

**AN INTERDISCIPLINARY STUDY ON LIFE
SKILLS EDUCATION AND CAREER GUIDANCE
AMONG HIGHER SECONDARY STUDENTS OF
CUDDALORE DISTRICT**

RESEARCH PROJECT

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CHAPTER - I

INTRODUCTION

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INTRODUCTION

1.1 INTRODUCTION OF INTERDISCIPLINARY

Interdisciplinary research became a popular approach in social sciences around the turn of the century, having its roots originated however in the 1970s (Hoffmann-Riem et al., 2008). The new challenges that the world was then and is still now facing went beyond the traditional logics of research and eluded many universities and research centers alike, who were perhaps still too attached to their traditions and canons (Cronin, 2008; Jabareen, 2009). There are even those who blamed the lack of progress in some fields of human knowledge as a result of the inability of researchers and scientists to adapt and rise to the new challenges of the post-modern world (Wilson, 1999). Often other designations will be used instead of interdisciplinary or interdisciplinarity, as transdisciplinary, multidisciplinary or even pluridisciplinary, this stressing the lack of a defined understanding of what inter, trans, pluri or multidisciplinary are exactly.

But in spite of the several names used, their focus remains the same and I shall use the term interdisciplinary unless I am specifically referring to an author who uses one of the aforementioned terms. But what is interdisciplinary research? As Brewer (1999: 328) puts it, —interdisciplinarity generally refers to the appropriate combination of knowledge from many different specialties – especially to shed new light on an actual problem. Cronin (2008: 3), in turn, says that transdisciplinary research is a new field of research emerging in the «knowledge society», which links science and policy to address issues such as environmental degradation, new technologies, public health and social changes. The argument presented by Cronin is also visible in Berma and Sulehan's (2004) thesis of how developmental studies in the current world need to be multidisciplinary, pointing globalization, the fall of the Soviet Union and the growing difficulties in differentiating between first, second and third world countries as arguments for abandoning the monodisciplinary fundamentalism.

In a surprising way, interdisciplinarity received its most important support not from the academic world but rather from policy-makers, public institutions, enterprises and

other organizations, that soon realized that common solutions weren't enough for the new problems that had to be solved, as transdisciplinary orientations in research, education and institutions try to overcome the mismatch between knowledge production in academia, on the one hand, and knowledge requests for solving societal problems, on the other (Hoffmann-Riem et al., 2008:4).

Thus, the demand for interdisciplinary research teams, studies and projects became a staple in many areas, especially in the public sector, where decision-makers preferred transdisciplinary solutions presented by multidisciplinary research teams, as Hoffmann Riem et al. (2008: 3) state: research is becoming an integral component of innovation and problem-solving strategies in the life-world, affecting not only the private sector, public agencies, and civil society, but also personal life. Taking such arguments into consideration, one could easily make the case for interdisciplinary research being a new paradigm in social sciences.

1.2 LIFE SKILLS EDUCATION

The goals of education, and of a school, unquestionably include building cognitive abilities such as reading and math. Increasingly, however, it also implies that children should be equipped with other abilities that allow them to succeed in and contribute to the society they live in. We will broadly call such traits – such as communication, critical thinking, creativity, self-management, decision-making, perseverance - life skills. This note aims to synthesize and contribute to the growing discussion around the development of life skills education in India. We propose that life skills should be explicitly woven into school education by exploring evidence on why such skills matter and which skills are important for learning and future outcomes. The following sections then review how these skills are typically nurtured in or out of schools and how feasible these interventions may be. We conclude by analyzing present opportunities for building the scope of life skills education in policy and practice in India.

1.2.1 Meaning of Life Skills

Life skills may be viewed as a range of psycho-social and cognitive abilities that equip children to make informed decisions and choices manage their emotional wellbeing

and communicate effectively. Efforts to address the achievement gap have typically focused on core subjects such as Mathematics and English. A common belief is that life skills are optional and secondary to achieving basic literacy and numeracy only if resources are available. Research, however, unequivocally shows that students who develop social emotional skills and academic mindsets are better equipped to succeed in school and are able to transfer theoretical concepts to real-life situations early on.

The term “Life skills” is defined as the study of the skills required by people for managing and living a better quality of life. Life skills help us to reach our goals and ambitions in a better way. They give us confidence and feel secured by implementing life skills. There is no definite set of life skills. According to W.H.O. they gave few skills helpful for students. Some skills may be useful and some may not be relevant. It depends upon the circumstances in which adolescents are living.

Our society is a dynamic state, it will continuously change according to the needs, deeds and developments. So, every individual tries to adjust themselves with the surrounding which they live. Hence every individual in this society should have the ability to use proper tools and techniques to lead a successful life. The most important life skill in ability to learn and adjust according to the circumstances.

Thus, life skills are not necessary to be learnt by teachings. We can also learn through our personal experience and our deeds indirectly. So, we can say life skills education is a never-ending process. Life skills have been defined as, the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life.

‘Adaptive’ means that a person is flexible in approach and is able to adjust in different circumstances. ‘Positive behavior’ implies that a person is forward looking and finds a ray of hope, solution and opportunities even in difficult situations.

In general, the ten core life skills laid down by World Health Organization are:

1. Self-awareness.
2. Empathy.

3. Critical thinking.
4. Creative thinking.
5. Decision making.
6. Problem Solving.
7. Effective Communication.
8. Interpersonal relationship.
9. Coping with stress.
10. Coping with emotions.

1. Self-awareness:

Self-awareness is the recognition of 'Self', or character, our strengths and weaknesses, desires and dislikes. Developing self-awareness can help us recognize when we are stressed or feel under pressure. It is often a prerequisite to effective communication and interpersonal relations, as well as for developing empathy with others.

2. Empathy:

Empathy is to have a successful relationship with our loved ones and society, to understand and care about other people's needs, desires and feelings. Empathy is the ability to imagine what life is like for another person. The absence of empathy makes our communication with others as one-way traffic. Empathy enables us to understand ourselves as well as others and allow us to communicate our needs and desires. Empathy can improve social interactions, especially, in situations of ethnic or cultural diversity.

3. Critical thinking:

Critical thinking is an ability to analyze information and experiences in an objective manner. Critical thinking can contribute to health by helping us to recognize and assess the factors that influence attitudes and behavior, such as values, peer pressure and media.

4. Creative thinking:

Creative thinking is a novel way of seeing or doing things. It is characteristic of four components. They are, a) Fluency. b) Flexibility. c) Originality and d) Elaboration.

5. Decision Making:

Decision making is a life skill that helps us to deal constructively with decisions about life. It teaches about life. It teaches how to make decisions actively.

6. Problem Solving:

Problem solving helps us to deal constructively with problems in our lives. Significantly that are left unresolved can cause mental stress and give rise to accompanying physical strain.

7. Interpersonal relationship:

Interpersonal skills help us to relate positively interacting with others. This skill is necessary to make and keep friendly relationships. These friendly relationships are necessary to maintain mental and social well-being

8. Effective Communication:

Effective communication is the ability to express ourselves both verbally and non-verbally according to the situation.

9. Coping with Stress:

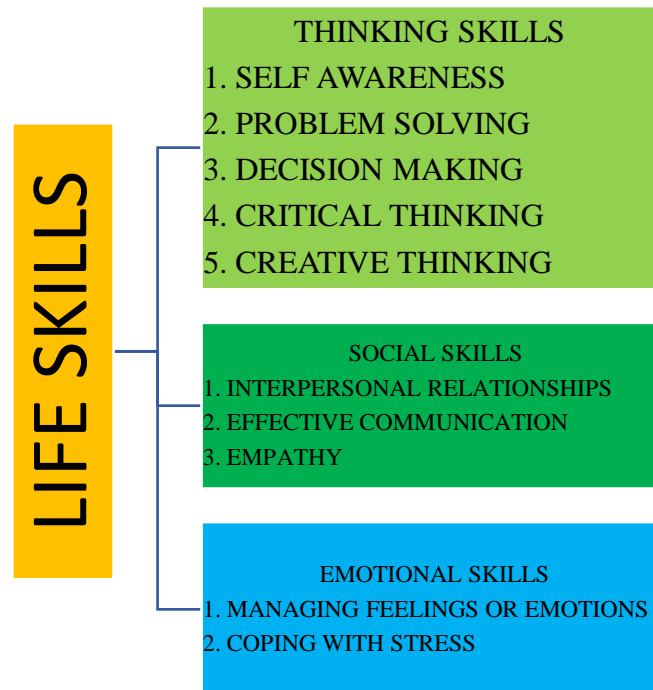
Coping with stress is the ability to recognize the sources of stress and its effect on our lives and acting in ways that help us control our levels of stress by changing lifestyles and relaxing whenever possible.

10. Coping with Emotions:

Coping with emotions is the ability to recognize emotions within, and their influence on the behavior. It also deals with the ability to control the intense emotions like anger or sadness that cause negative effects.

1.2.2. Components of Life Skills

These ten life skills can be shown or combined into three main groups which are as follows:



Thinking Skills: Thinking skills consist of decision-making, problem-solving skills and information gathering skills. The individual must be able to think or guess the future results of the present actions and deeds of others. They should be able to think about the alternative solutions and put them into practice. In some situations of life critical thinking and creative thinking also must be used.

Social Skills: Social skills include verbal and non-verbal communication, active and good learning skills and the ability to express their feelings maintain healthy interpersonal relationships. They also include negotiation skills, refusal skills and assertiveness which helps the learners to settle down arrangements. Empathy, a social skill, is the ability to listen and understand other's needs. It is one of the most useful and important interpersonal skill. Teamwork and the ability to cooperate include expressing respect for those around us. These qualities are important for an adolescent to be accepted in the society. They result

in the acceptance of social rules and regulations that provide foundation for adult social behavior.

Emotional skills: These skills help us to increase self-control, so that the individual believes that he/she can affect the world. Self-esteem, self-evaluation, self-awareness and the ability to set goals also come under self-management skills. Anger, sorrow and anxiousness must be discussed. Stress, time management, positive thinking and relaxation techniques are the important skills to be learned by the learners.

1.2.3 Definitions and Conceptualizations of Life Skills

The Pan-American Health Organization defines life skills as social and interpersonal skills (including communication, refusal skills, assertiveness and empathy), cognitive skills (including decision making, critical thinking, and self-evaluation), and emotional coping skills (including stress management and increasing an internal locus of control).

UNICEF (2002) defines life skills as psycho-social and interpersonal skills that help people make informed decisions, communicate effectively, and develop the coping and self-management skills needed for a healthy and productive life. Life skills can be applied to actions directed at either the self, other people, or the local environment; their goal is to promote health and well-being at all these levels.

According to the World Health Organization (1997), life skills are abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges OF everyday life. By emphasizing adaption and a positive orientation, this commonly used definition is consistent with the skills-based, positive approach to youth development (e.g. Beston,2007).

The Organization for Economic Cooperation and Development (OECD) likewise emphasizes the necessity of good life kills for achieving the outcomes desired by both 41 society and its individual members, who must cope with important social demands in a wide variety of contexts. Life skills are important for everybody (Rychen and Salganik, 2003)

1.2.4 History of life skills Education

Life skill-based education has a long history of supporting child development and health promotion. In 1986, the Ottawa Charter for Health promotion recognized Life skills in terms of making better health choices. The 1989 convention on the rights of the child linked Life skills education by stating that education should be directed towards the development of the child's fullest potential. The 1990 Jomtien declaration on "Education for all" took this version further and included life-skills among essential learning tools for survival, capacity development and quality of life.

The 2000 Dakar world education conference took a position that all young people and adults have the human right to benefit from "an education that includes learning to know, to do, to live together and to be", and included Life skills in two out of the six EFA goals.

Life skills based education is now recognized as a methodology to address a variety of issues of child and youth development and thematic responses including as expressed in UNGASS on HIV/AIDS (2001), UNGASS on children (2002), World youth report (2003), World program of Human Rights Education (2004), UN Decade on Education for sustainable Development (2005), UN secretary General's study on violence against children (2006), 51 commission on the status of women (2007), and the World Development Report (2007).

Every nation, society and community have to work towards promoting adolescents' health. When young people acquire knowledge, Attitudes, Value enhanced life skills they benefit in a variety of ways. These life skills help young people to make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationship, emphasize with others, cope with stress and manage their lives in a healthy and productive manner. Such knowledge and skills can lead to behaviors that

prevent disease an injury, foster healthy relationships and enable young people to play leadership roles.

The knowledge and Life skills education imparted to students are likely to be passed. On to their own children, thus influencing future generations. Global and Indian experiences have shown that educational interventions that focus on life skills development have proven very effective in empowering adolescents to manage their concerns, including avoidance of risky behavior.

The approach that is being followed by the Central Board of Secondary Education is to provide accurate, objective and scientific knowledge keeping in mind that the content should be age-appropriate and directed towards the sensitivity of young minds. The process of transfer is made simple through the knowledge, Attitude, value Enhanced Life skills approach.

A positive attitude is essential to cope with the rapid changes which happen in the life of a young adolescent in the areas of body, mind and soul. Different values must be experienced at different levels and internalized through development of appropriate expression social skills are needed to use values throughout the day.

Young people need to think about them, reflect on them and carry them into their personal and social lives. They need to be able to see the effect of their behavior and choices and develop into socially conscious enhanced life skills such as “everyone in the world has the right to dignity and respect”. One can also add sayings from the local culture, bring in local role models and learning gleaned from historical figures. In addition to enhancing knowledge, the focus of the modules is on development of value enhancing life skills in students.

1.2.5 Objectives of life skills program

- To develop concept of life skills with respect to everyday life.
- To create awareness about the ten core life skills and their inter relatedness.

- To develop life skills of creative thinking, critical thinking, empathy, coping with stress, coping with emotions, inter personal relationships, communication skills, decision making skills, self-awareness and problem solving.
- To apply these life skills in all spheres of life.

1.2.6 Age group which needs the life skills the more:

Life skills are the skills which a human should possess and put them in practice wherever he needs. The life skills can be better used by us if we come to know of them right in our child hood. The life skills program can be introduced in the schools where life skills are imparted in a supportive and joyful learning environment. The World Health Organization defines youth as people between the ages 15 and 24 years and Adolescents are people between the ages 10 and 19 years. The term “young people” can be used as short hand for these groups combined (ages 10 to 24). But the age group targeted is mainly 10 to 19 years which is adolescent age.

Today’s societies become even more diversified politically and socially, our youth and adolescents face many challenges. So, this age group gets more influenced to behavior related psychological problems. Teaching life skills to this adolescent age group will help them think maturely and pave a right path for the physical and mental growth of an adolescent. Scholars, industrial administrators agree that having life skills help young people overcome these societal challenges and contribute to their healthy, positive and productive development.

1.2.7 Adolescence

Adolescence is the most important stage in the growth of an individual. It is a period of growth of an individual from childhood to adulthood. It includes physiological changes and psychological maturation. It is age period in which young people create new relationships beyond their parents, family and relatives are greatly carried away by their peers and outside world in general. As they mature, their mental process develops to be

more imaginative and also analytical. They are capable of thinking distinctively, better articulation and try to develop themselves and follow their own independent ideology.

The adolescent years are mainly the years where the adolescents develop creativity, idealism and an adventure taking spirit. Not only these the children are also inhabited to some qualities like experimentation, risk taking, influenced by negative peer pressure, taking uninformed decisions on crucial issues. Therefore, adolescence is turning point in one's life, a period of increased inherent capacity, but also the period of greater exposure to others.

1.2.8 Issues Related to Adolescent Students

1. Developing an identity:

- ✓ The adolescents should understand themselves and create more awareness about them to establish their own individual identity. Lack of information and skills prevent them from effectively exploring their potential and creating a positive image for them which may damage their career. So, developing an individual identity is important.

2. Managing emotions:

- ✓ Adolescent group face frequent mood changes reflecting feelings such as anger, sadness, happiness, fear, shame, guilt and love. They are unable to understand the emotional turmoil.
- ✓ They will not have supportive or encouraging environment to share their feelings with others. Facilities such as counseling will not be available for them.

3. Resisting peer pressure:

- ✓ This is serious problem that which children find it very difficult to overcome. Some of them may even yield to these pressures and get influenced by them.
- ✓ Aggressive self-conduct, behaving irresponsibly and substance abuse i.e., getting addicted to drugs involve risk to their physical and mental health.

4. Acquiring information, education and services on issues of adolescence:

- ✓ The communication gap between the adolescents and their parents increases rapidly which is a matter of great concern.
- ✓ Adolescents obtain information from their peers who are also ill informed and some may fall into the trap of their peers.
- ✓ Teachers still feel inhibited to discuss issues frankly.

5. Building relationships:

- ✓ Adolescents generally redefine their relationships with parents, peers and members of opposite sex. But adults have high expectations upon without understanding their feelings.
- ✓ Adolescents should establish positive and healthy relationships with others mainly with peers of opposite gender. They have to understand the importance of mutual respect and be aware of the boundaries of every relationship.

1.2.9 Life Skills Education in India

Discourse around education quality has typically been limited to educational attainment and improvements in test scores. A critical question, however, is what learning outcomes are truly relevant for children to succeed in the 21st century. In the section below, we outline the case for emphasizing on competencies additional to reading, math and subject knowledge.

- **Academic Achievement:** That learning outcomes in India remain abysmally low is no longer a debate, with the rate of progress over the years appearing to be negative. Student learning, however, is now commendably beginning to move to the forefront of the government's agenda. Cognitive achievement and life skills are strongly interdependent, with academic achievement relying heavily on abilities like self-discipline and motivation. Whether self-esteem and sense of agency (Krishnan et al, 2009), self-control or diligence (Duckworth, Seligman, 2005), academic tenacity (Dweck, 2012) - there are several behaviours, skills, attitudes, and strategies - beyond content knowledge and academic skill - necessary for

sustained and significant improvements in learning outcomes. The role of non-cognitive factors in improving school performance remains a critical and relatively unexplored area in India.

- **Employment Outcomes:** There is also preliminary evidence that differences in such skills explain variation in education and employment outcomes that are not explained by cognitive skill differences. Research has consistently found that cognitive abilities explain only a fraction of variance in wages, finding that other, non-academic skills play a complimentary role in shaping longer-term outcomes. Evidence from the GED testing programme in the U.S. is significant where, on the surface, the programme appears successful in terms of test scores, yet in terms of later life outcomes including labour market success, GED recipients lag far behind.
- **Workforce Readiness:** The youth segment of our population (15-34 years) is projected to peak at 484.86 million in 2030; this has important implications for the labour market. Functional literacy does not translate into being work ready, with nearly 75% of youth entering the workforce every year considered unemployable or not job-ready. Job skill demands have undergone major changes over the last few decades - tasks demanding routine manual input and routine cognitive input have declined steadily between 1960 and 2000, while those requiring non-routine analytic and non-routine. Interactive skills have grown significantly. Employment potential today depends upon not only technical skills, but also the social ability to work effectively, and interpersonal, cooperation, communication and creative skills.
- **Adulthood Outcomes:** Social and emotional competencies do not just raise academic achievement and educational attainment, but have also demonstrated strong correlations with personal satisfaction and growth, citizenship, and reduced risky behaviors like violence and drug use. Literature on character skills makes it clear that such skills are a vital determinant of future outcomes, not only in terms of employment. Such mindsets and abilities have direct effects on crime, smoking, teenage pregnancy, and an individual's capacity to lead a responsible and productive life in society.

- **Return on Investment:** Predictive power of life skill development has been found to be equivalent to or exceeding that of cognitive skills. Research has highlighted those interventions focusing on social and emotional learning show measurable benefits that exceed its costs, often by significant amounts. A recent evaluation of such interventions found a positive return on investments for all with a return of eleven dollars on average, for every dollar invested equally across six SEL interventions, a substantial economic gain. Addressing tangible learning outcomes is often seen as a greater need than investing in life skills education for children from disadvantaged backgrounds. However, there is a strong evidence base demonstrating that cognitive skills and life skills are complementary in affecting socio-economic outcomes, and that building character skills can be lifechanging for children from such backgrounds. It is evident that psycho-social competencies, such as resilience, self-esteem and problem solving are vital in helping children move up and out of poverty.

1.2.10 Life Skills Education Policies in India

An effective life skills approach is driven by multiple aspects:

- **Programme content:** Developing relevant information, attitudes, and skills.
- **Mechanisms:** Implementing participatory teaching practices, modeling of skills and reinforcement.
- **Teacher training:** Building teacher's belief the potential of life skills education and their capacity to impart such skills.
- **Commitment:** Advocating for the integration of life skills education in school curriculum.

The National Curriculum Framework (NCF) 2005 has emphasized on constructive learning experiences, and on the development of an inquiry-based approach, work-related knowledge and broader life skills. Central Board of Secondary Education (CBSE), in 2005, introduced life skills education as an integral part of the curricula through Continuous and Comprehensive Evaluation (CCE) for classes 6 to 10 and has developed life skills manuals

for teachers teaching classes 6, 7 and 8. These manuals provide teachers broad guidelines for each of the ten core life skills identified by WHO.

Sarva Shiksha Abhiyan (SSA) also has, under its agenda, life skills training focusing on upper primary girls. While there have been dispersed efforts around life skills, focus on curriculum integration and teacher development remains poor. Most of these efforts take a general approach to “life skills information delivery” (sometimes more as moral/values education) without a particular context.

There are certain difficulties in successfully integrating life skills in Indian school education without systemic reform:

- Moving life skills from the margins (i.e. extracurricular or as passive ‘values education’) to the Centre of schooling and creating multiple learning opportunities or reinforcement within schools.
- Introducing a learner-centric pedagogy, not solely reliant on rote learning or exam-based assessment.
- Building a school culture toward life-skills based education.
- Improving the capacity and motivation of teachers to develop and integrate such life skills into their classroom practice.

Life skills education in schools clearly needs to take place in the context of broader education system reforms. To be effective, life skills ultimately need to be age aligned and inculcated in schools that are inclusive, with trained and motivated teachers who can employ participatory and experiential teaching practices.

In India and globally, many approaches to deliver life skills education have also been incorporated within other skill development activities. A collaborative approach of this nature can often secure greater buy-in from different stakeholders, from policy makers to funders, as it may be viewed as producing more tangible outcomes. Some of these include:

- ✚ **Life skills and employment:** Life skills are imparted as part of training programmes building secondary school students’ employability skills. Along with

investing in technical skills, such programmes address skills and mindsets such as taking responsibility, adaptability, entrepreneurship, effective communication, decision-making, leadership and teamwork. The aim is to equip children with technical knowledge as well as the soft skills required to succeed in the workplace, thereby directly translating their education into a source of livelihood. Examples in India include in open (life skills education as part of computer literacy programmes), IGNIS Careers (English language learning), Medha (soft skills for the workplace), and Lend A Hand India (vocational education).

- ✚ **Life skills and values education:** Existing policy in India, by a large measure, tends to focus on inculcating such skills through values-based education. However, unless well implemented, such approaches may be very prescriptive in nature and seen as an add-on to existing syllabus pressure. Examples of schools that have integrated holistic development as part of their pedagogy include the Don Bosco school network.
- ✚ **Early childhood education:** Early childhood interventions lay strong foundations for children during the most critical development phase of their lives, i.e., from ages 3 to 6 years. Such interventions explicitly target a wide range of cognitive, language, emotional and social skills, from communication, self-regulation, conflict resolution skills, etc. Examples include Sesame Workshop India and Bodh.
- ✚ **Life skills and child rights:** Within India, there are several interventions that work on building life skills as part of a larger programme of child rights and empowerments. Such organisations address target mindsets and abilities such as self-awareness, leadership, and social influence, through their broader goals of tackling gender disparity, violence, health, etc. Examples in India include Educate Girls, Sanlaap, Ibtada and Shaishav.
- ✚ **Higher order thinking skills:** Many life skills programmes (of which a large number are for profit providers) are increasingly catering to imparting 21st century skills. Such programmes, which have accelerated in light of increasing advocacy for a shift from rote learning, support inquiry-based learning by building critical thinking and creative problem-solving skills. Examples in India include Creya and THOTS Labs.

1.2.11 Importance of Life Skills Education

Life skills education enhances the well-being of a society and promotes outlook and gentle healthy behavior. It enables the individual to

- Translate knowledge, attitude, skills and values into action.
- Promotes well-being of the mental state as this motivates them and others.
- Improve self-perception building self-confidence, building self-esteem and self-worth.
- Communicate effectively and develop negotiation skills.
- Develop positive attitude towards themselves and others.
- Handling real life situations innovatively and effectively. Life skill education also gives long term benefits to the society such as social, educational, health, cultural, and economic benefits.

1. Social benefits:

- Improves the process of relating to others in a friendly way among learners.
- Helps learners to utilize their leisure time fruitfully.
- Enables learners to choose good and reliable friends.
- Assists learners to avoid risky situations.
- Reduces learner problems such as substance abuse and teenage pregnancies..

2. Educational benefits:

- Enhances benefits in schools.
- Helps all learners to empower their communication skills and performance.
- Result in meaningful interaction among learners, teachers and the school community

- Strengthens teacher pupil's relationship.
- Leads to desirable behavior change.
- Helps in character building

3. Health Benefits:

- Prevents and controls diseases such as STI's, HIV and AIDS.
- Helps aids people to be responsible for their own and others health conditions.
- Contributes to an individual's well-being in physical, mental, emotional and social conditions.
- Contributes to less strain on health facilities.

4. Cultural Benefits:

- Plays a vital role in clarification and give a clear idea of cultural values in the society.
- Enhances harmonious and peaceful interaction between people of various cultures and traditions.
- Suggests learners to avoid practices that may put self and others at risk.
- Enables people to adopt and maintain meaningful cultural practices.

5. Economic Benefits:

- It gives rise to huge productivity due to a motivated, strong and energetic labour force.
- Resources like time, money and energy are saved as learners acquire skills to control and manage themselves and their surroundings.
- Repair of damaged or spoilt property.
- Buy teaching learning resources.

- Rehabilitation drug and substance abusers.

1.2.12 Methods for Teaching Life Skills Education

By various methods, we can be able to inculcate life skills in adolescent students. The following are some suggested methods which could be able to teach Life skills education

- 1) Brainstorming
- 2) Story telling
- 3) Discussion
- 4) Role play
- 5) Debate
- 6) Case studies
- 7) Songs and Dances Poetry and Recitals
- 8) Question and answer
- 9) Miming
- 10) Games

The methods suggested above will be very useful if they are implemented along with regular academics. Not only the above there are some more methods like demonstrating, audio and visual activities example; arts, music, dance theatre and simulations. These methods pave with a right path for the overall personality development of the students right from their childhood. So, the inclusion of life skills in the curriculum will be very useful for the child to face the critical situations in life.

1.3 CAREER GUIDANCE

Today's young people are living in an exhilarating world. While advancing through the threshold of the new millennium, they confront formidable challenges of adapting

themselves to the ever-expanding demands of the society. They come across diverse complexities, increasingly varied issues, new technological advancements, expanding array of opportunities and composite struggles.

Moreover, in today's circumstances, the social systems, family set ups and personal values have been varying continually, that has subsequently led to a stressful state of affairs. These problems usually affect students' personal, social, and academic developments which are the significant variables that have a great effect on the development and efficiency. To assist them to confidently confront the challenges and realities they may face in the everchanging environments, understand themselves, realize their potential and there by identify the available opportunities in today's world, proper guidance is inevitable.

Guidance means the help, assistance, and suggestions for progress and showing the way. In that sense guidance is a lifelong process. Man needs guidance throughout his life. He needs it even from his infancy. When a child is born, the world for him is big, buzzing, blooming confusion and he knows nothing. He learns everything from the society. The society guides the individual to learn, to adjust oneself to the physical and social environment. To sum up we may say that guidance is a personal help rendered by the society to the individual so as to enable him to adjust to the physical and social environment and to solve the problems of life.

Guidance is an integral part of education and is centered directly on this function. Guidance and counseling services prepare students to assume increasing responsibility for their decisions and grow in their ability to understand and accept the results of their choices. The ability to make such intelligent choices is not innate but, like other abilities, must be developed.

Guidance in India, is comparatively a new field within the larger and more inclusive field of education and is used as a technical term as a specific meaning. It covers the whole spectrum of education, which starts from the birth of the child and continues till his death. This is a wide meaning of the term, which includes all types of education such as formal,

non-formal, informal and vocational etc., which aims to adjust the individual in his environment in an effective way.

There are usually three connotations attached to the word guidance:

- Guidance as a Specialized Service whose primary concern is with the individual and to help them to solve their problems and take appropriate decisions in their choice-points;
- Guidance as a General Service and is considered to be synonymous with education and educational processes; and
- Guidance as a Sub-Process of education in which developmental needs of the learners are considered the basic points.

Guidance in the ordinary sense of the term means any kind of help or assistance such a type of guidance is needed by man throughout life. From infancy to deaths, womb to tomb, as they call it. It is needed by him for fulfillment of his personal needs and for adjustment to the environment. But 'Guidance' in the present context has a specific meaning. It is limit in scope, period and functioning. It is given only during the schooling period and deals with only the specific problems concerning educational and vocational plans and social adjustment. In this limited sense, psychologists have presented numerous definitions of guidance.

1.3.1 Guidance - Introduction

Guidance is as old as civilization. In the primitive society, elders in the family offered guidance to the young and to persons in distress. Even today, in India, guidance, whether in educational, vocational or personal matters, is sought from family elders. Guidance - unorganized and informal - in all places and at all levels has been a vital aspect of the educational process. With the passage of time, revolutionary changes have taken place in the field of agriculture, industry, business and medicine etc. These changes in all walks of life coupled with extraordinary growth in our population has made the social structure very complex. Head of the family or leader of the community with a limited

knowledge of the changed conditions is hardly competent in providing guidance and counselling to the youth of today. Hence, there is a need for specialized guidance services.

1.3.2 Meaning and Nature of Guidance

What does guidance precisely mean? Let us first see what it does not mean. Lester. D. Crow and Alice Crow (1962) in “An Introduction to Guidance”, have aptly stated that “Guidance is not giving directions. It is not the imposition of one person’s point of view upon another person. It is not making decisions for an individual, which he should make for himself. It is not carrying the burdens of another life”.

To quote them again:

“Guidance is an assistance made available by personally qualified and adequately trained men or women to an individual of any age to help them manage their own life activities, develop their own points of view, make their own decisions, and carry out their own burden”.

According to Jones (1951): “The focus of guidance is the individual not his problem, its purpose is to provide the growth of the individual in self-direction providing opportunity for self-realization and self-direction is the key-note of guidance”.

Traxler (1957): considers guidance as a help which enables each individual to understand his abilities and interests, to develop them as well as possible and to relate the Life-goals, and finally to reach a state of complete and mature self-guidance as a desirable member of the social order.

Arthur, J. Jones (1963): thinks that guidance is the help given by one person to another in making choices and adjustments and in solving problems.

Downing (1964) points out towards a common problem in defining guidance that is one of keeping the definition short and sufficiently broad to be informative. He has attempted it by giving definition of guidance in operational terms in two parts:

- (i) Guidance is an organized set of specialized services established as an integral part of the school environment designed to promote the development of the students

and assist them toward a realization of sound, wholesome adjustment and maximum accomplishments commensurate with their personalities.

(ii) Guidance is a point of view that includes a positive attitude towards children and realization that it is the supplement, strengthen and make more meaningful all other phases of a youngster's education.

According to the Secondary Education Commission (1964-66): "Guidance involves the difficult art of helping boys and girls to plan their own future wisely in the full light of all the factors that can be mastered about themselves and about the world in which they are to live and work".

If we analyze the above definitions of guidance, we will find the following elements in it:

1. Guidance programme is organized; it has structure, system and personnel.
2. It is an integral part of the school system.
3. It consists of specialized series of testing, counselling, educational and vocational information, placement and follow-up scheme.
4. Its major aim is the promotion of student development.
5. It helps children to develop and promote their ability to deal with their own problems.
6. It provides for the identification and development of talents and potentialities.
7. The intangible elements of guidance are recognized as a point of view or as an attitude.

1.3.3 Nature of Guidance

By now, you have understood that guidance is a helping service. It is by its very nature a self-oriented, problem solving and multifaceted activity. It presupposes two-fold understanding. The first is the understanding of one's own abilities, aptitudes, interests, motives, behaviour-patterns, skills and achievements up-to-date and social, cultural, economic background.

Secondly, it is the understanding of the real nature of one's environment and of the educational and vocational opportunities offered by that environment, along with their differential requirements of abilities and attainments. Guidance may be described as a process of relating these two types of understanding so that they become imbued with a new meaning in the life of the individual. Mohein has very lucidly put the nature of guidance in these words: "Guidance seeks to create within the child the need and power to explore and understand himself in order to prepare a balance-sheet of his assets and liabilities so that he is able to plan out his future growth and activities in a manner that offers maximum likelihood of success and satisfaction".

The following services constitute the usual pattern of activities within a guidance programme and are called 'basic elements'

- I. Pupil Information or Appraisal Service
- II. Educational and Vocational Information Service
- III. Counselling Service
- IV. Placement Service, and
- V. Follow-up Service.

An effective guidance programme helps the youth to see clearly four things:

- (a) Where he has been,
- (b) Where he is now,
- (c) Where he is going, and
- (d) What he has with which to get there.

A perusal of the different activities of guidance shows that two types of guidance, i.e., educational and vocational, find place in every list. This fact indicates the importance of educational and vocational guidance. In practice, the entire guidance is a unitary process. Educational guidance is dependent on vocational guidance. Crow and Crow have observed,

“As now interpreted, guidance touches every aspect of an individual’s personality - physical, mental, emotional and social. It is concerned with all of an individual’s attitudes and behaviour patterns. It seeks to help the individual to integrate all of his activities in terms of his basic potentialities and environmental opportunities”.

1.3.4 Need for Guidance

The need for guidance had existed at all times. Moreover, the need of guidance is universal. It is as old as man himself. It is based upon the fact that all human beings need help in one way or other way. “There is hardly any individual who does not need help”. Jones has rightly said, “Everyone needs assistance at some time in his life. Some will need constantly and throughout their entire life, while others need it only at rare intervals at times of great crisis. There always have been and will continue to be people with an occasional need for the help of the older or more experienced associates in meeting problem situation”. But there is a greater need for guidance services now than ever before due to the rapid advancement in technology, emerging of new world order, social change, globalization, liberalization, the need for outstanding leadership, a shift in standards of morality and integrity, people’s high aspirations etc. all contribute to the need for guidance programme in the schools.

We shall discuss the need for guidance in India under four heads:

1. Educational Needs

Guidance is needed from educational point of view because of the following reasons:

i) Increase in the range of individual differences among school going children

Before independence, boys and girls in our country came to school only from the more privileged section of the society. The admission in the schools was selective. But after independence due to realization of Constitutional Directive of providing free and

compulsory education up to 14 years of age. Education for all and the drive for mass education, we find our schools are flooded with children from every section of society. The classes are over-crowded and there is a tremendous increase in the number of schools too. The result is that we find much wider range of individual differences in the abilities, aspirations and achievement of the pupils. Understanding of the differential needs and abilities of the children is essential for modifying the school programme for the best possible unfoldment of the student's potentialities. This is possible only through the introduction of guidance services in our school programmes.

ii) Guidance as an Instrument for the Qualitative Improvement of Education

There has been a rapid expansion of educational facilities to cater to the needs of increasing number of children in recent years. This has resulted to some extent in the fall of educational standards. Consequently, there is a great need of providing guidance services in the school for the qualitative improvement of education.

iii) Knowledge Explosion or the increase in the types of courses offered in the schools

The domain of knowledge is like the number of wishes. The increased knowledge is creeping into the course contents of our textbooks. It is not possible for every student to learn all that is available in the field of knowledge. Single track education for all is outmoded concept. At the secondary stage, the courses of studies have been diversified to include several optional groups. Therefore, a special type of service is badly needed in our schools which will assist the individual pupil in the choice of course suiting to his needs and abilities that will help the school authorities in the proper allocation of the diversified courses to the pupils of the school.

iv) Expanding Educational Objectives

Everyone talks today about the all-round development of the child through education. We want a type of education that can provide for the development of the whole child. It is now commonly accepted that education should also lead to the promotion of the emotional, social and civic life of the student. Problems of social adjustment and

personality orientation require the services of a competent counsellor and availability of appropriate guidance services.

v) Solution of Educational Problems

We are facing various types of educational problems in the schools such as universal and compulsory education, increased enrolment, high percentage of failures and dropout, wastage and stagnation etc. These problems require the need of proper guidance services in the school. Special guidance services are also required for the gifted, backward, handicapped and delinquent children.

vi) Solving Discipline problems

Problem of discipline is becoming more and more acute in the educational institutions. Even at higher stage of education it has taken a serious turn. Student strikes and agitation has become a common scene of the day. Problems of discipline can be solved with the help of guidance programme.

vii) Optimum Achievement of the Students

Most of the students secure third division in the examinations due to the fact that they have not developed the proper study habits and learning styles. The reason for the poor achievement in the schools is because students do not make use of educational facilities available in the school. Therefore, there is a great need to develop study habits among the students. Proper guidance services can help in this direction.

2. Vocational Needs

In our country natural resources are not being properly utilized because of lack of guidance services. The following are the vocational needs for introducing guidance programme in the schools:

i) Vocationalisation of Education and Guidance

Improvement of vocational efficiency is one of the aims of education. Secondary Education Commission has emphasized the need of introduction of crafts in addition to the diversification of the courses at secondary stage so that a large number of students may take up agriculture, technical, commercial or other practical courses to enable them to go for vocational pursuits. All this calls for proper guidance services in the school.

ii) Guidance as an Instrument of National Development

Guidance by helping, identifying and developing human potential which is the richest source of a nation can help to reduce the wastage of educational facilities and abilities, which is so prevalent in our country. Thus, there is a need to establish a close link between education and the manpower needs of the country. The sound guidance programme can help to achieve this objective in a systematic way.

iii) Expanding Complexity of the World of Work

There has been a tremendous increase in the variety of jobs due to the development of industrialization and mechanization in every aspect of life. Thus, there is a problem of choice. It is highly important to acquaint the secondary school students with this variety of jobs and with their different requirements. This is possible only by providing organized guidance services in the school system of our country.

iv) Increasing Need for Man-power Planning and Utilization

For the planned development of a nation like ours, conservation of human resources and manpower planning is very important. A careful balance has to be struck between the manpower needs and the various educational and training programmes. To meet the rapidly rising demands of various types of personnel for the various developmental projects, the younger generation of the country will have to be systematically guided into courses of training which will equip them for urgent national needs

v) Occupational Awareness

A well-organized guidance programme is essential for creating occupational awareness among the pupils of the country. The students must be made aware of the various

types of jobs available in the employment market so that they may be able to opt those courses during the secondary stage. Therefore, assistance has to be given for making a right choice of the courses at the secondary stage.

vi) Changes in the Conditions of Industry and Labour

Fast changes are taking place, today in the conditions of industry and labour. Specialization has become the word of the present age. Moreover, professions have multiplied in numbers that it has become difficult for a common man to make a right choice out of them. Hence it has become essential to get help of guidance services in the school.

vii) Changed Economic Pattern of the Country

Our country is in the era of economic planning. We require scientists, industrialists, Software Engineers, Bankers etc., to meet the growing demands of the progressive country. The craze for white-collared jobs must come to an end. If proper guidance programme is not introduced at the secondary stage in the choice of studies and various vocations, the nation will remain poor and our youth will continue to be frustrated and disgusted.

3. Personal/Psychological Needs

Today our youth is facing various types of personal problems at home and in the school. Psychologically no two individuals are alike. They differ in various aspects on account of the following three kinds of differences:

- Different stages of development
- Differences among persons
- Differences in opportunities made available to various persons.

It shows that all persons cannot be fit for the same profession. Hence guidance programme is needed in the school system. The following are the personal and psychological reasons for the need of guidance:

i) Guidance is the Basic Need of Man

Psychologically, no person on this earth is totally independent. The individual needs help of one kind or the other from fellow beings to solve their problems to lead a happy life.

ii) Educational and Social Aspirations

In the present age of competition, the aspirations of the parents are very high. They want their wards to excel in all walks of life. They provide all types of facilities so that the children can be able to get good jobs. To meet the high aspirations of the parents, a well-organized guidance programme is needed to make them aware of the potentialities of their children so that they take up right decision at the right time.

iii) From the Point of View of the Developmental Needs

The individual passes from different stages of development in the life such as infancy, childhood, adolescence and adulthood. One needs different types of help to adjust with every stage. The adolescent period faces many types of developmental problems. At this stage the proper guidance is to be provided to the student to make right choice of his future.

iv) Psychological Problems

Many students face emotional problems. These problems arise due to frustrations, conflicts and tensions and other stresses and strains. It is essential to provide guidance to the youth to solve their personal problems.

v) Satisfactory Adjustment

Guidance is needed to help the pupils in making satisfactory psychological adjustment with the environment. Lack of adjustment adversely affects their physical and mental health.

vi) Proper Development of Personality

The all-round development of personality is the aim of education, a well-organized guidance programme is essential for the total development of personality.

4. Social Needs

Following points highlight the Social Needs of Guidance:

i) Complex Nature of Society

Industrialization is the slogan of the day. Our country is heading towards industrialization, urbanization and modernization. Changed conditions of living and a highly complex society with its demands have put the individual in constant social and emotional tension. As such, it is highly desirable that school should provide some special service that can look after the emotional and social needs of school going children.

ii) Changed Family Contexts

The joint family system is disappearing rapidly and homes are getting disintegrated. The changed family pattern has given rise to the various types of personal problems. The proper guidance programme in the school is required to solve the personal problems of the children.

iii) Explosion of Population & Expansion in Human Resources

Our population has been increasing rapidly. This calls for intensive and extensive guidance in the technique of planning.

iv) Political Change and Extension of Democracy

There is a revolution of democratization of political system throughout the world. The education has been made child-centered. The provision of professions and promotions has also been made equal for all human beings. Hence all people need the help of guidance service for the right choice of education and occupation.

v) Change in the Concept of Education

The concept of education has been changed. The students of today need guidance at every step of education since the education is to be provided according to their interests, aptitudes and capabilities.

vi) Proper utilization of Leisure Time

Universal leisure is the outcome of the technological advancement of modern world. Guidance is needed to assist the individual to make the right use of leisure time that is at his disposal.

vii) Lack of Guidance at Home

In the past, home was an important agency of education that provided sufficient training in the family occupation and the children adopted the same profession. But now this is not possible due to specialization and different type of occupations available in the job market. There are varieties of jobs and all the people are free to choose the profession they like. Thus, there is a great need of occupational information services to be provided in the school. From the above —discussion we can conclude that complex social, economic, political and educational system has made the guidance and counselling programme a necessity.

1.3.5 Scope of Guidance in India

The scope of guidance is all pervading. Its scope is very vast in the light of modernization and industrialization and is ever increasing. As the life is getting complex day by day, the problems for which expert help is needed are rapidly increasing. The scope of guidance is extending horizontally too much of the social context, to matters of prestige in occupations, to the broad field of social trends and economic development. Crow and Crow have rightly quoted, “As now interpreted, guidance touches every aspect of an individual’s personality-physical, mental, emotional and social. It is concerned with all aspects of an individual’s attitudes and behaviour patterns. It seeks to help the individual to integrate all of his activities in terms of his basic potentialities and environmental opportunities”.

Kothari Commission has stressed the need of guidance services in the schools. Regarding scope of guidance. Commission was of the view. "Guidance services have a much wider scope and function than merely that of assisting students in making educational and vocational choices. The aims of guidance are both adjustive and developmental: it helps the student in making the best possible adjustments to the situations in the educational institutions and in the home. Guidance, therefore, should be regarded as an integral part of education".

The scope of guidance has been increasing with the advancement of science and technology, embracing all spheres of life and providing facilities for it. Therefore, it will be difficult to put a fence around it. While discussing the scope of guidance we may think of some specific or specialized areas of guidance. Even though the guidance programme is addressed to the whole individuals treated as an integral unit. It is possible to classify an individual's problems broadly into educational, vocational and personal.

(1) Educational Guidance

It is a process concerned with bringing about a favourable setting for the individual's education and includes the assistance in the choice of subjects, use of libraries, laboratories, workshops, development of effective study habits, evaluation techniques and adjustment of school life with other activities.

(2) Vocational Guidance

It is the assistance rendered in meeting the problems:

(i) Relating to the choice of vocation (ii) preparing for it (iii) entering the job, and (iv) Achieving adjustment to it.

It also aims-.at helping individuals in the following specific areas:

(a) Making individuals familiar with the world of work and with its diverse requirements and,

(b) To place at the disposal of the individual all possible aids in making correct appraisal of his strength and weaknesses in relation to the job requirements offered by his environment.

(3) Personal Guidance

Personal guidance deals with the problems of personal adjustment in different spheres of life. Mainly it works for the individual's adjustment to his social and emotional problems. Jones has put the following aims of personal guidance:

(i) To assist the individual gradually to develop his life goals that are socially desirable and individually satisfying.

(ii) To help him to plan his life so that these goals may be attained.

(iii) To help him grow consistently in ability to adjust himself creatively to his developing life goals.

(iv) To assist the individual to grow consistently in ability to live with others so effectively that he may promote their development and his own worthy purposes.

(v) To help him grow in self-directive ability.

Thus, the goal of personal guidance is self-directive and self-realization. This three-fold division of guidance illustrating its scope should not be taken to form watertight compartments, but it is more a matter of practical convenience for making the concept clearer. There is no real difference among the problems to which the different types of guidance services are addressed.

1.3.6 Aims of Guidance

The aims of guidance are the same as those of education in a democratic society like ours. Just like education, guidance services are also based on the principle that the individual is of crucial importance in an educational institution. The aims of guidance lend emphasis and strength to the educational programme and make it more dynamic,

specifically the aims of guidance may be laid as follows from the individual's point of view:

1. To help the individual, by his own efforts as far as possible to realize his potentialities and to make his maximum contribution to the society.
2. To help the individual to meet and solve his own problems and make proper choice and adjustment.
3. To help the individual to lay a permanent foundation for sound and mature adjustment.
4. To help the individual to live a well-balanced life in all aspects- physical, mental, emotional and social.

From the point of view of the institution the aims of guidance can be stated as follows:

- (i) The guidance programme should encourage and stimulate teachers towards better teaching.
- (ii) The programme should aim at providing assistance to teachers in their efforts to understand their students.
- (iii) It should provide teachers with systematic technical assistance and in-service training activities.
- (iv) It should contribute to the mutual adjustment of children and school.
- (v) It should provide for referral of students by teachers.

The Kothari Education Commission (1964-66) has given the following aims of guidance at the secondary school stage:

- (a) To help the adolescent pupils to know and develop their abilities and interests.
- (b) To help pupils to understand their strengths and limitations and to do scholastic work at the level of their abilities.

(c) To help pupils to make realistic educational and vocational choices.

(d) To provide information of educational opportunities. (e) To help the pupils in personal and social adjustment.

(f) To help the school to understand their student.

1.3.7 Aims of Educational Guidance

Crow and Crow have given the following aims of educational guidance at the high school level:

(i) Select the curriculum that best fits his abilities, interests and future needs.

(ii) Develop work and study habits that enable him to achieve satisfactory success in his studies.

(iii) Gain some experiences in learning areas outside the particular field of his special interests and talents.

(iv) Understand the purpose and the function of the school in relation to his needs.

(v) Discover all that his school has to offer and plan a programme of studies accordingly.

(vi) Learn about the purpose and function of the school that he may wish to attend later.

(vii) Select try out courses in order to gain insight into learning areas that still lie ahead.

(viii) Participate in out-of-class activities in which he can develop potential Leadership qualities.

(ix) Appraise his fitness for continued study in a college or other school or in a particular vocation.

(x) Develop an attitude which will stimulate him to continue his education in a school selected for its worth to him in relation to his talents and training.

1.3.8 Aims of Vocational Guidance

According to Jones the specific aims of vocational guidance are the following:

1. To assist the student to acquire such knowledge of the characteristics and functions, the duties and rewards of the group of occupation within which his choice will probably lie as he may need for intelligent choice.

2. To enable students to find what general and specific abilities skills etc., are required for the group of occupations under consideration and what are the qualifications of age, preparation, sex, etc. for entering them.

3. To give opportunities for experiences in school and out of school, which will provide information about condition of work? It will assist the individual to discover his own abilities and help him in the development of his interests.

4. To help the individual develop the point of view that all honest labour is worthy and that the most important bases for choice of an occupation are

(a) The peculiar service that the individual can render to the society,

(b) personal satisfaction in the occupation, and

(c) aptitude for the work required.

5. To assist the individual to acquire a technique of analysis of occupational information and to develop the habit of analyzing such information before making a final choice.

6. To assist him secure such information about himself, his abilities. General and specific, his interests, and his powers, as he may need for choice.

7. To assist economically handicapped children to pursue their occupational choices.

8. To assist the students to secure knowledge of the facilities offered by various educational institutions for vocational training and the requirements for admission to them, the cost of attendance etc,

9. To help the worker to adjust himself to occupation in which he is engaged; to assist him to understand his relationship with workers in his own and related occupation and to society as a whole.

10. To enable the students to secure reliable information about the danger of alluring shortcut to fortune through short training courses and selling propositions of such unscientific methods.

1.3.9 Aims of Personal Guidance

The nature and purpose of personal guidance will be clearly understood when we take into consideration the different stages of child education. The nature of personal guidance at the secondary stage can be understood keeping in mind the basic needs and interests of secondary school students. This is the most critical stage of individual's development. It is the stage of stress and strain, storm and strife, heightened emotionality and hyper-suggestibility, anxieties and worries, conflicts and frustrations. Purposes of personal guidance at this stage are:

(i) To help the students to solve the problems concerning physical health.

(ii) To help the pupils to solve problems concerning sex, emotionality and mental health.

(iii) To help the adolescents in making family adjustments.

(iv) To help the school children in making social adjustment including adjustment with the school.

(v) To organize wholesome recreational activities in the school.

(vi) To provide the opportunity for community service.

1.3.10 History of Guidance Movement in India

As far as India is concerned, the techniques of guidance - informal and incidental - can be traced far back to ancient times. The Panchtantra and Jataka tales are well known for their moral stories, parables and question-answer techniques in learning. Even before the time of Socrates, these were used in India. The teacher-taught relationship was that of Guru-Shishya - the word Guru meaning 'the one who guides' Guidance, as an organized professional activity, is more than half a century old in our country. While in America the guidance movement started as an attempt to fulfill the practical needs of employers and teachers, in India it began as an academic discipline.

Calcutta University has the privilege of introducing the guidance movement in this country. It set up the first psychological laboratory in India in the year 1915. In 1936, a separate section of research in Applied Psychology was opened under the direction of Dr. G.S. Bose, the then Head of the Department. This was done with a view to adopting psychological tests prepared in America to suit the Indian conditions and to evolving procedures to satisfy the vocational needs of Indian students. In 1941 Batliboi Vocational Guidance bureau was established in Bombay with the efforts of a retired accountant practicing in Calcutta and Mukerjee, psychologist from Calcutta University.

Next came Patna University, which established a Department of Psychological Services and Research in 1945. In 1947, the Trustees of the Parsi Panchayat Funds and Properties established the Parsi Panchayat Vocational Guidance Bureau. Dr. H.P.Mehta, its first Director, published the journal of Vocational and Educational Guidance for the first time.

The first State Government to take interest was the Uttar Pradesh Government, which officially recognized the guidance movement by setting up a Bureau of Psychology at Allahabad on the recommendation of Acharya Narendra Deo Committee.

In 1950, the Bombay Government set up the Vocational Guidance Bureau in Bombay which was renamed as Institute of Vocational Guidance in 1957. In 1952, the Vocational Guidance Association of Bombay was formed to coordinate the efforts of various individuals and agencies in the field of guidance in Bombay.

The first attempt to coordinate the work of persons and agencies working in the field of guidance all over the country was made in March 1953. Dr. W.L. Bamente, an American Fulbright Professor, held a workshop of guidance workers in the country at the Central Institute of Education, Delhi.

A second seminar was held in November 1954, again at the Central Institute of Education, Delhi. It was decided to form of All India Educational and Vocational Guidance Association and to affiliate it to the International Association for Vocational Guidance.

1.3.11 Secondary Education Commission (1952-53) And Guidance Programme

An important factor, which influenced the development of guidance movement in India, was the appointment of the Secondary Education Commission in 1952. As a result of the recommendations of this Commission, the old education system, which was unilateral in character, was replaced by a scheme of seven diversified courses. The students were supposed to choose the courses at the delta stage (VIII Class). Therefore, there was a need of guidance at this stage.

Following is the summary of the recommendations of the Commission:

- Educational Guidance should receive much greater attention on the part of the educational authorities. In order to broaden the pupil's understanding of the scope, nature and significance of various occupations of industries, films should be prepared to show the nature of the work in various industries and this should be supplemented by actual visits.
- The services of trained Guidance Officers and Career Masters should be made available gradually and in an increasing measure to all educational institutions.
- The Centre should take up the responsibility of opening in different regions centres of training and Guidance officers and Career Masters to which each State may send a number of teachers or other suitable persons for training.

For the implementation of these recommendations, the Commission provided guidelines, both for the centre and the states, and the result was the creation of an infrastructure of guidance programme in the multipurpose schools. The nationwide

guidance and counselling programme during the first decade following the publication of 84 the Report of the Secondary Education Commission was the result of this progressive National Policy on Secondary Education.

1.3.12 Establishment of Central Bureau of Educational and Vocational Guidance

A definite shape to the guidance movement was given when the Ministry of Education, Govt. of India, set up the Central Bureau of Educational and Vocational Guidance in 1954. The following were the specific functions of the Bureau:

(i) Production and distribution of tools and aids serviceable for guidance work in schools.

(ii) Technical assistance in setting up educational and vocational guidance bureaus in the State

(iii) Training guidance personnel, particularly psychologists and counsellors

(iv) Coordinating guidance activities throughout the country

(v) Preparation of manuals dealing with educational and vocational guidance careers and occupations

(vi) Co-ordinating with the Occupational Information Unit of the Directorate General of Resettlement and Employment in the preparation of occupational information material and its distribution in schools Since the establishment, the Central Bureau had been -rendering a valuable and useful service in the field of guidance. It offered assistance to the State Governments to establish their own State Bureaus and to provide guidance services in their secondary schools- With the setting up of the All India Educational and Vocational Guidance Association in 1956, the guidance movement assumed an all-India character.

Soon private agencies and universities started evincing interest in the field and the Journal of Educational and Vocational Guidance was started by a private agency in 1954. This was later taken over by the All India Educational and Vocational Guidance

Association. Some universities also began to offer courses in guidance as optional papers for master's degree in education and psychology.

The guidance movement received a further fillip during the Third Plan period. Financial assistance and technical advice were given to the States by the Govt of India under a centrally sponsored scheme of the Ministry of Education. The scheme provided for:

(i) The establishment of State Bureaus of Guidance in the States where they did not already exist;

(ii) The strengthening of the existing State Bureaus;

(iii) The establishment of guidance services with a full-time counsellor in 170 multipurpose schools; and

(iv) The establishment of an occupational information service in 2500 schools. The financial assistance offered being meagre, the scheme had little impact on the development of guidance services.

1.3.13 Vocational Guidance Services in Employment Exchanges

The Ministry of Labour, which dealt with the employment of people at lower level was further strengthened with the passing of compulsory Notification of Vacancies Act 1960, which made the Government organizations to fill in their vacancies through the Employment Exchanges by an executive order. However, made it compulsory for organized sector employing more than 25 persons to notify their vacancies through Employment Exchanges. On the pattern of U.K., it started providing Vocational Guidance facilities to the registrants to facilitate their employment, to help them to go in for different types of training programmes and to go in for self-employment.

1.3.14 Education Commission 1964-66

The Education Commission (1964-66) considered that the Guidance services have a much wider scope and function than merely that of assisting students in making educational and vocational choices. The aims of guidance are both adjustive and

developmental: it helps the student in making the best possible adjustments to the situations in the educational institutions and in the home and at the same time facilitates the development of all aspects of his personality.

Guidance, therefore, should be regarded as an integral part of education and not a special psychological or social service, which is peripheral to educational purpose. It is meant for all students, not just for those who deviate from the norm in one direction or the other. It is also a continuous process aimed at assisting the individual to make decisions and adjustments from time to time.

The Commission emphasized that educational and vocational guidance could play a significant and useful role in the qualitative improvement of educational standards at all levels and suggested a new policy on education from the primary to the university stages. It scrapped the recommendations of the Secondary Education Commission as a result of which the multipurpose system gave place to the traditional system of a unitary type. The scheme bid farewell to the objective of vocationally oriented education envisaged in the previous system.

After having made a strong case for guidance as contributory to a student's all round development, the Commission recommended that it was not counsellors but teachers who would have to take the responsibility for guidance for the next twenty years. The Commission had thrown cold water on the hopes and aspirations of guidance workers. The Draft National Policy on Education of the Ministry of Education, Government of India (1979) is silent on the guidance and counselling service and the words 'Guidance' and 'Counselling' are nowhere mentioned in the National Policy note.

1.3.15 The Present Position

At present two major establishments are developing guidance programmes for school-going children in our country - Government Organisations and Private agencies. The Government agencies include the Department of Educational Psychology and Foundations of Education, the National Council for Educational Research and Training, State Bureaus of Guidance and the Guidance units of the National Employment Service. Private agencies include Vocational Guidance Society at Calcutta, Gujarat Research

Society at Bombay, Y.M.C.A. of Calcutta, the Rotary Club of Bombay, and the Lions Club. And the Junior Chamber of Baroda.

In addition, a number of voluntary organizations are also providing guidance facilities of different types. According to the information collected by the Department of Psychology and Foundations of Education in 1976, out of 30,328 secondary schools in the country, 8,732 (29 per cent) have a programme of guidance. Only 37 schools in the country have full time counsellors. 258 schools have part-time counselors and the rest of the schools have career masters. As the impact of guidance is not immediately perceptible, effective guidance service is rare in the schools. Bureaus are functioning in all the States except Jammu & Kashmir, Nagaland, Sikkim and Tamil Nadu. Among the Union Territories, only Chandigarh and Delhi have guidance bureaus.

However, after the inclusion of education in the Concurrent List of our Constitution with the efforts of the Central Government, the 10+2+3 system of education has been adopted by the All States of India. This system has its deep roots in the guidance programme and will be difficult to function without it. However, it secures that the State Governments have not very seriously implemented the +2 i.e., vocational educations. In accordance with the modified National Policy of Education 1992. it is predicted that their pattern will have to be taken seriously. In nutshell, it can be said that there is no escape from the serious implementation of Educational and Vocational Programme.

1.4 Need and Importance of Study

In the recent years the Indian society seems to have undergone a total transformation which is characterized by changing roles of individuals, changes in the family system, increased competition among schools including schools, increased sociability of the children, immense technological advances, peer and parental pressures resulting in an environment filled with stress and strain for the individuals. Within education system of the country, it is observed that students encounter different personal, academic and socio-economic challenges, which directly or indirectly affect the quality of education.

Higher Secondary School students enter adolescent years of their life during this school stage which they encounter a lot of challenges and conflicts, for which they need proper guidance to successfully overcome them. The Higher Secondary School stage is a period of personal, social, emotional, academic and intellectual development for the adolescents.

Adolescence is a critical period during which remarkable physical and psychological, changes take place. These rapid changes coupled with the absence of authentic information to know, understand and value them, cause anxiety among adolescents who may be pushed into courses of actions without having a chance to think fully of consequences. This becomes harder and further complicated for the adolescents when there are no supporting services available in the society to meet these challenges in personal life. The challenges they come across may adversely affect the overall development of the students' personality, which is vital in this stage of life.

By resolving challenges of the students and by helping them, understand their strengths and weaknesses, their performance can be improved, their overall development can be enhanced and can be efficiently prepared for future life. Students of Higher secondary level experience great stress in the educational field as they approach the board exams. A student who has satisfied the educational guidance needs can efficiently overcome such difficulties and come out successfully.

Higher Secondary School is the period of transition into adulthood and the world of work. Hence, they have to make judicious decisions regarding the career choice and entrance into a competitive job market. These students are exposed to personal and social changes as well. For these reasons we need to recognize the ever-changing needs of the students, based on which we can plan and adopt appropriate school guidance programs. School setting is very important for adolescents in picking the necessary life skills, where planned interventions are now inclusive in many countries.

Majority schools across the country does not offer any planned inputs or interventions in the area guidance programmes, neither as part of curriculum nor as an additional programme. In the area of guidance services, some schools have school social

work setting, some appoint trained counselors, while some others train teachers to handle the issues by themselves. Further, every individual in the family and society faces many challenges due to over ambitions, burdens, health related challenges, lack of decision-making skills and so on. This brings out an increase in amount of stress and strain which leads to various challenges like depression, poor health conditions, tiredness, suicides etc.

In such cases, the children from those families are highly neglected which in turn leads to loss of confidence. Lack of decision making and lose their self-assurance and self-reliance. In some families both parents are working in different field, they completely neglect their children. So, the adolescence does not get any guidance from those parents and family members. They try to depend on some other parents for their guidance. In such areas life skills educations is very helpful. Youth and adults need to develop confidence and self-assurance in handling personal, social and business situations through skills.

Thus, basic life skills are required for today's individual to face the challenges of the day-to-day life. They ensure every person to make more informed decisions which will affect their future, the future of their family, the future of their community as well as nation's future. The students of Higher Secondary Schools are basically in adolescent period need life skills education. Hence, an interdisciplinary study on life skills education and career guidance among higher secondary students of Cuddalore district has been undertaken.

1.5 Limitations of the Study

The present study "An interdisciplinary study on Life Skills Education and Career Guidance among Higher Secondary Students of Cuddalore district" is a wide area for research. In Higher Secondary Education all the students studying +2 Class is taken as a population. Among them 420 students are considered for this study as sample. Further, as the problem is very wide, it needs wider sample of students are necessary for drawing generalizations. Geographical area also limited to only Cuddalore District.

1.6 Conclusion

This chapter covers the interdisciplinary concept relating life skills education and career guidance among higher secondary students. The chapter conceptualized the variables life skills education and career guidance with enhanced review on par with present need of the society, the concepts are presented with more emphasis on students' behavioural change due to life skills education and career guidance. Thus, this chapter covering the related area of study in a productive and scientific approach.

CHAPTER - II

REVIEW OF RELATED LITERATURE

CHAPTER - II

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter contains a review of related literature and previous studies on education and it highlights on the different areas of the study. The main purpose of the review is to help in developing a thorough understanding and insight into the previous works. The review also helps the researcher to know what has been done and what has been over looked and unmapped.

Keeping the above points in mind, a careful study and exploration of the related literature to the present study is essential to have right insight into the work that is already done in the field. There are very few studies on education programmes. The investigator has taken keen interest in the previous studies related to added valuable information from their procedures and findings which are of great support in developing the present research work. A brief review of the related literature and related studies are classified in chronological order under different heads.

2.2 Need of Review of Related Literature

The review of related studies and literature is an important aspect in the development of the problem and in the origin of an effective approach to its solution. The success of a research worker's effort will depend on a large measure, on the extent to which he or she capitalizes on the advances both empirical and theoretical, made by previous researchers. In the field of education too, the research worker needs to acquire up to date information about what has been thought and done in the particular area from which he or she intends to take up a problem of research.

Explaining the importance of related literature, Best (2009) says, —practically all human knowledge can be found in books and libraries. Unlike other animals that must start a new with each generation, man builds upon the accumulated and recorded knowledge of the pastl.

Good, Bar and Scates (1941) analysis the purposes of survey of related literature as:

- To show whether the evidence already available solves the problem adequately without further investigation and thus to avoid the work of duplication.
- To suggest methods of research appropriate to the problem.
- To provide ideas, theories, explanation, or hypothesis valuable in formulating the problem.
- To locate comparative data useful in the interpretation of results, and
- To contribute to the general scholarship of the investigator.

The Review of Related Literature is presented in two sections. In the first section, the review of researches on Life Skills Education and in the second section the review of researches on Career Guidance was presented.

2.3 Studies on Life Skills Education

Evangeline Sushma Godi (2017) conducted research on the impact of life skills training on the emotional intelligence of high school students. The investigator has undergone prior training at NIMHANS Bangalore, to be able to use the prescribed training material. The process involving different phases, was carried out at different stages. The study was conducted in Visakhapatnam District of Andhra Pradesh State in India. The data for the study has been derived from a representative sample of size 447 obtained from Class XI and Class VIII students attending the Higher Secondary Schools in Visakhapatnam District of Andhra Pradesh State in India. There is no significant difference between the Life Skills displayed by boys and girls though the boys scored more than the girls. The LS scores of male students ($M = 355.18$, $SD = 35.32$) was higher than female students ($M = 352.69$, $SD = 39.44$).

There was no statistically significant difference between them since the mean difference was $M = 2.49$, 95% CI, $t(445) = 0.701$, $p = 0.484$ ($p > 0.05$). This difference could be more due to the cultural constrains upon girls to be as exposed to life situations as

opposed to boys. There is a significant difference between the Life Skills displayed by students who are in English Medium schools to those who are in Telugu Medium schools where the English Medium students have scored 191 higher LS scores than the Telugu medium students. The LS scores of English medium students ($M = 357.14$, $SD = 37.79$) was higher than Telugu medium students ($M = 347.89$, $SD = 36.89$). That is a statistically significant mean difference of 9.25 (95% CI, 1.99 to 16.51), $t(445) = 2.502$, $p = .013$ ($p < 0.05$). There is a positive correlation between the influence of Life Skills Training on the six common dimensions of Emotional Intelligence and Life Skills. There was a positive correlation between the difference in LS scores and EQ scores taken before the Life Skills

Anita Ezra (2018) conducted study of the life skills of higher secondary students in relation to academic achievement. The study comprised of a survey conducted in 22 schools in rural and urban areas of Coimbatore. A total of 623 students (207 boys and 416 girls) constituted the sample for the study. 402 students were from Government schools and 221 students were from Private Management schools. 99 students belonged to Boys' schools, 407 students belonged to Co-educational schools and 117 students belonged to Girls' schools. 310 students studied in English medium and 313 students studied in Tamil medium: • H_0 is accepted for Hypothesis 1. There is no significant difference between the Life Skills of the students in terms of the socio-economic status of the students. • H_0 is rejected for Hypothesis 2 with respect to the medium English medium students have higher level of Life Skills compared to the Tamil medium students. H_0 is accepted with respect to the other variables. It is concluded that the gender of the student and the type of school management and locality do not influence the Life Skills development in an individual.

- H_0 is rejected for Hypothesis 3. There is a positive correlation between the Life Skills.
- H_0 is rejected for Hypothesis 4. There is a positive correlation between the Life Skills and the academic achievement of the students with respect to the medium of instruction, locality and gender.
- H_0 is rejected for Hypothesis 5 in the following cases. There is a significant difference between the Problem-Solving skills of students in terms of the management type of the school. There is a significant difference between the Decision-Making skills of students in terms of the management type and the medium of the school. There is a significant difference between the Critical thinking skills of students

in terms of the medium and the management type of the school. There is a significant difference between the Stress coping skills of students in terms of the locality of the school.

- H₀ is rejected for Hypotheses 6. There is a positive correlation between the Life Skills score and the academic achievement score of the total sample.
- H₀ is rejected for Hypotheses 7. It is possible to predict the development of Life Skills from the achievement level of the students and the difference in scores taken after, $r(445) = 0.104$, which is significant at 0.05 level.

Sumangala N. Rayanagoudar (2019) made a Study on “Effectiveness of Life Skills Education on Interpersonal Relationship, Self-Awareness; Creative Thinking, Critical Thinking and Communication Skills among IX Standard Students. The experiment is generally considered as the most modern research method for testing hypotheses. This method starts with the question concerning with relationship between two or more variables. The experiment is a planned event. It was carried out by the investigator to collect the information that is related to the hypotheses. The investigator has taken the precaution to the manipulation and control of the variables to observe the measurement of the results.

A total of one hundred IX standard students of secondary schools of Gadag city were selected randomly and randomized 50 students into two groups i.e. control group and experiment group in the present study. The data showed that the students of experimental group who had participated in the programme related to enhance the interpersonal relationship, self-awareness, creative thinking, critical thinking and communication skills scored highest marks than their own pretest marks. Students enjoyed the programme. Discussion, role playing, brainstorming, removing the knot and communication and other strategies were used. Thus, it was found that the students who had participated the intervention programme performed better in terms of interpersonal relationship, self-awareness, creative thinking, critical thinking and communication skills. The instructional strategies were proved to be effective as significant difference was found in posttest and delayed posttest when compared to pretest.

Suryakant Kushwaha (2019) made a Study of Life Skills Education in CBSE and UP Board Secondary Schools of Varanasi City. Researcher conducted a study to find out

the level of life skills of CBSE and UP Board class IX students. Researcher also desired to find the types of life skills that are being emphasized in every chapter of the class IX books of CBSE and UP Board through its content. It was found that there was a significant difference between the level of Life Skills of CBSE and UP Board students. The CBSE board students have better level of life skills than UP Board students. Moreover, most of the students in CBSE schools have above average level of Life Skills while most of the students in UP Board have below average level of Life Skills. In fact, CBSE Board students are significantly better than UP Board students in all components of the Life Skills viz. Self-awareness, Empathy, Critical thinking, Creative thinking, Decision making, Problem solving, Interpersonal relationship, Effective communication, Coping with stress and Managing Emotions.

It was also found that female students of CBSE board have better Life Skills than male students of CBSE Board. Similarly, it was also found that female students of UP Board have better Life Skills than male students of UP Board. On analyzing the chapters of the books of CBSE and UP Board it was found that both the boards' books have sufficient presence of component of Life skills in them. But, In CBSE books, chapters and exercises are of reflective nature. They motivate the students to think about the content reflectively and give their opinion and views regarding them. They are more relative to the students' life and thus can be more effective to learn life skills. Also, CBSE books are filled with various exercises such as role play, debate, group discussion and the questions given there are of global nature igniting students to create their own perspective about the situations and answer accordingly while in UP Board books there are only few exercises which might add to students' life skills such as project work section. Also the questions given in UP board books are of what, how, when nature and which are entirely based on the content of the chapter and thus giving very little opportunity to students to think Abstract [6] creatively and reflect their thoughts and opinions about them. It might be a factor for low level of life skills in UP Board students than CBSE Board students.

Yejarla Gabriyelu (2019) made research in an interdisciplinary study on life skills education and career guidance among higher secondary students of Visakhapatnam district. The type of research undertaken by the investigator is exploratory in nature. It is a

descriptive survey method of research. The investigator followed the survey method of the descriptive research. The researcher selected the 12 Higher Secondary Schools out of 236 Higher Secondary Schools in Visakhapatnam District for collection of data. The researcher has collected 600 students from 12 Higher Secondary Schools out of 49933 students from 236 Higher Secondary Schools were covered for collection of data as respondents. There is high significant correlation established between Life Skills Education and Career Guidance as perceived by Higher Secondary Students of Visakhapatnam district. Students expressed above average perceptions with respect to Social Skills, Cognitive Skills, Emotional Coping Skills and overall response towards Life Skills Education among Higher Secondary Students of Visakhapatnam district. According to their gender, male category students expressed high perceptions with respect to Social Skills, Cognitive Skills, and overall response towards Life Skills Education among Higher Secondary Students of Visakhapatnam district than that of female category students. According to their medium of instruction, Telugu medium school students expressed high perceptions with respect to Social Skills, Cognitive Skills, Emotional Coping Skills and overall response towards Life Skills Education among Higher Secondary Students of Visakhapatnam district than that of English medium students.

According to their Grade in SSC, all the higher secondary school students with different Grades in SSC are expressed one and the same opinion with respect to Social Skills, Cognitive Skills, Emotional Coping Skills and overall response towards Life Skills Education among Higher Secondary Students of Visakhapatnam district. According to their Discipline of the study, all the higher secondary school students with different discipline of the study are expressed one and the same opinion with respect to Social Skills, Cognitive Skills, Emotional Coping Skills and overall response towards Life Skills Education among Higher Secondary Students of Visakhapatnam district. According to their reason for selecting this discipline, all the higher secondary school students with different discipline of the study are expressed one and the same opinion with respect to Social Skills and overall response towards Life Skills Education among Higher Secondary Students of Visakhapatnam district. Students expressed average and below average perceptions with respect to Physical Needs, Social Needs, Psychological Needs, Educational Needs, Vocational Needs and overall response towards Career Guidance

among Higher Secondary Students of Visakhapatnam district. According to their gender, both male and female category students expressed one and the same opinion with respect to Physical Needs, Social Needs, Psychological Needs, Educational Needs, Vocational Needs and overall response towards Career Guidance among Higher Secondary Students of Visakhapatnam district.

According to their medium of instruction, Telugu medium students expressed high perceptions with respect to Physical Needs and Psychological Needs towards Career Guidance among Higher Secondary Students of Visakhapatnam district than that of Aided and Private school students. According to their Grade in SSC, A+ grade students expressed high perceptions with respect to Social Needs, Psychological Needs, Educational Needs, Vocational Needs and overall response towards Career Guidance among Higher Secondary Students of Visakhapatnam district than that of A, B+, B and C grade students. According to their discipline of the study, Humanities and Social Science group students expressed high perceptions with respect to Social Needs, Psychological Needs, Educational Needs and Vocational Needs towards Career Guidance among Higher Secondary Students of Visakhapatnam district than that of science and commerce and management studies of students. According to their reason for selecting this study, all the students with different area on career guidance are expressed one and the same opinion with respect to Social Needs, Psychological Needs, Educational Needs and Vocational Needs towards Career Guidance among Higher Secondary Students of Visakhapatnam district.

Manikanta Paria (2020) examined Critical evaluation of life skills education at secondary education level in West Bengal. This study follows the steps of a cross-sectional survey design to quantitatively measure students' life skills followed by quantitative analysis and interpretation. The sample of the present study was consisted of 1330 (nearly four times of the required sample size) students and therefore assumed to be a good representation of the entire population of students studying at class 9-10 of the above-mentioned districts in West Bengal. Purposive method was opted to select schools from districts. The sample distribution by districts is given below. The study revealed that less than twenty percent of all the adolescent students (16.3%) possessed a great deal of life skills. This poor figure may be attributed to the lack of awareness and support at both the

family and society level. The knowledge and understanding of psychosocial competence along with its importance for developing self-support system to face the challenges of everyday life the adolescents is utmost needed. Teachers and school authorities can collaborate with the local bodies and social organizations to act upon this matter.

Male students were better in possession of life skills than female students, as the particular socio-cultural context of this study may have differently attributed the psychosocial competence to different gender. In the other hand, Bengali medium schools i.e. schools under the WBBSE board in this study, provide more liberal and joyful environment inside the school premise where social bonding and interpersonal relationship between the students enjoys a great deed, where pupil roams and play with little or no restrictions, where mother tongue is used for all sort of communications unlike the English medium schools; and thereby helps the adolescents to grow as more humane, empathetic and sensible person who values human bonding more than anything. This is equally important for promotion of good physical and mental health, but not the sufficient one. Therefore, need for life skills education in the curriculum of WBBSE schools is very much required to keep up the process of man making education through wholistic development of the child.

Navkiran Kaur (2022) analyzed the effect of life skills education programme on academic performance and social competence in relation to spiritual intelligence of adolescents. The present study was experimental in nature. Experimental research describes what will happen when certain variables are carefully controlled or manipulated. Variables are the conditions that the experimenter manipulates controls or observes. In it the effect of manipulations in independent variables upon dependent variables is examined. For the present study population was students of government senior secondary schools affiliated to Panjab school education board of the Moga district.

1) First hypothesis is “There will be no significant effect of life skills education programme on academic performance among students”. The investigator found that the academic performance of students taught through life skills education programme are significantly better than the adolescents taught through general skill education. Thus, the hypothesis was rejected. It can be concluded that life skills education programme is better

than general skill education. 2) Second hypothesis is “There will be no significant effect of life skills education programme on social competence among students”. The investigator found that the social competence of students taught through life skills education programme are significantly better than the adolescents taught through general skill education. Thus, the hypothesis was rejected. It can be concluded that life skills education programme is better than general skill education. 3) Third hypothesis is “There will be no significant effect of classifying variables (high and low spiritual intelligence) on academic performance among students”. The investigator found that the academic performance of students having high level of spiritual intelligence is significantly better than having low level of spiritual intelligence. Thus, the hypothesis was rejected. It can be concluded that students with high and low level of spiritual intelligence differ significantly in academic performance.

4) Fourth hypothesis is “There will be no significant effect of classifying variables (high and low spiritual intelligence) on social competence among students”. The investigator found that the social competence of students having high level of spiritual intelligence is significantly better than having low level of spiritual intelligence. The hypothesis is thus rejected. It can be concluded that social competence of adolescents having high level of spiritual intelligence are significantly better than having low spiritual intelligence. 5) Fifth hypothesis is “There will be no significant interaction effect of life skills education programme and classifying variables (high and low spiritual intelligence) on academic performance among students””. The investigator did not find any significant interaction between the treatment strategies (life skills education programme & general skill education) and spiritual intelligence on academic performance. The hypothesis was accepted. It can be concluded that there is no significant interaction between the treatment strategies (life skills education programme & general skill education) and spiritual intelligence on academic performance. 6) Sixth hypothesis is “There will be no significant interaction effect of life skills education programme and classifying variables (high and low spiritual intelligence) on social competence among students”. The investigator did not find any significant interaction between the treatment strategies (life skills education programme & general skill education) and spiritual intelligence on social competence. The hypothesis was thus accepted. It can be concluded that there is no significant interaction

between the treatment strategies (life skills education programme & general skill education) and spiritual intelligence on social competence.

Vanecia Grace Wahlang (2022) conducted study on attitude of higher secondary students towards life skills in relation to their educational and vocational aspirations in Meghalaya. This study employed a quantitative research design with a descriptive method based on the stated objectives of this research. The participants for this study, school-going adolescents, were recruited from the Higher Secondary schools in the state of Meghalaya. In the present study, the researcher has used disproportionate stratified random sampling to select the required samples reflecting representativeness. For sample selection, the researcher has selected 13 higher secondary schools from the 11 blocks of the chosen district. From these selected schools, the researcher has selected a total of 1242 higher secondary school students. Amongst the samples, were 489 males and 753 females; 591 rural school students and 651 urban school students; 711 arts, 245 commerce, and 286 science students.

It was found that for a majority of the higher secondary students, 55.7 percent had an average level of attitude towards life skills. Only 11.8 percent students had a favourable attitude towards life skills, while 7.7 percent had a highly favourable attitude. The number of students with an unfavourable level of attitude towards life skills was found to be 14.3 percent, while students with highly unfavourable reported to be 10.5 percent. So, it urged responsible stakeholders to undertake steps to develop favourable attitudes among higher secondary students towards life skills since 24.8 percent students had unfavourable attitude towards life skills.

2.4 Studies on Career Guidance

Nivedita and Jay Singh (2017) conducted a Comparative Study of the Guidance Needs of Secondary School Students. The investigator for this research chose Random sampling technique. The sample consists of 200 students taken from different rural and urban government and private schools of Sirsa district. There are 100 students of Government school of rural and urban areas (50 from each) and 100 students of Private school of rural and urban areas (50 from each). From each school the sample is distributed in equal male and female ratio of 25 female and 25 males. The findings of the study are 1.

The mean & S.D. values of guidance need of male & female secondary school students are 112.89, 22.23 & 122.69, 17.49 respectively. The calculated t- value is 4.61 which is more than standard table value at .05 level of significance. Therefore, it is analyzed that the guidance needs of female secondary school students is more than male secondary school students. Hence, hypothesis No.1 is rejected. 2. The mean & S.D. values of guidance needs of urban & rural secondary school students are 108.52, 21.81 & 127.62, 14.11 respectively. The calculated t-value is 6.96 which is more than standard table value at .05 level of significance. Therefore, it is analyzed that the guidance needs of rural secondary school students is more than urban secondary school students. Hence, hypothesis is rejected.

Jyothis Paul (2017) reviewed on The Present Status of Career Guidance Services for Higher Secondary Students in Kerala. The majority of students pursue higher secondary education after matriculation in Kerala under the streams are science, commerce and humanities. The Kerala model of development is well known and it sets high standards for the academic advancements of students. In spite of these achievements the employability of Kerala students is rated as being lower when compared to many other states. One major reason for this deficit is poor career orientation amongst students, especially those who are in early and mid-adolescence. In order to address this issue, the Directorate of Higher Secondary Education (DHSE), Kerala, established a Career Guidance and Adolescent Counselling Cell. This report provides an overview of the career guidance services provided by the DHSE, Kerala.

Jyothis Paul. P (2018) conducted a study on the development of a career guidance package for enhancing career decision making self-efficacy among higher secondary school students. The sample for the survey phases comprised of 1006 higher secondary school students studying in 4 districts of Kerala. Data was collected using a Career awareness test and a career decision making self-efficacy (CDMSE) scale. The sample of experimental study comprised of 190 higher secondary school students. The CDMSE scale is used for pre-test and post-test. Experimental treatment is done using the developed career guidance package. Consolidating these responses, the higher secondary school students in the experimental group who were exposed to the Career guidance package are of the opinion that the package has enhanced their CDMSE. This shows that the developed Career guidance package is superior to the existing career guidance programmes and services.

Career awareness of students differ significantly when compared on the basis of gender, medium of class 10 studies, type of school management, subject combination and region. But there is no significant difference in career awareness of students studied in different streams and belonging to different categories. It was found that girls are superior to boys, government school students are superior to aided school students, students studied in class 10 in English medium are superior to students' class 10 studied in Malayalam medium, Science students are superior to commerce and humanities students and students from south Kerala are superior to Students from Middle and north Kerala in career awareness.

Ramalatha Marimuthu, Navaneethakrishnan R, Alagu Meenakshi, Uma Maheswari S (2018), Catch Them Young: Importance of Career Planning in Indian School Education Systems. Higher Education Systems receive a lot of attention from the researchers on identifying good teaching practices in higher education to make it student attractive since it is the nearest point of education towards career and early life education is often ignored. But the primary factor in the choice of higher education in India is the current popularity of the stream (on the basis of the mass and media opinion) and not the aspiration and interest of the students. The lack of systematic student profiling to understand their strengths and encourage them in the correct career path is the major drawback of the Indian School Education System. This paper provides a framework for the steps to be followed to introduce life career planning education in schools and the various factors to be considered while profiling the students.

Pradnya Paranjape (2019) made a Study of Career Maturity and Vocational Guidance Needs of Secondary School Students of Gujarat. From the present study it can be concluded that there is no significant effect of Gender, Standard, Area and Board of school on coefficient of correlation between Career Maturity and Vocational Guidance Needs of students, but there is significant effect of achievement level on coefficient of correlation between Career Maturity and Vocational Guidance Needs of students in favour of low achiever students. But it is clear from the analysis that in the present study high correlation is seen between career maturity and vocational guidance needs of all students. It means that those students who have shown higher career maturity are having higher vocational guidance needs. Both career maturity and vocational guidance are the need of the era. In the present study the researcher has sincerely tried to find the correlation between

career maturity and vocational guidance needs with reference to different variables. There is a vast scope for further researches in this field.

Sahiba (2020) studied the role of career guidance and factors resulting into academic stress among students in Punjab and Haryana. The main objectives of the study are: 1.) To determine the role of career guidance and counselling in student's career awareness and career planning. 2.) To investigate how social and psychological factors influence the career exploration process of the adolescence. 3.) To determine the perceptions of students, school counsellors, and class teachers about the role of career guidance and counselling, in the student's career awareness and career planning. 4.) To find out the level of academic stress among students in Haryana and Punjab. 5.) To evaluate the various techniques to overcome the stress of the student's life and how to cope up with stress. The 600 respondents from Punjab and Haryana were taken as sampling unit, both primary and secondary sources of data were used. The study has reported on the want for flexibility and for numerous ways to address different student and their wants. Without extra guidance for educational providers on the growth of appropriate and efficient pathways, efforts to maintain those who are mainly at risk of not productively implementing their schooling and the change to post-school education or employ may not be well served. The requirements of more academically able students show to be extra sufficiently met by the direction of present improvements.

Kariyappa. M.S (2021), made research on the effectiveness of the career guidance programme on career related variables among secondary school students. The group of 38 students in the experimental group and 41 students in the control group were initially taken for the study. Later 2 students from the experimental group and 6 students from the control group who could not attend the pre-test or post-test were eliminated from the data. Finally, the sample for the study was restricted to 36 in the experimental group and 35 in the control group. Thus, the final sample consisted of seventy-one students, of which thirty-six students belong to 180 the experimental group and thirty-five to the control group. All the students were from a rural background. The school environment and school resources were also the same for both groups. The quasi-experimental design was used for the present study. The career guidance programme was effective in the career planning aspect of career

development at the secondary level. The career guidance programme was effective in the attitudinal aspect of career development at the secondary level which is combination of the career planning and career exploration aspects. There is an increase in the career decision-making aspect after exposure to the career guidance programme among secondary students.

The career guidance programme was effective in the overall career orientation of the career development at the secondary level. The programme had more effective among female students than the male students in the career planning aspect, career exploration aspect, attitudinal aspect, career decision making aspect, knowledge and skill aspect, overall career orientation or total career orientation of the career development programme. Hence, this study is a one pebble of the research to support of the earlier one and evidenced for further knowledge regarding career education or career development. The study also explored the effect of career guidance on career development aspects viz., career planning, career exploration, career decision making, the world of work information, and knowledge of preferred occupation(s). The attitudinal aspect of the career development and knowledge & skill aspect of the career development also considered in the study. The findings of the study show that the career guidance programme effectively working on promoting the attitudinal, knowledge, and skills aspects of career development. Hence, a career guidance programme brings changes in student's decision-making and knowledge on the preferred occupations.

Ranjita Uniyal (2021) conducted research on guidance needs of senior secondary students in relation to their self-confidence and career conflict. A total of 1350 students were randomly selected as a sample for the present study. In the present study, the researcher aimed to reveal the current status of the Guidance Needs of senior secondary students in relation to their Self Confidence and Career Conflict for which the most suitable method to be adopted was Descriptive Survey. The present study revealed that most of the senior secondary students have high need of guidance in all the five areas i.e. physical, social, psychological, educational and vocational and have extreme need of guidance while considering overall guidance. Further, it can be concluded from the findings that male and female students both did not differ in their overall guidance needs (including its dimensions

i.e. physical, social and psychological guidance needs) whereas female students need more educational and vocational guidance than male students.

In case of streams, the students of non-science stream need more overall guidance (including its dimensions i.e. physical, social and psychological guidance) than the students of science stream while they both did not differ in their educational and vocational guidance needs. Moreover, in case of type of school management, the student of government schools needs more overall guidance (including its all five dimensions) than the students of non-government schools. Further it can also be concluded that senior secondary students were significantly different in their levels of self-confidence on the basis of gender, stream and type of school management and female students, students of non-science stream and students of government schools have less self-confidence than their counterparts. From the findings, it can also be concluded that senior secondary students did not significantly differ in their levels of career conflict on the basis of gender and type of school management whereas students of non- science stream have more career conflict as compared to their counterparts.

2.5 Discussion

The investigator has reviewed relevant theories and research studies on life skills education and career guidance. There are totally 11 reviews out of them 8 are related to life skills education and the remaining 3 studies are career guidance. The reviewed literature emphasized the global recognition of moral education. The function of moral education program in schools was seen as a means of maintaining and improving the moral consciousness of the society. Many researchers identified that the subject has not been given adequate attention as it should be in many higher secondary schools. Instead of teaching life skills education they are teaching examinable subjects and therefore the study aimed at exploring the perceptions of students towards Life Skills Education and Career Guidance among Higher Secondary Students of Cuddalore district.

CHAPTER - III

METHODOLOGY

CHAPTER - III

METHODOLOGY

3.1 INTRODUCTION

Methodology occupies a very important place in any research since the credibility obtained in research depends upon the credibility of method used. The role of Methodology is to carry on the research work in a scientific, valid and precise manner. Methodology is the description of procedure or techniques adopted in a research study for investigation. It outlines the entire research plan. The success of any research worth depends largely upon the stability of methods, tools and techniques used for collecting data, organizing and analyzing the data. It gives an accurate, detailed description of how the work has been done. The investigator adopted normative survey method to pursue this research.

3.2 SIGNIFICANCE OF THE STUDY

Life skills-based education is a basic learning need for all young people particularly Higher Secondary students. Because Higher Secondary syllabus includes technical subjects and most of the students lack life skills in their personality development. Life skills education supports the Higher Secondary students to empower in challenging situations. Several skills like leadership, responsibility, communication, intellectual capacity, teamwork, self-esteem, interpersonal skills etc., covers its maximum. Emerging life skills helps the Higher Secondary students to explain knowledge, attitude and their health behaviour such as getting the ability to reduce specific risk behaviour and accept healthy behavior that improves their lives in overall.

3.3 STATEMENT OF THE PROBLEM

If more than one discipline studied at the same time that study is interdisciplinary study. Here the investigator studied psychology and education simultaneously. So, it is an interdisciplinary.

Life skill education: Skills are identified and related them to life situations with proper illustrations. A positive attitude is important to cope the fast changes which happen in the life of a young adolescent in the areas of body, mind and soul.

Career guidance: Guidance implemented in terms of all round development for their future. Guidance and counseling service prepare students to assume increasing accountability for their decisions and grown in their ability to understand and accept the results of their selections. Thus, researcher tried to link them to frame the title “An Interdisciplinary Study on Life Skills Education and Career Guidance among Higher Secondary Students of Cuddalore district”.

3.4 VARIABLES OF THE STUDY

1. Gender: Male / Female
2. Medium: English / Tamil
3. Marks in SSLC: Below 200 / 201- 300 / 301-400 / Above 400
4. Group of the Study: Science / Arts / Vocational
5. Reason for choosing the group: Subject Interest / Job Opportunities / Influence of Friends / Influence of Parents / Got Admission only for this subject / Other Reasons

3.5 DEFINITIONS OF THE KEY TERMS

1. Interdisciplinary Study

If more than one discipline studied at the same time that study is interdisciplinary study. Here the investigator studied psychology as well as education. So, it is an interdisciplinary.

2. Life skills Education

“Life skills are abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life” (WHO, 1996).

The components of life skills used in current study are

- i) Social or interpersonal skills, including communication, negotiation/refusal skills, assertiveness, cooperation, empathy.
- ii) Cognitive skills, including problem solving, understanding consequences, decision making, critical thinking, self-evaluation.
- iii) Emotional coping skills, including managing stress, managing feelings, self-management, and self-monitoring.

3. Carrer Guidance

Guidance needs in the context of the current study refers to the necessity level of adolescent students for an authentic external support to help them directed towards informed decisions in areas that have direct impact in their development.

The components of guidance needs used in current study are

- i) Physical Needs: Satisfactions that can be possibly be brought about by the school or guidance personnel by providing guidance to the students in physical activities such as sports, games, health etc.
- ii) Social Needs: This refers to the availability of congenial social environment of school consisting of peers and companions, where they meet and work with each other and experience a kind of social achievement.
- iii) Psychological Needs: This refers to those personal wants that are related with an individual's mental or emotional satisfactions that are provided by the school or guidance personnel.
- iv) Educational Needs: This refers to the preparation of an individual for living in a complex world consisting of formal institutions which prepare an individual student for life by bringing about an all-round development of his personality. The various school personnel, mostly teachers and guidance personnel – provide assistance to individual students in this regard.
- v) Vocational Needs: This means the need to know about and prepare for the world of work and find a place for oneself in society with a view of achieving self-fulfillment.

3.6 OBJECTIVES OF THE STUDY

The present study is proceeded with the following objectives.

- 1) To measure the level of Life Skills among Higher Secondary School Students of Cuddalore District.
- 2) To assess the level of Career Guidance among Higher Secondary School Students of Cuddalore District.
- 3) To assess the influence of individual factors such as Gender, Medium, Marks in SSLC, Group of the study and Reason for choosing the group on Life Skill among Higher Secondary School Students of Cuddalore District.
- 4) To assess the influence of individual factors such as Gender, Medium, Marks in SSLC, Group of the study and Reason for choosing the group on Career Guidance among Higher Secondary School Students of Cuddalore District.
- 5) To ascertain the relationship of Life Skill Education and Career Guidance among Higher Secondary School Students of Cuddalore District.

3.7 HYPOTHESES OF THE STUDY

The researcher has formulated the following hypotheses.

1. There is no correlation between Life Skills Education and Career Guidance as perceived by Higher Secondary Students of Cuddalore district.
2. There is no significant difference between the perceptions of male and female category of Higher Secondary Students with respect to Social Skills, Cognitive Skills, Emotional Coping Skills and overall response towards Life Skills Education among Higher Secondary Students of Cuddalore district.

3. There is no significant difference among the perceptions of Higher Secondary Students based on their medium with respect to Social Skills, Cognitive Skills, Emotional Coping Skills and overall response towards Life Skills Education among Higher Secondary Students of Cuddalore district.

4. There is no significant difference among the perceptions of Higher Secondary Students based on their marks in SSLC with respect to Social Skills, Cognitive Skills, Emotional Coping Skills and overall response towards Life Skills Education among Higher Secondary Students of Cuddalore district.

5. There is no significant difference among the perceptions of Higher Secondary Students based on their group of the study with respect to Social Skills, Cognitive Skills, Emotional Coping Skills and overall response towards Life Skills Education among Higher Secondary Students of Cuddalore district.

6. There is no significant difference among the perceptions of Higher Secondary Students based on their reason for choosing the group with respect to Social Skills, Cognitive Skills, Emotional Coping Skills and overall response towards Life Skills Education among Higher Secondary Students of Cuddalore district.

7. There is no significant difference between the perceptions of male and female category of Higher Secondary Students with respect to Physical Needs, Social Needs, Psychological Needs, Educational Needs, Vocational Needs and overall response towards Career Guidance among Higher Secondary Students of Cuddalore district.

8. There is no significant difference between the perceptions of Higher Secondary Students based on their medium with respect to Physical Needs, Social Needs, Psychological Needs, Educational Needs, Vocational Needs and overall response towards Career Guidance among Higher Secondary Students of Cuddalore district.

9. There is no significant difference among the perceptions of Higher Secondary Students based on their marks in SSC with respect to Physical Needs, Social Needs,

Psychological Needs, Educational Needs, Vocational Needs and overall response towards Career Guidance among Higher Secondary Students of Cuddalore district.

10. There is no significant difference among the perceptions of Higher Secondary Students based on their group of the study with respect to Physical Needs, Social Needs, Psychological Needs, Educational Needs, Vocational Needs and overall response towards Career Guidance among Higher Secondary Students of Cuddalore district.

11. There is no significant difference among the perceptions of Higher Secondary Students based on their reason for choosing the group with respect to Physical Needs, Social Needs, Psychological Needs, Educational Needs, Vocational Needs and overall response towards Career Guidance among Higher Secondary Students of Cuddalore district.

3.8 RESEARCH DESIGN OF THE STUDY

Describing research design as a tool of guidance in seeking required information, in processing the data and combining the data with a purposeful procedure. The investigator followed the survey method of the descriptive research. It involves a clearly defined imaginative planning, careful analysis and interpretation of data gathered and logical reporting on the investigation. To carry out the research of this type for collection of data, for testing the hypothesis and for arriving at conclusions, it is necessary to choose the technique and the proper tools to be employed. For this investigation the questionnaire had been considered as a suitable tool for the collection of data.

3.9 SELECTION OF THE SAMPLE

The generalization of the results of our research depends upon the sample, the investigator selects. A sample is a small proportion of a population selected for observation and analysis. By observing the characteristics of a sample, one can make certain inferences about the characteristics of the population from which it is drawn. The respondents for selected on the basis of random sampling giving proportionate representation to different kinds of characteristics. Since, the study involves in collection of information with regard

to the Inter Disciplinary study on Life Skills Education and Career Guidance among Higher Secondary Students in Cuddalore District.

The researcher selected 28 Higher Secondary Schools out of 116 Higher Secondary Schools in Cuddalore District of Tamil Nadu for the collection of data. The researcher had collected 420 students from 28 Higher Secondary Schools and 15 students from each school. The details of the Higher Secondary Schools selected for this study are presented in the Table 3.1.

Table 3.1: Distribution of student by the school wise

S. No	Name of the Block	Name of the School	No.of students
1.	Annagramam	GHSS, Nellikuppam (B)	15
2.	Annagramam	GHSS, Nellikuppam (G)	15
3.	Bhuvanagiri	GHSS, Bhuvanagiri (B)	15
4.	Bhuvanagiri	GHSS, Bhuvanagiri (G)	15
5.	Cuddalore	GHSS, Manjakuppam	15
6.	Cuddalore	GHSS, Vandipalayam	15
7.	Kammapuram	GHSS, Kammapuram	15
8.	Kammapuram	GHSS, Seplanatham	15
9.	Kattumannar koil	GHSS, Kattumannar koil (B)	15
10.	Kattumannar koil	GHSS, Kattumannar koil (G)	15
11.	Keerapalayam	GHSS, T.Nedunjeri	15
12.	Keerapalayam	GHSS, Mathuranthaganallur	15

13.	Kumaratchi	GNHSS, Chidambaram (B)	15
14.	Kumaratchi	GNHSS, Chidambaram (G)	15
15.	Kurinjipadi	GHSS, Kurinjipadi (B)	15
16.	Kurinjipadi	GHSS, Kurinjipadi (G)	15
17.	Mangalore	GHSS, Thittakudi (B)	15
18.	Mangalore	GHSS, Thittakudi (G)	15
19.	Nallur	GHSS, Pennadam (B)	15
20.	Nallur	GHSS, Pennadam (G)	15
21.	Panruti	RKGHSS, Kadampuliyur	15
22.	Panruti	GMHSS, Panruti	15
23.	Parangipettai	GMHSS, B. Mutlur	15
24.	Parangipettai	GHSS, Samiyarpettai	15
25.	Srimushnam	GHSS, Kanur	15
26.	Srimushnam	GHSS, Thirumuttam	15
27.	Virudhachalam	GHSS, Virudhachalam (B)	15
28.	Virudhachalam	GHSS, Virudhachalam (G)	15
Total			420

3.10 SELECTION OF TOOLS

Researcher adopted the standardized tool, developed by Yejarla Gabriyelu (2019),
ANDHRA UNIVERSITY, VISAKHAPATNAM.

The Questionnaire for current study is having three sub sections.

- A. The Socio-demographic and general information
- B. Questions on self-perception on life skills Education
- C. Questions on Career guidance needs.

Initially the questionnaire has been prepared in English. To the convenience of the respondents for a better understanding of the questions, it has been translated to Tamil, the mother tongue of the respondents. The translated version was then examined by a panel of subject experts, checking its authenticity in the content, meaning and presentation. The questionnaire (English version and Tamil translation) is given as Appendix.

A. Questionnaire on Socio-demographic and general information

This set of questions covered the socio demographic aspects of the respondents which are relevant for the current study. The information includes Gender, Medium, Marks in SSLC, Group of the study and Reason for choosing the group of study. Respondents were asked to mark their statements against each question, from among the given options, which is most suited in their case according to them. Only single entry is allowed for each question.

B. Questionnaire on Life skill Education

In the present study, perceptions on life skills have been believed to reflect through attitude. The test questions were developed based on WHO's definition of skills for a spectrum of adolescent health and development concerns. Thus, for the current research, the standardized questions on the life skill areas have been adapted but arranged in three sets to meet the objectives of the current study.

They are: i) Social skills

ii) Cognitive skills

iii) Emotional Coping skills

Respondents were asked to read each item carefully and indicate how they feel about each of these life skill items. They will find that some of these skill areas concern them most and some others may be less applicable in their case. As per the level of agreement or disagreement with the statements respondent has to mark the statements against each question, within the following options:

- Agree to full extent
- Agree to a large extent
- Agree to some extent
- Agree to a least extent
- Not at all

If they find that the statement agree to full extent is the correct one for that question, put a circle around the number given against it (5). If they find that the statement agree to large extent is the correct one for that question, put a circle around the number given against it (4). If they find that the statement agree to some extent is the correct one for that question, put a circle around the number given against it (3) If they find that the statement agree to a least extent is the correct one for that question, put a circle around the number given against it (2). And, if they find that the statement not at all is the correct one for that question, put a circle around the number given against it (1). Only single entry is allowed for each question. Do this for each statement and finally make sure that no question has been missed.

Scoring:

The scores ranged from 5 to 1 according to the Likert's scale, each positive statement getting a score of 5 for strongly agree. In the scoring of life skills achievement, the increase in score indicates good achievement and as the score goes down it indicates the poor achievement in life skills. Thus, in all the statistical processes with regard to life skill achievement, the lowest score

indicates a poor life skill achievement and the highest score indicates good life skill achievement.

C. Questionnaire on Career guidance

Guidance Needs Inventory (GNI) was used in this research study conducted to identify the guidance needs of students. The GNI attempts to structure the need system of an individual student so that the degree to which the school or its guidance system provides satisfaction for each need type may be measured. The Guidance Needs Inventory (GNI) has been adapted as the third part of the questionnaire to assess the guidance needs of the sample population.

Respondents were asked to read each item carefully and indicate how they feel about each of these need items. They will find that some of these needs concern them most and some others may be less applicable in their case. Express the needs on a 5 – point scale through 5 possible answers given against each need item. Choose the answer that best expresses your feelings about each need according to the following guidelines. Answer options are:

- Highly true
- Mostly true
- Quite true
- Least true
- Not true

If they find that the statement is highly true, put a circle around the number given against it (1). If they think that the statement is mostly true, put a circle around the number given against it (2). If they think that the statement is quite true, put a circle around the number given against it (3). If they think that the statement is least true, put a circle around the number given against it (4). And, if they think that the statement is not true, put a circle around the number given against it (5). Do this for each statement and make sure that no question has been missed. Only single entry is allowed for each question.

Scoring:

In the scoring of guidance needs, the increase in score indicates lower guidance needs and as the score goes down it indicates the higher need for

guidance. Thus, in all the statistical processes with regard to guidance needs, the lowest score indicates a high guidance need and the highest score indicates lower guidance need.

3.11 ADMINISTRATION OF THE RESEARCH TOOL

The researcher visited the schools met the concern head master of Higher Secondary Schools of Cuddalore district for an appointment to gather the students to give the opinionnaires and find out the preliminary information about Life Skills Education and Career Guidance among Higher Secondary Students of Cuddalore district

The instrument for data collection (questionnaire) was administered in groups among the selected sample from one college at a time. They were supplied the booklet by proper oral instructions. Though the maximum time limit for answering the entire questionnaire was fixed as 60 minutes, respondents were asked to write down as fast as they can and provide with their honest, genuine and first response to each item. Every item has to be answered by every respondent. After the respondents finish all their responses, the booklets were collected back in which the responses are marked. After collecting the booklets, the researcher once again addressed the respondent's expressing solidarity and also ensured that the data collected from them would be kept confidential and used only for the study purposes.

3.12 SCORING PROCEDURE OF THE TOOL

1. Questionnaire on Life Skills Education

The investigator adopted the standardized questionnaire for Self-perceptions of Life Skills Education. This tool is consisting of 21 items with three dimensions i.e., Social Skills, Cognitive Skills and Emotional Coping Skills aspects. Five answer categories like – To Full Extent, To a Large Extent, To Some Extent, To a Least Extent and Not at all is provided against each statement. The details of which is presented in the following table 3.2.

Table 3.2
Dimension wise items included in the Life-Skills Education Measurement Inventory

S.No	Name of the Area	No.of items
1.	Area – I: Social Skills	7
2.	Area – II: Cognitive Skills	10
3.	Area – III: Emotional Coping Skills	04
	Total No.of Items	21

Scoring

Numerical values of 5,4,3,2 and 1 were given against each statement. A Total count of responses was obtained by adding the numerical values checked for these 21 items covering with three dimensions viz., Social Skills, Cognitive Skills and Emotional Coping Skills aspects. Thus, the total score will be in between 21 to 84.

2. Questionnaire on Career Guidance needs

The standardized questionnaire on the Guidance Needs Inventory (GNI) has been adopted to assess the guidance needs of the sample population of the present study. This tool is consisting of 65 items with five dimensions i.e., Physical Needs, Social Needs, Psychological Needs, Educational Needs and Vocational Needs. Five answer categories like - Highly True, Mostly True, Quite True, Least True and Not True is provided against each statement. The details of which is presented in the following table 3.3.

Table 3.3
Dimension wise items included in the Career Guidance Scale

S.No	Name of the Area	No.of items
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1.	Area – I: Physical Needs	10
2.	Area – II: Social Needs	15
3.	Area – III: Psychological Needs	13
4.	Area – I: Educational Needs	19
5.	Area – II: Vocational Needs	08
	Total No. of Items	65

Scoring

Numerical values of 5,4,3,2 and 1 were given against each statement. A Total count of responses was obtained by adding the numerical values checked for these 65 items covering with three dimensions viz., Social Skills, Cognitive Skills and Emotional Coping Skills aspects. Thus, the total score will be in between 65 to 325.

3.13 COLLECTION OF DATA

A brief direction is given before distributing the tool to the sample. Required instructions are provided to students. No fixed time limit is kept for answering of the tool, but it is better as soon as possible complete with in 60 minutes all almost all students answered the tool.

3.14 STATISTICAL TECHNIQUES USED

The research has been carried out by the descriptive statistical analysis, such as calculating measures of central tendency like Mean and calculating measures of dispersion like Standard Deviation. For testing the null hypotheses, the ‘t’ test has been used by the investigator. The ‘t’ test was used to test the null hypotheses when the data was correlated from matched groups. The data were coded and prepared for quantitative analysis using the MS Excel and Statistical Package for Social Sciences (SPSS). A master chart in SPSS format in order with the variable indicators of each question with its weight age options

has been prepared for entering the collected data Then the researcher herself entered the collected data from entire 420 booklets into the SPSS master chart. The data were then analyzed using SPSS.

3.15 CONCLUSION

This chapter included significance, statement, objectives, hypothesis, methodology, tool, sample and geographical importance in a systematic way to present the methodology. This chapter reflects the research design to chart the process of research used by the investigator. Tool is adopted to make the study more effective and the sample represents the sample ratio of the population, geographical importance.

CHAPTER - IV

ANALYSIS & INTERPRETATION

CHAPTER - IV

ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

The chapter is dedicated to analysis and interpretation of the data on Life Skills Education and Career Guidance of Higher Secondary Students in Cuddalore district. The analysis and interpretation were made according to the objectives and hypotheses formulated for this study as mentioned in the previous chapter. This section deals with the study of significant difference and correlations on the perception of students.

Analysis of data involves studying the tabulated material in order to determine the essential facts or meanings. It involves breaking down existing complex factors into simpler parts and putting the parts together in new arrangements for purposes of interpretation. According to Carter, V. Good, A. S. Barr and Douglas, E. Scates, 'Analysis is a process which enters into research in one form or the other from the very beginning. It may be fair to say that in general, research consists of two larger steps – the gathering of data and the analysis of the data. In the process of analysis, no similarities, differences, trends and outstanding factors should go unnoticed and the data should be studied from as many angles as possible to find out the facts.

Further, interpretation of data is also a very important step in the total process of research. It calls for a critical examination of the results of one's analysis in the light of all the limitations of data-gathering. Interpretation is the application of deductive and inductive logic to the research process.

4.2 STATISTICAL COMPUTATIONS

After the collection of data, various statistical measures such as Means, Standard Deviations, Correlation, 't' – Value and Analysis of Variance (ANOVA) with Scheffe's Post Hoc Test has been calculated and presented in this chapter.

Table 4.1: Correlations in between Life Skills Education and Career Guidance as perceived by Higher Secondary Students of Cuddalore district

N	'r'- value	p-value
420	-0.0979*	0.0289

*Significant at 0.05 level

There is a low negative correlation between Life Skills Education and Career Guidance as perceived by Higher Secondary Students in Cuddalore district. The 'r'-value is found to be -0.0979 and the p-value is 0.0289 which is significant at 0.05 level. Hence, the null hypothesis is rejected.

Table 4.2: Overall response of student towards Life Skills Education among Higher Secondary Students of Cuddalore District.

Area	N	Min. Score	Max. Score	Mean	Std. Deviation
Social Skills	420	7	35	25.32	4.18
Cognitive Skills	420	10	50	37.11	5.85
Emotional Coping Skills	420	4	20	14.69	3.00
Overall response towards Life Skills Education	420	21	105	77.14	9.88

Table 4.2 reveals that, the students expressed above average perceptions with respect to Social Skills, Cognitive Skills, Emotional Coping Skills and overall response towards Life Skills Education among Higher Secondary Students of Cuddalore district. The mean scores are 25.32, 37.11, 14.69 and 77.14.

Graph-1: Overall response of student towards Life Skills Education among Higher Secondary Students of Cuddalore District

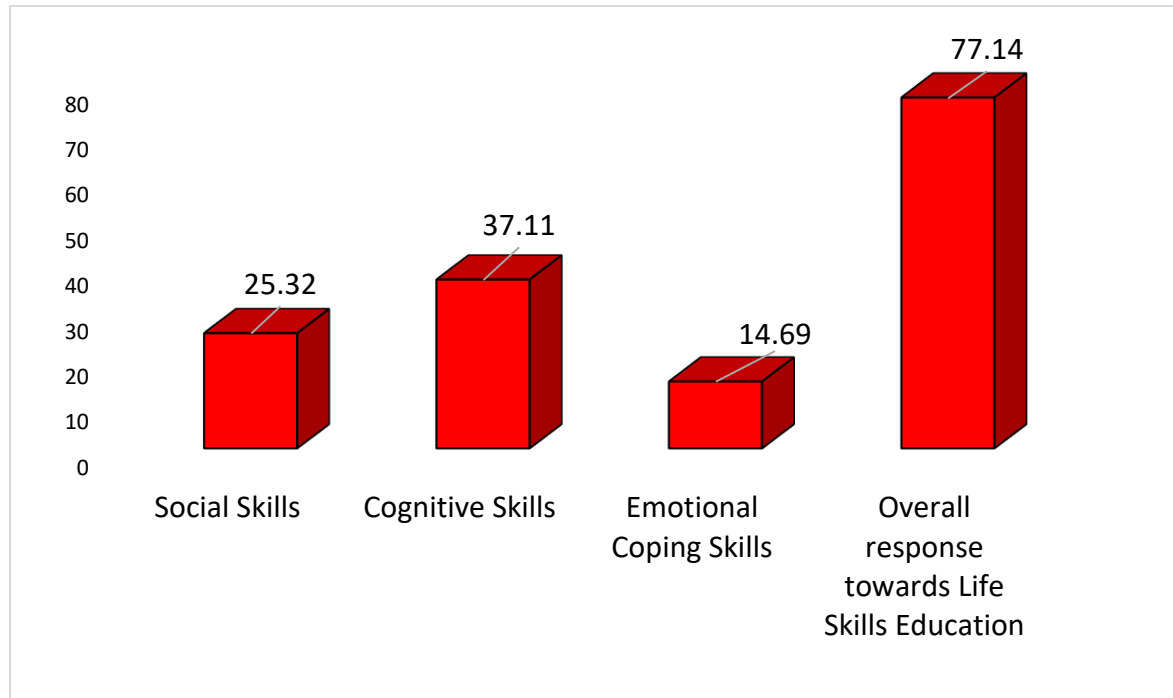


Table 4.2.1 Significant difference between Male and Female category students' perceptions towards Life Skills Education among Higher Secondary Students of Cuddalore district

Area	Gender	N	Mean	Std. Dev.	t-value	p-value
Social Skills	Male	219	25.42	4.57	0.78 ^{NS}	0.43
	Female	201	25.10	3.72		
Cognitive Skills	Male	219	36.87	6.19	1.06 ^{NS}	0.28
	Female	201	37.50	5.37		
Emotional Coping Skills	Male	219	14.52	2.92	0.38 ^{NS}	0.69

	Female	201	14.41	2.91		
Overall response towards Life Skills Education	Male	219	76.82	11.17	0.19 ^{NS}	0.84
	Female	201	77.01	8.84		

NS: Not Significant

Table 4.2.1, revealed that, the mean perceptual score of male category students towards Social Skills was 25.42, whereas it is for the female category students was 25.10 and S.D values were 4.57 and 3.72 respectively. The derived t-value was 0.78 and the p-value was 0.43 which was statistically not significant. This shows that there is no significant difference between the perceptions of male and female category students towards Social Skills. Hence, the null hypothesis is accepted.

With regard to Cognitive Skills, the mean perceptual score of male category students was 36.87, whereas it is for the female category students was 37.50 and S.D values were 6.19 and 5.37 respectively. The derived t-value was 0.10 and the p-value was 0.28 which was statistically not significant. This shows that there is no significant difference between the perceptions of male and female category students towards Cognitive Skills. Hence, the null hypothesis is accepted.

With regard to Emotional Coping Skills, the mean perceptual score of male category students was 14.52, whereas it is for the female category students was 14.41 and S.D values were 2.92 and 2.91 respectively. The derived t-value was 0.38 and the p-value was 0.69 which was statistically not significant. This shows that there is no significant difference between the perceptions of male and female category students towards Emotional Coping Skills. Hence, the null hypothesis is accepted.

With regard to Life Skills Education, the mean perceptual score of male category students was 76.82, whereas it is for the female category students was 77.01 and S.D values were 11.17 and 8.84 respectively. The derived t-value was 0.19 and the p-value was 0.84 which was statistically not significant. This shows that there is no significant difference between the perceptions of male and female category students towards Life Skills

Education among Higher Secondary Students of Cuddalore district. Hence, the null hypothesis is accepted.

Graph – 1.1: Mean comparison between Male and Female category students’ perceptions towards Life Skills Education among Higher Secondary Students of Cuddalore district

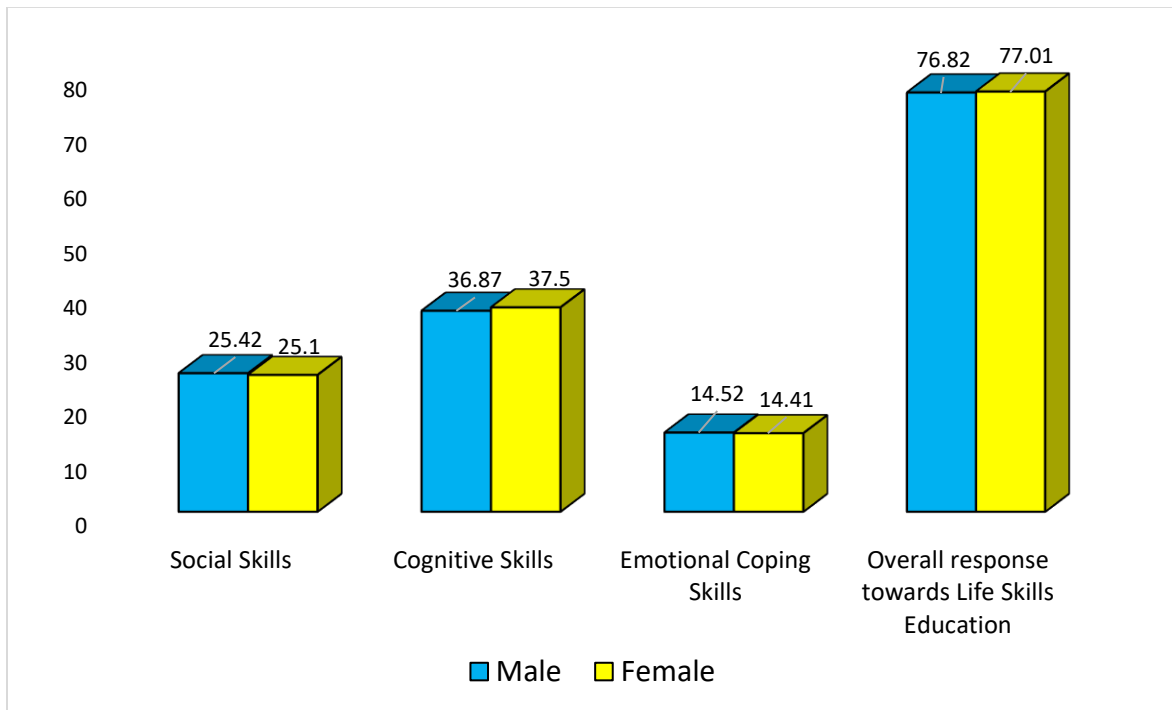


Table 4.2.2 Significant difference between Tamil and English medium students’ perceptions towards Life Skills Education among Higher Secondary Students of Cuddalore district

Area	Medium	N	Mean	Std. Dev.	t-value	p-value
Social Skills	Tamil	313	25.40	3.80	0.58	0.56

	English	107	25.09	5.14		
Cognitive Skills	Tamil	313	37.58	5.75	2.76**	0.006
	English	107	35.75	5.95		
Emotional Coping Skills	Tamil	313	14.60	3.12	1.19	0.23
	English	107	14.97	2.64		
Overall response towards Life Skills Education	Tamil	313	77.59	9.33	1.46	0.14
	English	07	75.82	11.29		

**Significant at 0.01 level and NS: Not Significant

Table 4.2.2 revealed that, the mean perceptual score of Tamil medium students towards Social Skills was 25.40, whereas it is for English medium students was 25.09 and S.D values were 3.80 and 5.14 respectively. The derived t-value was 0.58 and the p-value was 0.56 which was statistically not significant. This shows that there is no significant difference between the perceptions of Tamil and English medium students towards Social Skills. Hence, the null hypothesis is accepted.

With regard to Cognitive Skills, the mean perceptual score of Tamil medium students towards Cognitive skills was 37.58, whereas it is for English medium students was 35.75 and S.D values were 5.75 and 5.95 respectively. The derived t-value was 2.76 and the p-value was 0.006 which was statistically significant at 0.01 level. This shows that there is a significant difference between the perceptions of Tamil and English medium students towards Cognitive Skills. Hence, the null hypothesis is rejected.

With respect to Emotional Coping Skills, the mean perceptual score of Tamil medium students towards Social Skills was 14.60 whereas it is for English medium students was 14.97 and S.D values were 3.12 and 2.64 respectively. The derived t-value was 1.19 and the p-value was 0.23 which was statistically not significant. This shows that there is no significant difference between the perceptions of Tamil and English medium students towards Emotional Coping Skills. Hence, the null hypothesis is accepted.

With respect to Life Skills Education, the mean perceptual score of Tamil medium students towards Life Skills Education was 77.59 whereas it is for English medium students was 75.82 and S.D values were 9.33 and 11.29 respectively. The derived t-value was 1.46 and the p-value was 0.14 which was statistically not significant. This shows that there is no significant difference between the perceptions of Tamil and English medium students towards Life Skills Education among Higher Secondary Students of Cuddalore district. Hence, the null hypothesis is accepted.

Graph – 1.2: Mean comparison between Tamil and English medium perceptions towards Life Skills Education among Higher Secondary Students of Cuddalore district

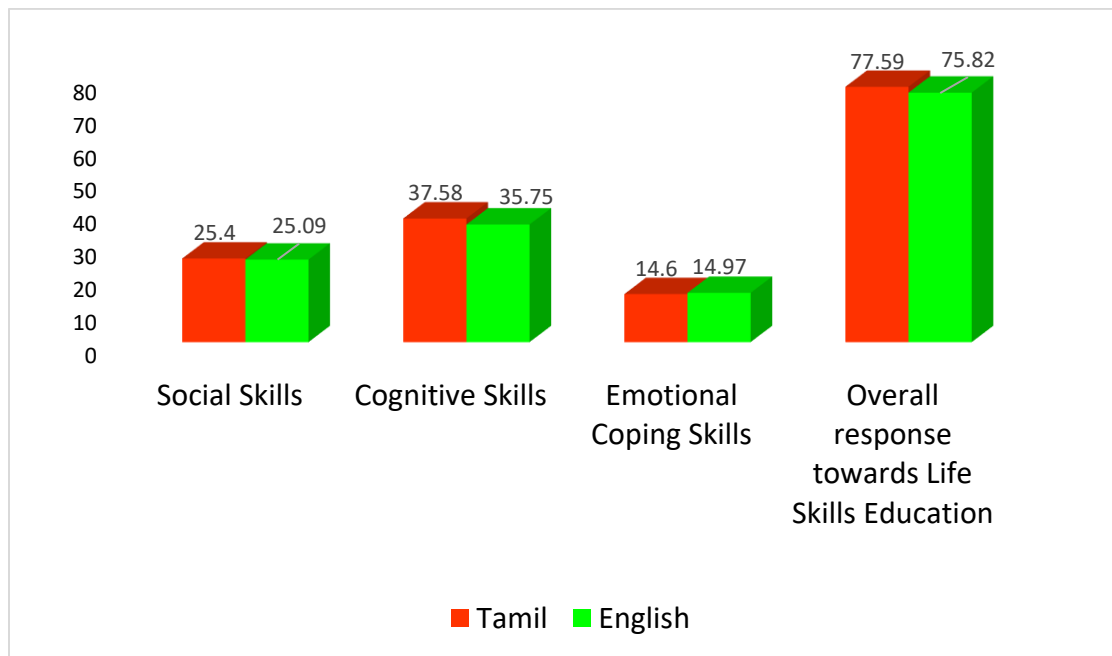


Table 4.2.3 Analysis of Variance (ANOVA) – Results on the perceptions of students based on their Marks in SSLC towards Life Skills Education among Higher Secondary Students of Cuddalore district

Area	Marks received in SSLC	N	Mean	Std. Dev.	F-value	p-value
Social Skills	Below 200	26	21.76	0.86	8.16**	<0.001
	201-300	222	25.85	3.82		
	301-400	128	25.34	4.40		
	Above 400	44	25.72	5.25		
Cognitive Skills	Below 200	26	37.00	5.74	7.72**	<0.001
	201-300	222	38.04	5.40		
	301-400	128	36.74	5.15		
	Above 400	44	33.59	8.30		
Emotional Coping Skills	Below 200	26	12.00	4.07	8.97**	<0.001
	201-300	222	14.63	2.97		
	301-400	128	15.14	2.16		
	Above 400	44	15.27	3.72		
Overall response towards Life Skills Education	Below 200	26	70.76	7.74	7.29**	<0.001
	201-300	222	78.54	8.74		
	301-400	128	77.23	9.49		
	Above 400	44	73.59	14.48		

**Significant at 0.01 level

Table 4.2.3 revealed that, the mean perceptual scores of students towards Social Skills based on their Marks in SSLC students received below 200 was 21.76, whereas it is the students received 201-300, 301-400, above 400 was 25.85, 25.34, 25.72 respectively.

The standard deviations for students received below 200, 201-300, 301-400, above 400 categories were 0.86, 3.82, 4.40, 5.25 respectively. The 'F'-value was 8.16 and the p-value was <0.001 which was statistically significant at 0.01 level. This shows that there is a significant difference among students' perceptions based on their Marks in SSLC towards Social Skills. Hence, the null hypothesis is rejected.

With respect to Cognitive Skills, the mean perceptual scores of students towards Cognitive Skills based on their Marks in SSLC students received below 200 was 37.00, whereas it is the students received 201-300, 301-400, above 400 was 38.04, 36.74, 33.59 respectively. The standard deviations for students received below 200, 201-300, 301-400, above 400 categories were 5.74, 5.40, 5.14, 8.30 respectively. The 'F'-value was 7.72 and the p-value was <0.001 which was statistically significant at 0.01 level. This shows that there is a significant difference among students' perceptions based on their Marks in SSLC towards Cognitive Skills. Hence, the null hypothesis is rejected.

With respect to Emotional Coping Skills, the mean perceptual scores of students towards Emotional Coping Skills based on their Marks in SSLC students received below 200 was 12.00, whereas it is the students received 201-300, 301-400, above 400 was 14.63, 15.14, 15.27 respectively. The standard deviations for students received below 200, 201-300, 301-400, above 400 categories were 4.07, 2.97, 2.16, 3.72 respectively. The 'F'-value was 8.97 and the p-value was <0.001 which was statistically significant at 0.01 level. This shows that there is a significant difference among students' perceptions based on their Marks in SSLC towards Emotional Coping Skills. Hence, the null hypothesis is rejected.

With respect to Life Skills Education, the mean perceptual scores of students towards Life Skills Education based on their Marks in SSLC students received below 200 was 70.76, whereas it is the students received 201-300, 301-400, above 400 was 78.54, 77.23, 73.59 respectively. The standard deviations for students received below 200, 201-300, 301-400, above 400 categories were 7.74, 8.74, 9.49, 14.48 respectively. The 'F'-value was 7.29 and the p-value was <0.001 which was statistically significant at 0.01 level. This shows that there is a significant difference among students' perceptions based on their Marks in SSLC towards Life Skills Education among Higher Secondary Students of Cuddalore district. Hence, the null hypothesis is rejected.

Graph -1.3: Mean comparison among the perceptions of students based on their Marks in SSLC towards Life Skills Education among Higher Secondary Students of Cuddalore district

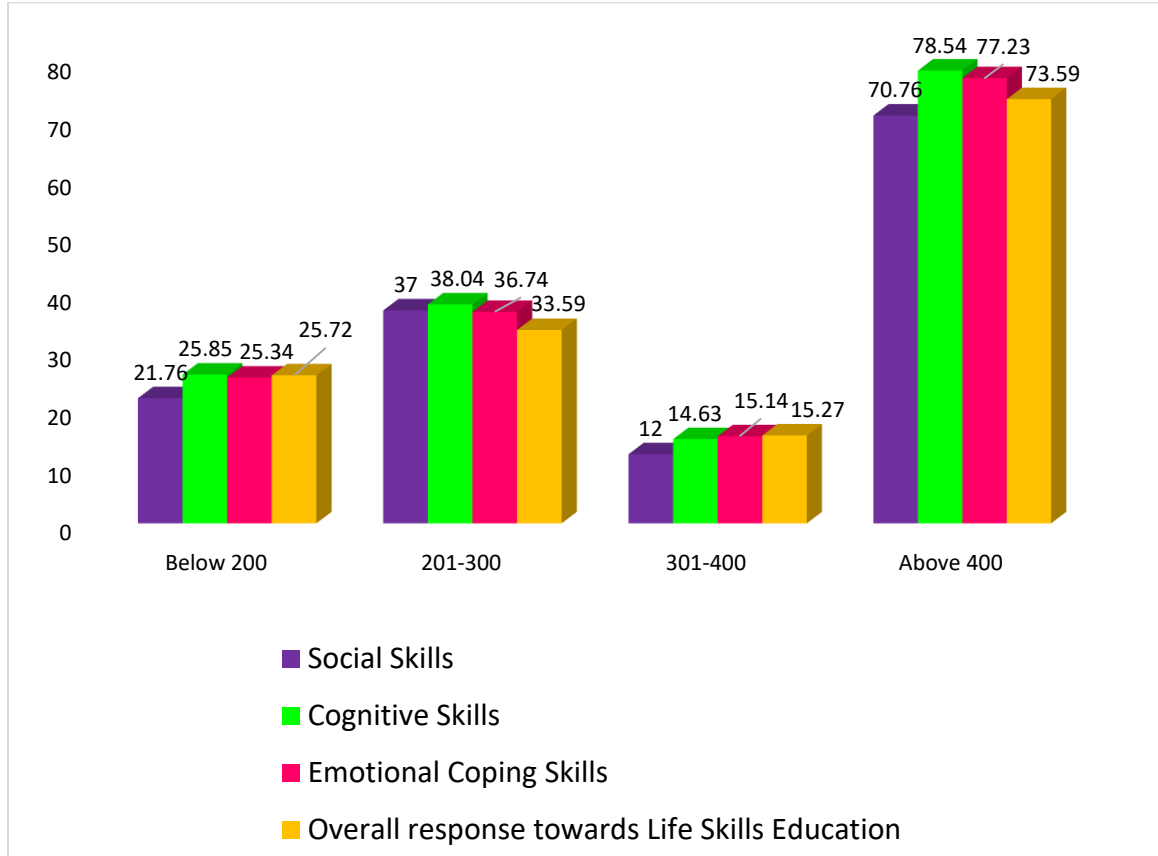


Table 4.2.4 Analysis of Variance (ANOVA) – Results on the perceptions of students based on their group studying towards Life Skills Education among Higher Secondary Students of Cuddalore district

Area	Group studying	N	Mean	Std. Dev.	F-value	p-value
Social Skills	Science	243	25.76	4.59	3.37*	0.035
	Arts	114	24.60	3.43		
	Vocational	63	24.93	3.48		

Cognitive Skills	Science	243	36.25	5.85	7.35**	<0.001
	Arts	114	38.74	4.06		
	Vocational	63	37.49	7.74		
Emotional Coping Skills	Science	243	15.05	2.93	5.16**	0.006
	Arts	114	14.42	2.81		
	Vocational	63	13.79	3.42		
Overall response towards Life Skills Education	Science	243	77.08	10.96	0.50 ^{NS}	0.60
	Arts	114	77.77	6.55		
	Vocational	63	76.22	10.55		

**Significant at 0.01, *Significant at 0.05 level and NS: Not Significant

Table 4.2.4 revealed that, the mean perceptual scores of students towards Social Skills based on their group of the study, for Science was 25.76, whereas it was for Arts, Vocational subject was 24.60, 24.93 respectively. The standard deviations for Science, Arts and Vocational subjects were 4.59, 3.43 and 3.48 respectively. The 'F'- value was 3.37 and the p-value was 0.035 which was statistically significant at 0.05 level. This shows that there is a significant difference among students' perceptions based on their group of the study towards Social Skills. Hence, the null hypothesis is rejected.

With regard to Cognitive Skills, the mean perceptual scores of students towards Cognitive Skills based on their group of the study, for Science was 36.25, whereas it was for Arts, Vocational subject was 38.74, 37.49 respectively. The standard deviations for Science, Arts and Vocational subjects were 5.85, 4.06 and 7.74 respectively. The 'F'- value was 7.35 and the p-value was 0.0007 which was statistically significant at 0.01 level. This shows that there is a significant difference among students' perceptions based on their group of the study towards Cognitive Skills. Hence, the null hypothesis is rejected.

With respect to Emotional Coping Skills, the mean perceptual scores of students towards Emotional Coping Skills based on their group of the study, for Science was 15.05, whereas it was for Arts, Vocational subject was 14.42, 13.79 respectively. The standard deviations for Science, Arts and Vocational subjects were 2.93, 2.81 and 3.42 respectively. The 'F'- value was 5.16 and the p-value was 0.006 which was statistically significant at 0.01 level. This shows that there is a significant difference among students' perceptions based on their group of the study towards Emotional Coping Skills. Hence, the null hypothesis is rejected.

With regard to Life Skills Education, the mean perceptual scores of students towards Life Skills Education based on their group of the study, for Science was 77.08, whereas it was for Arts, Vocational subject was 77.77, 76.22 respectively. The standard deviations for Science, Arts and Vocational subjects were 10.96, 6.55 and 10.55 respectively. The 'F'- value was 0.50 and the p-value was 0.60 which was statistically not significant. This shows that there is no significant difference among students' perceptions based on their group of the study towards Life Skills Education among Higher Secondary Students of Cuddalore district. Hence, the null hypothesis is accepted.

Graph-1.4: Mean comparison among the perceptions of students based on their group of the study towards Life Skills Education among Higher Secondary Students of Cuddalore district

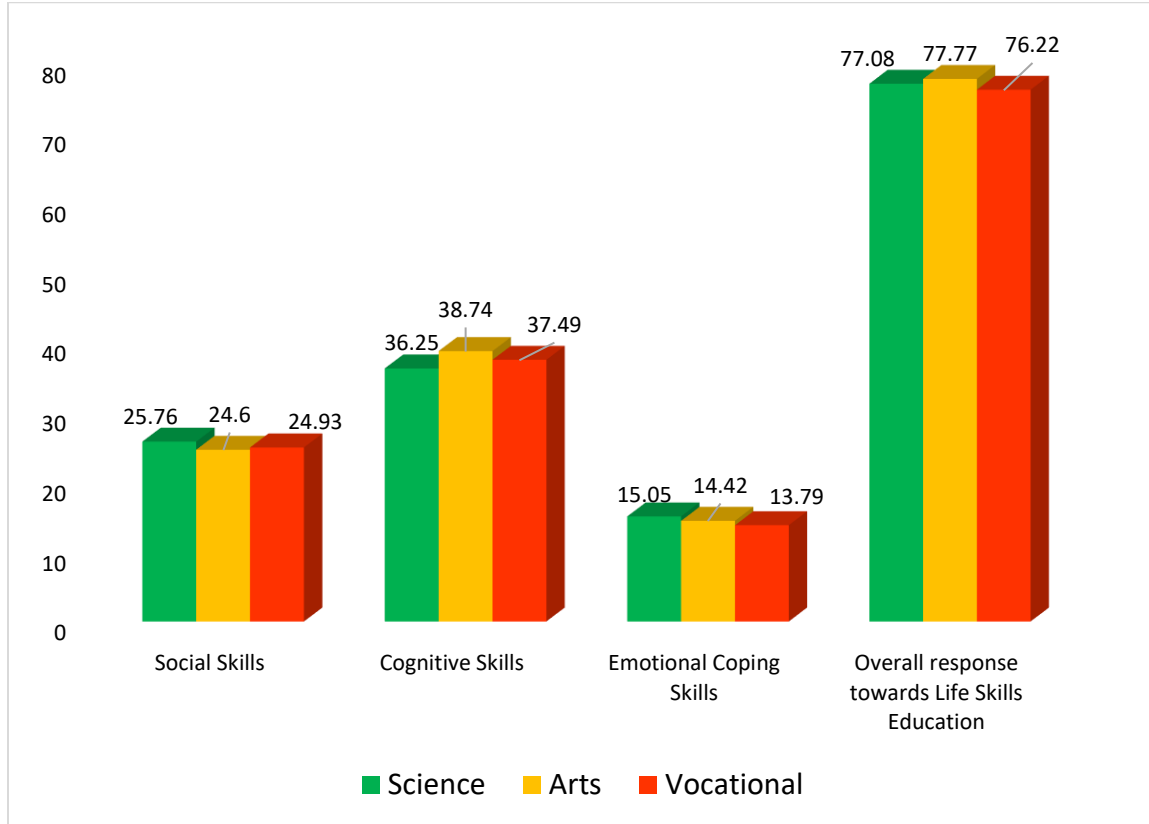


Table 4.2.5. Analysis of Variance (ANOVA) – Results on the perceptions of students based on reason for selecting the group towards Life Skills Education among Higher Secondary Students of Cuddalore district

Area	Reason for selecting the group	N	Mean	Std. Dev.	t-value	p-value
Social Skills	Subject interest	157	24.96	2.91	6.09	<0.001
	Job opportunities	217	25.67	4.73		
	Influence of friends	12	26.00	5.47		

	Pressure or influence of parents	11	20.36	2.50		
	Got admission only for this	3	33.00	0.00		
	Others	20	25.60	3.70		
Cognitive Skills	Subject interest	157	37.56	5.18	9.11	<0.001
	Job opportunities	217	37.44	5.98		
	Influence of friends	12	30.00	4.78		
	Pressure or influence of parents	11	29.27	7.02		
	Got admission only for this	3	42.00	0.00		
	Others	20	38.00	3.72		
Emotional Coping Skills	Subject interest	157	14.39	2.97	1.83	0.09
	Job opportunities	217	14.99	3.08		
	Influence of friends	12	15.50	3.80		
	Pressure or influence of parents	11	13.18	3.02		
	Got admission only for this	3	17.00	0.00		
	Others	20	13.80	0.76		
Overall response towards Life Skills Education	Subject interest	157	76.91	7.24	7.77	<0.001
	Job opportunities	217	78.11	11.02		
	Influence of friends	12	71.50	13.07		
	Pressure or influence of parents	11	62.81	3.34		
	Got admission only for this	3	92.00	0.00		

	Others	20	77.40	7.30		
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**Significant at 0.01 level and NS: Not Significant

Table 4.2.5 revealed that, the mean perceptual scores of students towards Social Skills based on their reason for selecting the group, for Subject Interest was 24.96, for Job opportunities was 25.67, for Influence of friends was 26.00, for Influence of parents was 20.36 whereas it was for Got admission for this subject and for other reasons was 33.00 and 25.60 respectively. The standard deviations for Subject Interest, Job Opportunities, Influence of friends, Influence of Parents, Got admission only for this subject and other reasons for selecting the group were 2.91, 4.73, 5.47, 2.50, 0.00 and 3.70 respectively. The 'F'-value was 6.09 and the p-value was <0.001 which was statistically significant at 0.01 level. This shows that there is a significant difference among students' perceptions based on their reason for selecting the group towards Social Skills. Hence, the null hypothesis is rejected.

With regard to Cognitive Skills, the mean perceptual scores of students towards Cognitive Skills based on their reason for selecting the group, for Subject Interest was 37.56, for Job opportunities was 37.44, for Influence of friends was 30.00, for Influence of parents was 29.27 whereas it was for Got admission for this subject and for other reasons was 42.00 and 38.00 respectively. The standard deviations for Subject Interest, Job Opportunities, Influence of friends, Influence of Parents, Got admission only for this subject and other reasons for selecting the group were 5.18, 5.98, 4.78, 7.02, 0.00 and 3.72 respectively. The 'F'-value was 9.11 and the p-value was <0.001 which was statistically significant at 0.01 level. This shows that there is a significant difference among students' perceptions based on their reason for selecting the group towards Cognitive Skills. Hence, the null hypothesis is rejected.

With respect to Emotional Coping Skills, the mean perceptual scores of students towards Emotional Coping Skills based on their reason for selecting the group, for Subject Interest was 14.39, for Job opportunities was 14.99, for Influence of friends was 15.50, for Influence of parents was 13.18 whereas it was for Got admission for this subject and for other reasons was 17.00 and 13.80 respectively. The standard deviations for Subject

Interest, Job Opportunities, Influence of friends, Influence of Parents, Got admission only for this subject and other reasons for selecting the group were 2.97, 3.08, 3.80, 3.02, 0.00 and 0.76 respectively. The 'F'-value was 1.83 and the p-value was 0.09 which was statistically not significant. This shows that there is no significant difference among students' perceptions based on their reason for selecting the group towards Emotional Coping Skills. Hence, the null hypothesis is accepted.

With regard to Life Skills Education, the mean perceptual scores of students towards Life Skills Education based on their reason for selecting the group, for Subject Interest was 76.91, for Job opportunities was 78.11, for Influence of friends was 71.50, for Influence of parents was 62.81 whereas it was for Got admission for this subject and for other reasons was 92.00 and 77.40 respectively. The standard deviations for Subject Interest, Job Opportunities, Influence of friends, Influence of Parents, Got admission only for this subject and other reasons for selecting the group were 7.24, 11.02, 13.07, 3.34, 0.00 and 7.30 respectively. The 'F'-value was 7.77 and the p-value was <0.001 which was statistically significant at 0.01 level. This shows that there is a significant difference among students' perceptions based on their reason for selecting the group towards Life Skills Education among Higher Secondary Students of Cuddalore district. Hence, the null hypothesis is rejected.

Graph-1.5: Mean comparison among perceptions of students based on their reason for selecting the group towards Life Skills Education among Higher Secondary Students of Cuddalore district

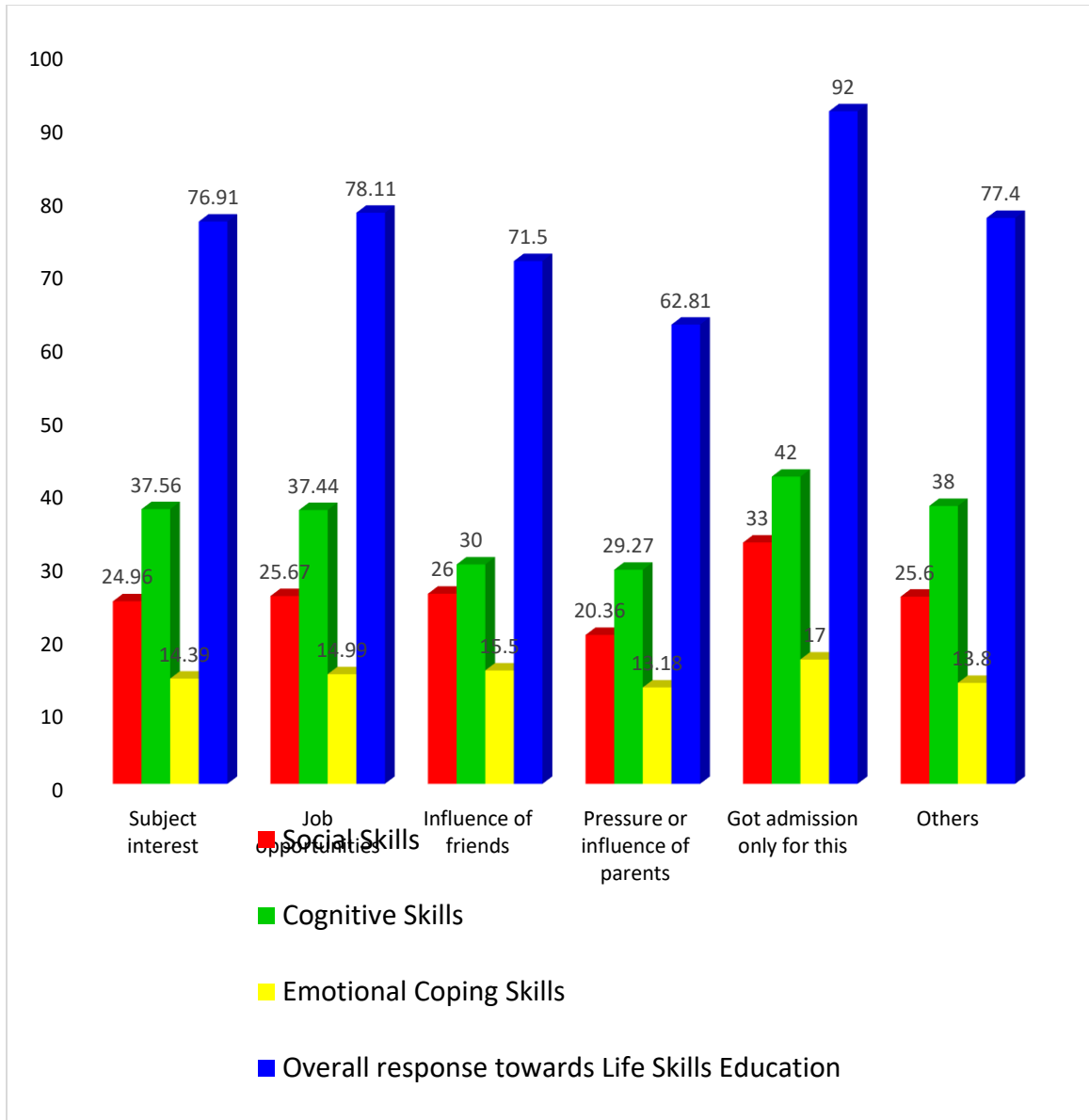


Table 4.3: Overall response of student towards Career Guidance among Higher Secondary Students of Cuddalore District

Area	N	Min. Score	Max. Score	Mean	Std. Deviation
Physical Needs	420	10	50	20.87	7.50

Social Needs	420	15	75	41.77	14.79
Psychological Needs	420	13	65	32.23	13.83
Educational Needs	420	19	95	40.51	15.44
Vocational Needs	420	8	40	16.05	6.97
Overall response towards Career Guidance	420	65	325	151.45	50.80

Table 4.3 showed that, the students expressed average and below average perceptions with respect to Physical Needs, Social Needs, Psychological Needs, Educational Needs, Vocational Needs and overall response towards Career Guidance among Higher Secondary Students of Cuddalore district. The mean scores are 20.87, 41.77, 32.23, 40.51, 16.05 and 151.45.

Graph-2: Overall response of student towards Career Guidance among Higher Secondary Students of Cuddalore District

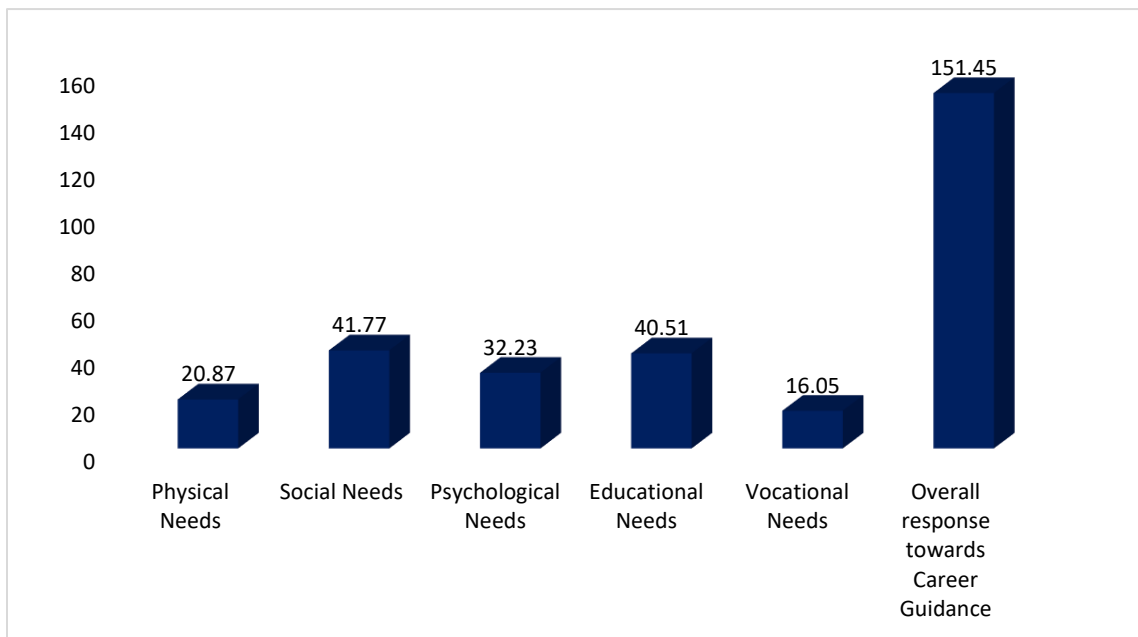


Table 4.3.1 Significant difference between Male and Female category students' perceptions towards Career Guidance among Higher Secondary Students of Cuddalore district

Area	Gender	N	Mean	Std. Dev.	t-value	p-value
Physical Needs	Male	219	21.02	7.48	0.49 ^{NS}	0.61
	Female	201	20.65	7.30		
Social Needs	Male	219	40.78	15.03	0.58 ^{NS}	0.55
	Female	201	41.63	14.75		
Psychological Needs	Male	219	30.84	12.97	1.80 ^{NS}	0.07
	Female	201	33.25	13.61		
Educational Needs	Male	219	39.50	15.82	1.05 ^{NS}	0.29
	Female	201	41.07	14.91		
Vocational Needs	Male	219	15.54	9.24	1.50 ^{NS}	0.13
	Female	201	16.56	6.97		
Overall response towards Career Guidance	Male	219	147.71	51.01	1.11 ^{NS}	0.26
	Female	201	153.18	49.17		

NS: Not Significant

Table 4.3.1 revealed that, the mean perceptual score of male category students towards Physical Needs was 21.02, whereas it is for the female category students was 20.65 and S.D values were 7.48 and 7.30 respectively. The derived t-value was 0.49 and the p - value was 0.61 which was statistically not significant. This shows that there is no significant difference between the perceptions of male and female category students towards Physical Needs. Hence, the null hypothesis is accepted.

With regard to Social Needs, the mean perceptual score of male category students was 40.78, whereas it is for the female category students was 41.63 and S.D values were 15.03 and 14.75 respectively. The derived t-value was 0.58 and the p-value was 0.55 which was statistically not significant. This shows that there is no significant difference between the perceptions of male and female category students towards Social Needs. Hence, the null hypothesis is accepted.

With respect to Psychological Needs, the mean perceptual score of male category students was 30.84, whereas it is for the female category students was 33.25 and S.D values were 12.97 and 13.61 respectively. The derived t-value was 1.80 and the p-value was 0.07 which was statistically not significant. This shows that there is no significant difference between the perceptions of male and female category students towards Psychological Needs. Hence, the null hypothesis is accepted.

With regard to Educational Needs, the mean perceptual score of male category students was 39.50, whereas it is for the female category students was 41.07 and S.D values were 15.82 and 14.91 respectively. The derived t-value was 1.05 and the p-value was 0.29 which was statistically not significant. This shows that there is no significant difference between the perceptions of male and female category students towards Educational Needs. Hence, the null hypothesis is accepted.

With regard to Vocational Needs, the mean perceptual score of male category students was 15.54, whereas it is for the female category students was 15.56 and S.D values were 9.24 and 6.97 respectively. The derived t-value was 1.50 and the p-value was 0.13 which was statistically not significant. This shows that there is no significant difference between the perceptions of male and female category students towards Vocational Needs. Hence, the null hypothesis is accepted.

With regard to Career Guidance, the mean perceptual score of male category students was 147.71, whereas it is for the female category students was 153.18 and S.D values were 51.01 and 49.17 respectively. The derived t-value was 1.11 and the p-value was 0.26 which was statistically not significant. This shows that there is no significant difference between the perceptions of male and female category students towards Career

Guidance among Higher Secondary Students of Cuddalore district. Hence, the null hypothesis is accepted.

Graph-2.1: Mean comparison between Male and Female category students' perceptions towards Career Guidance among Higher Secondary Students of Cuddalore District

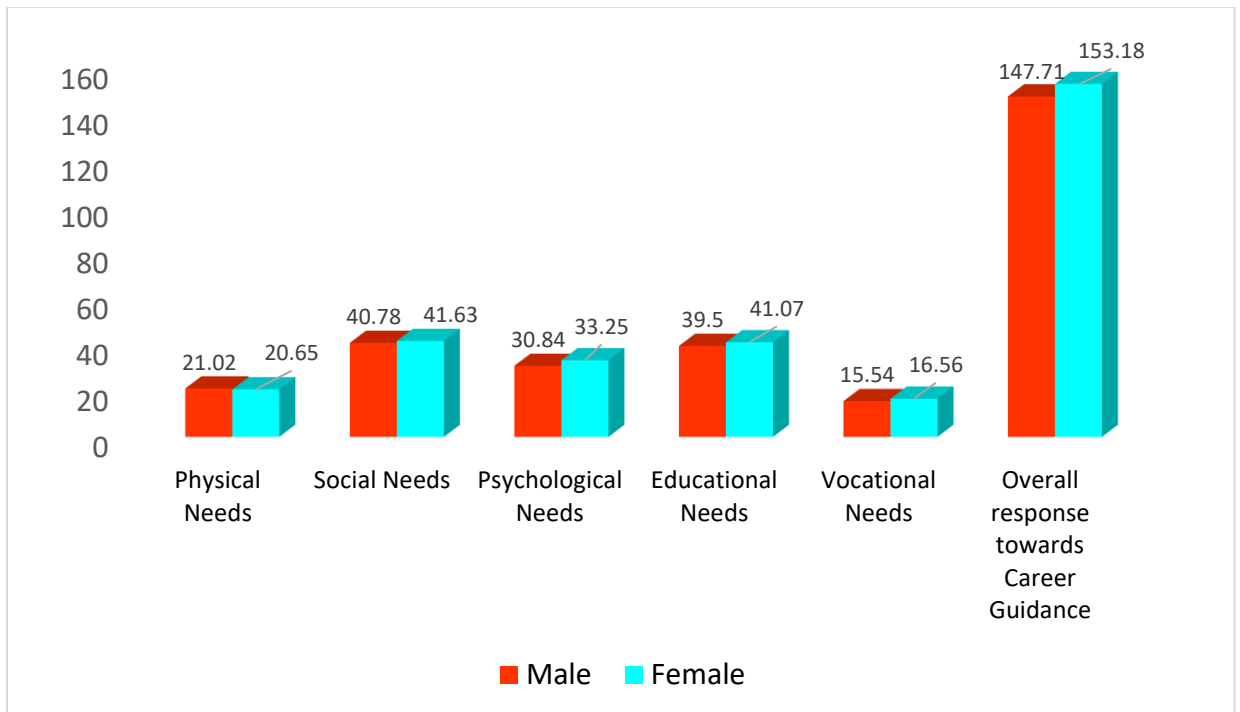


Table 4.3.2 Significant difference between Tamil and English medium students' perceptions towards Career Guidance among Higher Secondary Students of Cuddalore district

Area	Medium	N	Mean	Std. Dev.	t-value	p-value
Physical Needs	Tamil	313	20.43	7.20	1.91 ^{NS}	0.057
	English	107	22.14	8.22		
Social Needs	Tamil	313	39.59	13.99	5.15 ^{**}	<0.001
	English	107	48.20	15.26		
Psychological Needs	Tamil	313	30.29	13.14	4.83 ^{**}	<0.001
	English	107	37.88	14.30		
Educational Needs	Tamil	313	38.29	14.81	5.07 ^{**}	<0.001
	English	107	47.00	15.49		
Vocational Needs	Tamil	313	15.75	7.03	1.55 ^{NS}	0.12
	English	107	16.94	6.76		
Overall response towards Career Guidance	Tamil	313	144.36	49.01	4.95 ^{**}	<0.001
	English	107	170.18	50.48		

****Significant at 0.01 level and NS: Not Significant**

Table 4.3.2 revealed that, the mean perceptual score of Tamil medium students towards Physical Needs was 20.43, whereas it is for English medium students was 22.14 and S.D values were 7.20 and 8.22 respectively. The derived t-value was 1.91 and the p-value was 0.057 which was statistically not significant. This shows that there is no significant difference between the perceptions of Tamil and English medium students towards Physical Needs. Hence, the null hypothesis is accepted.

With regard to Social Needs, the mean perceptual score of Tamil medium students was 39.59, whereas it is for English medium students was 48.20 and S.D values were 13.99

and 15.26 respectively. The derived t-value was 5.15 and the p-value was <0.001 which was statistically significant at 0.01 level. This shows that there is a significant difference between the perceptions of Tamil and English medium students towards Social Needs. Hence, the null hypothesis is rejected.

With regard to Psychological Needs, the mean perceptual score of Tamil medium students was 30.29, whereas it is for English medium students was 37.88 and S.D values were 13.14 and 14.30 respectively. The derived t-value was 4.83 and the p-value was <0.001 which was statistically significant at 0.01 level. This shows that there is a significant difference between the perceptions of Tamil and English medium students towards Psychological Needs. Hence, the null hypothesis is rejected.

With regard to Educational Needs, the mean perceptual score of Tamil medium students was 38.29, whereas it is for English medium students was 47.00 and S.D values were 14.81 and 15.49 respectively. The derived t-value was 5.07 and the p-value was <0.001 which was statistically significant at 0.01 level. This shows that there is a significant difference between the perceptions of Tamil and English medium students towards Educational Needs. Hence, the null hypothesis is rejected.

With regard to Vocational Needs, the mean perceptual score of Tamil medium students was 15.75, whereas it is for English medium students was 16.94 and S.D values were 7.03 and 6.76 respectively. The derived t-value was 1.55 and the p-value was 0.12 which was statistically not significant. This shows that there is no significant difference between the perceptions of Tamil and English medium students towards Vocational Needs. Hence, the null hypothesis is accepted.

With regard to Career Guidance Needs, the mean perceptual score of Tamil medium students was 144.36, whereas it is for English medium students was 170.18 and S.D values were 49.01 and 50.48 respectively. The derived t-value was 4.95 and the p-value was <0.001 which was statistically significant at 0.01 level. This shows that there is a significant difference between the perceptions of Tamil and English medium students towards Career Guidance among Higher Secondary Students of Cuddalore district. Hence, the null hypothesis is rejected.

Graph-2.2: Mean comparison between Tamil and English medium students' perceptions towards Career Guidance among Higher Secondary Students of Cuddalore District

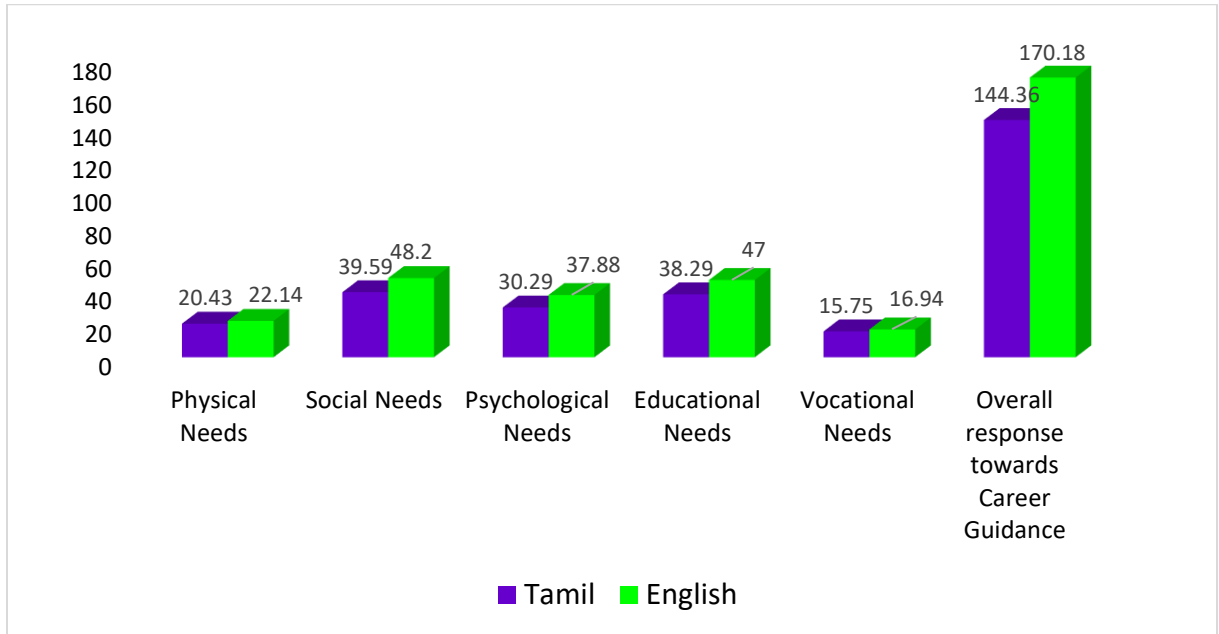


Table 4.3.3 Analysis of Variance (ANOVA) – Results on the perceptions of students based on their Marks in SSLC towards Career Guidance among Higher Secondary Students of Cuddalore district

Area	Marks received in SSLC	N	Mean	Std. Dev.	F-value	p-value
Physical Needs	Below 200	26	20.57	6.77	4.78*	0.002
	201-300	222	20.18	6.62		
	301-400	128	20.78	8.27		
	Above 400	44	24.79	8.71		
Social Needs	Below 200	26	31.80	9.06	20.91**	<0.001
	201-300	222	38.71	13.58		

	301-400	128	45.13	14.83		
	Above 400	44	53.36	14.40		
Psychological Needs	Below 200	26	26.15	7.69	16.99**	<0.001
	201-300	222	29.74	11.52		
	301-400	128	33.71	15.25		
	Above 400	44	44.04	16.03		
Educational Needs	Below 200	26	42.15	13.19	12.85**	<0.001
	201-300	222	36.95	13.13		
	301-400	128	42.69	15.86		
	Above 400	44	51.15	19.88		
Vocational Needs	Below 200	26	16.03	6.01	1.70 ^{NS}	0.16
	201-300	222	15.39	6.27		
	301-400	128	16.68	7.85		
	Above 400	44	17.56	7.93		
Overall response towards Career Guidance	Below 200	26	136.73	39.84	15.04**	<0.001
	201-300	222	140.98	42.43		
	301-400	128	159.02	55.48		
	Above 400	44	190.93	58.44		

**Significant at 0.01 level and NS: Not Significant

Table 4.3.3 revealed that, the mean perceptual scores of students towards Physical Needs based on their Marks in SSLC students received below 200 was 20.57, whereas it is the students received 201-300, 301-400, above 400 was 20.18, 20.78, 24.79 respectively.

The standard deviations for students received below 200, 201-300, 301-400, above 400 categories were 6.77, 6.62, 8.27, 8.81 respectively. The 'F'-value was 4.78 and the p-value was 0.002 which was statistically significant at 0.01 level. This shows that there is a significant difference among students' perceptions based on their Marks in SSLC towards Physical Needs. Hence, the null hypothesis is rejected.

With regard to Social Needs, the mean perceptual scores of students based on their Marks in SSLC students received below 200 was 31.80, whereas it is the students received 201-300, 301-400, above 400 was 38.71, 45.13, 53.36 respectively. The standard deviations for students received below 200, 201-300, 301-400, above 400 categories were 9.06, 13.58, 14.83, 14.40 respectively. The 'F'-value was 20.91 and the p-value was <0.001 which was statistically significant at 0.01 level. This shows that there is a significant difference among students' perceptions based on their Marks in SSLC towards Social Needs. Hence, the null hypothesis is rejected.

With regard to Psychological Needs, the mean perceptual scores of students based on their Marks in SSLC students received below 200 was 26.15, whereas it is the students received 201-300, 301-400, above 400 was 29.74, 33.71, 44.04 respectively. The standard deviations for students received below 200, 201-300, 301-400, above 400 categories were 7.69, 11.52, 15.25, 16.03 respectively. The 'F'-value was 16.99 and the p-value was <0.001 which was statistically significant at 0.01 level. This shows that there is a significant difference among students' perceptions based on their Marks in SSLC towards Psychological Needs. Hence, the null hypothesis is rejected.

With regard to Educational Needs, the mean perceptual scores of students based on their Marks in SSLC students received below 200 was 42.15, whereas it is the students received 201-300, 301-400, above 400 was 36.95, 42.69, 51.15 respectively. The standard deviations for students received below 200, 201-300, 301-400, above 400 categories were 13.19, 13.13, 15.86, 19.88 respectively. The 'F'-value was 12.85 and the p-value was <0.001 which was statistically significant at 0.01 level. This shows that there is a significant difference among students' perceptions based on their Marks in SSLC towards Educational Needs. Hence, the null hypothesis is rejected.

With regard to Vocational Needs, the mean perceptual scores of students based on their Marks in SSLC students received below 200 was 16.03, whereas it is the students received 201-300, 301-400, above 400 was 15.39, 16.68, 17.56 respectively. The standard deviations for students received below 200, 201-300, 301-400, above 400 categories were 6.01, 6.27, 7.85, 7.93 respectively. The 'F'-value was 1.70 and the p-value was 0.16 which was statistically not significant. This shows that there is no significant difference among students' perceptions based on their Marks in SSLC towards Vocational Needs. Hence, the null hypothesis is accepted.

With regard to Career Guidance, the mean perceptual scores of students based on their Marks in SSLC students received below 200 was 136.76, whereas it is the students received 201-300, 301-400, above 400 was 140.98, 159.02, 190.93 respectively. The standard deviations for students received below 200, 201-300, 301-400, above 400 categories were 39.84, 42.4, 55.48, 58.44 respectively. The 'F'-value was 15.04 and the p-value was 0.16 which was statistically significant at 0.01 level. This shows that there is a significant difference among students' perceptions based on their Marks in SSLC towards Career Guidance among Higher Secondary Students of Cuddalore district. Hence, the null hypothesis is rejected.

Graph-2.3: Mean comparison among students' perceptions based on their Marks in SSLC towards Career Guidance among Higher Secondary Students of Cuddalore District

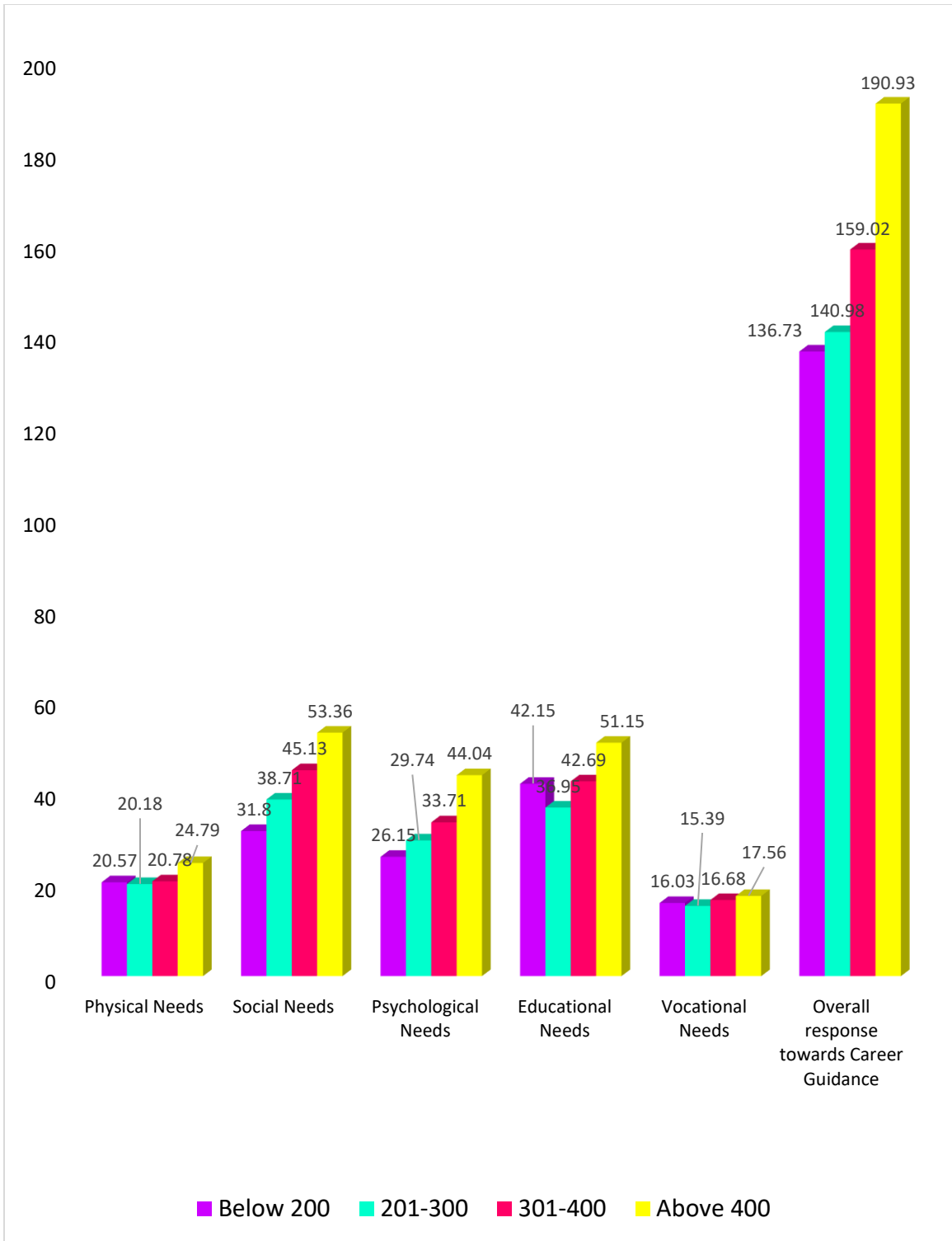


Table 4.3.4 Analysis of Variance (ANOVA) – Results on the perceptions of students based on their group studying towards Career Guidance among Higher Secondary Students of Cuddalore district

Area	Group studying	N	Mean	Std. Dev.	F-value	p-value
Physical Needs	Science	243	21.32	7.51	2.12	0.12
	Arts	114	20.86	8.07		
	Vocational	63	19.14	6.13		
Social Needs	Science	243	45.67	14.75	30.60**	<0.001
	Arts	114	39.45	14.19		
	Vocational	63	30.92	8.50		
Psychological Needs	Science	243	36.59	13.87	34.56**	<0.001
	Arts	114	27.41	12.42		
	Vocational	63	24.12	8.82		
Educational Needs	Science	243	44.39	14.39	19.84**	<0.001
	Arts	114	35.11	15.39		
	Vocational	63	35.31	15.18		
Vocational Needs	Science	243	17.00	6.47	6.10**	0.002
	Arts	114	14.32	7.63		
	Vocational	63	15.52	7.06		
	Science	243	165.00	47.94	24.04**	<0.001

Overall response towards Career Guidance	Arts	114	137.17	51.57		
	Vocational	63	125.03	42.65		

**Significant at 0.01 level and NS: Not Significant

Table 4.3.4 revealed that, the mean perceptual scores of students towards Physical Needs based on the group studying, for Science was 21.32, whereas for Arts, Vocational were 20.86, 19.14 respectively. The standard deviations for Science, Arts, Vocational were 7.51, 8.07, 6.13 respectively. The 'F'-value was 2.12 and the p-value was 0.12 which was statistically not significant. This shows that there is no significant difference among students' perceptions based on the group studying towards Physical Needs. Hence, the null hypothesis is accepted.

With regard to Social Needs, the mean perceptual scores of students based on the group studying, for Science was 45.67, whereas for Arts, Vocational were 39.45, 30.92 respectively. The standard deviations for Science, Arts, Vocational were 14.75, 14.19, 8.50 respectively. The 'F'-value was 30.60 and the p-value was <0.001 which was statistically significant at 0.01 level. This shows that there is a significant difference among students' perceptions based on the group studying towards Social Needs. Hence, the null hypothesis is rejected.

With regard to Psychological Needs, the mean perceptual scores of students based on the group studying, for Science was 36.59, whereas for Arts, Vocational were 27.41, 24.12 respectively. The standard deviations for Science, Arts, Vocational were 13.87, 12.42, 8.82 respectively. The 'F'-value was 34.56 and the p-value was <0.001 which was statistically significant at 0.01 level. This shows that there is a significant difference among students' perceptions based on the group studying towards Psychological Needs. Hence, the null hypothesis is rejected.

With regard to Educational Needs, the mean perceptual scores of students based on the group studying, for Science was 44.39, whereas for Arts, Vocational were 35.11, 35.31 respectively. The standard deviations for Science, Arts, Vocational were 14.39, 15.39, 15.18 respectively. The 'F'-value was 19.84 and the p-value was <0.001 which was

statistically significant at 0.01 level. This shows that there is a significant difference among students' perceptions based on the group studying towards Educational Needs. Hence, the null hypothesis is rejected.

With regard to Vocational Needs, the mean perceptual scores of students based on the group studying, for Science was 17.00, whereas for Arts, Vocational were 14.32, 15.52 respectively. The standard deviations for Science, Arts, Vocational were 6.47, 7.63, 7.06 respectively. The 'F'-value was 6.10 and the p-value was 0.002 which was statistically significant at 0.01 level. This shows that there is a significant difference among students' perceptions based on the group studying towards Vocational Needs. Hence, the null hypothesis is rejected.

With regard to Career Guidance, the mean perceptual scores of students based on the group studying, for Science was 165.00, whereas for Arts, Vocational were 137.17, 125.03 respectively. The standard deviations for Science, Arts, Vocational were 47.94, 51.57, 42.65 respectively. The 'F'-value was 24.04 and the p-value was <0.001 which was statistically significant at 0.01 level. This shows that there is a significant difference among students' perceptions based on the group studying towards Career Guidance among Higher Secondary Students of Cuddalore district. Hence, the null hypothesis is rejected.

Graph-2.4: Mean comparison among students' perceptions based on the group studying towards Career Guidance among Higher Secondary Students of Cuddalore District

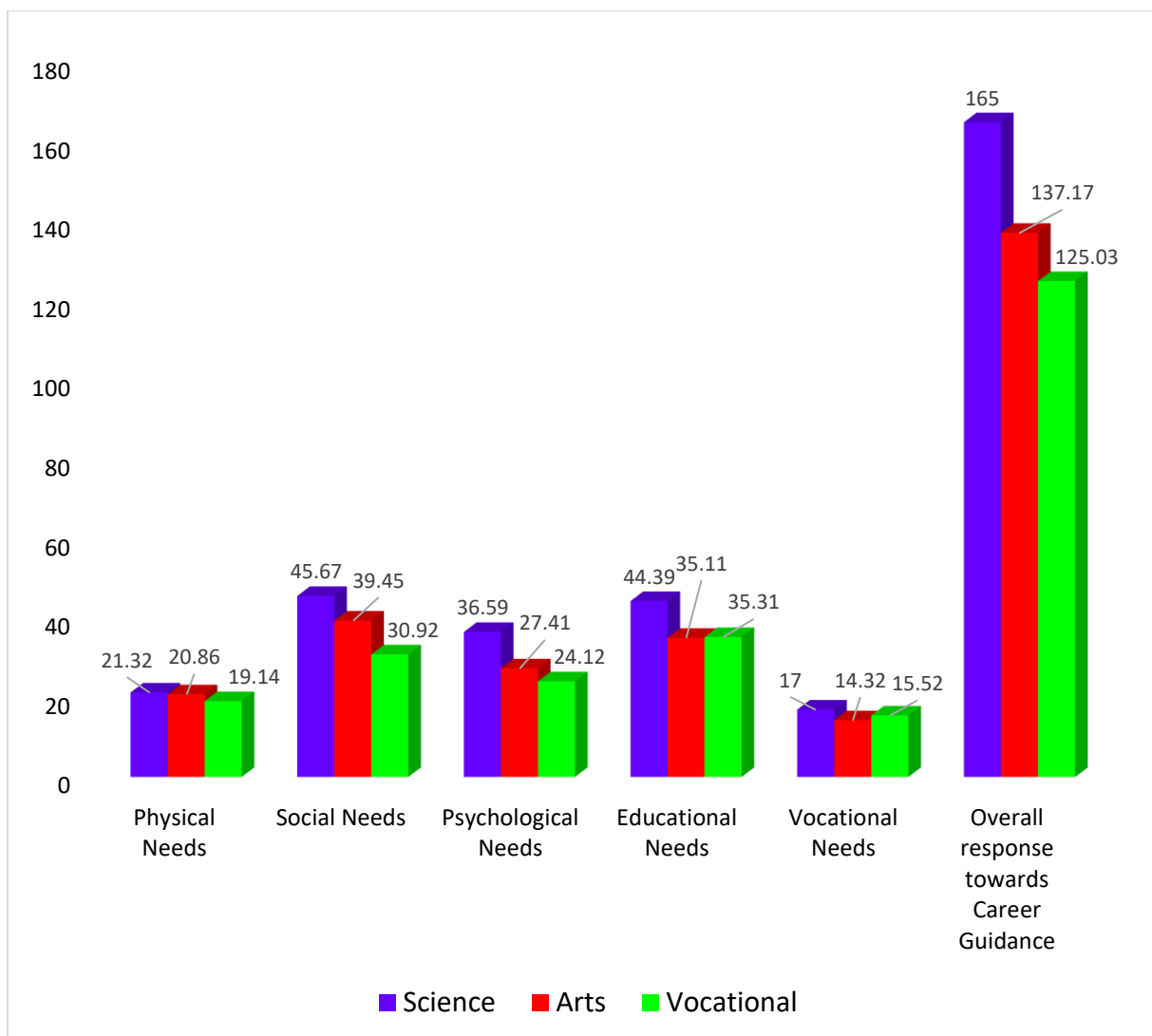


Table 4.3.5 Analysis of Variance (ANOVA) – Results on the perceptions of students based on Reason for selecting the group towards Career Guidance among Higher Secondary Students of Cuddalore district

Area	Marks received in SSLC	N	Mean	Std. Dev.	F-value	p-value
Physical Needs	Subject interest	157	19.60	6.17	4.94**	<0.001
	Job opportunities	217	21.58	8.37		
	Influence of friends	12	21.75	9.32		

	Pressure or influence of parents	11	28.81	3.34		
	Got admission only for this	3	25.00	0.00		
	Others	20	17.60	2.64		
Social Needs	Subject interest	157	40.78	13.29	1.81	0.10
	Job opportunities	217	41.82	16.33		
	Influence of friends	12	39.75	9.32		
	Pressure or influence of parents	11	53.02	5.43		
	Got admission only for this	3	51.00	0.00		
	Others	20	42.60	13.19		
Psychological Needs	Subject interest	157	31.48	13.39	0.64	0.66
	Job opportunities	217	32.95	14.52		
	Influence of friends	12	28.50	10.61		
	Pressure or influence of parents	11	34.27	14.54		
	Got admission only for this	3	24.00	0.00		
	Others	20	32.60	11.83		
Educational Needs	Subject interest	157	37.89	14.58	5.41**	<0.001
	Job opportunities	217	42.91	16.19		
	Influence of friends	12	26.00	5.67		
	Pressure or influence of parents	11	51.54	11.66		
	Got admission only for this	3	45.00	0.00		

	Others	20	37.00	9.98		
Vocational Needs	Subject interest	157	14.21	5.66	8.37**	<0.001
	Job opportunities	217	17.05	7.50		
	Influence of friends	12	13.75	2.00		
	Pressure or influence of parents	11	25.00	4.04		
	Got admission only for this	3	9.00	0.00		
	Others	20	17.20	7.71		
Overall response towards Career Guidance	Subject interest	157	143.98	46.25	3.07**	0.009
	Job opportunities	217	156.34	55.29		
	Influence of friends	12	129.75	31.80		
	Pressure or influence of parents	11	192.72	29.08		
	Got admission only for this	3	154.00	0.00		
	Others	20	147.00	38.97		

**Significant at 0.01 level and NS: Not Significant

Table 4.3.5 revealed that, the mean perceptual scores of students towards Physical Needs based on their reason for selecting the group, for Subject Interest was 19.60, for Job opportunities was 21.58, for Influence of friends was 21.75, for Influence of parents was 28.81 whereas it was for Got admission for this subject and for other reasons was 25.00 and 17.60 respectively. The standard deviations for Subject Interest, Job Opportunities, Influence of friends, Influence of Parents, Got admission only for this subject and other reasons for selecting the group were 6.17, 8.37, 9.32, 3.34, 0.00 and 2.64 respectively. The 'F'-value was 4.94 and the p-value was <0.001 which was statistically significant at 0.01 level. This shows that there is a significant difference among students' perceptions based

on their reason for selecting the group towards Physical Needs. Hence, the null hypothesis is rejected.

With regard to Social Needs, the mean perceptual scores of students based on their reason for selecting the group, for Subject Interest was 40.78, for Job opportunities was 41.82, for Influence of friends was 39.75, for Influence of parents was 53.09 whereas it was for Got admission for this subject and for other reasons was 51.00 and 42.60 respectively. The standard deviations for Subject Interest, Job Opportunities, Influence of friends, Influence of Parents, Got admission only for this subject and other reasons for selecting the group were 13.29, 16.33, 9.32, 5.43, 0.00 and 13.19 respectively. The 'F'-value was 1.81 and the p-value was 0.10 which was statistically not significant. This shows that there is no significant difference among students' perceptions based on their reason for selecting the group towards Social Needs. Hence, the null hypothesis is accepted.

With regard to Psychological Needs, the mean perceptual scores of students based on their reason for selecting the group, for Subject Interest was 31.48, for Job opportunities was 32.95, for Influence of friends was 28.50, for Influence of parents was 34.27 whereas it was for Got admission for this subject and for other reasons was 24.00 and 32.60 respectively. The standard deviations for Subject Interest, Job Opportunities, Influence of friends, Influence of Parents, Got admission only for this subject and other reasons for selecting the group were 13.39, 14.52, 10.61, 14.54, 0.00 and 11.83 respectively. The 'F'-value was 0.64 and the p-value was 0.66 which was statistically not significant. This shows that there is no significant difference among students' perceptions based on their reason for selecting the group towards Psychological Needs. Hence, the null hypothesis is accepted.

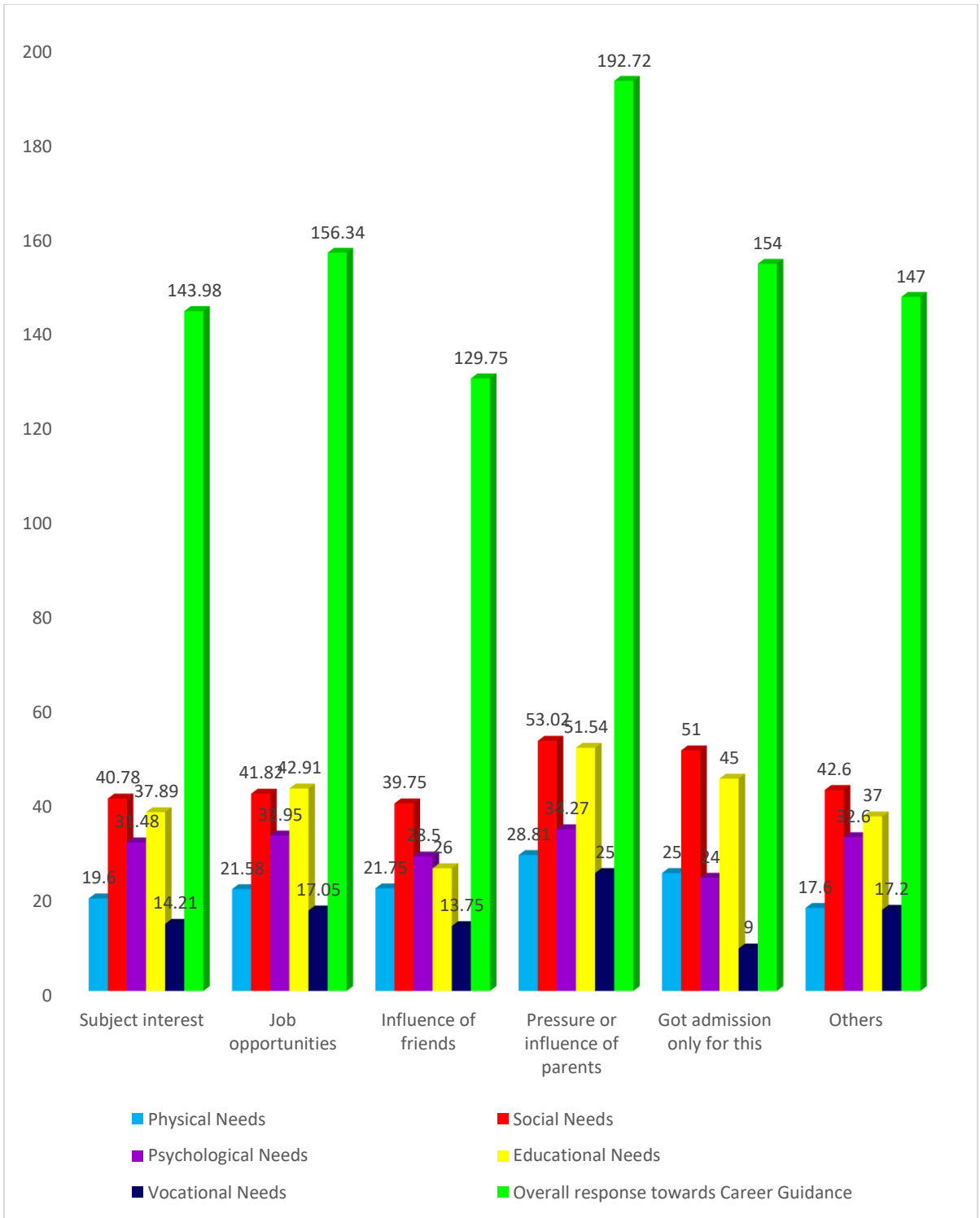
With regard to Educational Needs, the mean perceptual scores of students based on their reason for selecting the group, for Subject Interest was 37.89, for Job opportunities was 42.91, for Influence of friends was 26.00, for Influence of parents was 51.54 whereas it was for Got admission for this subject and for other reasons was 45.00 and 37.00 respectively. The standard deviations for Subject Interest, Job Opportunities, Influence of friends, Influence of Parents, Got admission only for this subject and other reasons for selecting the group were 14.58, 16.19, 5.67, 11.66, 0.00 and 9.98 respectively. The 'F'-

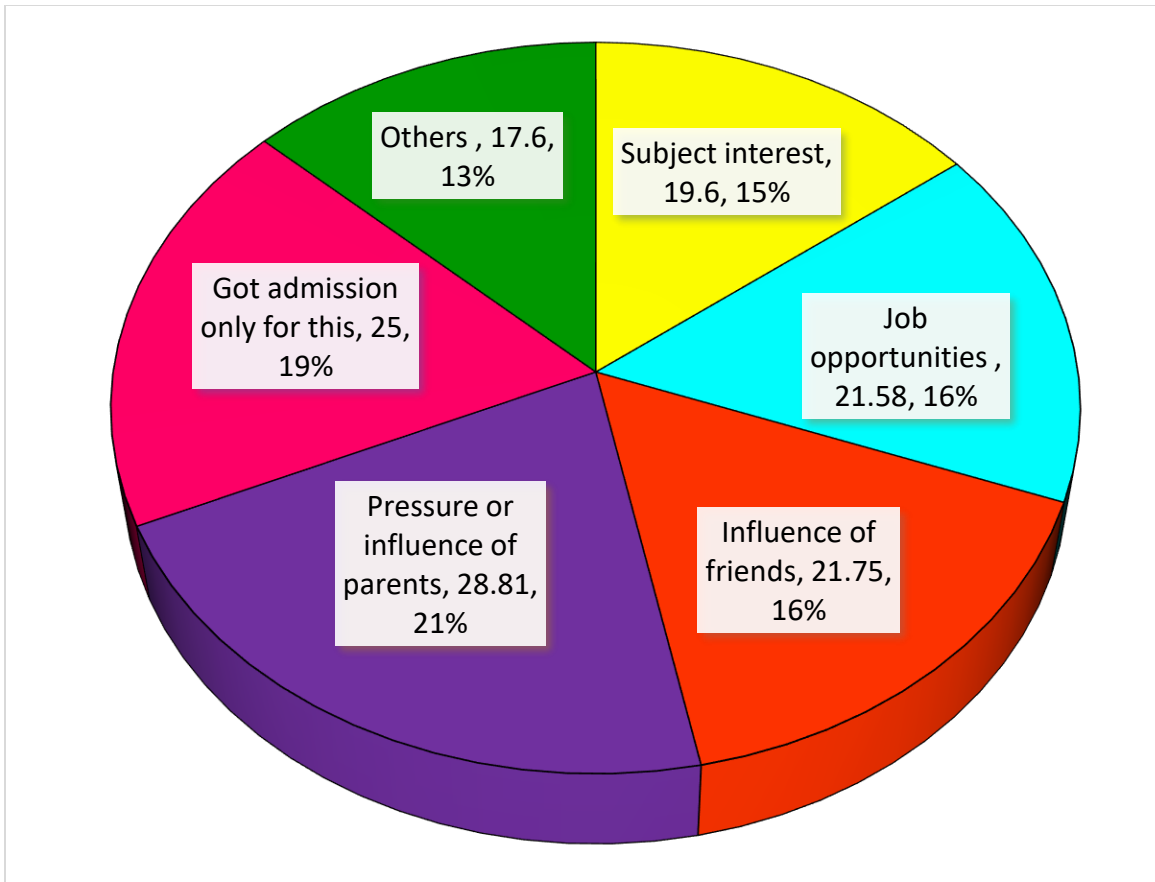
value was 5.41 and the p-value was <0.001 which was statistically significant at 0.01 level. This shows that there is a significant difference among students' perceptions based on their reason for selecting the group towards Educational Needs. Hence, the null hypothesis is rejected.

With regard to Vocational Needs, the mean perceptual scores of students based on their reason for selecting the group, for Subject Interest was 14.21, for Job opportunities was 17.05, for Influence of friends was 13.75, for Influence of parents was 25.00 whereas it was for Got admission for this subject and for other reasons was 9.00 and 17.20 respectively. The standard deviations for Subject Interest, Job Opportunities, Influence of friends, Influence of Parents, Got admission only for this subject and other reasons for selecting the group were 5.66, 7.50, 2.00, 4.04, 0.00 and 7.71 respectively. The 'F'-value was 8.37 and the p-value was <0.001 which was statistically significant at 0.01 level. This shows that there is a significant difference among students' perceptions based on their reason for selecting the group towards Vocational Needs. Hence, the null hypothesis is rejected.

With regard to Career Guidance, the mean perceptual scores of students based on their reason for selecting the group, for Subject Interest was 143.98, for Job opportunities was 156.34, for Influence of friends was 129.75, for Influence of parents was 192.72 whereas it was for Got admission for this subject and for other reasons was 154.00 and 147.00 respectively. The standard deviations for Subject Interest, Job Opportunities, Influence of friends, Influence of Parents, Got admission only for this subject and other reasons for selecting the group were 46.25, 55.29, 31.80, 29.08, 0.00 and 38.97 respectively. The 'F'-value was 3.07 and the p-value was 0.009 which was statistically significant at 0.01 level. This shows that there is a significant difference among students' perceptions based on their reason for selecting the group towards Career Guidance among Higher Secondary Students of Cuddalore district. Hence, the null hypothesis is rejected.

Graph-2.5: Mean comparison among perceptions of students based on their reason for selecting the group towards Career Guidance among Higher Secondary Students of Cuddalore district





4.3 CONCLUSION

Overall, this chapter covers the verification of hypotheses and the results are arrived from the calculated statistical measures mean, S.D, t-value, F-value and r-value. In the study, 11 hypotheses are framed and with sub areas, out of which 4 hypotheses are accepted, 7 hypotheses are rejected. And the results are tested along with implication in fifth chapter.

CHAPTER – V

**SUMMARY,
FINDINGS,
RECOMMENDATIONS
AND CONCLUSION**

Chapter – V

SUMMARY, FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

5.1 INTRODUCTION

Interdisciplinary research became a popular approach in social sciences around the turn of the century, having its roots originated however in the 1970s (Hoffmann-Riem et al., 2008). The new challenges that the world was then and is still now facing went beyond the traditional logics of research and eluded many universities and research centers alike, who were perhaps still too attached to their traditions and canons (Cronin, 2008; Jabareen, 2009). In a surprising way, interdisciplinarity received its most important support not from the academic world but rather from policy-makers, public institutions, enterprises and other organizations, that soon realized that common solutions weren't enough for the new problems that had to be solved, as transdisciplinary orientations in research, education and institutions try to overcome the mismatch between knowledge production in academia, on the one hand, and knowledge requests for solving societal problems, on the other (Hoffmann-Riem et al., 2008:4).

The goals of education, and of a school, unquestionably include building cognitive abilities such as reading and math. Increasingly, however, it also implies that children should be equipped with other abilities that allow them to succeed in and contribute to the society they live in. We will broadly call such traits – such as communication, critical thinking, creativity, self-management, decision-making, perseverance - life skills. This note aims to synthesize and contribute to the growing discussion around the development of life skills education in India. We propose that life skills should be explicitly woven into school education by exploring evidence on why such skills matter and which skills are important for learning and future outcomes.

Today's young people are living in an exhilarating world. While advancing through the threshold of the new millennium, they confront formidable challenges of adapting themselves to the ever-expanding demands of the society. They come across diverse

complexities, increasingly varied issues, new technological advancements, expanding array of opportunities and composite struggles.

5.2 NEED AND IMPORTANCE OF STUDY

In the recent years the Indian society seems to have undergone a total transformation which is characterized by changing roles of individuals, changes in the family system, increased competition among schools including schools, increased sociability of the children, immense technological advances, peer and parental pressures resulting in an environment filled with stress and strain for the individuals. Within education system of the country, it is observed that students encounter different personal, academic and socio-economic challenges, which directly or indirectly affect the quality of education.

Higher Secondary School students enter adolescent years of their life during this school stage which they encounter a lot of challenges and conflicts, for which they need proper guidance to successfully overcome them. The Higher Secondary School stage is a period of personal, social, emotional, academic and intellectual development for the adolescents.

Adolescence is a critical period during which remarkable physical and psychological, changes take place. These rapid changes coupled with the absence of authentic information to know, understand and value them, cause anxiety among adolescents who may be pushed into courses of actions without having a chance to think fully of consequences. This becomes harder and further complicated for the adolescents when there are no supporting services available in the society to meet these challenges in personal life. The challenges they come across may adversely affect the overall development of the students' personality, which is vital in this stage of life.

Higher Secondary School is the period of transition into adulthood and the world of work. Hence, they have to make judicious decisions regarding the career choice and entrance into a competitive job market. These students are exposed to personal and social changes as well. For these reasons we need to recognize the ever-changing needs of the students, based on which we can plan and adopt appropriate school guidance programs.

School setting is very important for adolescents in picking the necessary life skills, where planned interventions are now inclusive in many countries.

Thus, basic life skills are required for today's individual to face the challenges of the day-to-day life. They ensure every person to make more informed decisions which will affect their future, the future of their family, the future of their community as well as nation's future. The students of Higher Secondary Schools are basically in adolescent period need life skills education. Hence, an interdisciplinary study on life skills education and career guidance among higher secondary students of Cuddalore district has been undertaken.

5.3 STATEMENT OF THE PROBLEM

If more than one discipline studied at the same time that study is interdisciplinary study. Here the investigator studied psychology and education simultaneously. So, it is an interdisciplinary.

Life skill education: Skills are identified and related them to life situations with proper illustrations. A positive attitude is important to cope the fast changes which happen in the life of a young adolescent in the areas of body, mind and soul.

Career guidance: Guidance implemented in terms of all round development for their future. Guidance and counseling service prepare students to assume increasing accountability for their decisions and grown in their ability to understand and accept the results of their selections. Thus, researcher tried to link them to frame the title **“An Interdisciplinary Study on Life Skills Education and Career Guidance among Higher Secondary Students of Cuddalore district”**.

5.4 OBJECTIVES OF THE STUDY

The present study is proceeded with the following objectives.

- 6) To measure the level of Life Skills among Higher Secondary School Students of Cuddalore District.

- 7) To assess the level of Career Guidance among Higher Secondary School Students of Cuddalore District.
- 8) To assess the influence of individual factors such as Gender, Medium, Marks in SSLC, Group of the study and Reason for choosing the group on Life Skill among Higher Secondary School Students of Cuddalore District.
- 9) To assess the influence of individual factors such as Gender, Medium, Marks in SSLC, Group of the study and Reason for choosing the group on Career Guidance among Higher Secondary School Students of Cuddalore District.
- 10) To ascertain the relationship of Life Skill Education and Career Guidance among Higher Secondary School Students of Cuddalore District.

5.5 HYPOTHESES OF THE STUDY

The researcher has formulated the following hypotheses.

1. There is no correlation between Life Skills Education and Career Guidance as perceived by Higher Secondary Students of Cuddalore district.
2. There is no significant difference between the perceptions of male and female category of Higher Secondary Students with respect to Social Skills, Cognitive Skills, Emotional Coping Skills and overall response towards Life Skills Education among Higher Secondary Students of Cuddalore district.
3. There is no significant difference among the perceptions of Higher Secondary Students based on their medium with respect to Social Skills, Cognitive Skills, Emotional Coping Skills and overall response towards Life Skills Education among Higher Secondary Students of Cuddalore district.
4. There is no significant difference among the perceptions of Higher Secondary Students based on their marks in SSLC with respect to Social Skills, Cognitive Skills,

Emotional Coping Skills and overall response towards Life Skills Education among Higher Secondary Students of Cuddalore district.

5. There is no significant difference among the perceptions of Higher Secondary Students based on their group of the study with respect to Social Skills, Cognitive Skills, Emotional Coping Skills and overall response towards Life Skills Education among Higher Secondary Students of Cuddalore district.

6. There is no significant difference among the perceptions of Higher Secondary Students based on their reason for choosing the group with respect to Social Skills, Cognitive Skills, Emotional Coping Skills and overall response towards Life Skills Education among Higher Secondary Students of Cuddalore district.

7. There is no significant difference between the perceptions of male and female category of Higher Secondary Students with respect to Physical Needs, Social Needs, Psychological Needs, Educational Needs, Vocational Needs and overall response towards Career Guidance among Higher Secondary Students of Cuddalore district.

8. There is no significant difference between the perceptions of Higher Secondary Students based on their medium with respect to Physical Needs, Social Needs, Psychological Needs, Educational Needs, Vocational Needs and overall response towards Career Guidance among Higher Secondary Students of Cuddalore district.

9. There is no significant difference among the perceptions of Higher Secondary Students based on their marks in SSC with respect to Physical Needs, Social Needs, Psychological Needs, Educational Needs, Vocational Needs and overall response towards Career Guidance among Higher Secondary Students of Cuddalore district.

10. There is no significant difference among the perceptions of Higher Secondary Students based on their group of the study with respect to Physical Needs, Social Needs, Psychological Needs, Educational Needs, Vocational Needs and overall response towards Career Guidance among Higher Secondary Students of Cuddalore district.

11. There is no significant difference among the perceptions of Higher Secondary Students based on their reason for choosing the group with respect to Physical Needs, Social Needs, Psychological Needs, Educational Needs, Vocational Needs and overall response towards Career Guidance among Higher Secondary Students of Cuddalore district.

5.6 RESEARCH DESIGN OF THE STUDY

Describing research design as a tool of guidance in seeking required information, in processing the data and combining the data with a purposeful procedure. The investigator followed the survey method of the descriptive research. It involves a clearly defined imaginative planning, careful analysis and interpretation of data gathered and logical reporting on the investigation.

To carry out the research of this type for collection of data, for testing the hypothesis and for arriving at conclusions, it is necessary to choose the technique and the proper tools to be employed. For this investigation the questionnaire had been considered as a suitable tool for the collection of data.

5.7 SELECTION OF THE SAMPLE

The generalization of the results of our research depends upon the sample, the investigator selects. A sample is a small proportion of a population selected for observation and analysis. By observing the characteristics of a sample, one can make certain inferences about the characteristics of the population from which it is drawn. The respondents for selected on the basis of random sampling giving proportionate representation to different kinds of characteristics. Since, the study involves in collection of information with regard to the Inter Disciplinary study on Life Skills Education and Career Guidance among Higher Secondary Students in Cuddalore District.

The researcher selected 28 Higher Secondary Schools out of 116 Higher Secondary Schools in Cuddalore District of Tamil Nadu for the collection of data. The researcher had collected 420 students from 28 Higher Secondary Schools and 15 students from each school.

5.8 FINDINGS OF THE STUDY

1. There is a low negative correlation between Life Skills Education and Career Guidance as perceived by Higher Secondary Students in Cuddalore district.
2. Students expressed above average perceptions with respect to Social Skills, Cognitive Skills, Emotional Coping Skills and overall response towards Life Skills Education among Higher Secondary Students of Cuddalore district.
3. There is no significant difference between the perceptions of male and female category students towards Social Skills, Cognitive Skills, Emotional Coping Skills, Overall response towards Life Skills Education among Higher Secondary Students of Cuddalore district.
4. There is no significant difference between the perceptions of Tamil and English medium students towards Social Skills, Emotional Coping Skills, Overall response towards Life Skills Education among Higher Secondary Students of Cuddalore district.
5. There is a significant difference between the perceptions of Tamil and English medium students towards Cognitive Skills.
6. There is a significant difference among students' perceptions based on their Marks in SSLC towards Social Skills, Cognitive Skills, Emotional Coping Skills, Overall response towards Life Skills Education among Higher Secondary Students of Cuddalore district.
7. There is a significant difference among students' perceptions based on their group of the study towards Social Skills, Cognitive Skills and Emotional Coping Skills among Higher Secondary Students of Cuddalore district.

8. There is no significant difference among students' perceptions based on their group of the study towards Overall response towards Life Skills Education among Higher Secondary Students of Cuddalore district.
9. There is a significant difference among students' perceptions based on their reason for selecting the group towards Social Skills, Cognitive Skills, Overall response towards Life Skills Education among Higher Secondary Students of Cuddalore district.
10. there is no significant difference among students' perceptions based on their reason for selecting the group towards Emotional Coping Skills among Higher Secondary Students of Cuddalore district.
11. Students expressed average and below average perceptions with respect to Physical Needs, Social Needs, Psychological Needs, Educational Needs, Vocational Needs and overall response towards Career Guidance among Higher Secondary Students of Cuddalore district.
12. That there is no significant difference between the perceptions of male and female category students towards Physical Needs, Social Needs, Psychological Needs, Educational Needs, Vocational Needs, Overall response towards Career Guidance among Higher Secondary Students of Cuddalore district.
13. There is no significant difference between the perceptions of Tamil and English medium students towards Physical Needs, Vocational Needs among Higher Secondary Students of Cuddalore district.
14. There is a significant difference between the perceptions of Tamil and English medium students towards Social Needs, Psychological Needs, Educational Needs, Overall response towards Career Guidance among Higher Secondary Students of Cuddalore district.
15. There is a significant difference among students' perceptions based on their Marks in SSLC towards Physical Needs, Social Needs, Psychological Needs, Educational Needs, Overall response towards Career Guidance among Higher Secondary Students of Cuddalore district.

16. There is no significant difference among students' perceptions based on their Marks in SSLC towards Vocational Needs among Higher Secondary Students of Cuddalore district.
17. There is no significant difference among students' perceptions based on the group studying towards Physical Needs among Higher Secondary Students of Cuddalore district.
18. There is a significant difference among students' perceptions based on the group studying towards Social Needs, Psychological Needs, Educational Needs, Vocational Needs, Overall response towards Career Guidance among Higher Secondary Students of Cuddalore district.
19. There is a significant difference among students' perceptions based on their reason for selecting the group towards Physical Needs, Educational Needs, Vocational Needs, Overall response towards Career Guidance among Higher Secondary Students of Cuddalore district.
20. There is no significant difference among students' perceptions based on their reason for selecting the group towards Social Needs, Psychological Needs among Higher Secondary Students of Cuddalore district.

5.9 DISCUSSION

There is a low negative correlation between Life Skills Education and Career Guidance as perceived by Higher Secondary Students in Cuddalore district. The present finding of the research is against to the findings of **Yejarla Gabriyelu (2019) found that** there is high significant correlation established between Life Skills Education and Career Guidance as perceived by Higher Secondary Students of Visakhapatnam district.

The present study revealed that the male category students expressed high perceptions with respect to Social Skills and Emotional Coping Skills whereas female category students expressed high perceptions with respect to Cognitive Skills and overall response towards Life Skills Education among Higher Secondary Students of Cuddalore district. It resembles the findings of **Yejarla Gabriyelu (2019) found that the** male category students expressed high perceptions with respect to Social Skills, Cognitive

Skills, and overall response towards Life Skills Education among Higher Secondary Students of Visakhapatnam district than that of female category students.

The present study revealed that the Tamil medium students expressed high perceptions with respect to Social Skills, Cognitive Skills and overall response towards Life Skills Education whereas Tamil medium students expressed high perceptions with respect to Emotional Coping Skills among Higher Secondary Students of Cuddalore district. It resembles the findings of **Yejarla Gabriyelu (2019) found that the** Telugu medium school students expressed high perceptions with respect to Social Skills, Cognitive Skills, Emotional Coping Skills and overall response towards Life Skills Education among Higher Secondary Students of Visakhapatnam district than that of English medium students.

The present study revealed that their Marks in SSLC, all students with different range of marks scored in SSLC, group of studying, reason for selecting the group is expressed more or less same opinion with respect to Social Skills, Cognitive Skills, Emotional Coping Skills and overall response towards Life Skills Education among Higher Secondary Students of Cuddalore district. It resembles the findings of **Yejarla Gabriyelu (2019) found that the** all the higher secondary school students with different Grades in SSC, Discipline of the study, reason for selecting this discipline is expressed one and the same opinion with respect to Social Skills, Cognitive Skills, Emotional Coping Skills and overall response towards Life Skills Education among Higher Secondary Students of Visakhapatnam district.

The present study revealed that the male category students expressed high perceptions with respect to Physical Needs whereas female category students expressed high perceptions with respect to Social Needs, Psychological Needs, Educational Needs, Vocational Needs and overall response towards Career Guidance among Higher Secondary Students of Cuddalore district. It is against to the findings with respect to physical needs and coincides with other factors of **Yejarla Gabriyelu (2019) found that** both male and female category students expressed one and the same opinion with respect to Physical Needs, Social Needs, Psychological Needs, Educational Needs, Vocational Needs and

overall response towards Career Guidance among Higher Secondary Students of Visakhapatnam district.

The present study revealed that the English medium students expressed high perceptions than the Tamil medium students with respect to Physical Needs, Social Needs, Psychological Needs, Educational Needs, Vocational Needs and overall response towards Career Guidance among Higher Secondary Students of Cuddalore district. It is against to the findings of **Yejarla Gabriyelu (2019) found that** Telugu medium students expressed high perceptions with respect to Physical Needs and Psychological Needs towards Career Guidance among Higher Secondary Students of Visakhapatnam district.

The present study revealed that their Marks in SSLC, the students who secured above 400 marks in SSLC expressed high perception than others with respect to Physical Needs, Social Needs, Psychological Needs, Educational Needs, Vocational Needs and overall response towards Career Guidance among Higher Secondary Students of Cuddalore district. The students who are studying Science group expressed high perception than Arts and Vocational group with respect to Physical Needs, Social Needs, Psychological Needs, Educational Needs, Vocational Needs and overall response towards Career Guidance among Higher Secondary Students of Cuddalore district. The students who are responded for reason for selecting the group as the influence or pressure of parents expressed high perception than other reasons with respect to Physical Needs, Social Needs, Psychological Needs, Educational Needs, Vocational Needs and overall response towards Career Guidance among Higher Secondary Students of Cuddalore district. It resembles the findings of **Yejarla Gabriyelu (2019) found that the** Grade in SSC, A+ grade students expressed high perceptions with respect to Social Needs, Psychological Needs, Educational Needs, Vocational Needs and overall response towards Career Guidance among Higher Secondary Students of Visakhapatnam district than that of A, B+, B and C grade students. Humanities and Social Science group students expressed high perceptions with respect to Social Needs, Psychological Needs, Educational Needs and Vocational Needs towards Career Guidance among Higher Secondary Students of Visakhapatnam district than that of science and commerce and management studies of students. All the students with different area on career guidance are expressed one and the same opinion with respect to Social

Needs, Psychological Needs, Educational Needs and Vocational Needs towards Career Guidance among Higher Secondary Students of Visakhapatnam district.

5.10 EDUCATIONAL IMPLICATIONS

Findings of the research may draw attention of the policy makers towards low level of life skills of students and thus may help them to take appropriate measures to improve the position of life skills education in schools.

1. Some supplementary books related to Life Skills Education can be given the students so that their life skills may be enhanced.
2. More exercises and activities such as Brainstorming, role play, group discussion and Debates can be included by the teachers during transaction of content.
3. Training programmes should be conducted for teachers as well as students about life-skills education.
4. Conducting workshops and guest lectures on life-skills in schools.
5. Books related to life-skills education should be provided to the students for creating awareness.
6. Interest and curiosity of the students must be motivated by the teachers.
7. Helping the students for the selection of their subjects.
8. Assisting the students in the perspective of further or higher education.
9. Providing moral training to the students.
10. Assisting the students for the solution of their economical, personal, vocational, psychological and social problems.
11. Diagnosing the learning problems and deficiencies of students.
12. Giving more awareness on need of life skills education and career guidance for not only to the students but also for the parents.
13. Life skills education needs a designated period like other subjects.
14. Adequate monitoring must be there to check the progress of career guidance programmes at all the schools.
15. Giving confidence to the students while sharing their personal and educational issues.
16. Assuring the students about the secrecy of their problems.

17. Training programmes, seminars, workshops etc., should be conducted sufficiently for teachers about career guidance.

5.11 SUGGESTIONS FOR FURTHER RESEARCH

1. A similar or related study may be conducted at high schools.
2. A similar or related study may be conducted with other variables such as age, locality, socio-economic status, type of management of the schools.
3. A comparative study of life skills education can be conducted on schools of CBSE, ICSE and state Boards.
4. A study may be conducted to search for the measures to enhance the life skills of students.
5. Studies can be done to identify the awareness and perception of parents and teachers towards life skills education.
6. Studies can be conducted to analyses the content of the books of other classes from the life skills perspective.
7. Studies can be conducted to recognize the readiness and training of teachers to implement life skills education.

5.12 CONCLUSION

There is a low negative correlation between Life Skills Education and Career Guidance as perceived by Higher Secondary Students in Cuddalore district. Students expressed above average perceptions with respect to Social Skills, Cognitive Skills, Emotional Coping Skills and overall response towards Life Skills Education among Higher Secondary Students of Cuddalore district.

According to their gender, male category students expressed high perceptions with respect to Social Skills and Emotional Coping Skills whereas female category students expressed high perceptions with respect to Cognitive Skills and overall response towards Life Skills Education among Higher Secondary Students of Cuddalore district.

According to their medium, Tamil medium students expressed high perceptions with respect to Social Skills, Cognitive Skills and overall response towards Life Skills Education whereas English medium students expressed high perceptions with respect to Emotional Coping Skills among Higher Secondary Students of Cuddalore district.

According to their Marks in SSLC, all students with different range of marks scored in SSLC expressed more or less same opinion with respect to Social Skills, Cognitive Skills, Emotional Coping Skills and overall response towards Life Skills Education among Higher Secondary Students of Cuddalore district.

According to their group studying, all students with different group of studying expressed more or less same opinion with respect to Social Skills, Cognitive Skills, Emotional Coping Skills and overall response towards Life Skills Education among Higher Secondary Students of Cuddalore district.

According to their reason for selecting the group, all students with different reason for selecting the group expressed more or less same opinion with respect to Social Skills, Cognitive Skills, Emotional Coping Skills and overall response towards Life Skills Education among Higher Secondary Students of Cuddalore district.

Students expressed average and below average perceptions with respect to Physical Needs, Social Needs, Psychological Needs, Educational Needs, Vocational Needs and overall response towards Career Guidance among Higher Secondary Students of Cuddalore district.

According to their gender, male category students expressed high perceptions with respect to Physical Needs whereas female category students expressed high perceptions with respect to Social Needs, Psychological Needs, Educational Needs, Vocational Needs and overall response towards Career Guidance among Higher Secondary Students of Cuddalore district.

According to their medium, English medium students expressed high perceptions than the Tamil medium students with respect to Physical Needs, Social Needs,

Psychological Needs, Educational Needs, Vocational Needs and overall response towards Career Guidance among Higher Secondary Students of Cuddalore district.

According to their Marks in SSLC, the students who secured above 400 marks in SSLC expressed high perception than others with respect to Physical Needs, Social Needs, Psychological Needs, Educational Needs, Vocational Needs and overall response towards Career Guidance among Higher Secondary Students of Cuddalore district.

According to their group studying, the students who are studying Science group expressed high perception than Arts and Vocational group with respect to Physical Needs, Social Needs, Psychological Needs, Educational Needs, Vocational Needs and overall response towards Career Guidance among Higher Secondary Students of Cuddalore district.

According to their reason for selecting the group, the students who are responded for reason for selecting the group as the influence or pressure of parents expressed high perception than other reasons with respect to Physical Needs, Social Needs, Psychological Needs, Educational Needs, Vocational Needs and overall response towards Career Guidance among Higher Secondary Students of Cuddalore district.

Now -a- days, the students are facing many other problems in and around the society. The life skills education and career guidance support them to overcome those problems and can change according to nature of the society. So, every student should learn life skills to meet the needs and requirements of the society.

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APPENDICES

**AN INTER DISCIPLINARY STUDY ON LIFE SKILLS EDUCATION
AND CAREER GUIDANCE AMONG HIGHER SECONDARY
STUDENTS OF CUDDALORE DISTRICT**

Dr. N. SUBATHRA, Lecturer,

District Institute of Education and Training, Vadalur, Cuddalore District.

Dear Students,

There are 3 sets of questions have been given in this booklet.

Part 1: questions on your personal information

Part 2: questions on your life skills education

Part 3: questions on your guidance needs

You are requested to choose and tick your opinion after reading each statement carefully. If you have any kinds of opinion, suggestions or questions regarding this you can write at the end of this questionnaire. I sincerely ensure you that the information you share with us will be remained confidential and only be used for research purpose.

Name:

School name:

Part – I

Preliminary information

1. Gender: Male / Female
2. Medium: Tamil / English
3. Mark received in SSLC: Below 200 / 201-300 / 301-400 / Above 400
4. Group studying: Science / Arts / Vocational

5. Reason for selecting this group: 1) Subject interest 2) Job opportunities
 3) Influence of friends 4) Pressure or influence of parents 5) Got admission only for this
 6) Any other reasons (please specify)

Part – II

Questionnaire

Questions on your life skill level

S. No	Social skills	
1.	What is your level of social skills in effectively communicating to others? மற்றவர்களுடன் திறம்பட தொடர்புகொள்வதில் உங்கள் சமூக திறன்களின் நிலை என்ன?	to full extent
		to a large extent
		to some extent
		to a least extent
		not at all
2.	What is your level of social skills in effectively negotiating for consensus in conflicting situations முரண்பட்ட சூழ்நிலைகளில் ஒருமித்த கருத்துக்கு திறம்பட பேச்சுவார்த்தை நடத்துவதில் உங்கள் சமூக திறன்களின் நிலை என்ன?	to full extent
		to a large extent
		to some extent
		to a least extent
		not at all
3.	What is your level of social skill in refusing your expressing your objection in disagreeable situations? ஏற்றுக்கொள்ள முடியாத சூழ்நிலைகளில் உங்கள் ஆட்சேபணையை வெளிப்படுத்த மறுப்பதில் உங்கள் சமூகத் திறன் என்ன?	to full extent
		to a large extent
		to some extent
		to a least extent
		not at all
4.		to full extent

	<p>What is your level up social skill in Being assertive and confidence in own belief which is believed as true and ethical?</p> <p>உண்மை மற்றும் நெறிமுறை என நம்பப்படும் சொந்த நம்பிக்கையில் உறுதியான மற்றும் நம்பிக்கையுடன் இருப்பதில் உங்கள் சமூக திறன் என்ன?</p>	<p>to a large extent</p> <p>to some extent</p> <p>to a least extent</p> <p>not at all</p>
5.	<p>What is your level of social skill in interpersonal relationships with members of your society for developing healthy relationships?</p> <p>ஆரோக்கியமான உறவுகளை வளர்ப்பதற்காக உங்கள் சமூகத்தின் உறுப்பினர்களுடனான தனிப்பட்ட உறவுகளில் உங்கள் சமூகத் திறனின் நிலை என்ன?</p>	<p>to full extent</p> <p>to a large extent</p> <p>to some extent</p> <p>to a least extent</p> <p>not at all</p>
6.	<p>What is your level of social skill in cooperating with others in different life situations?</p> <p>வெவ்வேறு வாழ்க்கைச் சூழ்நிலைகளில் மற்றவர்களுடன் ஒத்துழைப்பதில் உங்கள் சமூகத் திறன் என்ன?</p>	<p>to full extent</p> <p>to a large extent</p> <p>to some extent</p> <p>to a least extent</p> <p>not at all</p>
7.	<p>What is your level of social skill in approaching issues with empathy and perspective taking towards others?</p> <p>மற்றவர்களிடம் பச்சாதாபம் மற்றும் முன்னோக்கு ஆகியவற்றுடன் பிரச்சினைகளை அணுகுவதில் உங்கள் சமூகத் திறன் என்ன?</p>	<p>to full extent</p> <p>to a large extent</p> <p>to some extent</p> <p>to a least extent</p> <p>not at all</p>

S. No	Cognitive skills
1.	to full extent

	<p>What is your level of cognitive skill in taking proper and healthy decisions in right time?</p> <p>சரியான நேரத்தில் சரியான மற்றும் ஆரோக்கியமான முடிவுகளை எடுப்பதில் உங்கள் அறிவாற்றல் திறன் என்ன?</p>	<p>to a large extent</p> <p>to some extent</p> <p>to a least extent</p> <p>not at all</p>
2.	<p>What is your level of cognitive skill in effectively solving problems faced from time to time?</p> <p>அவ்வப்போது எதிர்கொள்ளும் பிரச்சனைகளை திறம்பட தீர்ப்பதில் உங்கள் அறிவாற்றல் திறன் என்ன?</p>	<p>to full extent</p> <p>to a large extent</p> <p>to some extent</p> <p>to a least extent</p> <p>not at all</p>
3.	<p>What is your level of cognitive skill in understanding the consequences of actions even before taking steps?</p> <p>நடவடிக்கைகளை எடுப்பதற்கு முன்பே செயல்களின் விளைவுகளைப் புரிந்துகொள்வதில் உங்கள் அறிவாற்றல் திறன் என்ன?</p>	<p>to full extent</p> <p>to a large extent</p> <p>to some extent</p> <p>to a least extent</p> <p>not at all</p>
4.	<p>What is your level of cognitive skill in determining alternative solutions to problems?</p> <p>பிரச்சனைகளுக்கு மாற்று தீர்வுகளை தீர்மானிப்பதில் உங்கள் அறிவாற்றல் திறன் என்ன?</p>	<p>to full extent</p> <p>to a large extent</p> <p>to some extent</p> <p>to a least extent</p> <p>not at all</p>
5.	<p>What is your level of cognitive skill in critical thinking on any matters you deal with better understanding?</p>	<p>to full extent</p> <p>to a large extent</p>

	நீங்கள் சிறந்த புரிதலுடன் கையாளும் எந்தவொரு விஷயத்திலும் விமர்சன சிந்தனையில் உங்கள் அறிவாற்றல் திறன் என்ன?	to some extent
		to a least extent
		not at all
6.	What is your level of cognitive skill in analysing peer group influences in your life? உங்கள் வாழ்க்கையில் சக குழு தாக்கங்களை பகுப்பாய்வு செய்வதில் உங்கள் அறிவாற்றல் திறன் என்ன?	to full extent
		to a large extent
		to some extent
		to a least extent
		not at all
7.	What is your level of cognitive skill in analysing media influences in your life? உங்கள் வாழ்க்கையில் ஊடக தாக்கங்களை பகுப்பாய்வு செய்வதில் உங்கள் அறிவாற்றல் திறன் என்ன?	to full extent
		to a large extent
		to some extent
		to a least extent
		not at all
8.	What is your level of cognitive skill in analysing your perceptions on existing social norms and beliefs? தற்போதுள்ள சமூக நெறிகள் மற்றும் நம்பிக்கைகள் பற்றிய உங்கள் உணர்வுகளை பகுப்பாய்வு செய்வதில் உங்கள் அறிவாற்றல் திறன் என்ன?	to full extent
		to a large extent
		to some extent
		to a least extent
		not at all
9.	What is your level of cognitive skills in evaluating yourself through and introspection process?	to full extent
		to a large extent
		to some extent

	சுயபரிசோதனை மற்றும் சுயபரிசோதனை செயல்முறை மூலம் உங்களை மதிப்பிடுவதில் உங்கள் அறிவாற்றல் திறன்களின் நிலை என்ன?	to a least extent
		not at all
10.	What is your level of cognitive skill in understanding and clarifying social values? சமூக விழுமியங்களைப் புரிந்துகொள்வதிலும் தெளிவுபடுத்துவதிலும் உங்களின் அறிவாற்றல் திறன் என்ன?	to full extent
		to a large extent
		to some extent
		to a least extent
		not at all

S. No	Emotional coping skills	
1.	What is your level of emotional skill in managing stress? மன அழுத்தத்தை நிர்வகிப்பதில் உங்கள் உணர்ச்சித் திறன் என்ன?	to full extent
		to a large extent
		to some extent
		to a least extent
		not at all
2.	What is your level of emotional skill in managing feelings including anger? கோபம் உள்ளிட்ட உணர்வுகளை நிர்வகிப்பதில் உங்கள் உணர்ச்சித் திறனின் நிலை என்ன?	to full extent
		to a large extent
		to some extent
		to a least extent
		not at all
3.	What is your level of emotional skills in self-management, self-monitoring?	to full extent
		to a large extent

	சுய மேலாண்மை, சுய கண்காணிப்பு ஆகியவற்றில் உங்கள் உணர்ச்சித் திறன்களின் நிலை என்ன?	to some extent
		to a least extent
		not at all
4.	What is your level of emotional skills in increasing internal locus of control? கட்டுப்பாட்டின் உள் இடத்தை அதிகரிப்பதில் உங்கள் உணர்ச்சித் திறன்களின் நிலை என்ன?	to full extent
		to a large extent
		to some extent
		to a least extent
		not at all

Part 3

Questions on your guidance needs

S. No	Physical needs	
1.	I need guidance in developing good physique. நல்ல உடலமைப்பை வளர்ப்பதில் எனக்கு வழிகாட்டுதல் தேவை.	Highly true
		Mostly true
		Quite true
		Least true
		Not true
2.	I need guidance in developing interest in sports. விளையாட்டில் ஆர்வத்தை வளர்ப்பதில் எனக்கு வழிகாட்டுதல் தேவை.	Highly true
		Mostly true
		Quite true

		Least true
		Not true
3.	I need guidance in developing interesting games. சுவாரஸ்யமான விளையாட்டுகளை உருவாக்க எனக்கு வழிகாட்டுதல் தேவை.	Highly true
		Mostly true
		Quite true
		Least true
		Not true
4.	I need guidance in developing interest in participating extra- curricular activities. பாடநெறிக்கு அப்பாற்பட்ட நடவடிக்கைகளில் பங்கேற்பதில் ஆர்வத்தை வளர்ப்பதில் எனக்கு வழிகாட்டுதல் தேவை.	Highly true
		Mostly true
		Quite true
		Least true
		Not true
5.	I need guidance getting motivation for practicing yoga. யோகா பயிற்சி செய்வதற்கான ஊக்கத்தைப் பெற எனக்கு வழிகாட்டுதல் தேவை.	Highly true
		Mostly true
		Quite true
		Least true
		Not true
6.	I need guidance in keeping my premises neat and tidy. எனது வளாகத்தை சுத்தமாகவும் நேர்த்தியாகவும் வைத்திருப்பதற்கு எனக்கு வழிகாட்டுதல் தேவை.	Highly true
		Mostly true
		Quite true
		Least true

		Not true
7.	I need guidance in knowing the importance of nutritious food. சத்தான உணவின் முக்கியத்துவத்தை அறிய எனக்கு வழிகாட்டுதல் தேவை.	Highly true
		Mostly true
		Quite true
		Least true
		Not true
8.	I need guidance in order to regularise timings for study and sleep. படிப்பு மற்றும் தூக்கத்திற்கான நேரத்தை முறைப்படுத்த எனக்கு வழிகாட்டுதல் தேவை.	Highly true
		Mostly true
		Quite true
		Least true
		Not true
9.	I need guidance in understanding the importance of waking up early. சீக்கிரம் எழுவதன் முக்கியத்துவத்தைப் புரிந்துகொள்வதில் எனக்கு வழிகாட்டுதல் தேவை.	Highly true
		Mostly true
		Quite true
		Least true
		Not true
10.	I need guidance in getting motivated for exercising. உடற்பயிற்சி செய்வதற்கு உந்துதல் பெற எனக்கு வழிகாட்டுதல் தேவை.	Highly true
		Mostly true
		Quite true
		Least true
		Not true

S. No	Social needs	
1.	<p>I need guidance to get oriented about the rights and responsibilities of a citizen in a democratic society.</p> <p>ஒரு ஜனநாயக சமூகத்தில் ஒரு குடிமகனின் உரிமைகள் மற்றும் பொறுப்புகள் குறித்து கவனம் செலுத்த எனக்கு வழிகாட்டுதல் தேவை.</p>	<p>Highly true</p> <p>Mostly true</p> <p>Quite true</p> <p>Least true</p> <p>Not true</p>
2.	<p>I need guidance to develop respect and honour towards teachers and elder people.</p> <p>ஆசிரியர்கள் மற்றும் பெரியவர்கள் மீது மரியாதை மற்றும் மரியாதையை வளர்க்க எனக்கு வழிகாட்டுதல் தேவை.</p>	<p>Highly true</p> <p>Mostly true</p> <p>Quite true</p> <p>Least true</p> <p>Not true</p>
3.	<p>I need guidance to develop their quality of working in collaboration with others.</p> <p>மற்றவர்களுடன் இணைந்து பணியாற்றும் அவர்களின் தரத்தை வளர்க்க எனக்கு வழிகாட்டுதல் தேவை.</p>	<p>Highly true</p> <p>Mostly true</p> <p>Quite true</p> <p>Least true</p> <p>Not true</p>
4.	<p>I need guidance to participate in group activities.</p> <p>குழு நடவடிக்கைகளில் பங்கேற்க எனக்கு வழிகாட்டுதல் தேவை.</p>	<p>Highly true</p> <p>Mostly true</p> <p>Quite true</p> <p>Least true</p> <p>Not true</p>

5.	I need guidance to ensure co-operation of friends and classmates. நண்பர்கள் மற்றும் வகுப்பு தோழர்களின் ஒத்துழைப்பை உறுதிப்படுத்த எனக்கு வழிகாட்டுதல் தேவை.	Highly true
		Mostly true
		Quite true
		Least true
		Not true
6.	I need guidance to get along with the students both inside and outside the classroom. வகுப்பறைக்கு உள்ளேயும் வெளியேயும் மாணவர்களுடன் பழகுவதற்கு எனக்கு வழிகாட்டுதல் தேவை.	Highly true
		Mostly true
		Quite true
		Least true
		Not true
7.	I need guidance to get a space among friends. நண்பர்கள் மத்தியில் ஒரு இடத்தைப் பெற எனக்கு வழிகாட்டுதல் தேவை.	Highly true
		Mostly true
		Quite true
		Least true
		Not true
8.	I need guidance to influence others. மற்றவர்களை பாதிக்க எனக்கு வழிகாட்டுதல் தேவை.	Highly true
		Mostly true
		Quite true
		Least true
		Not true
9.	I need guide and store identify other's strength and weakness.	Highly true

	மற்றவர்களின் பலம் மற்றும் பலவீனத்தை அடையாளம் காண வழிகாட்டவும் சேமிக்கவும் எனக்கு தேவை.	Mostly true
		Quite true
		Least true
		Not true
10.	I need guidance to get along with family members. குடும்ப உறுப்பினர்களுடன் பழகுவதற்கு எனக்கு வழிகாட்டுதல் தேவை.	Highly true
		Mostly true
		Quite true
		Least true
		Not true
11.	I need guidance to love my siblings and to get their love. என் உடன்பிறந்தவர்களை நேசிக்கவும் அவர்களின் அன்பைப் பெறவும் எனக்கு வழிகாட்டுதல் தேவை.	Highly true
		Mostly true
		Quite true
		Least true
		Not true
12.	I need guide and student others by humorous dialogues and acts. நகைச்சுவையான உரையாடல்கள் மற்றும் செயல்களால் மற்றவர்களுக்கு வழிகாட்டி மற்றும் மாணவர் தேவை.	Highly true
		Mostly true
		Quite true
		Least true
		Not true
13.	I need guidance to motivate classmates for entertainments and other activities.	Highly true
		Mostly true

	பொழுதுபோக்கு மற்றும் பிற செயல்பாடுகளுக்கு வகுப்பு தோழர்களை ஊக்குவிக்க எனக்கு வழிகாட்டுதல் தேவை.	Quite true
		Least true
		Not true
14.	I need guidance to get knowledge about religious worships and their importance. மத வழிபாடுகள் மற்றும் அவற்றின் முக்கியத்துவம் பற்றிய அறிவைப் பெற எனக்கு வழிகாட்டுதல் தேவை.	Highly true
		Mostly true
		Quite true
		Least true
		Not true
15.	I need guide and to keep your good relationship with my neighbours. எனது அண்டை வீட்டாருடன் உங்கள் நல்ல உறவை வைத்துக்கொள்ள எனக்கு வழிகாட்டி தேவை.	Highly true
		Mostly true
		Quite true
		Least true
		Not true

S. No	Psychological needs	
1.	I need guidance to overcome the anxiety to start dialogue with others. மற்றவர்களுடன் உரையாடலைத் தொடங்குவதற்கான கவலையைக் கடக்க எனக்கு வழிகாட்டுதல் தேவை.	Highly true
		Mostly true
		Quite true
		Least true
		Not true
2.	I need guidance to become little bolder in my activities.	Highly true
		Mostly true

	எனது செயல்பாடுகளில் கொஞ்சம் தைரியமாக இருக்க எனக்கு வழிகாட்டுதல் தேவை.	Quite true
		Least true
		Not true
3.	I need guidance to honour and recognition from others. மற்றவர்களிடமிருந்து மரியாதை மற்றும் அங்கீகாரம் பெற எனக்கு வழிகாட்டுதல் தேவை.	Highly true
		Mostly true
		Quite true
		Least true
		Not true
4.	I need guidance to develop confidence. நம்பிக்கையை வளர்க்க எனக்கு வழிகாட்டுதல் தேவை.	Highly true
		Mostly true
		Quite true
		Least true
		Not true
5.	I need guidance to get freedom from parents in taking decisions. முடிவுகளை எடுப்பதில் பெற்றோரிடமிருந்து சுதந்திரம் பெற எனக்கு வழிகாட்டுதல் தேவை.	Highly true
		Mostly true
		Quite true
		Least true
		Not true
6.	I need guidance to develop the confidence to say things openly which I feel right.	Highly true
		Mostly true
		Quite true

	நான் சரியாக உணரும் விஷயங்களை வெளிப்படையாகச் சொல்லும் நம்பிக்கையை வளர்க்க எனக்கு வழிகாட்டுதல் தேவை.	Least true
		Not true
7.	I need guidance to keep normal relationship with the people in opposite sex. எதிர் பாலினத்தவர்களுடன் இயல்பான உறவைப் பேண எனக்கு வழிகாட்டுதல் தேவை.	Highly true
		Mostly true
		Quite true
		Least true
		Not true
8.	I need guidance in developing the feeling of being at ease in mind from time to time. அவ்வப்போது மனதில் நிம்மதியாக இருப்பது போன்ற உணர்வை வளர்ப்பதில் எனக்கு வழிகாட்டுதல் தேவை.	Highly true
		Mostly true
		Quite true
		Least true
		Not true
9.	I need guidance in overcoming conflicts which arise in mind from time to time. அவ்வப்போது மனதில் எழும் பிணக்குகளை சமாளிப்பதற்கு எனக்கு வழிகாட்டுதல் தேவை.	Highly true
		Mostly true
		Quite true
		Least true
		Not true
10.	I need guidance in overcoming feelings of being an unwanted person. தேவையற்ற நபர் என்ற உணர்வுகளைக் கடக்க எனக்கு வழிகாட்டுதல் தேவை.	Highly true
		Mostly true
		Quite true
		Least true

		Not true
11.	I need guidance in tolerating if someone try to make fun of me. யாராவது என்னை கேலி செய்ய முயற்சித்தால் பொறுத்துக்கொள்ள எனக்கு வழிகாட்டுதல் தேவை.	Highly true
		Mostly true
		Quite true
		Least true
		Not true
12.	I need guidance in getting sympathy of elders to me. பெரியவர்களின் அனுதாபத்தைப் பெற எனக்கு வழிகாட்டுதல் தேவை.	Highly true
		Mostly true
		Quite true
		Least true
		Not true
13.	I need guidance in overcoming the feelings of being neglected by teachers of the class. வகுப்பின் ஆசிரியர்களால் புறக்கணிக்கப்பட்ட உணர்வுகளைக் கடக்க எனக்கு வழிகாட்டுதல் தேவை.	Highly true
		Mostly true
		Quite true
		Least true
		Not true

S. No	Educational needs	
1.	I need guidance in developing concentration of mind for my class work. எனது வகுப்பு வேலைக்கு மனதை ஒருமுகப்படுத்துவதில் எனக்கு வழிகாட்டுதல் தேவை.	Highly true
		Mostly true
		Quite true
		Least true

		Not true
2.	I need guidance in utilising opportunities to develop my capacities. எனது திறன்களை மேம்படுத்துவதற்கான வாய்ப்புகளைப் பயன்படுத்துவதில் எனக்கு வழிகாட்டுதல் தேவை.	Highly true
		Mostly true
		Quite true
		Least true
		Not true
3.	I need guidance in utilising leisure time properly. ஓய்வு நேரத்தை சரியாகப் பயன்படுத்துவதில் எனக்கு வழிகாட்டுதல் தேவை.	Highly true
		Mostly true
		Quite true
		Least true
		Not true
4.	I need guidance in developing the ability to analyse right and wrong of a thing. ஒரு விஷயத்தின் சரி மற்றும் தவறுகளை பகுப்பாய்வு செய்யும் திறனை வளர்ப்பதில் எனக்கு வழிகாட்டுதல் தேவை.	Highly true
		Mostly true
		Quite true
		Least true
		Not true
5.	I need guidance in developing the capacity of expressing my thoughts clearly. எனது எண்ணங்களை தெளிவாக வெளிப்படுத்தும் திறனை வளர்த்துக்கொள்ள எனக்கு வழிகாட்டுதல் தேவை.	Highly true
		Mostly true
		Quite true
		Least true
		Not true

6.	I need guidance in getting more academic help from my teachers. எனது ஆசிரியர்களிடமிருந்து அதிக கல்வி உதவியைப் பெற எனக்கு வழிகாட்டுதல் தேவை.	Highly true
		Mostly true
		Quite true
		Least true
		Not true
7.	I need guidance in knowing about school rules and regulations. பள்ளி விதிகள் மற்றும் ஒழுங்குமுறைகளைப் பற்றி தெரிந்து கொள்வதில் எனக்கு வழிகாட்டுதல் தேவை.	Highly true
		Mostly true
		Quite true
		Least true
		Not true
8.	I need guidance in knowing about the methods of study for improving my performance in studies. படிப்பில் எனது செயல்திறனை மேம்படுத்துவதற்கான படிப்பு முறைகளைப் பற்றி தெரிந்துகொள்ள எனக்கு வழிகாட்டுதல் தேவை.	Highly true
		Mostly true
		Quite true
		Least true
		Not true
9.	I need guidance in developing the habit of hard work to secure good marks. நல்ல மதிப்பெண்களைப் பெற கடினமாக உழைக்கும் பழக்கத்தை வளர்த்துக் கொள்ள எனக்கு வழிகாட்டுதல் தேவை.	Highly true
		Mostly true
		Quite true
		Least true
		Not true
10.	I need guidance in developing more interest in studies.	Highly true

	படிப்பில் அதிக ஆர்வத்தை வளர்க்க எனக்கு வழிகாட்டுதல் தேவை.	Mostly true
		Quite true
		Least true
		Not true
11.	I need guidance in getting more encouragement from subjected teachers. பாட ஆசிரியர்களிடமிருந்து அதிக ஊக்கத்தைப் பெற எனக்கு வழிகாட்டுதல் தேவை.	Highly true
		Mostly true
		Quite true
		Least true
		Not true
12.	I need guidance in acting with sufficient freedom in class. வகுப்பில் போதுமான சுதந்திரத்துடன் செயல்பட எனக்கு வழிகாட்டுதல் தேவை.	Highly true
		Mostly true
		Quite true
		Least true
		Not true
13.	I need guidance in dividing my time proportionately to difference school activities. வித்தியாசமான பள்ளி நடவடிக்கைகளுக்கு விகிதாசாரமாக எனது நேரத்தைப் பிரிப்பதில் எனக்கு வழிகாட்டுதல் தேவை.	Highly true
		Mostly true
		Quite true
		Least true
		Not true
14.	I need guidance in enabling me to make progress in a learning according to my capacities.	Highly true
		Mostly true

	எனது திறன்களுக்கு ஏற்ப கற்றலில் முன்னேற்றம் அடைய எனக்கு வழிகாட்டுதல் தேவை.	Quite true
		Least true
		Not true
15.	I need guidance in securing help for the choice of college which I want to join after the school studies. பள்ளிப் படிப்புக்குப் பிறகு நான் சேர விரும்பும் கல்லூரியைத் தேர்ந்தெடுப்பதற்கான உதவியைப் பெற எனக்கு வழிகாட்டுதல் தேவை.	Highly true
		Mostly true
		Quite true
		Least true
		Not true
16.	I need guidance in securing help for improving my subject matter difficulties. எனது பாட சிக்கல்களை மேம்படுத்துவதற்கான உதவியைப் பெறுவதில் எனக்கு வழிகாட்டுதல் தேவை.	Highly true
		Mostly true
		Quite true
		Least true
		Not true
17.	I need guidance in securing help for the development of my aptitudes. எனது திறன்களின் வளர்ச்சிக்கான உதவியைப் பெறுவதில் எனக்கு வழிகாட்டுதல் தேவை.	Highly true
		Mostly true
		Quite true
		Least true
		Not true
18.	I need guidance in getting information about educational opportunities beyond school stage.	Highly true
		Mostly true
		Quite true

	பள்ளியைத் தாண்டி கல்வி வாய்ப்புகள் பற்றிய தகவல்களைப் பெற எனக்கு வழிகாட்டுதல் தேவை.	Least true
		Not true
19.	I need guidance in developing interest in some vocational activities. சில தொழில் சார்ந்த நடவடிக்கைகளில் ஆர்வத்தை வளர்ப்பதில் எனக்கு வழிகாட்டுதல் தேவை.	Highly true
		Mostly true
		Quite true
		Least true
		Not true

S. No	Vocational needs	
1.	I need guidance in selecting right type of college courses. சரியான கல்லூரி படிப்புகளைத் தேர்ந்தெடுப்பதில் எனக்கு வழிகாட்டுதல் தேவை.	Highly true
		Mostly true
		Quite true
		Least true
		Not true
2.	I need guidance in knowing about different vocations. வெவ்வேறு தொழில்களைப் பற்றி தெரிந்துகொள்ள எனக்கு வழிகாட்டுதல் தேவை.	Highly true
		Mostly true
		Quite true
		Least true
		Not true
3.	I need guidance in getting information about part time and self-employable jobs.	Highly true
		Mostly true
		Quite true

	பகுதி நேர மற்றும் சுயதொழில் வேலைகள் பற்றிய தகவல்களைப் பெற எனக்கு வழிகாட்டுதல் தேவை.	Least true
		Not true
4.	I need guidance in arriving at some tentative vocational preferences for my future. எனது எதிர்காலத்திற்கான சில தற்காலிகத் தொழிலைத் தேர்ந்தெடுப்பதற்கு எனக்கு வழிகாட்டுதல் தேவை.	Highly true
		Mostly true
		Quite true
		Least true
		Not true
5.	I need guidance in knowing about different careers open to me after higher secondary school. உயர்நிலைப் பள்ளிக்குப் பிறகு எனக்குத் திறந்திருக்கும் வெவ்வேறு தொழில்களைப் பற்றி தெரிந்துகொள்ள எனக்கு வழிகாட்டுதல் தேவை.	Highly true
		Mostly true
		Quite true
		Least true
		Not true
6.	I need guidance in knowing as to which of the carriers which will be suitable for me. தொழில் வழிகாட்டலில் எது எனக்குப் பொருத்தமானது என்பதை அறிய எனக்கு வழிகாட்டுதல் தேவை.	Highly true
		Mostly true
		Quite true
		Least true
		Not true
7.	I need guidance and knowing about the proper utilisation of school holidays. பள்ளி விடுமுறையை சரியாகப் பயன்படுத்துவது குறித்து எனக்கு வழிகாட்டுதலும் அறிவும் தேவை.	Highly true
		Mostly true
		Quite true
		Least true

		Not true
8.	I need guidance in spending packet money to learn useful vacation.	Highly true
	பயனுள்ள விடுமுறையைக் கற்றுக்கொள்ள, கையிலுள்ள பணத்தைச் செலவழிப்பதில் எனக்கு வழிகாட்டுதல் தேவை.	Mostly true
		Quite true
		Least true
		Not true

Thanking you very much for sparing your time and support.