a degree of respect, prestige and influence. So, career aspiration takes a firm shape during adolescent years and one starts preparing for life and career according to one‟s socio-economic background, family values and academic achievement.

ADOLESCENCE

The stage of adolescence is an utmost period of human development. It is often referred to as the spring of human life. The word adolescence comes from a Greek word "adolescere" which means "to grow to maturity".Both the body and the brain continue to develop during this stage and mental abilities seem to be increasing during this stage (Gayotri, 2014). According to Geldard and Geldard (2012), the adolescent stage occurs between the age of 12 and 20

years when significant biological, cognitive, social and emotional changes take place as the preparation for adult life begins. Both the body and the brain continue to develop during this stage and mental abilities seem to be increasing during this time (Gayotri, 2014).The most common issue of adolescence or transitional period can bring up issues of independence and self-identity. During this time, peer groups and external appearances tend to increase in importance. Adolescents are in a period of life marked by positive energy, idealism and a belief in the possibility of changing the world. It undergoes rapid intellectual growth, moving from concrete to abstract thought. This is a time when they think about college and the type of career that they would like to pursue. The period between puberty and adulthood which is universally known as a critical period in human development is adolescence.It is the time when teenagers develop certain aspirations regarding their educational and future careers. Parents, who encourage the adolescent to participate in family matters, value their opinion and take more interest in their activities, have children who are more confident. Aspirations represent a person"s orientation towards particular goals. Domenico and Jones (2007) reported that it can be influenced by gender, socio-economic status and family support. During adolescence, developing a vocational identity is a central developmental task. According to Silvia (2001), aspirations refer to an individual"s expressed career related goals or intentions and also include motivational components that are not present in mere interests. The career aspirations of adolescents have been viewed as significant determinants of both short term educational and

long term career choices (Mau & Bikos, 2000; Schoon & Parsons, 2002; Patton & Creed 2007).

CAREER

For many people, career means the part of life that is concerned with employment. Its occupational point of view states that it is the sum total of the various jobs an individual may hold during one's lifetime. Career can be defined as the sum total of decisions that direct your educational, social, economic, political, and spiritual endeavors and reflect your unique personality characteristics and basic life values (Phifer, 2003). There are a number of ways to define a career and the term is used in a variety of ways. So, it can be stated as:

i) a racing course;

ii) one's progress through life or in one's work;

iii) profession or occupation which one trains for and pursues as life work.

Career success is a term used frequently in academic and popular writings about career. It refers to the extent and ways in which an individual can be described as successful in one's working life (Gunz & Heslin, 2005). Determination can be defined as one's strength because; even while feeling weak one never gives up and forces oneself to achieve the set goals. Often the word "career" is used as a synonym for occupation, trade, profession and vocation. This definition refers to what a person does to earn a living. There are

thousands of careers. They range from those that require extensive education and training to others for which an individual hardly needs any preparation.

CONCEPT OF CAREER

Job or career sounds similar but they are not in the same connotation. Each word has its own individual connotation, one different from the other. A job is something one does simply to earn money whereas a career is a series of connected employment breaks. While a career provides knowledge and learning to fuel the future and a job has minimal impact on future work life. Many people define careers as part of life and are concerned with employment. An occupational point of view is the total of the various jobs one may hold during the whole lifespan. A career is a lifelong process. In this point of view, a career is a totality of decisions that direct our education, social, economic, political and spiritual endeavors. Career is not merely a means to livelihood but it incorporates within it all senses of aspiration, social prestige and status and also the pleasure of work associated with it. However, a career may involve one or more specific jobs one has to carry out to fulfill his aspiration related to career.

The Career", as Hall (1976) defines it, "is the individually perceived sequence of attitudes and behaviors associated with work-related experiences and activities throughout the person's life". Career counselors have defined career development as "the total constellation of psychological, sociological, educational, physical, economic and chance factors that combine to shape the career of any given individual over the life span" (McDaniels and Gysbers,

1992).

ASPIRATIONS

The term 'aspiration' is one which is often used synonymously with goals, ambitions, objectives, purposes, dreams, plans, designs, intentions, desires, wishes, yearning, cravings or aims. The meaning of aspiration is being what they want to be and be more than what they presently are. One may know what he/she is but one cannot know for certain reasons what an individual can be. It is a known fact that we are living in an age which is known for a high level of aspiration. This is the time when people aspire more and more in every walk of life (Kaur, 2012). The word aspire refers to the ambition or desire of a want, which has yet not been fulfilled. In other words a strong desire or ambition, as for advancement, honor, etc. and the thing so desired. Hurlock (1973) defines aspirations as longing for what is above one's achievement level with advancement on it as its end. Aspirations can be defined as a student's ability to identify and set goals for the future, while being inspired in the present to work toward those goals. The two main important factors that career aspirations have are in inspiration and ambition. An individual with a high level of inspiration is the one who believes an activity is useful and enjoyable. Ambitions represent the perception that an activity is important as a means of future goals. It reflects individuals' perceptions that it is both possible and desirable to think about in future terms and to plan for the future. This way of viewing student aspirations is unique in the way that it combines the motivational components of the present (inspiration) with the future

(ambitions). Ideally accepted definition is an individual with aspirations must exhibit behavioral traits reflective of both ambitions and inspiration. That is, they must have the ability to identify and set goals for the future while being motivated in the present to progress toward those goals. Work began with its focus on educational goals, through the historical analysis and experience in schools.

SECTION B: REVIEW OF RELATED STUDIES

The present study is an attempt to study the Life Skill and Career Aspiration among prospective teachers. The investigator has gone through the studies related to the areas and they are presented under the heading.

I) Life Skill

II) Career Aspiration

I) LIFE SKILL

Tabish Iram Sayed & Geelani Ahmad Zahoor Syed (2023) investigated how the world is facing a tremendous change in the economic and socio-cultural structure. Life skills relate to the abilities that help an individual to behave appropriately in a given situation and thus prepares him to live happily. The life skills facilitate rational decisions and hence creates a problem solving attitude. With life skills, one can communicate well, make the right decisions at the right time, and make use of the creative as well as critical thinking for problem solving purposes.

Kauts Sikand Deepa & Saini Jaspreet (2022) conducted a study where Life skills-based education is required because adolescents today are exposed

to different lifestyles, media, and rising expectations. The present scenario is full of violence, threat, crime, and drug abuse among the young generation. The immediate solution visible to the world is to enhance life skills among the future generation. The findings can act as inputs for developing sustainable life skills programs to ensure the transfer of knowledge and skills. The review of the literature suggests that a proper and relevant intervention in life skills can help school children develop their cognitive and social skills to lead a healthy life. It can uplift the self-concept of adolescents.

Kirchhoff Esther & Keller Roger (2021) examined a study on strengthening life skills as a popular approach for prevention and health promotion in schools. It aims to empower students to deal effectively with the demands of everyday life by improving self-regulation, making informed decisions, and building supportive social relationships.Results showed that programs were mostly implemented in adolescence and that the targeted life skills shifted from a more behavioral-affective focus in childhood to a broader set of life skills targeted in adolescence which emphasized social and sociocultural influencing factors on health. Little evidence was available on the effectiveness of the programs on life skills development. Ultimately, life skills education promotes health-related self-regulation, especially in adolescence. However, further research is needed to clarify how to achieve sustainable effects in the development of life skills, both in childhood and adolescence.

Singh Kumar Mneesh & Lal Harbans (2020) conducted a study on Life Skill Module for Secondary School Students. The present investigation is

aimed at studying the impact of family environment, school environment and socioeconomic status on development of life skills among senior secondary school students in relation to location, gender and government and private schools.The findings of this report these skills help the adolescents to live life with full potential and accomplish their ambitions. These are the human skills which are gained through teaching and direct experience faced by them to handle the day-to-day real life problems. Life skills help the individuals to face and become capable of handling day-to-day challenges of life. Life skills increase the capacity of an individual to become a responsible and cultured citizen of the country. Development of life skills is affected by many factors like family environment, school environment and socio-economic status.

Kackar Arpita & Joshi Helata (2019) examined a study on the impact of life skills among adolescents**.** The end of the 20th century can be considered as both the best and worst time for adolescents. It provided maximum opportunities to grow independently. This article draws how the life skills contribute to the individual development of adolescents.

Talreja (2018) conducted a study on mapping life skills in india. Studies report through a close reading of secondary sources that engage with life skills work in India, we explore both the strengths and the challenges in the sector today. Findings of this report is for this report to become the springboard for conversations and cross collaborative engagements across the three domains towards leveraging the importance of life skills in India.

Prajapati Ravindra et.al (2017) examined a study on Adolescence is a period when the intellectual, physical, social, emotional and all the capabilities are very high, but, unfortunately, most adolescents are unable to utilize their potential to maximum due to various reasons. They face many emerging issues such as global warming, famines, poverty, suicide, population explosion as well as other issues like alcoholism, drug abuse, sexual abuse, smoking, juvenile delinquency, anti-social acts, etc. , There is, significance and importance of life skills education to be integrated into the regular school curriculum and given on a daily basis by a life skills trainer/ teacher/counsellor to enhance the mental health of students, equip them with better adapted skills to face the challenges of changing life situations and empower them to become fully functioning contributors to the host society in particular and the world in general.

Giri Drdillip & Sharma Jyoti (2016) investigated focuses on the importance of Life skill education, which is an educational application of life skills to develop psycho social competence which helps an individual to develop his/her positive behaviour, so as to deal with the challenges and demand of everyday life. It is a study of abilities, coping with peer pressure, emotional conflict and stress. UNICEF in 2009 has recommended life skills based education should be given with regular education. It has insisted LSBE should be contributed to a self inclusive gender free educational setting. Therefore research on LSBE is carried out massively in all parts of the world related to this education recently. Key words: Life skill education, Psycho

social, gender free education, mental functions, knowledge-attitude and competencies.

Prajina & Godwin (2015) conducted a study on life skills in relation to academics of tribal children. A sample of 80 tribal students from various schools in Kannur district of Kerala was used for the study. Life skills assessment tool prepared by Rajiv Gandhi National Institute of Youth Development and a questionnaire prepared by the investigators were the tools used. Findings of the study showed that birth order, education of parents, type of family and caste have no significant influence on life skills of tribal students. But community was found to having significant influence on life skills where tribal students belonging to Karimpala community have more life skills compared to tribal students belonging to Mavila and Paniya communities.

Nasheeda Aishath (2019) conducted a study to investigate the literature on effectiveness of life skills programs. The aim of this review was to gain a comprehensive understanding on the effectiveness of life skills education globally, and to identify research gaps and priorities. Findings revealed differences in life skills education within developing countries and developed countries. In general, developed countries conduct more systematic life skills education programs promoting positive behavior, with research articulating outcomes on individual youth. In contrast, the majority of developing countries' life skills programs lack systematic implementation, evaluation and monitoring.

Bancin Aswin & Ambarita Biner (2019) Examined a study area (1) How the concept of education based on life skills (2) How education management based on life skills (3) How the education management model based on life skills. This research was carried out in the form of meta-synthesis, also referred to as systematic review, a research to identify, evaluate and interpret the result of similar studies to answer research questions, specific topics or phenomena that are of concern. Form such data will be identified, analyzed and interpreted to produce conclusion.Conclude a lot of information from13 journals that may conflict with each other or support each other which then can increase the strength of the authors analysis, overcome uncertainties and also be able to answer questions about the life skills education model proposed in previous studies. The education model based on life skills through training can make positive decisions in the face of everyday life.

II. CAREER ASPIRATION

Hsieh Ling Tzu (2025) examined a study that delved into the determinants of career aspirations among STEM college students and examined their variations across different college stages. The results highlight that the junior year is pivotal for bolstering career aspirations, particularly through the acquisition of specialized knowledge. High academic self-efficacy fostered junior students' sustained interest, which correlated with heightened career aspirations in their senior year. This study underscores the critical role of junior-year subject mastery in shaping students' career decisions and

aspirations. Emphasizing academic counselling for juniors and facilitating career transitions for seniors can significantly enhance outcomes.

Mandal Bijoy et.al (2024) investigated the study on how the present generation often find themselves confused about choosing a career, which is closely related to employment opportunities, money earnings and societal status. Career aspirations play a crucial role in directing individuals to choose a career and pursue necessary education and training accordingly. The study results showed that the undergraduate students did not significantly differ in their career aspiration based on gender (t-value = 0.463), residential background (t-value = 1.974), and academic discipline (t-value = 0.850).

Magaji Umar Yahya et.al (2023) examined a study on career aspirations as a predictor of academic achievement among learners with hearing impairment in special schools in North eastern Nigeria. Correlation research design was adopted for the study. The study found a strong relationship between career aspiration and academic achievement of learners with hearing impairment in English language in North Eastern, Nigeria. However, gender did not correlate with career aspirations of students with hearing impairment toward their academic achievement. The study concludes that career aspiration can independently enhance students' academic performance. The study recommends among others that teachers should work toward boosting career aspirations of their students through constructive teaching approaches that will make education look achievable and admirable to them.

Khatri, Nakul & Ashutosh, Kumar (2022) conducted a study on adolescent students' career aspirations, gender, location and school type. teenagers require support from all stakeholders, including parents, teacher, policymakers, and other relevant individuals, in order to choose a vocation based on the skills they possess and convert those skills into practical commodities for a better life.The researcher reviewed research papers systematically, the majority of the papers reviewed show that gender, location and school type all play an important role in career aspiration. The school environment provides a solid foundation for selecting a suitable interest and aptitude appropriate career. This is an urgent need to comprehend the complexities and significance of career planning and aspiration, because misaligned career operations can lead to other psychosocial issues such as depression, stress anxiety, and frustration in adolescents.

Winga Adhiambo Maureen (2021) The purpose of the study was to determine career decision making self efficacy by assessing career aspiration and attainment in National examinations.It was found that the students had poor career decision making self efficacy.Only 10.6% of the students attained the cut off points for their career aspiration. The study may be useful to teachers, counselors, administrators and parents who will be able to assist students in making worthwhile career choices.

.**Alam Aftab & Zahoor Naheed (2020)** investigated the educational and career aspirations of undergraduate students. The present paper is an attempt to discuss the research carried out with the aim to study educational

and career aspirations of undergraduate students. The paper also includes major findings, educational implications of the study and suggestions for further research in the field.

Madurangi et.al (2019) Study of career aspirations among undergraduates has become an important topic since undergraduates have been facing numerous challenges after completing their university degree. This study examined the determinants of career aspirations among undergraduates and the key challenges faced by them in choosing one. The key issues that influenced the career aspirations of undergraduates were identified. This research provides significant insights into this matter for policymakers and decision makers working on reforms to the university education system of the Island so that the universities can contribute more meaningfully towards the career development of undergraduates.

Arhin Vera (2018) The study was to examine the relationship between career aspirations and study behaviours among distance learners of the University of Cape coast(Ghana) who performed poorly during their first year of study. The study recommends that, in order to help boost students' academic performance, management of the College of Distance Education of the University of Cape Coast should organise periodic career guidance seminars for students, to stimulate their career awareness and nurture their enthusiasm.

Selvam (2017) conducted a study on career aspiration among rural undergraduate students. This particular study deals with different types of

theories   such as Social Cognitive Career Theory and Self Determination Theory with the relevance of career and aspirations. The study also attempts to find the level of motivation among undergraduate students towards their career aspirations, factors that   contribute to their career aspirations and difficulties that they perceive in their career preparation and aspiration. The findings of the study would be useful to   stakeholders such as parents, educational institutions, governments, and   volunteer agencies in the field of career development among the students.

Xing (2016) investigated family influences on career decision making and self efficacy of secondary vocational students in China. This study examined the role of selected family variables in Chinese secondary vocational students" career decision making self-efficacy. 587 students have participated in this study. Family structure, or demographic, variables that reflected family members" socioeconomic status, and   process variables, especially parental career-related behaviors, were examined in this study. General parental psychosocial support was a significant factor in predicting career decision-making self-efficacy and explained 38.3% of the variance of career decision-making self-efficacy for this group of Chinese adolescents.

Gregor and O"Brien (2015) conducting a study on Understanding Career Aspirations among Young Women: Improving Instrumentation. The purpose of this study was to improve an instrument used to assess career aspirations or Career Aspiration Scale, so the revised measure can be used with confidence in research and training. Items were added to the existing

two scales (educational and leadership aspirations) to enhance reliability. Also, items assessing the third construct of importance to the operationalization of career aspiration (i.e., achievement aspiration) were developed for inclusion in the revised measure. Three studies to assess the psychometric properties of the Career Aspiration Scale-Revised (CAS-R) were conducted with a total of 583 undergraduate and graduate women. The results of confirmatory factor analyses indicated that the three-factor solution assessing achievement, leadership, and educational aspirations had a good model fit. Support also was found for the reliability and validity of the CAS-R when used with undergraduate and graduate women.

Putro Eko Hijrah & Indiati (2023) conducted to know the effectiveness of career information services using Life Skills techniques for the career advancement of Al-Iman High School students in Magelang City in terms of career planning aspects. The results of the effectiveness test of this study were that this career service was effective in improving student careers in terms of career planning aspects. The level of student career advancement increased after following career information with life skills techniques.

AI-Bahrani Abdullah Muna (2020) The purpose of the study was to examine the differences between male and female adolescents and their maths studies on their career aspirations. The study investigates the effect of grade point average and parents' educational level on adolescents' reported career aspiration. The findings reveal females have higher scores on career aspiration than males. Students who study pure maths in their career path have higher

scores on career aspiration than those with applied maths. Results also show significant effects of parents' educational level and grade point average on adolescents' career aspiration. Suggestion is provided to consider contextual variables in designing interventions.

Momin and Chetry (2019) survey on occupational Aspiration of undergraduates in Meghalaya. The objective of the research work was to compare the mean score of occupational Aspiration of male and female undergraduates" students. 160 students from the arts stream of two colleges Tura and Meghalaya participate in this study. A questionnaire developed by Chandel Laxmi and Singha was used for data collection. The result of the study found a significant difference in the mean score of Occupational Aspiration of male and female undergraduates, with males having significantly higher Occupational Aspiration than the female.

Ogunde (2017) investigated undergraduate chemistry students' career aspirations and how these vary from one educational system to another in different geographic regions. Undergraduate chemistry students from various institutions located in Australia, New Zealand, and the UK were studied cross-sectional. The findings of this study show that undergraduate students choose to study chemistry predominantly because they are interested in it or because they like it. The findings further emphasize that undergraduate students mainly have plans of pursuing a career that uses chemistry, they seem to be aware that a chemistry course can lead to many career options, and as such only a few have chosen to study it as a route to a specific career.

Phukan and Saikia (2017) emphasizes on parental influence on gender socialization of girl students and its effects on their career aspirations in the girls" colleges of Upper Assam. The essential data for the study have been collected from the higher secondary first-year students of the girls" colleges of Upper Assam. These data were collected with the help of an interview program. This study reveals that girls are mainly socialized according to their gender through the various activities and education of their parents. Moreover, various limitations have been imposed on them after they attain puberty. All these have great effects on their character as well as on their career aspirations.

Cozart and Rojewski (2015) reported a study titled Career Aspirations and Emotional Adjustment of Chinese International Graduate Students. This investigative study was conducted to determine the relationship between career aspirations and emotional adjustment of Chinese international students. Results from Chinese students were compared with those of students from the United States. Relationships between the career aspirations and emotional adjustment of Chinese and U.S. students did not reveal statistically significant differences. However, regression analysis indicated that social stress was a statistically significant predictor of career aspirations for U.S. students. Chinese and U.S. students were more similar than different on career aspirations and emotional adjustment, and observed educational similarities appeared to balance any cultural differences that existed when determining these outcomes.

Gbadamosi et al. (2015) examined the relationship between students' part time work, career aspirations, and self-efficacy, in a survey of 357 UK students from two post-92 universities. The results suggest a positive and significant relationship between part-time work and career aspiration. Students who work part-time, and value this opportunity, are likely to have a high career aspiration and strive to enhance their employability programme. The findings further suggest that self-efficacy (students' belief in their ability to succeed) is significantly associated with career aspiration.

Navarro (2015) explored the undergraduate major choices and career aspirations of 29 senior student-athletes at a large, highly selective Division / Research university to further understand how life experiences influence undergraduate major choice and the subsequent alignment of chosen major and future career aspirations. Findings suggest 3 overarching life experiences influence the undergraduate major choice as well as the alignment of participants' undergraduate majors and future career aspirations

İsmail (2010) wanted to know the differences of career self-efficacy in the selection of careers among Malay students at International Islamic University of Malaysia, This study was conducted to examine the link between career self-efficacy and career selections of university students and also find out the differences of career self-efficacy in terms of gender and socio-economic status. The study was restricted to Malay students, Malay being one of the main races in Malaysia. Undergraduate Malay students from different faculties at International Islamic University, Malaysia

participated in this study. The number of samples selected was 200, 100 males, and 100 females. The tool used in the study was designed by Bentz and Hackett (1981) and it was adopted by the researcher to suit the Malaysian context. The results indicate significant differences in career self-efficacy in completing the educational requirements and performing job duties of traditional and non-traditional careers in a sexual category. It also indicates that female students show higher career-self-efficacy for both traditional and non-traditional careers. The study similarly shows that students from high economic status reported higher career self-efficacy compared to students from medium and low socioeconomic status.

CRITICAL REVIEW

The investigator reviewed 30 studies totally, both foreign and Indian studies. Most of the studies have employed survey methods. In many of the studies Stratified random sampling techniques have been used for selecting samples. Best of investigator knowledge there is little literature available in life skill and Career Aspiration . The present Study differs from the above studies in terms of area, population sample. It is also clear from the above study of the literature. So for a few, a range of actors have been investigated by few in relation to life skill and Career Aspiration of pro perspective students in Kanniyakumari.

METHODOLOGY

➢ SECTION A- Test Development

➢ SECTION B- Plan and Procedure

METHODOLOGY

Educational research involves application of scientific methods to the solution of educational problems. The ultimate aim of educational research is to provide knowledge as well as help the conductor to achieve his goal by the most effective method. In general it is termed as Research Methodology.

Research methodology refers to the method in which the investigator used in his research work. It paves the way to solve the research problem systematically. In it we study the various steps that are adopted by the investigator. Research Methodology involves various activities, such as identifying the problems, review of related literature, formulation of hypotheses, data collection, analysis of data, interpretation of results and the conclusion. Methodology occupies a very important place in any type of research as the validity and reliability of the findings depends upon the method adopted.

Methodology describes the various steps and plans to be adopted by the researcher in solving a research problem. Methodology occupies a very important role in any type of research. This chapter explains about the technique or method and the researcher used for collecting, organizing and analyzing the data.

The methodology of the present investigation is presented in this chapter under two sections. Section-A deals with the details of development of tool used for the study namelyLife Skill Scale and career Aspiration Scale.

Section-B deals with the details of research design, plan and procedure including the sample selected, data collection procedure and statistical techniques used.

SECTION -A

TEST DEVELOPMENT

Collection of relevant data is one of the most important steps in any research especially in the field of education. An appropriate instrument or tool is very essential to serve this purpose. In certain research, the investigator carries out the study using readymade tools. But in some other cases such tools may not work suitable with the variables selected for the study. In such cases the investigator has to prepare suitable scales, which will work adequately with the subject selected for the study. This study was resonates the following tool namely: Life Skills and Career Aspiration, the details of the procedure followed in the development of the tools are presented below.

LIFE SKILL SCALE

The following are the steps followed in the construction of the scale.

COLLECTIONS OF STATEMENTS

The first step that the investigator had to follow was the collection of many statements regarding the problem under study. The statements were collected on the basis of a detailed review of literature related to the problem. The investigator collected ideas from magazines, journals, newspapers, educational reports, text books etc. Consultation and discussion were made with experts in the field of education, psychology and sociology. In addition to

this scales used in the previous studies were also referred. An initial pool of 125 items was prepared.

SCREENING OF THE STATEMENTS

The scale was than submitted to the guide and experts in the field of education, psychology and sociology to judge the suitability of the statements. All the statements were then thoroughly screened and edited according to the suggestions given by them. The statements which seemed overlap with one another were examined and revised. The statements covering the idea quite clearly were retained and vague statements were either modified or replaced by new ones. With the revised items, the scale consists of 100 statements.

TRYOUT

After preliminary screening and editing of items, the scale was tried out on 35 adolesents students to find out the accuracy and relevance of each statement. Difficulties in responding the items were found out. After this minor changes were made out in the language and sentence construction in some of the items.

THE DRAFT SCALE AND ITS ADMINISTRATION

The draft form of life skill scale consisted of ten dimensions. The dimensions included in Life Skill scale are self awareness, empathy, critical thinking, creative thinking, decision making, problem solving, effective communication, interpersonal relationship, coping with stress, coping with emotion. Totally the life skill scale contains 100 statements.

The investigator visited randomly selected higher secondary schools in Kanniyakumari district. The tool was administrated individually to 400 adolescents students . Proper instructions were given about the tool.

INSTRUCTION FOR SCORING

The scoring were done as follows, in the life skill scale, for positive items a score of 5 for always, 4 for frequently, 3 for sometimes, 2 for rarely, 1 for never and the score was reversed for the negative items.

ITEM ANALYSIS

Item analysis is an important step in constructions. Item can be analyzed qualitatively in terms of their content and quantitatively in terms of their statistical properties.

Quantitative analysis includes the consideration of content validity and the evaluation of item discrimination process. Both the validity and reliability of any test depends ultimately on the characteristics of items. High reliability and validity can be built into a test in advance through item analysis.

The method of item analysis used in the case of present investigation is the one developed by Mathew (1982) called the Mathew Item Analysis table. This table gives item criterion correlation (Phi-coefficient) and percentage of lists marking the keyed answers (P-value).

For carrying out the process of item analysis, the 400 scored response sheets were arranged in the desending order of scores. The top 70 scripts were taken as the upper tail and the bottom most 70 scripts were taken as the lower tail.

The final percentages needed for reaching item indices from the table are the following.

P_L: Percentage of individuals in the lower tail making keyed answers.

P_H : Percentage of individuals in the upper tail making keyed answers.

In the "Mathew Item analysis table" all indices for the same value of P_L have been grouped together in order to read the indices of n items, the P_L value of the section the P_H value of the item along the left margin was located and the corresponding Phi and P values were read. When the P_L value was larger than the P_H, P_L and P_H values are interchanged while reading the indices and then a negative sign was attached to phi-coefficient.

ITEM SELECTION

Items with highest correlation value and medium P values are selected. The special features of Phi is that since Phi value tend to be high for item having medium P value, item selection based on Phi value alone gives the desired result. Items with Phi values below the 1% level of significance are not usually consider for selection.

The final life skill scale consisted of 34 items. The least and highest Phi values of selected items Similarly, the least and highest P value of the selected items were selected respectively.

Table: 3.1 Details of selected items from the draft scale are given in the table below

SI.NO	PU	PL	Phi	P	Selected
1	38	25	0.14	32	Selected
2	35	34	0.01	35	R
3	23	15	0.1	19	R
4	38	41			R
5	30	17	0.15	24	R
6	38	25	0.14	32	Selected
7	31	37			R
8	36	23	0.14	30	Selected
9	25	19	0.07	22	R
10	37	19	0.2	28	R
11	24	25			R
12	38	17	0.24	28	Selected
13	32	30	0.02	31	R
14	39	35	0.04	37	R
15	33	15	0.21	24	Selected
16	33	12	0.25	23	Selected
17	38	34	0.04	36	R

18	24	14	0.13	19	R
19	42	30	0.13	36	R
20	22	17	0.06	20	R
21	28	15	0.16	22	R
22	27	17	0.12	22	R
23	37	18	0.21	28	Selected
24	32	19	0.15	26	Selected
25	44	28	0.17	36	Selected
26	42	29	0.14	36	Selected
27	33	18	0.17	26	Selected
28	41	28	0.14	35	Selected
29	28	34			R
30	32	23	0.1	28	R
31	29	13	0.2	21	R
32	26	13	0.16	20	R
33	32	20	0.14	26	Selected
34	25	16	0.11	21	R
35	24	10	0.19	17	R
36	33	18	0.17	26	Selected
37	38	22	0.18	30	Selected

38	28	39			R
39	31	30	0.01	31	R
40	35	24	0.12	30	R
41	35	30	0.05	33	R
42	37	42			R
43	33	22	0.12	28	Selected
44	41	23	0.19	32	Selected
45	24	13	0.14	19	R
46	27	30			R
47	42	39	0.03	41	R
48	36	21	0.17	29	Selected
49	37	15	0.25	26	Selected
50	24	13	0.14	19	R
51	29	36			R
52	34	36			R
53	31	20	0.13	26	R
54	34	32	0.02	33	R
55	26	13	0.16	20	R
56	32	18	0.16	25	Selected
57	45	18	0.29	32	Selected

58	27	18	0.11	23	R
59	37	35	0.02	36	R
60	41	33	0.08	37	R
61	34	26	0.09	30	R
62	49	41	0.08	45	R
63	42	22	0.21	32	Selected
64	35	21	0.16	28	Selected
65	32	17	0.17	25	Selected
66	30	44			R
67	37	25	0.13	31	R
68	38	32	0.06	35	R
69	29	12	0.21	21	R
70	29	13	0.2	21	R
71	34	21	0.15	28	Selected
72	33	31	0.02	32	R
73	36	16	0.23	26	Selected
74	35	36			R
75	38	21	0.19	30	Selected
76	24	9	0.2	17	R
77	30	34			R

78	27	24	0.03	26	R
79	44	28	0.17	36	Selected
80	31	33			R
81	35	28	0.08	32	R
82	41	19	0.24	30	Selected
83	35	22	0.14	29	Selected
84	44	21	0.25	33	Selected
85	35	14	0.24	25	Selected
86	35	24	0.12	30	R
87	39	25	0.15	32	R
88	32	25	0.15	26	R
89	39	28	0.12	34	R
90	30	28	0.02	29	R
91	39	27	0.13	33	R
92	48	26	0.23	37	Selected
93	38	32	0.06	35	R
94	30	31			R
95	31	22	0.1	27	R
96	32	33			R
97	36	34	0.02	35	R

98	31	23			R
99	37	25	0.13	31	R
100	36	32	0.04	34	R

Note: R denotes rejected items

Total no of items selected = 34

ESTABLISHING RELIABILITY AND VALIDITY OF THE SCALE

RELIABILITY

A test is reliable to the extent that it measures whatever it is measuring consistently. In tests that have a high coefficient of reliability, errors of measurement have been reduced to a minimum. Reliable tests are stable in whatever they measure and yield comparable scores on reported administration.

For calculating the split half reliability of the test, the scores obtained by a sample of 100 adolescents' students are used. The scores on odd items and even items were taken separately and correlations were calculated. The co-efficient of correlation is calculated for two halves of the test. The co-efficient of whole test is then estimated by using Spearman – Brown Prophency formula. The reliability co-efficient was found to be 0.69 hence the tool is reasonably reliable for measuring the life skill.

VALIDITY

The validity of a test means the degree to which the test actually measures which it purports to measure. The validity provides a direct check on how well the test fulfils its function. The empirical definition of validity refers to the extent of correlation. The theoretical measuring of validity refers to the purposiveness or truthfulness of test scores. The two types of validity established for this tool are face validity and content validity.

FACE VALIDITY

Face validity means that the given tool appears or seems to measures what it measures. The tool was submitted to a panel of experts and in their opinion it appeared to measure the relevant objectives of the tool. A close look on the items of the scale reveals that each and every items capable of measuring the life skill. This provides the face validity of the tool.

CONTENT VALIDITY

Content validity of the test was also established by verifying the comprehensiveness of coverage of the content of the tests using authentic literature, and opinion of experts. This ascertained that the tool has moderate content validity.

CAREER ASPIRATION

In the present study in order to find out the career aspiration of adolescent students an adopted validated career aspiration scale prepared by Vinoth Kumar and Perumal (2021) was used.

The data collected were scored systematically using scoring keys. In career aspiration scale a score of '5 'for Strongly agree , 4 for Agree, 3 for Neutral, 2 for Disagree, and 1 for Strongly disagree.

SCORING PROCEDURE

The collected response sheets were scored with the help of scoring key. The scoring was done as follows, in the career aspiration scale for positive items a score of '5 'for Strongly agree , 4 for Agree, 3 for Neutral, 2 for Disagree, and 1 for Strongly disagree.

RELIABILITY

For emotional maturity scale, the reliability was found by using split half method. Using Spearman – Brown Prophency formula the reliability of the whole test was found to be 0.75. It shows the test is highly reliable.

VALIDITY

The scale posses adequate face validity and content validity.

SECTION-B

PLAN AND PROCEDURE

This section deals with the following :

(a) Method used for the study

(b) Sample selected

(c) Tools used in the study

(d) Collection of data

(e) Scoring and tabulation of data

(f) Statistical techniques employed in the study

A detail description is as follows :

METHOD

A method is the way of approaching the problem. The success of any investigation depends upon the stability of the methods, tools and techniques used by the researcher to gather the data and the sample selected for the study. Some of the commonly used methods are historical method, normative survey method and experimental method.

In the present study, the investigator used the normative survey method.

NORMATIVE SURVEY METHOD

The normative survey method is essential for the collection of facts and information relevant to the problem under investigation from a large sample. The major purpose of survey method in research is to tell "what is? or to describe the problem or phenomenon. Normative surveys are studies serving as direct sources of valuable knowledge concerning human behaviour. It is called normative survey because it studies the situation or phenomenon under normal condition.

TOOLS USED FOR PRESENT STUDY

The data are necessary for carrying out research it must be collected to carrying out the research. It must be collected with special instrument or devices. The investigator used the following tools in the present study:

1. Life Skill Scale Validated by (Anisha & Rejee, 2025)

2. Career Aspiration Scale Validated by (Vinoth Kumar & Perumal, 2021)

3. Personal Information Schedule prepared by the investigator.

1. **LIFE SKILL SCALE**

Life skill scale was prepared and validated by the investigator with the help of guide. The scale consists of ten dimensions namely self awareness, empathy, critical thinking, creative thinking, decision making, problem solving, effective communication, interpersonal relationship, coping with stress, coping with emotion.

2. **Career Aspiration Scale**

Career aspiration scale was an adopted tool which was prepared and validated by Vinoth and Perumal 2021. The scale consisted of four dimensions namely self-confidence, preparation, realization and motivation.

.3. **PERSONAL INFORMATION SCHEDULE**

Personal information schedule is prepared by the investigator. It is used for collecting personal information regarding gender, locale, type of management, order of birth, nature of institution, type of stream, parental education.

4. **ADMINISTRATION OF THE TOOL**

For administration of the tools, the investigator visited twelve higher secondary schools of Kanniyakumari district. Before administrating the tools, the investigator explained the purpose of the study. The investigator administered both the tools to the adolescents students with personal information schedule. The investigator has visited twelve higher secondary school as to get the desired number of sample.

5. SCORING AND TABULATION OF DATA

The data collected were scored systematically using scoring keys. In the life skill scale for positive items a score of 5 for always, 4 for frequently, 3 for sometimes, 2 for rarely, 1 for never and the score was reversed for the negative items. In the career aspiration scale, for positive items a score 5 'for Strongly agree , 4 for Agree, 3 for Neutral, 2 for Disagree, and 1 for Strongly disagree.

SAMPLE FOR THE STUDY

In the present study the investigator has used simple random sampling technique for selecting the sample. The investigator randomly selected 12 higher secondary schools situated in Kanniyakumari District (List of schools given in the table: 3.2).

From each higher secondary schools of science and humanities stream were randomly selected by including both male and female students. Stratification was done on the basis of gender, local, type of management, order of birth, nature of institution, type of stream, parental education. The sample consisted of 400 adolescent students. The sample is described as below.

From each adolescent students of science and humanities stream were randomly selected by including both male and female students. Stratification was done on the basis of gender, local, type of management, order of birth, nature of institution, type of stream, parental occupation, monthly income of parents, educational qualification of parents

. The sample consisted of 400 adolescents students. The sample is described as below.

SI.No	Name of the Schools	Number of Students
1	Adline Matric Higher Secondary School Villukuri	25
2	St.Lawrence Higher Secondary School Villukuri	25
3	Government Higher Secondary School Kattathurai	25
4	Sree Devi Higher Secondary School Kollemcode	25
5	Government Higher Secondary School Kollemcode	40
6	A B C Matriculation Higher Secondary School Kollemcode	20
7	Amala Convent Higher Secondary School Villukuri	40
8	John Paul Matric Higher Secondary School Kulasekharam	10
9	Government Higher Secondary School Kulasekharam	25
10	S.M.R National CBSE School Kulasekharam	15

11	Yettacode Higher Secondary School	27
12	Aided Higher Secondary School Arumanai	31
13	N.V.K.S. Senior Secondary School Attoor	39
14	St.Ephrem's M.S.C.Higher Secondary School Sooriya Code	12
15	Bethlahem Matric School Karungal	15
16	St.Joseph's Higher Secondary School Thiruthuvapuram	11
17	Government Higher Secondary School Karungal	15

Table: 3.1 Gender wise distribution of the sample

Gender	No. of Adolescent Stude
Male	135
Female	265
Total	400

The above table reveals that the selected sample consisted of % of male and

%-of female adolescent students. This is shown in figure 3.1

Figure: 3.1 Gender wise distribution of the sample

Table: 3.2 Locale wise distribution of the sample

Locality of School	No. of Adolescent Students	Percentage
Rural	188	
Urban	212	
Total	400	100

The above table reveals that the selected sample consisted of %students from rural area and % from urban area. This is shown in figure 3.2.

Figure: 3.2 Locale wise distribution of the sample

Table: 3.3 Type of Stream wise distribution of the sample

Type of Stream	No.of Adolescent Students	Percentage
Arts	91	22.75
Science	309	77.25
Total	400	100

The above table reveals that the selected sample consisted of 22.27% of students from arts stream and 77.25 of them were students from science stream. This is shown in figure 3.3

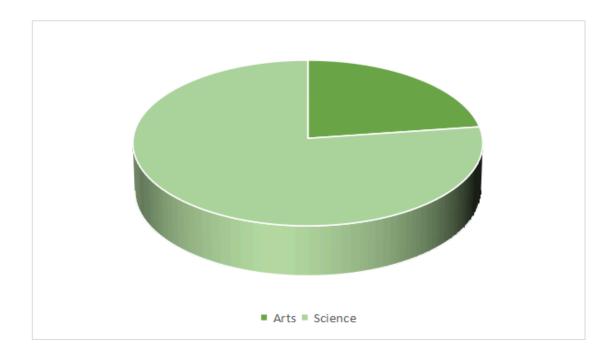**Figure: 3.3 Distribution of sample in terms of Type of Stream**

Arts Science

Table: 3.4 distribution of the sample in terms of Type of Institution

Type of Institution	No.of Adolescent Students	Percentage
Aided	164	41.00
Government	126	31.50
Self	110	27.50
Total	400	100

The above table reveals that the selected sample consisted of 41% of students from aided school, 31.50 % of students from government schools and 27 % of students from private school. This is shown in figure 3.4

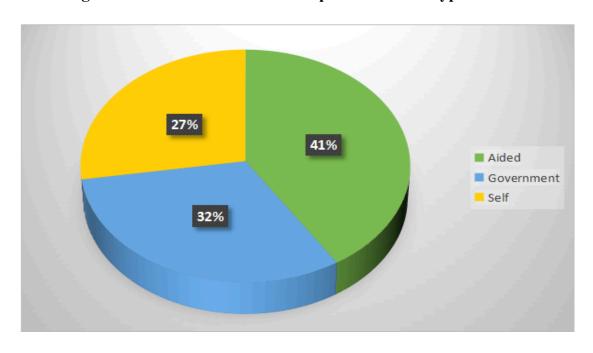**Figure: 3.4 distribution of the sample in terms of Type of Institution**

Table: 3.5 distribution of the sample in terms of Nature of Institution

Nature of Institution	No.of Adolescent Students	Percentage
Boys	32	8.00
Girls	65	16.25
Co-education	303	75.75
Total	400	100

The above table reveals that the selected sample consisted of 8% students from boys school, 16.25% students from girls school and 75.75% of students from co-education school. This is shown in figure 3.5

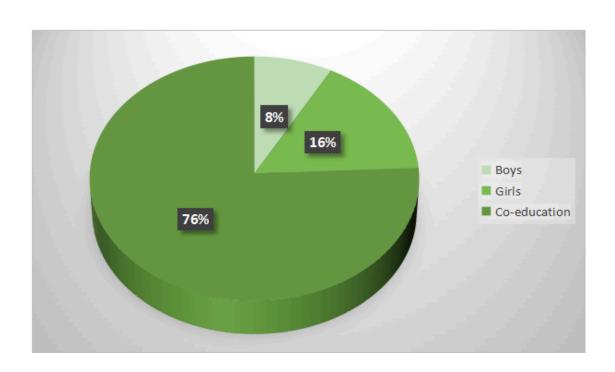**Figure: 3.5 Nature of Institution wise distribution of the sample**

Table: 3.6 distribution of the sample in terms of Birth Order

Birth Order	No.of Adolescent Students	Percentage
First born	216	54.00
Second born	161	40.25
Third born	23	5.75
Total	400	100

The above table reveals that the selected sample consisted of 54% of students in first order born, 40.25 of students born on second born and 5.75students born in third order. This is shown in figure 3.6
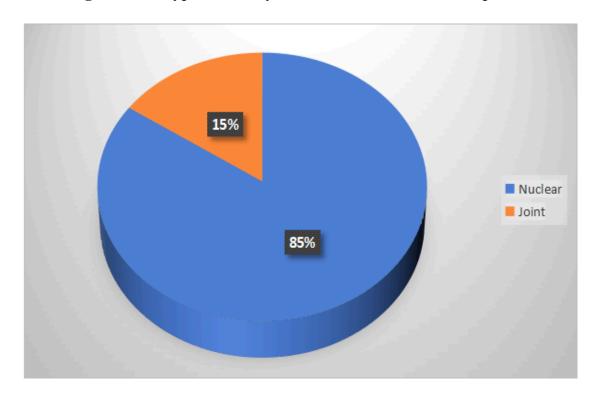
Figure: 3.6 distribution of the sample in terms of Birth Order

Table: 3.9 Type of Family wise distribution of the sample

Type of family	No.of Adolescent students
Nuclear	338
Joint	62
Total	400

The above table reveals that the selected sample consisted of 84.50% students from nuclear family and 15.50% of students from joint family. This is shown in figure 3.09.

Figure: 3.09 Type of Family wise distribution of the sample

STATISTICAL TECHNIQUES USED

Statistical techniques are very essential for any research. It will help the investigator to analyze and interpret the data. In the present investigation the following statistical techniques were used.

1. Arithmetic mean

2. Standard deviation

3. t test

4. ANOVA

5. Pearson's product moment correlation

1. Arithmetic mean

The investigator has used the following for calculating arithmetic mean

$$X = A + \frac{\Sigma fd}{N} Xc$$

Where,

X	=	Arithmetic mean
A	=	Assumed mean
f	=	Frequency of each class interval
d	=	Deviation of scores from the assumed mean
N	=	Total frequency
C	=	Class interval of the frequency distribution

2. Standard Derivation

Standard derivation is calculated using

$$\sigma = c\sqrt{\frac{\Sigma fd^2}{N} - \frac{(\Sigma fd)^2}{N}}$$

where,

σ	=	Standard deviation
c	=	Class interval
d	=	Deviation of scores from the assumed mean
f	=	Frequency of each class interval
N	=	Total frequency

3. t test

t test is used to find out the significance of difference between the means of two variables.

$$t = \frac{M_1 - M_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

where,

M_1	=	Mean of first group
M_2	=	Mean of second group
σ_1	=	Standard deviation of the first group
σ_2	=	Standard deviation of the second group
N_1	=	Size of first group

N_2 =   Size of second group

6. ANOVA

Analysis of variance has been used to find out the difference among the variables

F = Mean square variance between groups
    —————————————————————————————
    Mean square variance within groups

where,

V_b = Mean square variance between group

V_w = Mean square variance within group

7. Scheffe's procedure

This is a test of positive analysis. A significant F obtained as the result of ANOVA does not indicate which of the three groups differ among themselves. In such cases, the comparison of the difference between means for any two groups is done during Scheffe's procedure (Scheffe's 1957). Sheffe's test is one of the well – known multiple group comparison tests.

8. Pearson's product moment correlation

To find out the relationship between the variables the Pearson's product moment correlation has been used.

$$r = \frac{N\sum XY - (\sum X \sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

where,

N	=	Total number of paired scores
$\sum X$	=	Sum of X scores
$\sum Y$	=	Sum of Y scores
$\sum X^2$	=	Sum of squared X scores
$\sum Y^2$	=	Sum of squared Y scores
r	=	Pearson's product moment correlation

Delimitations of the study

The scope of the study is delimited in the following manner

(1) The sample size has been delimited to 400 higher secondary students only.

(2) The geographical area of the study is delimited to Kanniyakumari district.

ANALYSIS AND INTERPRETATION OF DATA

CHAPTER IV

Analysis and Interpretation of data is one of the important steps in the research process. It means studying the organized material in order to discover the internment facts. It is the application of deductive and inductive logic to examine critically the results obtained in the light of the previous studies.

Analysis of data means studying the tabulate in order to determine the inherent facts' meanings. It involves breaking down existing complex factors into simpler parts putting the parts together in new arrangements for the purpose of interpretation. Interpretation of data calls for the critical examination of the results of analysis in the light of all limitations of the data. Only through interpretation the research can expose the abstract principle that works beneath the findings.

The present study intended to analyze the Life Skill and Career Aspirations of Adolescent Students. 400 adolescent students from different schools in Kanniyakumari district were selected for the study. The data collected from the sample were analysed using appropriate statistical techniques like arithmetic mean, t test, ANOVA and Pearson's product moment of correlation. The details of the data are given in the following tables.

I. Comparison of Life Skill among Adolescent Students based on background variables.

a. Comparison of Life Skill based on Gender

Hypothesis 4.1

There exists significant difference in the Life Skill of adolesecent students based on gender.

Table: 4.1 Comparison of scores on Life Skill of Male and Female Adolescent Students

Comparison of Life Skill based on Gender

Gender	Mean	SD	N	t	p	Remark
Male	110.01	18.19	135	2.064	0.040	Sig. at 0.05 level
Female	105.87	20.41	265			

The calculated value (t-2.064; p<0.01) is significant at 0.01 level. Therefore, the male and female students differ significantly in their Life Skill. Hence the hypothesis there exists significant difference in the Life Skill of male and female students retained. The mean scores of two groups show that Life Skill among female adolescent students is higher than that of male students.

B. Comparison of Life Skill based on Locality of School

Hypothesis 4.2

There exists significant difference in the Life Skill of adolescents students based on locality of school.

Table: 4.2 Comparison of scores on Life Skill of Rural and Urban Adolescent Students

Locality of School	Mean	SD	N	t	*p*	*Remark*
Rural	104.01	22.31	187	3.062	*0.002*	*Sig. at 0.01 level*
Urban	110.12	16.76	213			

The calculated value (t-3.062; p<0.01) is significant at 0.01 level. Therefore, the students from rural and urban area differ significantly in their Life Skill. Hence the hypothesis there exists significant difference in the Life Skill of students from rural and urban area is retained. The mean scores of two groups show that Life Skill among adolescent students from urban is higher than that of students from rural area.

C. Comparison of Life Skill based on Type of Stream

Hypothesis 4.3

There exists significant difference in the Life Skill of students from arts and science stream.

Table: 4.3 Comparison of scores on Life Skill of students from arts and science stream.

Type of Stream	Mean	SD	N	t	p	Remark
Arts	99.87	20.06	91	4.040	0.000	*Sig. at 0.01 level*
Science	109.44	19.17	309			

The calculated value (t-4.040; p<0.01) is significant at 0.01 level. Therefore, the students from arts and science stream differ significantly in their Life Skill. Hence the hypothesis there exists significant difference in the Life Skill of students from Arts and Science stream is retained. The mean scores of two groups show that Life Skill among adolescent students from science stream is higher than that of arts stream.

D. Comparison of Life Skill based on Type of Institution

Hypothesis 4.4

There exists significant difference in the Life Skill of adolescent students based on type of institution

Table: 4.4 Comparison of scores on Life Skill based on type of institution

Type of Institution	Mean	SD	Source	Sum of squares	df	Mean square	F	p	Remark
Aided	104.57	18.57	Between Gp	8725.4	2	4362.69			
Government	114.12	16.75	Within Gp	147144.5	397	370.64	11.771	0.000	*Sig. at 0.01 level*
private	103.44	22.63	Total	155869.9	399				

The calculated value (F-11.771; p<0.01) is significant at 0.01 level. Therefore, the students from aided, government and private schools differ significantly in their Life Skill. Hence the hypothesis there exists significant differences in the Life Skill of Adolescent Students based on Type of Institution is retained.

The results do not help to identify exactly the pairs of groups which differ significantly, hence Scheffe multiple comparisons are used for further analysis.

Table 4.4 (a and b) Result of Scheffe Procedure

Type of Institution	N	Pair	P (Scheffe)	Remark
Aided (A)	164	A Vs B	0.000	*Sig. at 0.01 level*
Government (B)	126	B Vs C	0.000	*Sig. at 0.01 level*
Self (C)	110	A Vs C	0.893	*NS*

From Scheffe's procedure, significant differences exists between the pairs A vs B and B vs C. Where as no significant difference exists between the pairs A vs C.

G. Comparison of Life Skill based on Nature of Institution

Hypothesis 4.5

There exists significant difference in the Life Skill of adolescent students based on nature of institution.

Table: 4.5 Comparison of scores on Life Skill of students based on nature of institution

Nature of Institution	Mean	SD	Source	Sum of Square	df	Mean Square	F	p	Remark
Boys	88.63	17.32	Between Gp	12238.51	2	6119.26			
Girls	107.49	16.77	Within Gp	143631.40	397	361.79	16.914	0.000	Sig.at 0.01 level
Co-education	109.18	19.63	Total	155869.9	399				

The calculated value (F-16.914 ; p<0.01) is significant at 0.01 level. Therefore, the students from different nature of institution which differ significantly in their Life Skill. Hence the hypothesis there exists significant differences in the Life Skill of Adolescent Students based on Nature of Institution is retained.

The results do not help to identify exactly the pairs of groups which differ significantly, hence Scheffe multiple comparisons are used for further analysis.

Table 4.4 (a and b) Result of Scheffe Procedure

Nature of Institution	N	Pair	P (Scheffe)	Remark
Boys (A)	32	A Vs B	0.000	*Sig. at 0.01 level*
Girls (B)	65	B Vs C	0.810	*NS*
Co-education(C)	303	A Vs C	0.000	*Sig. at 0.01 level*

From Scheffe's procedure, significant difference exists between the pairs A vs B and A vs C. Whereas no significant difference exists between the pairs B vs C.

G. Comparison of Life Skill based on Order of birth

Hypothesis 4.6

There exists significant difference in the Life Skill of adolescent students based on order of birth.

Table: 4.6 Comparison of scores on Life Skill of adolescent student based on order of birth

Birth Order	Mean	SD	Source	Sum of Square	df	Mean Square	F	p	Remark
First born	108.28	20.84	Between Gp	636.08	2	318.04			
Second born	106.42	18.61	Within Gp	155233.83	397	391.02	0.813	0.444	NS
Third born	103.65	17.14	Total	155869.9	399				

The calculated value (F-0.813; p>0.01) is not significant. Hence the hypothesis there exists no significant difference in the Life Skill of Adolescent Students based on Order of birth is rejected. it may therefore observed that the students first, second and third birth order have more or less same level of life skill.

H .Comparison of Life Skill based on Mother's qualification

Hypothesis 4.7

There exists significant difference in the Life Skill of adolescent student based on mother's qualification.

Table: 4.7 Comparison of scores on Life Skill of students based on mother's qualification

Qualification of mother	Mean	SD	Source	Sum of Squares	df	Mean Square	F	p	Remark
Below SSLC	105.97	21.1	Between Gp	1784.11	3	594.70			
SSLC	105.37	16.1	Within Gp	154085.8	396	389.11	1.5 28	0.2 1	NS
HSC	107.64	22.4 7	Total	155869.9	399				
Degree and Above	110.78	19.0 7							

The calculated value (F-1.528; p>0.01) is not significant. Hence the there exists significant difference in the Life Skill of adolescent student based on mother's qualification is rejected. it may therefore observed that the mother's qualification have more or less level of life skill among students.

I . Comparison of Life Skill based on Father's qualification

Hypothesis 4.8

There exists significant difference in the Life Skill in adolescent students based on father's qualification

Table: 4.8 Comparison of scores on Life Skill of Below SSLC, SSLC, HSC, Degree and Above Adolescent Students

Qualification of father	Mean	SD	Source	Sum of Squares	df	Mean Square	F	p	Remark
Below SSLC	106.49	19.48	Between Gp	1034.79	3	344.93			
SSLC	106.46	21.09	Within Gp	154835.12	396	391.00	0.882	0.45	NS
HSC	106.85	18.96	Total	155869.9	399				
Degree and Above	110.8	19.09							

The calculated value (F-0.882; p>0.01) is not significant. Therefore, the below SSLC adolescent's father, SSLC adolescent's father, HSC adolescent's father and Degree and above adolescent's father which is differ significantly in the life skills of adolescent students. Hence the hypothesis there exists significant difference in the Life Skill of Adolescent Students based on Qualification of Father is rejected.

J . Comparison of Life Skill based on Occupation of Father

Hypothesis 4.9

There exists significant difference in the Life Skill of Unemployed, Government, Private Adolescent Students.

Table: 4.9 Comparison of scores on Life Skill of Unemployed, Government, Private Adolescent Students

Occupation of Father	Mean	SD	Source	Sum of Squares	df	Mean Square	F	p	Remark
Unemployed	106.14	19.06	Between Gp	382.31	2	191.16			
Government	108.06	18.87	Within Gp	155487.60	397	391.66	0.488	*0.614*	NS
Private	108.12	20.54	Total	155869.91	399				

The calculated value (F-0.488; p>0.01) is not significant. Therefore, the umemployed adolescent's father, government adolescent's father and private adolescent's father which is differ significantly in the life skills of adolescent students. Hence the hypothesis there exists significant difference in the Life Skill of Adolescent Students based on Occupation of Father is rejected.

L . Comparison of Life Skill based on Type of Family

Hypothesis 4.11

There exists significant difference in the Life Skill of students based on type of family

Table: 4.10 Comparison of scores on Life Skill of students based on type of family

Type of Family	Mean	SD	N	t	p	Remark
Nuclear	107.16	20.14	338			
Joint	107.82	17.70	62	0.264	*0.79*	*NS*

The calculated value (t-0.264;p>0.01) is not significant.. Hence the hypothesis there exists significant difference in the Life Skill of Adolescent Students based on type of family is rejected. It may be inferred that the students show more or less same level in their life skill based on type of family.

Comparison of Career Aspiration among Adolescent Students

on background variables.

a. Comparison of Career Aspiration based on Gender

Hypothesis 4.12

There exists significant difference in the Career Aspiration of students based on gender.

Table: 4.12 Comparison of scores on Career Aspiration of Students based on gender

Gender	Mean	SD	N	t	p	Remark
Male	112.72	19.68	135	0.349	0.727	
						NS
Female	113.42	17.43	265			

The calculated value (t-0.349, p>0.01) is not significant. Therefore, the male and female adolescent students do not differ significantly in their Career Aspiration. Hence the hypothesis there exists significant difference in the Career Aspiration of Adolescent Students based on Gender is rejected.

B. Comparison of Career Aspiration based on Locality of School

Hypothesis 4.13

There exists significant difference in the Career Aspirationof students based on the locality of school.

Table: 4.13 Comparison of scores on Career Aspiration of students based on locality of school

Locality of School	Mean	SD	N	t	p	Remark
Rural	111.91	18.20	188			
				1.317	*0.188*	*NS*
Urban	114.31	18.17	212			

The calculated value (t,1.317, p>0.01) is not significant. Therefore, the students from rural and urban area do not differ significantly in their Career aspiration. Hence the hypothesis there exists significant difference in the Career Aspiration of Adolescent Students based on Locality of School is rejected.therefore students have more or less same level of career aspiration.

C. Comparison of Career Aspiration based on Type of Stream

Hypothesis 4.14

There exists significant difference in the Career Aspiration of adolescent student based on type of stream.

Table: 4.14 Comparison of scores on Career Aspiration of students based on type of stream

Type of Stream	Mean	SD	N	t	p	Remark
Arts	110.19	15.56	91	1.988	0.047	*Sig. at 0.01 level*
Science	114.07	18.84	309			

The calculated value (t-1.988; p<0.01) is significant at 0.01 level. Therefore, the adolescent students from arts and science stream differ significantly in their Career Aspiration. Hence the hypothesis there exists significant difference in the Career Aspiration of students from Arts and Science stream is retained. The mean scores of two scores in career aspiration show that student of science stream is higher than the students of arts stream.

D. Comparison of Career Aspiration based on Type of Institution

Hypothesis 4.15

There exists significant difference in the Career Aspiration based on type of institution.

Table: 4.15 Comparison of scores on Career Aspiration of Aided, Government and Self Adolescent Students

Type of Institution	Mean	SD	Source	Sum of squares	df	Mean square	F	p	Remark
Aided	110.68	18.08	Betwe en Gp	6390.7	2	3195.36			
Government	119.07	17.09	Within Gp	125807.59	397	316.90	10.083	0.000	*Sig. at 0.01 level*
Self	110.17	18.17	Total	132198.31	399				

The calculated value (F-10.083; p<0.01) is significant at 0.01 level. Therefore, the students from aided, government and private schools differ significantly in their career aspiration. Hence the hypothesis there exists significant differences in the career aspiration of Adolescent Students based on Type of Institution is retained.

The results do not help to identify exactly the pairs of groups which differ significantly, hence Scheffe's multiple comparisons are used for further analysis.

Table 4.4 (a and b) Result of Scheffe's Procedure

Type of Institution	N	Pair	P (Scheffe)	Remark
Aided (A)	164	A Vs B	0.000	*Sig. at 0.01 level*
Government (B)	126	B Vs C	0.001	*Sig. at 0.01 level*
Self (C)	110	A Vs C	0.973	*NS*

From Scheffe's procedure, significant differences exists between the pairs A vs B and B vs C. Whereas no significant difference exists between the pairs A vs C.

G. Comparison of Career Aspiration based on Nature of Institution

Hypothesis 4.16

There exists significant difference in the Career Aspiration based on nature of institution.

Table: 4.16 Comparison of scores on Career Aspiration of Boys, Girls and Co-education Adolescent Students

Nature of Institution	Mean	SD	Source	Sum of Square	df	Mean Square	F	p	Remark
Boys	99.97	15.97	Between Gp	6198.9	2	3099.44			
Girls	115.58	12.64	Within Gp	125999.4	397	317.38	9.766	0.000	Sig.at 0.01 level
Co-education	114.07	18.9	Total	132198.3	399				

The calculated value (F-9.766 ; p<0.01) is significant at 0.01 level. Therefore, the students from boys, girls and co-education schools differ significantly in their career aspiration. Hence the hypothesis there exists significant differences in the Career Aspiration of Adolescent Students based on Nature of Institution is retained.

The results do not help to identify exactly the pairs of groups which differ significantly, hence Scheffe multiple comparisons are used for further analysis.

Table 4.4 (a and b) Result of Scheffe Procedure

Nature of Institution	N	Pair	P (Scheffe)	Remark
Boys (A)	32	A Vs B	0.000	*Sig. at 0.01 level*
Girls (B)	65	B Vs C	0.825	*NS*
Co-education(C)	303	A Vs C	0.000	*Sig. at 0.01 level*

From Scheffe's procedure, significant differences exists between the pairs A vs B and A vs C. Whereas no significant difference exists between the pairs B vs C.

G. Comparison of Career Aspiration based on Order of birth

Hypothesis 4.17

There exists significant difference in the Career Aspiration based on birth order.

Table: 4.17 Comparison of scores on Career Aspiration of First born, Second born and Third born Adolescent Students

Birth Order	Mean	SD	Source	Sum of Square	df	Mean Square	F	p	Remark
First born	113.35	19.07	Between Gp	269.1	2	134.5268			
Second born	113.44	17.26	Within Gp	131929.26	397	332.32	0.405	0.667	NS
Third born	109.87	16.7	Total	132198.31	399				

The calculated value (F-0.405: p>0.01) is not significant. Therefore, the adolescents student not differ significantly in their career aspiration based on the order of birth. Hence the hypothesis there exists significant difference in the Career Aspiration of Adolescent Students based on Birth Order is rejected.

L . Comparison of Career Aspiration based on Type of Family

Hypothesis 4.22

There exists significant difference in the Career Aspiration based on type of family.

Table:4.22 Comparison of scores on Career Aspiration of Nuclear and Joint Adolescent Students

Type of Family	Mean	SD	N	t	p	Remark
Nuclear	113.29	18.66	338			
				0.310	*0.76*	*NS*
Joint	112.60	15.59	62			

The calculated value (t-0.310; p>0.01) is not significant. Therefore, the students not differ significantly in their career aspiration based on type of family. Hence the hypothesis there exists significant difference in the Career Aspiration of Adolescent Students based on Type of Family is rejected.

III.Correlation Analysis

Correlation between Life Skill and Career Aspiration of Adolescent Students

Hypothesis 4.23

There exists significant correlation in the Life Skill and Career Aspiration ofAdolescent Students based on the whole sample and subsample.

Table: 4.23 Pearson correlation between Life Skill and Career Aspiration of Adolescent Students based on total sample and subsample

Background Characteristics		Pearson Correlation	p	Remark
Total		0.461	0.000	*Sig.at 0.01 level*
Gender	Male	0.347	0.000	*Sig.at 0.01 level*
	Female	0.524	0.000	*Sig.at 0.01 level*
Locality of School	Rural	0.616	0.000	*Sig.at 0.01 level*
	Urban	0.285	0.000	*Sig.at 0.01 level*
Type of Stream	Arts	0.690	0.000	*Sig.at 0.01 level*
	Science	0.397	0.000	*Sig.at 0.01 level*
Type of Institution	Aided	0.481	0.000	*Sig.at 0.01 level*
	Government	0.36	0.000	*Sig.at 0.01 level*
	Self	0.434	0.000	*Sig.at 0.01 level*
Nature of Institution	Boys	0.483	0.005	*Sig.at 0.01 level*
	Girls	0.357	0.004	*Sig.at 0.01 level*
	Co-education	0.435	0.000	*Sig.at 0.01 level*
Birth Order	First born	0.436	0.000	*Sig.at 0.01 level*
	Second born	0.483	0.000	*Sig.at 0.01 level*
	Third born	0.603	0.002	*Sig.at 0.01 level*
Type of Family	Nuclear	0.461	0.000	*Sig.at 0.01 level*
	Joint	0.459	0.000	*Sig.at 0.01 level*

The correlation between Life Skill and Career Aspiration of adolescents is 0.461 which is significant at 0.01 level and verbally interpreted as positive and marked or substantial relationship between the two variables. Therefore, the hypothesis is retained.

1. The correlation between Life Skill and Career Aspiration of male adolescents is 0.347 which is significant at 0.01 level and verbally interpreted as positive and marked or substantial relationship between the two variables. Therefore, the hypothesis is retained.

2. The correlation between Life Skill and Career Aspiration of female adolescents is 0.524 which is significant at 0.01 level and verbally interpreted as positive and marked or substantial relationship between the two variables. Therefore, the hypothesis is retained.

3. The correlation between Life Skill and Career Aspiration ofstudents from rural area is 0.616 which is significant at 0.01 level and verbally interpreted as positive and marked or substantial relationship between the two variables. Therefore, the hypothesis is retained.

4. The correlation between Life Skill and Career Aspiration of students from urban area adolescents is 0.285 which is significant at 0.01 level and verbally interpreted as positive and marked or low substantial relationship between the two variables. Therefore, the hypothesis is retained.

5. The correlation between Life Skill and Career Aspiration of students from arts stream is 0.690 which is significant at 0.01 level and verbally interpreted as positive and marked or substantial relationship between the two variables. Therefore, the hypothesis is retained.

6. The correlation between Life Skill and Career Aspiration of students from science stream is 0.397 which is significant at 0.01 level and verbally interpreted as positive and marked or substantial relationship between the two variables. Therefore, the hypothesis is retained.

7. The correlation between Life Skill and Career Aspiration of students from aided school is 0.481 which is significant at 0.01 level and verbally interpreted as positive and marked or substantial relationship between the two variables. Therefore, the hypothesis is retained.

8. The correlation between Life Skill and Career Aspiration of students from government school is 0.36 which is significant at 0.01 level and verbally interpreted as positive and marked or substantial relationship between the two variables. Therefore, the hypothesis is retained.

9. The correlation between Life Skill and Career Aspiration of students from private school is 0.434 which is significant at 0.01 level and verbally interpreted as positive and marked or substantial relationship between the two variables. Therefore, the hypothesis is retained.

10. The correlation between Life Skill and Career Aspiration of students from boy's school   is 0.483 which is significant at 0.01 level and verbally

interpreted as positive and marked or substantial relationship between the two variables. Therefore, the hypothesis is retained.

11. The correlation between Life Skill and Career Aspiration of students from girl's school is 0.357 which is significant at 0.01 level and verbally interpreted as positive and marked or substantial relationship between the two variables. Therefore, the hypothesis is retained.

12. The correlation between Life Skill and Career Aspiration of students from co-education school is 0.435 which is significant at 0.01 level and verbally interpreted as positive and marked or substantial relationship between the two variables. Therefore, the hypothesis is retained.

13. The correlation between Life Skill and Career Aspiration of nuclear adolescents is 0.461 which is significant at 0.01 level and verbally interpreted as positive and marked or substantial relationship between the two variables. Therefore, the hypothesis is retained.

14. The correlation between Life Skill and Career Aspiration of joint adolescents is 0.459 which is significant at 0.01 level and verbally interpreted as positive and marked or substantial relationship between the two variables. Therefore, the hypothesis is retained.

FINDINGS, CONCLUSIONS AND SUGGESTIONS

➢ The study in retrospect

➢ Objectives of the study

➢ Hypothesis framed

➢ Methodology in brief

➢ Findings of the present study

➢ Conclusions

➢ Suggestions for future research

INTRODUCTION

This chapter is meant for presenting a brief summary of the findings, conclusions and suggestions derived from the study. The study was intended to know the Life Skill and Career Aspiration of Adolescent Students. The conclusions arrived at are given in this chapter followed by the recommendation based on the study and the suggestion for further research.

STUDY IN RETROSPECT

The study is entitled "Life Skill and Career Aspiration of Adolescent Students". This chapter attempts to summarize all the findings and conclusions drawn from the present investigation. The educational implication of the study and suggestions for further research are also given.

OBJECTIVES OF THE STUDY

To construct and validate a scale on Life Skill.

1. To find out the level of Life Skill among adolescent students.

2. To find out the level of Career Aspiration of adolescent students.

3. To find out whether there is any significant difference in Life Skill of adolescent students with regard to background variables : Gender, Local, Type of Management, Order of Birth, Nature of Institution, Type of Stream, and type of family.

4. To find out whether there is any significant difference in Career Aspiration of adolescent students with regard to background

variables : Gender, Local, Type of Stream, Nature of Institution, Birth Order, Type of Management, , and Type of Family.

5. To find out whether there is any significant relationship between Life Skill and Career Aspiration for total sample and subsample.

Hypotheses of the study

The following are the major hypothesis formed for the present study

1. There exists a significant difference in Life skills of adolescent students with regard to background variables : Gender, Locale, Type of Management, Nature of Institution, Order of Birth, Type of Stream, and type of family.

2. There exists a significant difference in Career Aspiration of adolescent students with regard to background variables : Gender, Locale, Type of Management, Nature of Institution, Order of Birth, Type of Stream, and type of family

3. There exists significant relationship between Life Skill and Career Aspiration for total sample and subsample.

METHODOLOGY IN BRIEF

a. **Method used:**

   Normative Survey method was used for this study

b. **Statistical techniques :**

Stratified random sampling technique was used

c. Population:

The population of the present study consists of Adolescent students studying in higher secondary schools in Tamil Nadu.

d. Sample:

The study will be conducted on a sample of 400 Adolescent students studying in higher secondary schools of Kanniyakumari District.

e. Tools to be used:

The tools to be used for the study were Life Skill scale and Career Aspiration scale

f. Statistical techniques used:

In the present study the following statistical techniques were used

Arithmetic Mean

Standard Deviation

t - Test

ANOVA

Pearson Product Moment Correlation

MAJOR FINDINGS

Following are the major findings of the present investigation.

1. Significant difference exists in the life skill of male and female adolescent students. The mean scores of two groups show that Life Skill among female adolescent students is higher than that of male adolescent students.

2. Significant difference exists in the life skill of adolescent students from rural and urban area. The mean scores of two groups show that Life Skill among adolescent students from urban area is higher than that of adolescent students from rural area.

3. Significant difference exists in the Life Skill of students from Arts and Science stream . The mean scores of two groups show that Life Skill among adolescent students from science stream is higher than that of arts stream.

4. significant difference exists in the Life Skill of students from aided, government and private schools . The mean scores of two groups show that Life Skill among adolescent students from science stream is higher than that of arts stream.

5. significant difference in is found in the Life Skill of students from the aided, government and private schools.From the Scheffe's procedure significant differences is found between the pairs A vs B and B vs C. Where as no significant difference exists between the pairs A vs C.

6. significant difference is found in the Life Skill of students from the boy's, girls's and co-education schools. From Scheffe's procedure significant

difference exists between the pairs A vs B and A vs C. Whereas no significant difference exists between the pairs B vs C.

7. significant difference does not exists in the Life Skill of Adolescent Students based on first, second and third order of birth.

8. significant difference does not exists in the Life Skill of Adolescent Students form nuclear and joint family.

9. significant difference does not found in the career aspiration of male and female Adolescent.

10. significant difference does not found in the career aspiration of students from rural and urban area.

11. significant difference found in the Career Aspiration of students from Arts and Science stream. The mean scores of two scores in career aspiration show that student of science stream is higher than the students of arts stream.

12. significant differences exists in the career aspiration of Adolescent Students the aided, government and private schools.From the Scheffe's procedure significant differences is found between the pairs A vs B and B vs C. Where as no significant difference exists between the pairs A vs C.

13. significant difference found in the Career Aspiration of Adolescent Students from boy's, girls's and co-education schools. From Scheffe's procedure significant difference exists between the pairs A vs B and A vs C. Whereas no significant difference exists between the pairs B vs C.

14. significant difference does not exists in the Career Aspiration of Students based on first, second and third order of birth.

15. significant difference idoes not exists in the Career Aspiration of Adolescent Students from nuclear and joint family.

16. There is a positive and marked or substantial correlation between life skill and career aspiration.

17. There is a positive and marked or substantial correlation between life skill and career aspiration of male students .

18. There is a positive and marked or substantial correlation between life skill and career aspiration of female students.

19 There is a positive and marked or substantial correlation between life skill and career aspiration of students from rural area.

20. There is a low positive and marked or substantial correlation between life skill and career aspiration of students from urban area.

21. There is a positive and marked or substantial correlation between life skill and career aspiration of students from arts stream.

22. There is a positive and marked or substantial correlation between life skill and career aspiration of students from Science stream.

23. There is a positive and marked or substantial correlation between life skill and career aspiration of students from aided schools

24. There is a positive and marked or substantial correlation between life skill and career aspiration of students from government schools.

25. There is a positive and marked or substantial correlation between life skill and career aspiration of students from private schools.

26. There is a positive and marked or substantial correlation between life skill and career aspiration of students from Boy's schools.

27. There is a positive and marked or substantial correlation between life skill and career aspiration of students from Girl's schools.

28. There is a positive and marked or substantial correlation between life skill and career aspiration of students from co-education schools.

29. There is a positive and marked or substantial correlation between life skill and career aspiration of students from nuclear family.

30. There is a positive and marked or substantial correlation between life skill and career aspiration of students from joint family.

Conclusion

The present study was conducted to find out the relationship between life skill and career aspiration of adolescent students.The findings revealed that adolescent students

have moderate level of life skill and career aspiration. The study revealed that gender, locality of school, type of stream, type of management and nature of school have impact on thelife skill of the adolescent students. Also the study revealed that order of birth and type of family have no impact on the life skill of the adolescent students.

The study revealed that, gender, locality of school, type of stream, type of management and nature of school have impact on the career aspiration of adolescents students.   Also the study revealed that order of birth and type of

family have no impact on thecareer aspiration of students. The study revealed that there is positive correlation between life skill and career aspiration of adolescent students. i.e., as life skill increases the career aspiration also increases and vice versa.

From the study it is revealed that there is positive and substantial correlation between life skill and career aspiration of adolescent students with respect to gender, locality, type of stream, type of management, nature of school, birth order and type of family.

Moreover, the study underscores the importance of integrating life skills education into school curricula to support students in making informed career choices. It also calls attention to the influence of family, peers, educators, and socio-economic background in guiding adolescents' aspirations. Empowering students through targeted interventions and support systems can significantly contribute to their holistic development and career readiness. fostering life skills in adolescence is not merely an educational objective but a developmental necessity that has a lasting impact on young individuals' personal and professional trajectories. Continued research and policy focus in this area can help create more supportive environments that nurture both the dreams and the capabilities of the next generation.

EDUCATIONAL IMPLICATIONS

Based on the findings and conclusions derived from this study on *Life Skills and Career Aspirations of Adolescent Students*, the following recommendations

are proposed to stakeholders in the education system, including policy makers, educators, counselors, parents, and community organizations:

□ **Integration of Life Skills Education in School Curriculum**

It is strongly recommended that life skills education be systematically integrated into the regular school curriculum across all grade levels, particularly in middle and high schools. Modules should focus on self-awareness, decision-making, critical thinking, communication, emotional intelligence, and coping with stress—skills that are vital for navigating both academic and career-related challenges.

□ **Establishment of Comprehensive Career Guidance Programs**

Schools should establish structured and age-appropriate career guidance and counseling programs. These programs must help students explore various career options, understand the alignment between their skills and interests, and plan accordingly. Collaboration with industry professionals and alumni through seminars, workshops, and mentorship can enrich these programs.

□ **Teacher Training and Capacity Building**

Educators should receive regular training in facilitating life skills education and career counseling. Teachers must be equipped with both the pedagogical tools and emotional intelligence to guide students through personal development and career exploration in a supportive and non-judgmental environment.

Parent Involvement and Awareness

Parents play a pivotal role in shaping adolescents' life skills and career aspirations. Therefore, schools should conduct regular workshops and communication campaigns to raise parental awareness about the importance of life skills development and to dispel myths around traditional career paths. Parents must be encouraged to support their children's unique aspirations and personal growth.

Development of Assessment Tools

There is a need to develop and implement reliable assessment tools to measure students' proficiency in life skills and the evolution of their career aspirations. These tools should be periodically administered to track growth, identify areas of concern, and provide timely interventions.

Culturally and Contextually Relevant Programs

Programs addressing life skills and career planning must be tailored to suit the cultural, social, and economic backgrounds of students. Consideration of local labor market demands, gender sensitivities, and societal expectations is crucial to ensure relevance and effectiveness.

Promotion of Experiential Learning Opportunities

Hands-on experiences such as internships, community service, part-time jobs, and entrepreneurial projects should be promoted among adolescents to help

them apply life skills in real-world settings. Such exposure not only enhances personal development but also clarifies career aspirations.

☐ **Inclusion of Mental Health Support Services**

Given the link between emotional well-being, life skills, and career aspirations, it is essential to provide access to mental health support services in schools. School psychologists or trained counselors should be available to address stress, anxiety, and identity issues that may influence students' aspirations and self-concept.

☐ **Further Research and Longitudinal Studies**

There is a need for ongoing research to monitor changes in adolescent life skills and career aspirations over time. Longitudinal studies can provide deeper insights into the long-term impact of life skills training and career interventions on students' educational and occupational outcomes.

SUGGESTION FOR FURTHER RESEARCH

Research in any field is a continuous process and no research in itself is considered complete. Every research is based upon previous studies and lays down the foundation for a new study. Hence some suggestions are being made for further research.

1. The present study is confined only to adolescent students. Similar study can be conducted to college students.

2. The study could be further carried out for schools affiliated to C.B.S.E and ICSE.

3. Study can be carried out on Correlation Between Life Skills Proficiency and Career Readiness in High School Students.

4. Study on the Relationship Between Academic Performance and Career Ambitions in Adolescents.

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APPENDICES

APPENDICES

Appendix 1: Life Skill Scale– General Datasheet

Appendix 1a: Career Aspiration Scale–

Preliminary Draft

N.V.K.S.D. COLLEGE OF EDUCATION, (AUTONOMOUS),ATTOOR

RE-ACCREDITED BY NAAC WITH 'A++' GRADE

(Affiliated to Tamil Nadu Teacher Education University)

KANNIYAKUMARI DISTRICT

LIFE SKILL SCALE

Prepared by Anisha Kumari A.K & Dr. Rejee M.K Nair

2023-2025

Instruction

The below mentioned statements are to self-evaluate life skills. Those are all based on the view of a person towards life. Feel free to mark your response in the appropriate boxes using (✔) mark. There is no discrimination of right or wrong answers. The aim of this questionnaire is only for research purposes

General Data Sheet

Name of the Student	-
Name of the Institution	-
Gender	- Male/Female
Locality of School	- Rural/Urban
Type of Stream	- Arts/Science
Type of Institution	- Aided/Government/Self
Nature of Institution	- Boys/Girls/Co-education
Birth Order	- First born/Second born/ Third born
Parental Qualification	
Qualification of Mother	- Below SSLC/SSLC/HSC/Degree & Above
Qualification of Father	- Below SSLC/SSLC/HSC/Degree & Above
Parental Occupation	
Occupation of Father	- Unemployed/Government/Private
Occupation of Mother	- Unemployed/Government/Private
Type of Family	- Nuclear/Joint

LIFE SKILL SCALE

Instruction

       The below mentioned statements are to self-evaluate life skills. Those are all based on the view of a person towards life. Feel free to mark your response in the appropriate boxes using (✔) mark. There is no discrimination of right or wrong answers. The aim of this questionnaire is only for research purposes

Note: Tick your answers in the correct box (✔)

       a) Always b) Frequently c) Sometimes d) Rarely e) Never

S. no	Statement	Always	Freq-uently	Some times	Rarely	Never
1	I take pressure in learning new things புதிய விஷயங்களைக் கற்றுக்கொள்வதில் நான் அழுத்தம் கொடுக்கிறேன்					
2	I avoid making quick decisions நான் விரைவான முடிவுகளை எடுப்பதை தவிர்க்கிறேன்					
3	I am able to explain my mental state என் மன நிலையை என்னால் விளக்க முடிகிறது					
4	I approach challenging circumstances with confidence சவாலான சூழ்நிலைகளை நான் நம்பிக்கையுடன் அணுகுகிறேன்					
5	When I am given a task to complete for a worthy cause, I do not sit back and wait for others to cooperate ஒரு தகுதியான காரணத்திற்காக ஒரு பணியை முடிக்க எனக்கு கொடுக்கப்பட்டால், மற்றவர்கள் ஒத்துழைக்க நான் காத்திருக்க மாட்டேன்					
6	I honor my commitments and promises எனது உறுதிமொழிகளையும் வாக்குறுதி-களையும் நான் மதிக்கிறேன்					
7	I set goals after applying my knowledge, experience and logic எனது அறிவு, அனுபவம் மற்றும் தர்க்கத்தைப் பயன்படுத்திய பிறகு நான் இலக்குகளை நிர்ணயித்தேன்					
8	After resolving any issue, I have to evaluate the outcome					

	எந்தவொரு சிக்கலையும் தீர்த்த பிறகு, முடிவை நான் மதிப்பீடு செய்ய வேண்டும்						
9	I come up with creative answers to challenging issues சவாலான பிரச்சினைகளுக்கு நான் ஆக்கப்பூர்வமான பதில்களைக் கொண்டு வருகிறேன்						
10	I try to approach daily tasks in a different way அன்றாட பணிகளை வித்தியாசமான முறையில் அணுக முயற்சிக்கிறேன்						
11	In situations where two options that conflict, I determine which is the right one இரண்டு விருப்பங்கள் முரண்படும் சூழ்நிலைகளில், எது சரியானது என்பதை நான் தீர்மானிக்கிறேன்						
12	My choices, even when under pressure are also the right ones என் தேர்வுகள், அழுத்தத்தின் கீழ் இருந்தாலும் சரியே						
13	I feel completely in control of the language I use when speaking with other people மற்றவர்களுடன் பேசும் போது நான் பயன்படுத்தும் மொழியின் கட்டுப்பாட்டை முழுமையாக உணர்கிறேன்						
14	I put aside my private problems when I am working with others நான் மற்றவர்களுடன் பணிபுரியும் போது எனது தனிப்பட்ட பிரச்சனைகளை ஒதுக்கி வைக்கிறேன்						
15	I view my criticism as a chance to get better எனது விமர்சனத்தை நான் சிறந்து விளங்குவதற்கான வாய்ப்பாகவே பார்க்கிறேன்						
16	I consider the decision's impact before making it முடிவை எடுப்பதற்கு முன் அதன் தாக்கத்தை நான் கருதுகிறேன்						
17	I consider other people's thoughts and recommendations, but I evaluate them first before accepting them மற்றவர்களின் எண்ணங்களையும் பரிந்து-ரைகளையும் நான் கருதுகிறேன், ஆனால் அவற்றை ஏற்றுக்கொள்வதற்கு முன் அவற்றை முதலில் மதிப்பீடு செய்கிறேன்						
18	When I make decisions by taking into account both my strengths and weaknesses						

	எனது பலம் மற்றும் பலவீனம் இரண்டையும் கருத்தில் கொண்டு நான் முடிவுகளை எடுக்கும்போது						
19	I am able to recognize my strengths எனது பலத்தை என்னால் அடையாளம் காண முடிகிறது						
20	I avoid giving unnecessary criticism to other people மற்றவர்களுக்கு தேவையில்லாத விமர்சனம் செய்வதை தவிர்க்கிறேன்						
21	When the issue arise, I discuss it with strength and do not worry too much பிரச்சினை எழும்போது, நான் அதை வலிமையுடன் விவாதிக்கிறேன், அதிகம் கவலைப்பட வேண்டாம்						
22	While analyzing information, I try to understand different interpretations of it தகவலை பகுப்பாய்வு செய்யும் போது, அதன் வெவ்வேறு விளக்கங்களைப் புரிந்துகொள்ள முயற்சிக்கிறேன்						
23	When preparing to make a decision, I keep my mind open to challenging concepts முடிவெடுக்கத் தயாராகும் போது, சவாலான கருத்துக்களுக்கு என் மனதைத் திறந்து வைத்திருக்கிறேன்						
24	I believe my opinions differ from other people எனது கருத்துக்கள் மற்றவர்களின் கருத்துக்களிலிருந்து வேறுபடும் என்று நான் நம்புகிறேன்						
25	When faced with a problem, I try to consider its long-term solution ஒரு பிரச்சனையை எதிர்கொள்ளும்போது, அதன் நீண்ட கால தீர்வைக் கருத்தில் கொள்ள முயற்சிக்கிறேன்						
26	When someone asks me a question, I respond directly யாராவது என்னிடம் கேள்வி கேட்டால், நான் நேரடியாக பதிலளிக்கிறேன்						
27	I stayed away from people நான் மக்களிடமிருந்து விலகி இருந்தேன்						
28	In emotional situations, I can not react உணர்ச்சிகரமான சூழ்நிலைகளில், என்னால் எதிர்வினையாற்ற முடியாது						
29	I try to understand the emotions of others மற்றவர்களின் உணர்வுகளைப்						

	புரிந்துகொள்ள முயற்சிக்கிறேன்					
30	My approach to problem solving involves comparing various ideas சிக்கலைத் தீர்ப்பதற்கான எனது அணுகுமுறை பல்வேறு யோசனைகளை ஒப்பிடுவதை உள்ளடக்கியது					
31	I support my opinions with reasoned arguments நியாயமான வாதங்களுடன் எனது கருத்துக்களை ஆதரிக்கிறேன்					
32	I also make an effort to be creative in my daily work எனது அன்றாட வேலைகளில் ஆக்கப்பூர்வமாக இருக்க முயற்சி செய்கிறேன்					
33	I find solutions to the issues I face when I have enough time and resources எனக்கு போதுமான நேரமும் வளமும் இருக்கும்போது நான் எதிர்கொள்ளும் பிரச்சினைகளுக்கு நான் தீர்வு காண்கிறேன்					
34	I have trouble looking people in the eye when I am speaking நான் பேசும் போது மக்களின் கண்களைப் பார்ப்பதில் சிக்கல் உள்ளது					
35	No matter their background, culture, or status, I treat all of my friends and other people equally அவர்களின் பின்னணி, கலாச்சாரம் அல்லது அந்தஸ்து எதுவாக இருந்தாலும், நான் எனது நண்பர்கள் மற்றும் பிற அனைவரையும் சமமாக நடத்துகிறேன்					
36	I put aside my private problems when I am working with others நான் மற்றவர்களுடன் பணிபுரியும் போது எனது தனிப்பட்ட பிரச்சனைகளை ஒதுக்கி வைக்கிறேன்					

37	I view my criticism as a chance to get better எனது விமர்சனத்தை நான் சிறந்து விளங்குவதற்கான வாய்ப்பாகவே பார்க்கிறேன்					
38	I get upset easily when I have problems எனக்கு பிரச்சனைகள் வரும்போது எளிதில் வருத்தப்படுவேன்					
39	When my needs are not met, I become angry என் தேவைகள் நிறைவேறாத போது எனக்கு கோபம் வருகிறது					
40	I converse with myself to get rid of fears, sadness and depression பயம், சோகம், மனச்சோர்வு ஆகியவற்றிலிருந்து விடுபட நான் என்னுடன் உரையாடுகிறேன்					
41	I talk myself out of sadness, fear, and depression நான் சோகம், பயம் மற்றும் மனச்சோர்வு ஆகியவற்றிலிருந்து என்னைப் பேசுகிறேன்					
42	I also make an effort to consider other people's perspectives மற்றவர்களின் பார்வைகளையும் கருத்தில் கொள்ள முயற்சி செய்கிறேன்					
43	I consider the decision's impact before making it முடிவை எடுப்பதற்கு முன் அதன் தாக்கத்தை நான் கருதுகிறேன்					
44	I consider other people's thoughts and recommendations, but I evaluate them first before accepting them மற்றவர்களின் எண்ணங்களையும் பரிந்துரைகளையும் நான் கருதுகிறேன், ஆனால் அவற்றை ஏற்றுக்கொள்வதற்கு முன் அவற்றை முதலில் மதிப்பீடு செய்கிறேன்					
45	I believe that my problems can be solved in more than one way எனது பிரச்சனைகள் ஒன்றுக்கு மேற்பட்ட வழிகளில் தீர்க்கப்படும் என்று நான் நம்புகிறேன்					
46	I struggle to come up with original and practical answers to my issues எனது பிரச்சினைகளுக்கு அசல் மற்றும் நடைமுறை பதில்களைக் கொண்டு வர நான் போராடுகிறேன்					
47	Without the support of my parents, I can not					

	make my own decisions என் பெற்றோரின் ஆதரவு இல்லாமல், என் சொந்த முடிவுகளை எடுக்க முடியாது					
48	When I make decisions by taking into account both my strengths and weaknesses எனது பலம் மற்றும் பலவீனம் இரண்டையும் கருத்தில் கொண்டு நான் முடிவுகளை எடுக்கும்போது					
49	I am able to recognize my strengths எனது பலத்தை என்னால் அடையாளம் காண முடிகிறது					
50	I am aware of the physical changes occurring in my body என் உடலில் ஏற்படும் உடல் மாற்றங்களை நான் அறிவேன்					
51	I believe that if I ignore my problems, they will go away என்னுடைய பிரச்சனைகளை நான் அலட்சியப்படுத்தினால், அவை போய்விடும் என்று நான் நம்புகிறேன்					
52	I quit in various circumstances பல்வேறு சூழ்நிலைகளில் நான் விலகினேன்					
53	I apologize, thank you, and so on in conversations when necessary நான் மன்னிப்பு, நன்றி, மற்றும் தேவைப்படும் போது உரையாடல்களில்					
54	I have trouble communicating my emotions to other people எனது உணர்வுகளை மற்றவர்களிடம் தெரிவிப்பதில் சிக்கல் உள்ளது					
55	I gladly share things like food, stationery, etc. உணவு, எழுதுபொருட்கள் போன்றவற்றை மகிழ்ச்சியுடன் பகிர்ந்து கொள்கிறேன்.					
56	I avoid giving unnecessary criticism to other people மற்றவர்களுக்கு தேவையில்லாத விமர்சனம் செய்வதை தவிர்க்கிறேன்					
57	When the issue arise, I discuss it with strength and do not worry too much பிரச்சினை எழும்போது, நான் அதை வலிமையுடன் விவாதிக்கிறேன், அதிகம்					

	கவலைப்பட வேண்டாம்					
58	I engage in unnecessary activities to distract myself from the real world நிஜ உலகத்திலிருந்து என்னை திசை திருப்ப தேவையற்ற செயல்களில் ஈடுபடுகிறேன்					
59	In an emotionally charged situation, I find it difficult to express my views உணர்ச்சி வசப்பட்ட சூழ்நிலையில், எனது கருத்துக்களை வெளிப்படுத்துவது கடினம்					
60	I confess to elders about my wrongdoings to deal with my guilt feelings எனது குற்ற உணர்வுகளை சமாளிக்க எனது தவறுகளை பெரியவர்களிடம் ஒப்புக்கொள்கிறேன்					
61	Watching a depressing movie makes me want to cry மனச்சோர்வை ஏற்படுத்தும் படம் பார்க்கும்போது எனக்கு அழ வேண்டும்					
62	Before I criticize someone, I try to put myself in their shoes to see how I might feel நான் யாரையாவது விமர்சிப்பதற்கு முன், நான் எப்படி உணரலாம் என்பதைப் பார்ப்பதற்காக, நான் அவர்களின் காலணியில் என்னை வைத்துக்கொள்ள முயற்சிக்கிறேன்					
63	While analyzing information, I try to understand different interpretations of it தகவலை பகுப்பாய்வு செய்யும் போது, அதன் வெவ்வேறு விளக்கங்களைப் புரிந்துகொள்ள முயற்சிக்கிறேன்					
64	When preparing to make a decision, I keep my mind open to challenging concepts முடிவெடுக்கத் தயாராகும் போது, சவாலான கருத்துக்களுக்கு என் மனதைத் திறந்து வைத்திருக்கிறேன்					
65	I believe my opinions differ from other people எனது கருத்துக்கள் மற்றவர்களின் கருத்துக்களிலிருந்து வேறுபடும் என்று நான் நம்புகிறேன்					
66	My task is to come up with innovative ideas புதுமையான யோசனைகளை உருவாக்குவதே எனது பணி					
67	I hear what others have to say, but I make the final decision மற்றவர்கள் சொல்வதை நான் கேட்கிறேன், ஆனால் நான் இறுதி முடிவை எடுக்கிறேன்					

68	When things become complicated, I start to worry about my choices விஷயங்கள் சிக்கலானதாக மாறும்போது, எனது தேர்வுகளைப் பற்றி நான் கவலைப்பட ஆரம்பிக்கிறேன்					
69	I know what my strengths are என்னுடைய பலம் என்னவென்று எனக்குத் தெரியும்					
70	I recognize how I feel நான் எப்படி உணர்கிறேன் என்பதை நான் அறிவேன்					
71	When faced with a problem, I try to consider its long-term solution ஒரு பிரச்சனையை எதிர்கொள்ளும்போது, அதன் நீண்ட கால தீர்வைக் கருத்தில் கொள்ள முயற்சிக்கிறேன்					
72	When my initial attempt at problem-solving does not work, I start to doubt my capacity to manage the circumstance சிக்கலைத் தீர்ப்பதற்கான எனது ஆரம்ப முயற்சி பலனளிக்காத போது, சூழ்நிலையை நிர்வகிக்கும் எனது திறனை நான் சந்தேகிக்கத் தொடங்குகிறேன்					
73	When someone asks me a question, I respond directly யாராவது என்னிடம் கேள்வி கேட்டால், நான் நேரடியாக பதிலளிக்கிறேன்					
74	I have trouble putting my ideas into words எனது எண்ணங்களை வார்த்தைகளில் வைப்பதில் சிக்கல் உள்ளது					
75	I stayed away from people நான் மக்களிடமிருந்து விலகி இருந்தேன்					
76	I enjoy spending time with my family and friends எனது குடும்பத்தினருடனும் நண்பர்-களுடனும் நேரத்தை செலவிடுவதில் மகிழ்ச்சி அடைகிறேன்					
77	When I am stressed, I find that watch TV shows for longer நான் மன அழுத்தத்தில் இருக்கும்போது, நீண்ட நேரம் டிவி நிகழ்ச்சிகளைப் பார்ப்பதைக் காண்கிறேன்					
78	When I am stressed, I have trouble sleeping நான் மன அழுத்தத்தில் இருக்கும்போது, எனக்கு தூங்குவதில் சிக்கல் உள்ளது					
79	In emotional situations, I can not react					

	உணர்ச்சிகரமான சூழ்நிலைகளில், என்னால் எதிர்வினையாற்ற முடியாது					
80	I am really good at controlling my anger என் கோபத்தைக் கட்டுப்படுத்துவதில் நான் மிகவும் நல்லவன்					
81	Even if they are not expressed, I can sense someone's emotions அவை வெளிப்படுத்தப்படாவிட்டாலும், ஒருவரின் உணர்ச்சிகளை என்னால் உணர முடியும்					
82	I try to understand the emotions of others மற்றவர்களின் உணர்வுகளைப் புரிந்து கொள்ள முயற்சிக்கிறேன்					
83	My approach to problem solving involves comparing various ideas சிக்கலைத் தீர்ப்பதற்கான எனது அணுகுமுறை பல்வேறு யோசனைகளை ஒப்பிடுவதை உள்ளடக்கியது					
84	I support my opinions with reasoned arguments நியாயமான வாதங்களுடன் எனது கருத்துக்களை ஆதரிக்கிறேன்					
85	I also make an effort to be creative in my daily work எனது அன்றாட வேலைகளில் ஆக்கப் பூர்வமாக இருக்க முயற்சி செய்கிறேன்					
86	I like being a member of an innovative team நான் ஒரு புதுமையான குழுவில் உறுப்பினராக விரும்புகிறேன்					
87	Tossing a coin helps me decide when I am unsure ஒரு நாணயத்தை தூக்கி எறிவது எனக்கு நிச்சயமில்லாமல் இருக்கும்போது தீர்மானிக்க உதவுகிறது					
88	My choice is supported by accurate data and through research எனது தேர்வு துல்லியமான தரவு மற்றும் ஆராய்ச்சி மூலம் ஆதரிக்கப்படுகிறது					
89	I can quickly recognize when I feel powerless நான் சக்தியற்றதாக உணரும்போது என்னால் விரைவாக அடையாளம் காண முடியும்					
90	I can quickly recognize the tasks that I enjoy doing நான் மகிழ்ச்சியுடன் செய்யும் பணிகளை					

	என்னால் விரைவாக அடையாளம் காண முடியும்						
91	When faced with an issue, I try to think of as many solutions as I can until I run out of ideas ஒரு சிக்கலை எதிர்கொள்ளும் போது, எனக்கு யோசனைகள் தீரும் வரை என்னால் முடிந்தவரை பல தீர்வுகளைப் பற்றி சிந்திக்க முயற்சிக்கிறேன்						
92	I find solutions to the issues I face when I have enough time and resources எனக்கு போதுமான நேரமும் வளமும் இருக்கும்போது நான் எதிர்கொள்ளும் பிரச்சினைகளுக்கு நான் தீர்வு காண்கிறேன்						
93	I am afraid of expressing myself in public என்னைப் பொதுவில் வெளிப்படுத்த பயப்படுகிறேன்						
94	When I want to add something new to a conversation, I interrupt other people ஒரு உரையாடலில் புதிதாக ஒன்றைச் சேர்க்க விரும்பும்போது, மற்றவர்களிடம் குறுக்கிடுவேன்						
95	I support collaborating with others on shared tasks பகிரப்பட்ட பணிகளில் மற்றவர்களுடன் ஒத்துழைப்பை நான் ஆதரிக்கிறேன்						
96	When it comes to social activities, I keep to myself சமூக செயல்பாடுகள் என்று வரும்போது, நான் என்னுடன் இருக்கிறேன்						
97	In stressful circumstances, my mind is filled with negative Thoughts மன அழுத்தம் நிறைந்த சூழநிலையில் , என் மனம்						
98	In order to find a way to express my feelings when I am stressed, I find that writing, drawing, painting, music, sports, etc. நான் மன அழுத்தத்தில் இருக்கும் போது என் உணர்வு களை வெளிப் படுத்த ஒரு வழியைக் கண்டு பிடிப்பதற்காக, எழுதுதல், வரைதல், ஓவியம், இசை, விளையாட்டு போன்றவற்றை காண்கிறேன்						
99	I am greatly impacted by other people's praise or criticism மற்றவர்களின் பாராட்டு அல்லது விமர்சனத்தால் நான் பெரிதும் பாதிக்கப் பட்டுள்ளேன்						

100	I take a long time to recover when I am emotionally upset நான் உணர்ச்சிவசப்படும் ோது நான் குணமடைய நீண்ட நேரம் எடுக்கும்					

APPENDICES

Appendix 1: Life skill Scale – Final Form

Appendix 1: Article Published by the Investigator

Instruction

The below mentioned statements are to self-evaluate life skills. Those are all based on the view of a person towards life. Feel free to mark your response in the appropriate boxes using (✔) mark. There is no discrimination of right or wrong answers. The aim of this questionnaire is only for research purposes

General Data Sheet

Name of the Student	-
Name of the Institution	-
Gender	- Male/Female
Locality of School	- Rural/Urban
Type of Stream	- Arts/Science
Type of Institution	- Aided/Government/Self
Nature of Institution	- Boys/Girls/Co-education
Birth Order	- First born/Second born/ Third born
Parental Qualification	
Qualification of Mother	- Below SSLC/SSLC/HSC/Degree & Above
Qualification of Father	- Below SSLC/SSLC/HSC/Degree & Above
Parental Occupation	
Occupation of Father	- Unemployed/Government/Private
Occupation of Mother	- Unemployed/Government/Private
Type of Family	- Nuclear/Joint

LIFE SKILL SCALE

Instruction

The below mentioned statements are to self-evaluate life skills. Those are all based on the view of a person towards life. Feel free to mark your response in the appropriate boxes using (✔) mark. There is no discrimination of right or wrong answers. The aim of this questionnaire is only for research purposes

Note: Tick your answers in the correct box (✔)

a) Always b) Frequently c) Sometimes d) Rarely e) Never

S. no	Statement	Always	Freq-uently	Some times	Rarely	Never
1	I take pressure in learning new things புதிய விஷயங்களைக் கற்றுக்கொள்வதில் நான் அழுத்தம் கொடுக்கிறேன்					
2	I avoid making quick decisions நான் விரைவான முடிவுகளை எடுப்பதை தவிர்க்கிறேன்					
3	I am able to explain my mental state என் மன நிலையை என்னால் விளக்க முடிகிறது					
4	I approach challenging circumstances with confidence சவாலான சூழ்நிலைகளை நான் நம்பிக்கையுடன் அணுகுகிறேன்					
5	When I am given a task to complete for a worthy cause, I do not sit back and wait for others to cooperate ஒரு தகுதியான காரணத்திற்காக ஒரு பணியை முடிக்க எனக்கு கொடுக்கப் பட்டால், மற்றவர்கள் ஒத்துழைக்க நான் காத்திருக்க மாட்டேன்					
6	I honor my commitments and promises எனது உறுதிமொழிகளையும் வாக்குறுதி-களையும் நான் மதிக்கிறேன்					
7	I set goals after applying my knowledge, experience and logic எனது அறிவு, அனுபவம் மற்றும் தர்க்கத்தைப் பயன்படுத்திய பிறகு நான் இலக்குகளை நிர்ணயித்தேன்					
8	After resolving any issue, I have to evaluate the outcome					

	எந்தவொரு சிக்கலையும் தீர்த்த பிறகு, முடிவை நான் மதிப்பீடு செய்ய வேண்டும்						
9	I come up with creative answers to challenging issues சவாலான பிரச்சினைகளுக்கு நான் ஆக்கப்பூர்வமான பதில்களைக் கொண்டு வருகிறேன்						
10	I try to approach daily tasks in a different way அன்றாட பணிகளை வித்தியாசமான முறையில் அணுக முயற்சிக்கிறேன்						
11	In situations where two options that conflict, I determine which is the right one இரண்டு விருப்பங்கள் முரண்படும் சூழ்நிலைகளில், எது சரியானது என்பதை நான் தீர்மானிக்கிறேன்						
12	My choices, even when under pressure are also the right ones என் தேர்வுகள், அழுத்தத்தின் கீழ் இருந்தாலும் சரியே						
13	I feel completely in control of the language I use when speaking with other people மற்றவர்களுடன் பேசும் போது நான் பயன்படுத்தும் மொழியின் கட்டுப்பாட்டை முழுமையாக உணர்கிறேன்						
14	I put aside my private problems when I am working with others நான் மற்றவர்களுடன் பணிபுரியும் போது எனது தனிப்பட்ட பிரச்சனைகளை ஒதுக்கி வைக்கிறேன்						
15	I view my criticism as a chance to get better எனது விமர்சனத்தை நான் சிறந்து விளங்குவதற்கான வாய்ப்பாகவே பார்க்கிறேன்						
16	I consider the decision's impact before making it முடிவை எடுப்பதற்கு முன் அதன் தாக்கத்தை நான் கருதுகிறேன்						
17	I consider other people's thoughts and recommendations, but I evaluate them first before accepting them மற்றவர்களின் எண்ணங்களையும் பரிந்துரைகளையும் நான் கருதுகிறேன், ஆனால் அவற்றை ஏற்றுக்கொள்வதற்கு முன் அவற்றை முதலில் மதிப்பீடு செய்கிறேன்						
18	When I make decisions by taking into account both my strengths and weaknesses						

	எனது பலம் மற்றும் பலவீனம் இரண்டையும் கருத்தில் கொண்டு நான் முடிவுகளை எடுக்கும்போது					
19	I am able to recognize my strengths எனது பலத்தை என்னால் அடையாளம் காண முடிகிறது					
20	I avoid giving unnecessary criticism to other people மற்றவர்களுக்கு தேவையில்லாத விமர்சனம் செய்வதை தவிர்க்கிறேன்					
21	When the issue arise, I discuss it with strength and do not worry too much பிரச்சினை எழும்போது, நான் அதை வலிமையுடன் விவாதிக்கிறேன், அதிகம் கவலைப்பட வேண்டாம்					
22	While analyzing information, I try to understand different interpretations of it தகவலை பகுப்பாய்வு செய்யும் போது, அதன் வெவ்வேறு விளக்கங்களைப் புரிந்துகொள்ள முயற்சிக்கிறேன்					
23	When preparing to make a decision, I keep my mind open to challenging concepts முடிவெடுக்கத் தயாராகும் போது, சவாலான கருத்துக்களுக்கு என் மனதைத் திறந்து வைத்திருக்கிறேன்					
24	I believe my opinions differ from other people எனது கருத்துக்கள் மற்றவர்களின் கருத்துக்களிலிருந்து வேறுபடும் என்று நான் நம்புகிறேன்					
25	When faced with a problem, I try to consider its long-term solution ஒரு பிரச்சனையை எதிர்கொள்ளும்போது, அதன் நீண்ட கால தீர்வைக் கருத்தில் கொள்ள முயற்சிக்கிறேன்					
26	When someone asks me a question, I respond directly யாராவது என்னிடம் கேள்வி கேட்டால், நான் நேரடியாக பதிலளிக்கிறேன்					
27	I stayed away from people நான் மக்களிடமிருந்து விலகி இருந்தேன்					
28	In emotional situations, I can not react உணர்ச்சிகரமான சூழ்நிலைகளில், என்னால் எதிர்வினையாற்ற முடியாது					
29	I try to understand the emotions of others மற்றவர்களின் உணர்வுகளைப் புரிந்து					

	கொள்ள முயற்சிக்கிறேன்					
30	My approach to problem solving involves comparing various ideas சிக்கலைத் தீர்ப்பதற்கான எனது அணுகுமுறை பல்வேறு யோசனைகளை ஒப்பிடுவதை உள்ளடக்கியது					
31	I support my opinions with reasoned arguments நியாயமான வாதங்களுடன் எனது கருத்துக்களை ஆதரிக்கிறேன்					
32	I also make an effort to be creative in my daily work எனது அன்றாட வேலைகளில் ஆக்கப்பூர்வமாக இருக்க முயற்சி செய்கிறேன்					
33	I find solutions to the issues I face when I have enough time and resources எனக்கு போதுமான நேரமும் வளமும் இருக்கும்போது நான் எதிர்கொள்ளும் பிரச்சினைகளுக்கு நான் தீர்வு காண்கிறேன்					
34	I take pressure in learning new things புதிய விஷயங்களைக் கற்றுக்கொள்வதில் நான் அழுத்தம் கொடுக்கிறேன்					

CAREER ASPIRATION SCALE

Instruction

The below mentioned statements are to self-evaluate Career Aspiration. Those are all based on the view of a person towards life. Feel free to mark your response in the appropriate boxes using (✔) mark. There is no discrimination of right or wrong answers. The aim of this questionnaire is only for research purposes

Note: Tick your answers in the correct box (✔)

a) Strongly agree   b) Agree   c) Neutral   d) Disagree   e) Strong disagree

Note: Tick your answers in the correct box (✔)

a) Always b) Frequently c) Sometimes d) Rarely e) Never

S. no	Statement	Always	Freq-uently	Some times	Rarely	Never
1	I collect the information for getting a good job in future. எதிர்காலத்தில் நல்ல வேலை கிடைப்பதற்கான தகவல்களைச் சேகரிக்கிறேன்.					
2	I am interested to prepare for competitive exams during my free time. எனது ஓய்வு நேரத்தில் போட்டித் தேர்வுகளுக்குத் தயாராவதற்கு ஆர்வமாக உள்ளேன்.					
3	Along with school subjects it is necessary to undergo job oriented basic foundation courses. பள்ளி பாடங்களுடன் வேலை சார்ந்த அடிப்படை படிப்புகளை மேற்கொள்வது அவசியம்.					
4	I prefer to study in the classroom when the class is free. வகுப்பு இலவசம் இருக்கும்போது வகுப்பறையில் படிக்க விரும்புகிறேன்.					
5	I work hard to get a good job in government sector. அரசுத் துறையில் நல்ல வேலை கிடைக்க நான் கடுமையாக உழைக்கிறேன்.					

6	I feel it is not necessary to prepare my career from now. எனது தொழிலைத் தயாரிப்பது அவசியமில்லை என்று நான் உணர்கிறேன் இப்போது.					
7	Whenever I meet high officials, I get motivated towards my career. நான் உயர் அதிகாரிகளை சந்திக்கும் போதெல்லாம், எனது தொழிலை நோக்கி உந்துதல் பெறுவேன்.					
8	I am very happy and not worried about my future. நான் மிகவும் மகிழ்ச்சியாக இருக்கிறேன், எனது எதிர்காலத்தைப் பற்றி கவலைப்படவில்லை.					
9	I do not get time to think of any other subjects other than my school subjects. எனது பள்ளிப் பாடங்களைத் தவிர வேறு எந்தப் பாடங்களையும் சிந்திக்க எனக்கு நேரம் கிடைப்பதில்லை.					
10	I do not study text books or other books during vacation. விடுமுறையில் நான் பாடப் புத்தகங்களையோ மற்ற புத்தகங்களையோ படிப்பதில்லை.					
11	I wait for three to four years to achieve my career. எனது தொழிலை அடைய நான் மூன்று முதல் நான்கு ஆண்டுகள் காத்திருக்கிறேன்.					
12	I read NEWS paper and watch TV channels to update my knowledge. எனது அறிவைப் புதுப்பிக்க நான் NEWS பேப்பர் படிப்பேன் மற்றும் டிவி சேனல்களைப் பார்க்கிறேன்.					
13	I will be happy even if I am placed in the lower cadre also. நான் குறைந்த கேடராக இருந்தாலும் நான் மகிழ்ச்சியாக இருப்பேன்.					
14	I am interested to get suggestion from elder and teachers regarding my career. எனது தொழில் சம்பந்தமாக பெரியவர்கள் மற்றும் ஆசிரியர்களிடமிருந்து ஆலோசனை-களைப் பெற ஆர்வமாக உள்ளேன்					

15	I collect information from government employees regarding minimum eligibility requirements for their jobs. அரசு ஊழியர்களிடமிருந்து குறைந்தபட்ச தகுதி பற்றிய தகவல்களை நான் சேகரிக்கிறேன் அவர்களின் வேலைக்கான தேவைகள்.					
16	My parents will choose my career. எனது பெற்றோர் எனது தொழிலைத் தேர்ந்தெடுப்பார்கள்.					
17	Along with my friends we prepare plans regarding our career. எனது நண்பர்களுடன் சேர்ந்து நாங்கள் எங்கள் தொழில் தொடர்பான திட்டங்களை தயார் செய்கிறோம்					
18	To face the neck competitions, it is essential to prepare the career plans in advance. கழுத்து போட்டிகளை எதிர்கொள்ள, தொழில் திட்டங்களை முன்கூட்டியே தயாரிப்பது அவசியம்.					
19	I do not know the basic information about my career. எனது தொழில் பற்றிய அடிப்படைத் தகவல்கள் எனக்குத் தெரியாது.					
20	Even after continues failure I will not stop trying to achieve my goals. தொடர் தோல்விக்குப் பிறகும் எனது இலக்குகளை அடைய முயற்சிப்பதை நிறுத்த மாட்டேன்.					
21	I am able to choose my career. எனது தொழிலை என்னால் தேர்ந்தெடுக்க முடிகிறது.					
22	I am able to prepare to my school exams and competitive exams simultaneously. எனது பள்ளித் தேர்வுகள் மற்றும் போட்டித் தேர்வுகளுக்கு ஒரே நேரத்தில் தயாராகி வருகிறேன்.					
23	I am not worried about my career as my parents help me to get a job in future. எதிர்காலத்தில் ஒரு வேலையைப் பெற என் பெற்றோர் எனக்கு உதவுவதால், எனது தொழிலைப் பற்றி நான் கவலைப் படவில்லை.					
24	I am trying my level best to achieve my career goals. எனது தொழில் இலக்குகளை அடைய நான்					

	எனது மட்டத்தில் சிறந்த முறையில் முயற்சிக்கிறேன்.					
25	I am able to move forward towards my career goals. எனது தொழில் இலக்குகளை நோக்கி என்னால் முன்னேற முடிகிறது.					
26	I am not studying only for employment opportunities. நான் வேலை வாய்ப்புக்காக மட்டும் படிக்கவில்லை.					
27	I strive hard to achieve my career goals. எனது தொழில் இலக்குகளை அடைய கடுமையாக முயற்சி செய்கிறேன்.					
28	I do not work hard because I have to continue my father's business. என் தந்தையின் தொழிலைத் தொடர வேண்டியிருப்பதால் நான் கடினமாக உழைக்கவில்லை.					
29	I prepared and follow systematic plan to achieve my career goals. எனது தொழில் இலக்குகளை அடைய நான் முறையான திட்டத்தை தயாரித்து பின்பற்றுகிறேன்.					
30	I give up my career goals if I am not able to follow my career plan. எனது வாழ்க்கைத் திட்டத்தைப் பின்பற்ற முடியாவிட்டால் எனது தொழில் இலக்குகளை விட்டுவிடுகிறேன்.					
31	I can prepare my career plan whenever encouraged by my parents. எனது பெற்றோர்கள் ஊக்குவிக்கும் போதெல்லாம் எனது தொழில் திட்டத்தை என்னால் தயார் செய்ய முடியும்.					
32	I have decided to choose my career after schooling. பள்ளிப்படிப்புக்குப் பிறகு எனது தொழிலைத் தேர்ந்தெடுக்க முடிவு செய்துள்ளேன்.					
33	I am not focused on my career plan. எனது தொழில் திட்டத்தில் நான் கவனம் செலுத்தவில்லை.					
34	School teacher is an inspiration for selecting my career goals. எனது தொழில் இலக்குகளைத் தேர்ந்தெடுப்பதற்கு					

	பள்ளி ஆசிரியர் ஒரு உத்வேகம்.					
35	I do not know about my abilities. எனது திறன்களைப் பற்றி எனக்குத் தெரியாது.					
36	I am confident to my career goals. எனது தொழில் இலக்குகளில் நான் நம்பிக்கையுடன் இருக்கிறேன்.					

APPENDIX

ARTICLE PUBLISHED BY THE INVESTIGATOR