



SCERT, KERALA & FAROOK TRAINING COLLEGE, KOZHIKODE
Young Scholars' Enrichment Programme

**Employability Skills and Career Aspirations among
Higher Secondary School Students
in Malappuram District**

Qamariya T.T.

Study Report submitted Under the Young Scholars Enrichment
Programme Jointly conducted by SCERT, Kerala &
Farook Training College, Kozhikode

FAROOK TRAINING COLLEGE, KOZHIKODE
2022-2024

Dr. Jayaprakash R. K.

Director,

SCERT, Kerala

CERTIFICATE

I, **Dr. Jayaprakash R.K.**, do hereby certify that this study report entitled **EMPLOYABILITY SKILLS AND CAREER ASPIRATIONS AMONG HIGHER SECONDARY SCHOOL STUDENTS IN MALAPPURAM DISTRICT** is a record of bonafide study and research carried out by **Qamariya T.T.** of M.Ed. Programme (2022 – 2024) under the supervision and guidance of **Dr. Fathima Jaseena M.P.M.**, Assistant Professor, Farook Training College, Kozhikode, as the part of *Young Scholars' Enrichment Programme* jointly conducted by *SCERT, Kerala & Farook Training College, Kozhikode*

Place: Trivandrum

Date:

Dr. Jayaprakash R.K.

(SCERT, Director)

Prof (Dr.) T. Mohammed Saleem
Principal,
Farook Training College, Kozhikkode

CERTIFICATE

I, **Prof (Dr.) T. Mohammed Saleem**, do hereby certify that this study report entitled **EMPLOYABILITY SKILLS AND CAREER ASPIRATIONS AMONG HIGHER SECONDARY SCHOOL STUDENTS IN MALAPPURAM DISTRICT** is a record of bonafide study and research carried out by **Qamariya T.T.** of M.Ed. Programme (2022 – 2024) under the supervision and guidance of **Dr. Fathima Jaseena M.P.M.**, Assistant Professor, Farook Training College, Kozhikkode, as the part of *Young Scholars' Enrichment Programme* jointly conducted by *SCERT, Kerala & Farook Training College, Kozhikkode*

Trivandrum
.07.2024

Prof (Dr.) T. Mohammed Saleem
(Principal)

Dr. Fathima Jaseena M.P.M.

Assistant Professor

Farook Training College,

Kozhikode

CERTIFICATE

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Dr. Fathima Jaseena M.P.M.

Supervising Teacher

Farook Training College

Date: .07.2024

Panel of Experts

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1. Prof. (Dr.) M. A. Sudhir

*UGC Emeritus Professor,
Gandhigram Rural Institute*

2. Prof. (Dr.) Abdul Gafoor K

*Department of Education,
University of Calicut*

3. Prof. (Dr.) Noushad P.P

*School of Gandhian Thoughts and Developmental Studies,
Mahatma Gandhi University*

4. Prof. (Dr.) Rajeswari K

*NVKSD College of Education,
Attur*

5. Dr. Anju I

*Associate Professor,
Government College of Teacher Education,
Trivandrum*

6. Dr. Biju K

*Assistant Professor,
Central University of Tamil Nadu*

7. Dr. Shobha Jacob

*Academic Coordinator,
SCERT*

DECLARATION

I, **Qamariya T.T.**, solemnly declare that this study report entitled as **‘EMPLOYABILITY SKILLS AND CAREER ASPIRATIONS AMONG HIGHER SECONDARY SCHOOL STUDENTS IN MALAPPURAM DISTRICT’**, is an original work done by me under the supervision and guidance of **Dr. Fathima Jaseena M.P.M.**, Assistant Professor, Farook Training College Kozhikode, under *Young Scholars’ Enrichment Programme* jointly conducted by *SCERT, Kerala & Farook Training College, Kozhikode*.

Farook College

.07.2024

Qamariya T.T.

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Farook College

Qamariya T.T

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INTRODUCTION

- *Need and Significance of the Study*
- *Statement of the Problem*
- *Operational Definition of Key Terms*
- *Variables of the Study*
- *Objectives of the Study*
- *Hypotheses of the Study*
- *Methodology of the Study*
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The importance of education in developing India is very critical. At the end of every two or three years, educational committee and commissions comes up with new recommendations to bring changes in the educational perspective of free India. Thus ultimate excellence of national development can be achieved. As Kothari commission report, one of the recommendations on secondary education should be like that it will enable the students to acquire proficiency in some vocational aspects so that they can get an opportunity to get self-employment. The ministry of human resource development (now renamed as Ministry of education) constitute a National committee for the integration of vocational education (NCVIE) consisting of experts in vocational education and representatives from across ministries in collaboration with industry to oversees this effort. It is very difficult to get jobs now days and the competition is increasing day by day. In modern times qualification alone is not enough to get a good job but skill and aspiration is highly preferred.

In modern age everyone is aspiring and these aspiration can be accomplished when the person is expert and has curiosity in that particular area. Every child in this developing country should be aware of their employability skills and carrier aspirations thus rising generation should have a better understanding of their future prospects.

One of the crucial and important stage of every individuals life is to find ones own employability skills and carrier aspirations. You can find happiness in that job only if you get job according to your ability. We feel unhappy, discontent and ultimate failure by the selection of wrong vocation that leads to hopeless life. Choosing a job or career path that sincerely have interest in which that leads to success. When students select vocational areas that they like, they find the right path

for their upcoming. Every now and then people are drawn to prestigious professions without seeing if it suits for them. They emphasis only on the big achievements, forgetting that even small contributions are valuable. They always give more important to their pride and money than they forget to give more to their love and desire. Career choice is a complex process of balancing personal characteristics with societal constrains to clarify and implement. A series of career choice is one of the major decisions of higher secondary students in their academic and personal life. Higher secondary school students lack career information and a wrong decision is the most contributing factor to unemployment, job mismatch, and underemployment. When children want to achieve self-efficacy according to their preferences they are able to reach the desired goal and thereby achieve their goal.

Employability skills refer to a set of attributes, qualities, and capabilities that enable individuals to gain employment, thrive in the workplace, and progress in their careers. These skills go beyond technical expertise and encompass a range of interpersonal, communication, problem-solving, and self-management abilities. Examples of employability skills include teamwork, adaptability, critical thinking, time management, communication (both verbal and written), leadership, creativity, and digital literacy. Employability skills are crucial in today's competitive job market as they not only enhance job performance but also contribute to professional growth and success. Employers often prioritize candidates who demonstrate strong employability skills, recognizing their potential to contribute effectively to the organization and adapt to evolving work environments. Employability skills are collection of traits, characteristics, and abilities that help people find job, succeed in the workplace, and advance in their professions. These abilities span a variety of communication, problem-solving, Entrepreneurship, Green skills and information

technological skills in addition . Teamwork, flexibility, critical thinking, time management, verbal and written communication, leadership, creativity, and digital literacy are a few examples of employability skills. In today's competitive employment market, employability skills are essential since they not only improve job performance but also foster professional development and success. Strong employability skills are highly valued by employers, who see them as having the ability to contribute productively to the company and adjust to changing work settings.

Mehta (2020) investigates the perception of corporate managers regarding employability skills of management studies undertaking summer internship with them. The learning split into two sections and it consist of 195 corporate supervisors, who scored 405 intern students using the 22 elements. The findings shows that while intern students performed well in other areas such as self management, effectively utilizing information and communications technology and people skills they were deficient in communication, problem solving, analytical and business knowledge.

Students in higher secondary schools study a broad range of topics and disciplines in order to get ready for either a career in education or for further study abroad. It usually consists of a combination of language arts, social studies, science, math, and science core topics as well as elective courses that let students explore their interests and possible career routes. In addition to academic information, the goals of higher secondary education is the development of critical thinking, problem-solving, and effective communication skills. To promote a well-rounded development, extracurricular activities, community service, and leadership positions are encouraged for students. In higher secondary education, exams, projects, presentations, and standardized tests are frequently used as assessment tools to gauge how well students have understood and applied the material.

Discovering diverse career paths is an exciting expedition that enables individuals to uncover their interests and strengths. One option is following a career in healthcare, where professionals like doctors, nurses, and allied health experts can positively impact people's lives. Another path lies in the technology sector, providing opportunities in areas like software development, data science, cyber security, and artificial intelligence. Those with a desire for creativity can find fulfillment in careers such as graphic design, writing, music, or filmmaking within the arts. Business and entrepreneurship also offer capable avenues for innovation, leadership, and creating meaningful solutions. Ultimately, it's essential to explore different options, evaluate personal interests and abilities, and select a career that resonates with one's values and aspirations.

Achieving success and fulfillment in job aspirations requires to set clear goals and objectives. One must evaluate their own values, interests, and strengths before setting significant career goals. Setting SMART (specific, measurable, achievable, relevant, and time-bound) goals is based on self-awareness. One aim can be, for example, to become certified or reach a particular level of knowledge within a given amount of time. Goals such as finishing pertinent courses, getting real-world experience, or making connections in the field should be in line with the objectives. Continuous progress and adaptability in pursuing career aspirations are ensured by routinely examining and modifying the aims and objectives.

A findings by Mabuza (2023) on Career aspirations of senior secondary school students in Eswatim. The design of the study was a descriptive survey method and a random sample of 180 pupils was taken. Findings related that most of the senior secondary students aspired to be doctor, pilots and actors. The study

recommended that career guidance and counselling officials should organize career exposes so that students has wide range of career choices.

Teachers, parents, and peers all have a significant impact on how employability skills and career goals are shaped in pupils. Through similar experiences, passions, and goals, peers can have an impact on students, fostering a peer culture that supports particular career pathways or skill development. Teachers, on the other hand, help students to discover their talents, interests, and possible career pathways by offering advice, information, and mentoring. They also contribute by offering opportunities for skill improvement through a variety of instructional activities, as well as insightful criticism and encouragement. Through their expectations, attitudes, and beliefs, parents have a big influence on their kids' employability skills and professional goals. By discussing their own careers, they can have a direct impact on career decisions. Challenges faced by higher secondary school students is lack of exposure to diverse career path, peer pressure and social expectations and limited access to career guidance resources. Strategies to enhance employability skills and career aspirations are make students to participate in extracurricular activities, seeking internships and volunteer opportunities and networking with professionals in desired fields.

Nowadays students habitually struggle with selecting their future studies and careers after completing grade 10 or 12. There are different opportunities available to chase according to individual favorites. However, this decision-making process is influenced by pressure or comparison it can lead to waste of time and money and sometimes result in students suffering stress and frustration. It is essential to ensure that students are able to choose their professions based on their own interest and aspirations. Each student is unique, especially when it comes to selecting a career

path. Factors such as gender, locality, academic subject, management can significantly influence students' job preference. Thus aim of this study was to explore the employability skills and career path of higher secondary school students in Malappuram district.

Need and Significance of the Study

Future of higher secondary school students are greatly influenced by their career goals and employability skills, which provide the perspective and instruments they need to succeed in the fast-paced, fiercely competitive labor market. These students' mastery of employability skills and clarity of career objectives become critical components for success and fulfillment as they move from the regimented secondary education system to the more demanding and diversified worlds of higher education or employment. Excellent Communication abilities are essential for facilitating smooth interactions with stakeholders, clients, and coworkers. A student is more likely to succeed in a variety of professional settings if they can communicate ideas clearly, listen intently, and speak confidently. Furthermore, effective communication in teams increases productivity and collaboration, which produces better results. Another essential employability skill is Teamwork. In today's workplace, reaching common goals frequently requires cooperation with disparate teams. Employers highly favor students who understand the dynamics of cooperation, respect others' viewpoints, and constructively contribute to group activities. Critical thinking and problem-solving abilities are also essential. Companies are looking for someone that can see problems, assess complicated circumstances, and come up with creative solutions. In higher secondary level, students who strengthen their problem-solving skills are better equipped to face challenges in the workplace. Flexibility and adaptability are critical qualities in a global market that is changing quickly.

Students are more likely to succeed in dynamic businesses if they can quickly adjust to new settings, job techniques, or technologies. These abilities also show perseverance and the capacity to deal with uncertainty, two qualities that are highly prized in the volatile market conditions of today. Effective time management is crucial for balancing academic responsibilities, extracurricular activities, and personal commitments. Students who can prioritize tasks, meet deadlines efficiently, and maintain healthy work-life balances are better equipped to meet the demands of their future careers. Moving on to the significance of career aspirations among higher secondary school students, these aspirations encompass the goals, ambitions, and plans individuals have regarding their future professions. They serve as a guiding force, motivating students to acquire the necessary skills, knowledge, and experiences to pursue their desired careers successfully. Having clear career aspirations provides students with direction and purpose in their academic and extracurricular endeavors. It aids them in making informed decisions about their education, such as selecting relevant subjects, participating in internships or vocational training programs, and pursuing higher education paths aligned with their career goals.

The importance of professional aspirations among students in higher secondary level is a critical topic. These aspirations include people's plans, goals, and desires for their future careers. They act as a compass, inspiring students to gain the abilities, information, and life experiences needed effectively to pursue their career goals. Students who have specific career goals have focus and purpose in both their extracurricular and academic activities. It helps individuals to choose courses that are relevant to their career aspirations, take part in internships or programs that prepare them for the workforce, and pursue higher education that will help them to achieve those goals. Goals for one's career also help to motivate aspiration and persistence.

Students who have a clear idea about jobs they want to pursue are more likely to stay motivated, put in long hours, and overcome setbacks. Their innate potential drives individuals to pursue ongoing education and skill improvement, ultimately improving their employability. Students are also encouraged to explore a variety of options and acquire a variety of experiences by having career aspirations. To learn more about their chosen industries, they can look for industry exposure, networking opportunities, or mentorship. This proactive approach might be beneficial when entering the job market since it broadens their knowledge and strengthens their professional networks. Career goals also encourage introspection and self-awareness. Students are better prepared to make wise job decisions when they take time to consider their values, interests, strengths, and shortcomings. They can match their goals with their passions and personal qualities, which will increase their level of job happiness and professional fulfillment.

A holistic education for higher secondary school curriculum must include both employability skills and career aspirations. Giving students a solid foundation in employability skills gives them the skills and resources they need to thrive in the workforce. In addition, students who have well-defined job choices are better equipped to pursue their career goals with resilience, purpose, and hard work. Together, these components provide students with a bright and rewarding future as they move from school to the professional life which is the basis of their career. Career choice is a complex process of balancing personal characteristics with societal constraints to clarify and implement a series of career decisions over time. Making a correct career choice is one of the major decisions of higher secondary students in their academic and personal life. The higher secondary school students lack career information and a wrong decision is the most contributing factor to unemployment,

job mismatch and underemployment. When children want to achieve self-efficacy according to their preferences, they are able to reach the desired goal and thereby achieve their goal with employability skill. Employability skills go beyond technical knowledge to encompass qualities like communication, critical thinking, adaptability and teamwork. They enable people to successfully navigate dynamic workplaces, contribute positively to teams and continually up skill themselves. If a child with employability skills does not have a good career choice, then the future plan will be waste. A child with a career choice should be tested to see if he has the skills. If he will, study and time will not be wasted. Along with that he can move in a goal oriented way.

A career decisions and skill development are essential for both professional and personal development. The professional decisions should be in line with anyone's values, talents and interests. His expertise will be enhanced by developing abilities in your chosen field, increasing the chosen field, increasing your competitiveness. When making a decision take into account those elements including the state of the employment market, job happiness and room for advancement. The secret lies in capacity to change with the needs of an industry that is constantly changing. Keep in mind that the skill set and profession choices have a big impact on any bodies' success and fulfillment in life. The employment market is more competitive in new way. Employers today consider employability skills to be crucial qualities in potential employees, along with subject matter competence. For getting future employment, employability skills are essential. These abilities including effective communication, teamwork, problem-solving and adaptability, increase their capacity to perform well in a range of situations. Additionally choosing a vocation wisely at this time is crucial because it determines a student's educational

path and long-term professional satisfaction. Students can put themselves on a path towards satisfying and prosperous professionals by matching their abilities and interests with appropriate job possibilities. For students at higher secondary level, there is a considerable correlation between employability skills and job choice. Strong employability abilities including communication, cooperation, problem-solving, and adaptability which can have an impact on the career routes that student took. Students who have these abilities may be more likely to choose occupations that fit with their interests and strengths. Students may choose career pathways that best suit their skill set because some jobs may have particular skill requirements. The relationship between these elements emphasizes the significance of student skill development and informed decision-making.

Establishing specific job goals is essential for success in the future since it gives one direction, inspiration, and a feeling of purpose. Individuals who have clear goals for their careers are more likely to maintain concentration, make wise choices, and move forward with their ambitions. Having a clear idea of one's career goals can greatly increase one's chances of success in this day and age of rapid technological innovation and competitive employment marketplaces. First and foremost, career goals act as a guide for both professional and personal development. People can make strategic plans to acquire the abilities, know-how, and experience needed to achieve their goals when they have a clear idea of where they want to be in the future.

For higher secondary school students acquiring Employability skills and knowing Career Aspirations is important not only for career needs but also for future success. It will help them to make and prepare for future life, skill development, enhance employability, reduce youth unemployment and personal development.

Developing employability skills in students is critical for preparing them for successful jobs. School may prepare students with both technical competencies and key soft skills like communication, teamwork and critical thinking allowing them to manage the challenges of the modern job. Early career ambition cultivation can also encourage students to set high standards and follow professional choices that play to their talents and passions. Finally at the end, a comprehensive educational strategy that prioritize the development of both practical skills and academic achievement would better equip young people to prosper in the fast-paced global economy in the future. Here rise the need of this research.

Statement of the Problem

For higher secondary school students studying Employability skills and Career Aspirations is important not only for career needs but also for future success. It will help us to make to prepare for future life, skill development, enhance employability, reduce youth unemployment and personal development. Thus the study is entitled as:

**“EMPLOYABILITY SKILLS AND CAREER ASPIRATIONS AMONG
HIGHER SECONDARY SCHOOL STUDENTS IN MALAPPURAM
DISTRICT”**

Definition of the Key Terms

The definition of the key terms used in the statement of the problem are given in the following;

Employability Skill

Employability skills refers to a set of transferable skills and key personal attributes which are highly valued by employers and essential for effective performance in the workplace.

Career Aspiration

Career aspiration refers to an individual's long term professional goals and ambitions, encompassing the desired achievements and personal growth they seek throughout their journey.

Variables

The variables selected for the study are the following

1. Employability skills – Independent Variable
2. Career Aspiration – Dependent Variable

Objectives of the Study

1. To find the extent of employability skills among sub-sample based gender, locality, subject of specialization and type of management.
2. To find the extent of career aspirations among sub-sample based gender, locality, subject of specialization and type of management.
3. To find out the relationship between employability skills and career choice among total sample and sub sample based on gender, locality, subject of specialization and types of management.

Hypothesis of the Study

- There exists significant relationship between employability skills and career aspirations among subsamples based Gender, Types of management, Subject of specialization and Locality.

Methodology

The methodology place a very important position in the successful completion of a research work. The validity and reliability of the findings depends upon the method adopted and hence methodology occupies a very important place in research. Present study used survey method for conducting research.

Sample and Statistical Technique

The data will collect from 400 higher secondary school students of different schools located in Malappuram district by stratified random sampling method. Correlation will be use to analyse date.

Variables of the Study

Independent Variable

- Employability Skills

Dependent Variable

- Career Aspiration

Tools Used for the Study

In the present study one tool is created as a means of data collection. The following tool will be employ by the investigator to collect data from higher secondary school students in Malappuram district.

- i. Scale of Employability Skills (Developed)
- ii. Career Aspiration Scale (Adopted)

Statistical Techniques Used

The following are the statistical technique used for the present study

1. Preliminary analysis- Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis
2. Percentage
3. Pearson's correlation

Scope and Limitation of the Study

This study is specially intended to know the employability skills and career aspiration of higher secondary school students in Malappuram district. This study will conducted on a sample of 400 students. The data will select based on sub samples like gender, locality, subject of specialization and types of management.

The scope of the study is infinite. In today's competitive environment, parents shape their children according to their own ambitions, which often limits the children's ability to be assertive in making decisions or doing their work. Additionally this will make difficult for higher secondary teachers to counsel and advice pupils on their career preferences. For higher secondary school students, having Employability skills and knowing Career Aspirations is important not only for career needs but also for future success. It will help them to make to prepare for future life, skill development, enhance employability, and reduce youth unemployment and personal development. Developing employability skills in students is critical for preparing them for successful jobs. School may prepare students with both technical competencies and key soft skills like communication, teamwork and critical thinking allowing them to manage the challenges of the

modern job. Cultivation of early career ambition can also encourage students to set high standards and follow professional choices that play to their talents and passions. In the end, a comprehensive educational strategy that prioritizes the development of both practical skills and academic achievement would better equip young people to prosper in the fast-paced global economy in the future.

This study expects some limitations also they are;

- The sample of the study will be conduct based on 400 Higher Secondary School Students.
- The study was limited to Malappuram district only.
- The study was limited to higher secondary students only. It could have extended to other levels of education sector also.
- The present study was conducted using two scales only. More advanced measures could be applied to ensure the reliability of the result of the study.

Organization of the Report

The report of the study is presented in chapters introduction review of literature with theology analysis and summary findings and suggestions

Chapter 1 : This chapter present a brief introduction of the problem, the need and significance of the study, statement of the problem, definition of key terms, variables of the study, objectives and hypothesis, methodology, scope and limitations of the study and organization of the report.

Chapter 2 : This chapter presence the review of related which includes the theoretical overview and the review of the related studies.

Chapter 3 : This chapter deals with the methodology of the study, details of the variables, the tools used, selection of the sample, procedure for data collection, scoring techniques describing in detail the variable selected the tool used a selection or sample data collection scoring procedure and statistical technique used.

Chapter 4 : This chapter includes details of statistical analysis of the data and discussion of results.

Chapter 5 : This chapter presents the summary of the study, major finding, educational implications of the study and suggestions for further research in this area.

Chapter 2

REVIEW OF RELATED LITERATURE

- *Theoretical Overview of Employability Skills and Career Aspirations*
- *Studies Related to Employability Skills and Career Aspirations*

The purpose of the review is to provide additional information about past studies in order to better define our research. It demonstrates what other researchers have done and what they are actively exploring. In other words it assists investigators in locating various study sources and provides insights into the research procedures used. The present study is an attempt to find out the relationship between employability skills and career aspirations. This chapter consist of two major sections. The first section deals with the theoretical background of the variable and second section deals with research undertaken by other sources on the same or a comparable variable under examination.

The intension of the present study is to find out the extent of employability skills and career aspirations among higher secondary school students. Hence an overview of literature connected with this area was made by the investigator, has been presented under the following heads.

- Theoretical overview of Employability Skills
- Theoretical Overview of Career Aspiration
- Studies Related to Career Aspirations
- Studies Related to Career Aspirations

Theoretical Overview of Employability Skills

Employability skills are those skills of knowledge and competence that enhance a worker's ability to secure and retain a job, progress at work and cope with change, secure another job if he/she so wishes or has been laid off and enter more easily into the labor market at different periods of life cycle. Individuals are most employable when they have broad-based education and training, basic and portable high-level skills, including teamwork, problem solving, information and

communication technology (ICT) and language skills. This combination of skills enables them to adapt change in the world of work.

Employability can be defined as ‘a set of achievements-skills, understanding and personal attributes-that make graduate more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy’. Employability is concerned with the way in which those who have completed university courses can be assimilated into national/international work environment.

Employability skills can be categorized based on three factors.

- Communication skills
- Technical/ professional skills
- Core employability skills or Personal Attributes

Communication Skills

Survival in corporate environment involves interaction with clients and managerial staffs on a day to a day basis. Communication skills are the media for sharing knowledge, interest, attitudes, opinions, feelings and ideas in order to influence and ultimately lead others. Communication skills include the ability to listen and express verbally as well as non-verbally to gain understanding both formally as well as informally.

Good command over communication abilities is given high importance where the job requires the employee to make regular presentations and direct interaction with the client/ customers. Soft skills in English are stressed during evaluation of communication skills

Listening Skills

One need to be an active listener, good listening ability is vital for interpersonal communication. During the interview giving an appropriate response to a question is possible only when one is able to listen (i.e. actively listen)

Verbal Communication

The ability to express ideas clearly and confidently in speech comes under verbal communication. It is the main form of communication during a face to face or telephonic interview. Grammar and fluency in English language, good vocabulary, command over punctuation, diction and voice modulation etc.

Written Communication

Conveying of the ideas and the message through written text is considered under written communication skills. Importance is given to good written communication in the jobs where the ability to write well enough to be understood in emails and memos is required.

Reading Skills

To be able to understand and comprehend the message and drive out the relevant information from written text. Ability to follow instructions from written information gives an edge during job survival.

Professional Skills

These skills are the ones even though developed through education but are required to complete, enter and sustain the professional world. These include various shades of academic skills.

Aptitude Skills

An aptitude is a component of a competency to do a certain kind of work at a certain level which can also be considered as talent. Aptitude may be mental aptitude or physical aptitude or sometimes both are taken into consideration like in defense service.

Analytical skills/Data Analysis

The ability of inspecting, cleaning, transforming and modeling data for the purpose of obtaining and assimilating useful information, suggesting conclusions, and supporting decision making.

Computer / Technical Skills

Technical skills are required in occupation that involve the ability to perform certain tasks in a specific discipline or department.

Academic Knowledge

Academic skills are obtained through formal education or apprenticeship. They can be further divided into domain specific skills and domain general skills these include Learning styles, Concentration, Time management and Comprehension ability.

Personal Attributes

Skills that make the candidates stand apart from the general lot, essentially the Attitude of the candidate

Good Personal Presentation

The first impression on a potential employer can make a big difference. The first judgement an interviewer makes will be based on how professionally well dressed the candidate is.

Time Keeping and Personal Organization

Manage time effectively, prioritizing task and able to work deadlines, able to plan activities and carry them through effectively are sought after by the interviewer.

Teamwork, Collaboration and Cooperation

The ability to good at working productively and effectively with people towards a common goal. These include both workmates and other people who come into contact with the organization.

Leadership/ Management Skills

To be able to motivate and direct others are an indicator to the growth potential in a job and future in the company.

Good Work Ethics

Employers want candidates who are able to get on with the work independently and reliable without someone having to check up on every five minutes.

Theoretical Overview of Career Aspiration

Career is a word that often causes quivers of excitement, aspirations, needs, fears and confusions in the mind of any adolescent. Career aspiration plays a significant role in shaping an individual's study attitude. It boosts student's academic motivation leading to enrich students academic excellence. Career aspiration can be contextualized from both the present and future perspectives. In this respect career aspiration assists students to recognize and set goals for the future, while being inspired and actively involved in the present study behavior towards the goals.

According to Beatrice (2010) "a career is an indispensable factor in the life of an individual". It may be defined as the progress and actions taken by an individual

throughout a lifetime (Olaosebikan & Olusakin, 2014). Career is a crucial to any individual as career selection has a far reaching impact on the individual in terms of lifestyle, status, income, security and job satisfaction (Beatrice, 2010). In the present global system, where individuals are constantly engaged in race, the career schema start developing early in life, in the pattern of career aspirations. Career aspiration is the desire, ambition, hope, orientation or the inclination towards a particular career that individuals sees themselves following for lifetime.

According to Kisilu et al. (2012) career aspirations are the desired, dreams, ambitions career thought by young individuals that inspire what they anticipate to study and engage in the world of work.

Career aspirations refers to an individual's expressed career-related goals or intentions and also include motivational components (Silvia, 2001) most young people develop a cognitive map of occupations that arrays various jobs and occupations according to sex and prestige and within that array according to the field of work. Aspirations represents a person's orientation towards specific goals and can be affected by gender, socio economics status and family support (Domenico & Jones, 2007).

Secondary education assists as a link between the elementary and higher education and part from leveling the roots of education among students, it is instrumental in shaping and directing the life of the students towards a bright future (Chaudhari, 2016).

Career aspiration play a significant role in shaping an individual's study attitude. It boosts student's academic motivation leading to enriched student's academic excellence. Career aspirations can be contextualized from both the present

and future perspectives. In this respect, career aspiration assists students to recognize and set goals for the future, while being inspired and actively involved in the present study behavior toward those goals. Consequently, the construct of career aspirations is unique in that it combines the motivational components of the present (inspiration) with the future (ambitions) hence warrant studying.

According to Kisilu et al. (2012), career aspiration are the desires, dreams, ambitions, career thoughts by young individuals that inspire what they anticipate to study and engage in the world of work. According to investigations, if better career aspirations are shaped at school level, the better the performance and likelihoods of achieving the same (Nyugen & Blomberg, 2014; Nabil, 2015; Gorard et al., 2012; Rose & Baird, 2013; Brown et al., 2010; Pugh, 2017). A recent study conducted by Dar (2019) conveyed that 17.83% of youths revealed low career aspirations while 58.33% falls in moderate level of career aspirations. This is despite the fact that the reality of unstable and changing job market of the 21st century is increasingly demanding for a highly educated and inspired workforce. Consequently, Shuster (2017) declares that students in the 21st century, to a larger extent than before are likely to face their life courses with unclear or blurred career-life due to uncertain academic performance. It is clarified that adolescents who feel despondent and foresee a negative future may be more likely to participate in risky behaviors while those who perceive a greater sense of career self-efficacy might feel better equipped to make healthier choices and evade risky behaviors, even in the face of peer pressure (Bandura, 1977). Academic performance therefore plays a significant function in producing the best quality graduates who are accountable for a country's economic and social development (Jibeen & Khan, 2016; Brackett et al., 2015). Contemporary conditions therefore reveal the need for special spotlight to student's career aspiration

which can energize individuals to better educational consequences. According to Super's (1990) theory of career development, high school students are at the exploration stage of career development which encompasses crystallizing and specifying their occupational favorites while also making preliminary decisions about their career choices. Subsequently, Career development forms a necessary part of a learner's overall development, predominantly during adolescence (12-20 years). This is when significant biological, cognitive, social and emotional changes take place (Robinson & Diale, 2017). According to McDaniel (2016), secondary school's students are in adolescence stage which is critical time in the life path when individuals develop career expectations which influence later educational and occupational accomplishment in adulthood. Additional studies in developed countries have proven that career aspirations are mostly inculcated at secondary school level and they influence academic performance.

It is this early career thoughts that are fundamentally translated into career aspirations and develop work-related identity that help in selecting a future career. Counselling is one of the essential services for students in school. Counselling is a professional service that focuses on the human touch. As a professional service, Counselling comprise of a wide selection of services and activities to help people prevent adversities, concentrate on their overall development and remedy existing concerns (Schmidt, 1993).

Student and Carrier Guidance Participation

Participation in career guidance activities in school furnish students with necessary awareness, knowledge and skills required in the world of work. It is a scheme for providing occupational orientation to students to become familiar of what is contained and required in the career of one's choice that match interest and

abilities. Occupational orientation is viewed as an important aspect of the career development process; adolescents must identify their interests and abilities, balance them with labour market opportunities and gradually develop an occupational preference (Super et al., 1996). The importance of providing “transition enhancement” assistance has been emphasized in the further education, training or employment of students (Baker, 2000). Career guidance participation will help students acquire the knowledge, skills and awareness necessary for effective career development (Herr et al., 2004). The relevance of vocational guidance and counselling programs in satisfying the vocational needs of the students by helping them to explore the range and structure of occupation in the local, state and national levels cannot be underestimated (Manuel & Asuquo, 2009).

Career Information

Success is more likely when individuals make judgement about what they are to learn in a well-informed manner; link what they learned to their interests, capacities, aspirations, and are then informed about the existing opportunities to which the learning can guide. Holland’s theory emphasizes the accuracy of self-knowledge and career information necessary for career decision making (Zunker, 1994). Good quality career information is a significant factor for first-rate career decision making. Career information should include relevant information about education and training opportunities, occupations and their characteristics; labor market supply and demand. Similarly, career information should include occupational implications of educational decisions, and on the learning pathways that lead to special occupational destinations. Career information is necessary, but not enough for good-quality career decision making unless students have access to the information they need, understand the information, relate it to their personal

needs and situation, and then convert it into personal action, with help of professional counsellors and participation in career guidance related activities provided in schools.

Importance of Career Guidance

Guidance is a necessary term that has a far-reaching impact on individuals' lives. From the cradle to the grave, correct career guidance plays a vital role in constructing the path of life. When it comes to career, we know that we are living in a very competitive era where one has to compete in every sphere of their life to achieve the ultimate goal. In the modern era of globalization, where we have numerous career options, a complete and comprehensive career guidance strategy is the only precise option that will provide you with the desirable goal. With numerous opportunities and options available in our careers, people often get in the dilemma of narrowing down the best option. To conquer this problem, all you need is complete career guidance to enlighten you from your academics' at very beginning stage. Academic career guidance is one of the most significant guidance that students need to nurture their future. The decisions of early student life have a major impact on their career, which is not just prohibited to their academics but have an impact on their social, financial, and personal life. Students are considered as the future of a country, and for a prosperous future, students need correct guidance, especially at an early stage of their academics. The correct guidance by an expert career guidance counselor will enable the students to understand and choose their career options as per their knowledge, skills, interest, and capability.

Career Guidance at the Stage of Secondary Education

India is a very diverse country, and the education system is also very diverse and convoluted. The central education system is followed in all the states, while the

states also have their respective state education board. In the ICSE board, ninth-standard students are given the option to choose among the stream of Arts/Humanities, Commerce, Science. Choosing of any stream is very crucial as the students have to appear for their class 10th board examination with the subjects in that stream. In the case of CBSE and many state boards, this stream bifurcation is done after the 10th standard. Hence we see that there is diversity along with options available for the students at the stage of their secondary education. Now, let's understand how career guidance is important at the early stage of academics. Students preparing for the board exam have a common objective to triumph and succeed in order to obtain the peak in their career. With the exact guidance, the objective can be obtained because such an early stage in academics is considered as the ladder to reach the destination. The guidance not only helps to select the right stream but also helps in understanding its future benefits. The guidance helps the students to get encouraged and not to get distracted while studying.

Studies Related to Employability Skills

Kaahwa (2023) investigated on Students' and Employers' Perceptions of Employability Skills in Uganda. The study evaluated employability skills as they were perceived by students of Kyambogo University and employers. The specific objective of the study was to evaluate students' and employers' perceptions of employability skills. Employability skills were evaluated basing on their categorization: professional skills, personal skills, and interpersonal skills. Students were from the faculty of science and the sample size consisted of 226 students from six departments. The employers were from organizations where these students do their industrial training. The sample size of the employers consisted of 19 participants from thirteen organizations. Quantitative results revealed that there was a

statistically significant difference in the perceptions of important employability skills between students of Kyambogo University and employers.

Alyahya et al. (2022) studied on Exploring business graduates employability skills and teaching/learning techniques. The purpose of this study is to identify a set of employability skills required for business graduates. The study also sets to determine teaching/learning techniques that are effective in acquiring these employability skills. Data were collected using a questionnaire consisting of 5-point Likert-scale questions. Respondents are from 43 industry professionals, including human resource managers, 44 faculty members working in higher educational institutions, and 450 graduates working in various organizations. The findings of this study would be useful to policy makers in understanding the required employability skills for business graduates and also, the teaching/learning techniques that are suitable in achieving these employability skills.

Sheikh et al. (2022) undertook the study on Importance of Skills Development for Ensuring Graduates Employability: The Case of Bangladesh. The goal of this study was to find Graduate employability and skills development are significant determinants for future career success. This study investigates the current state of skill development initiatives in Bangladesh and the perceptions of university graduates regarding skill development for their future employability. This study uses mixed-method research. Data was collected through surveys and in-depth interviews; various probabilistic and non-probabilistic sample selection methods were used. A total of 437 participants responded to this study. The empirical findings of this study demonstrated that university graduates are well-aware of the skill development requirements for their future employability. However, university graduates face many obstacles in acquiring these necessary skill development opportunities. Therefore, the government and relevant stakeholders must work together to alleviate the obstacles.

Daniel et al. on (2022) conducted a research on of employability skills of undergraduate business students in a Developing Country. The purpose of this study was to determine the relative importance of different employability skills for business graduates seeking initial employment. The result of the study there was some alignment and moderate discrepancies in perceptions of the relative importance of different employability skills between the three stakeholder groups. There were statistically significant differences in perceived importance of communication, teamwork, and interpersonal skills between graduating students and employers. There is evidence that employers were satisfied with the level of academic skills possessed by business students at the time of graduation. The conclusion of the study is by increasing their self-awareness and critical reflection on their learning experiences, graduating students can take proactive steps to enhance their positional advantage in the labor market.

Kwabena et al. (2021) studied do education equip graduate students with the employability skills employers require? The perceptions of employers in Ghana. The goal of the study was to find recent changes in the labor market and higher education sector have placed graduates' employability on the agenda of researchers, policymakers and employers in both advanced and developing economies. Using survey data and employing a paired t-test analyses are used and the findings reveal that whilst the employers perceive graduate students to possess various critical skills which match industry demands, the graduate students fall short in these critical skills. The differences were statistically significant indicating that there are still gaps between what higher education is offering its students and what industry requires from graduates at the entry-level. Based on the findings, implications for theory, policy, and practice are discussed.

Pedro et al. (2021) a study on Graduates' employability skills in East Africa. This paper reports a study about the perceptions of the academic community, employers and civil servants regarding graduates' employability skills in East Africa. Specifically, it focuses on the mismatch between skills acquired in Higher Education (HE) and those in demand by employers, and explores factors influencing the situation. A mixed method approach was implemented including a survey and a set of focus groups. The final results showed a better understanding of the nuanced relationship between labor market valuation and graduates' acquisition of each skill set. It also allowed us to identify problems and barriers, and suggest possible solutions to overcome the shortcomings experienced by the sub-Saharan HE system.

Mehta et al. (2020) investigated the perception of corporate managers regarding employability skills of management students undertaking summer internship with them. The study is divided into two parts wherein the first part consists of literature review and in-depth interviews of senior managers, and it is devoted to identifying critical parameters that affect employability of management students. The second part of research consists of a survey of 195 company supervisors who rated 405 intern students on the 22 items identified in the first part. The results indicate that intern students lacked in communication skills, problem solving ability, analytical skills and business understanding but fared well in the other parameters like self-management, using [information and communications technology] ICT efficiently, people relations and team spirit, innovative approach and critical thinking, self-confidence and assertiveness and drive to learn.

Nadarajah (2021) analysed the gap in employability skills among Malaysian graduates. The objective of this research is to measure the employability skills among graduates from higher education institutions in Malaysia. The research identifies the

gap in employability among the graduates and the competencies needed in the job market. 300 graduates from higher education institutions in Malaysia participated in this research. The findings of this research revealed that the graduates are equipped with most of the generic employability skills such as ICT skills, teamwork, leadership skills, and good time management. The research also found a mismatch in the employability skills between the graduates and job market requirements.

Hasim (2021) inquired on The Employability Skills of Engineering Students': Assessment at the University. The study aims to identify indicators that can measure students' employability skills and attributes. The method used Confirmatory Factor Analysis (CFA) with primary data obtained from surveys of students through a questionnaire. These samples included 528 respondents who had done the work practices of the industry. The research respondents were students of the Faculty of Engineering, Universitas Negeri Makassar. The results of the study identified that the low value of communication indicators in the variable of fundamental skills compared to other indicators was due to the lack of foreign language communication activities in the learning process. Communication is a vital aspect possessed by students, especially in global level competition. The study results were used to measure educational institutions to develop and improve low work skills indicators so that new graduates will better be prepared for work.

Binuomote (2020) conducted a study on How TVET teachers foster employability skills: insights from developing countries. The purpose of the study the diversity of views in the literature about what employability skills are, there appears to be general agreement that employability skills are important. However, there are concerns about whether TVET graduates in developing countries are developing these skills. In this qualitative study, 35 TVET teachers from 19 developing countries

were interviewed to learn how TVET teachers foster the employability skills of learners. Data collected were transcribed, coded and analysed using thematic analysis. Findings show that the well-published notion that TVET teachers in many developing countries do not make efforts to impart employability skills to their students could be brought into question. Results of this study show that TVET teachers use various techniques to foster employability skills in their TVET learners.

A study by Cuevas (2020) on the link between career development learning and employability skills of senior high school students. The purpose of this research is to identify the domain of career development learning that best influences employability skills of Technical-Vocational senior high school students. This non-experimental quantitative research design utilized the survey approach involving N=103 Grade 12 senior high school students taking the Tech-Voc track in different educational institutions in Digos City. Based on the findings, career development learning was assessed is very high. Employability skills of students were also assessed to be very high. All measures of career development learning significantly correlated with employability skills. Lastly, among the domains of career development learning, transition learning was found the best influence on the employability skills of senior high school students

Carlos and Guadalupe (2020) examined on the influence of psychological capital on graduates' perception of employability, the mediating role of employability skills. This study investigated the influence of psychological capital on the acquisition of employability skills among final-year university students. The study also looked into whether employability skills played a mediating role in the relationship between psychological capital and employability as perceived by undergraduates. Sample of 326 students in their last year in a Business Administration and Management

undergraduate program, the results showed that the increase in students' psychological capital had a positive and direct effect on the increase in the level of competence shown in employability skills. The results revealed that entrepreneurial initiative was the only employability skill that plays a mediating role in the relationship between psychological capital and the employability perceived by students. Therefore, interventions designed to increase the perceived employability of undergraduate students should include components that focus on developing their psychological capital and entrepreneurial initiative.

Rugara (2020) investigated on What factors determine the development of employability skills in Nigerian higher education? This study applies 'Human Capital Theory' (HCT) and the 'theory of Interrole Learning Transfer' (ILT) to examine factors which affect the attitudes, motivations and actions of learners towards their future employability. A qualitative approach enabled in-depth interviews with 36 participants drawn from academics, students, company managers and policy makers. The findings of the study was that there is a disconnect between the teaching of theoretical knowledge and employability skills. The findings lead to the development of 'employability model' which proposes that individual orientation and institutional factors determine the enactment of employability skills.

Idris (2019) conducted a study on Gaps between competence and importance of employability skills, evidence from Malaysia. The purpose of this paper is to identify the gaps between the importance perceived and the competence gained by the hospitality students in terms of the employability skills. Questionnaires were distributed to 841 hospitality students in five regions in Malaysia. The findings show that there are significant differences between importance perceived and competence attained in teamwork, leadership, basic, technical skills and ethical skills. It is

important to ensure that graduates are equipped with the twenty-first century skills such as problem solving and analytic, decision making, organization and time management, risk taking and communication. The findings provide insights to curriculum developers and policy makers on the appropriate interventions that need to be taken to improve the employability skills of the graduates.

A study by Soenarto (2019) on employability skills of vocational school students in Palu City for entering the world of work. This study aims to determine how much the level of employability skills of students of State Vocational Schools in Palu City. This type of research is a type of survey that is to research employability skills using a quantitative descriptive approach. The population in this study was 1,275 students with a study sample of 295 students. The data collection technique used is a questionnaire. The results of the study indicate that the level of employability skills of vocational students in Palu is generally categorized as very high. The high level of employability skills of students in the State Vocational School should be a supporting factor for students to get decent work and in accordance with their competency skills so that stakeholders, especially the school must really use it well.

Rasheid (2018) on a study about Career Choice and Employability Skills for Vocational College Students. This study is a quantitative research based on the survey conducted that aims to look at the relationship between employability skills and career choice for Vocational College students. The study involves 106 respondents consisting year three students from Batu Pahat Vocational College , Vocational College using questionnaires as instruments. The results from the analysis show that the relationship between skills employability and career choice is high, with an ETA value of 0.742, which proves that the variables have a strong

correlation. In conclusion, employability skills affect students in such a way that they tend to choose a career based on the course they take up.

Kenayathulla et al. (2017) conducted a study on employability skills for hospitality students in Malaysia. The purpose of this study is to identify the level of employability skills in the hospitality field. This research applied quantitative methodology. The respondents consist of final year students in bakery and culinary program. Stratified sampling was used to select students in hospitality programs from 22 vocational colleges in Malaysia. Questionnaires were distributed to 841 students in five regions which are Central, South, North, East and East Malaysia (Sarawak) in Malaysia. The results showed that the level of hospitality employability skills among vocational students in Malaysia were at high level of competence (93.2%). The research has brought meaningful implications for hospitality vocational students, employers and policy makers.

Sokkalingam (2014) conducted a study on the employability skills of MBA students in engineering colleges. The present study is aimed to investigate the students' of M.B.A, perception on the Employability Skills. The study also considered the students' personal variables related to the factors of Employability Skills. Samples of 500-students, who are studying in the final year of M.B.A., were randomly selected from five colleges in and around Chennai. The samples of students were administered 50-items of Employability Skills Questionnaire. The collected data were statistically analyzed using the 't'-test, one way ANOVA, MANOVA, Regression Analysis, Stepwise Multiple Regression, etc. The results indicate that the emerged six factors were statistically significant. Significant mean differences were noticed among the personal variables of students on the factors of Employability Skills.

Studied Related to Career Aspiration

Tillman (2024) examined on Parental Influence of College Students' Career Aspirations. The purpose of this study was to investigate the level of influence parents had on the career decision making process for their children who are pre-service teachers. Data were collected using both a survey and interviews. The data were then divided into two groups consisting of responses from the pre-service teachers who are children of educators and those who are children of non-educators. In comparing these two groups, this study revealed that the children of educators indicated a slightly greater parent influence on their career choices than the children of non-educators. Qualitative findings showed that some of the educator parents discouraged their children from pursuing education and therefore most of the pre-service teachers actually began college in other career fields.

Gregor (2023) studied on The Relationship Between Parental Attachment and Career Aspirations in Indian Female Undergraduate Students. The purpose of the present study was to examine the career aspirations of Indian female undergraduate students, by utilizing a theoretical framework integrating Attachment Theory and Social Cognitive Career Theory (SCCT). Data were collected from 157 female Indian undergraduate students at a Liberal Studies college in India to study the contribution of self-reported maternal and paternal attachment security in predicting career aspirations. Findings from the study contribute to the literature on career aspirations of women in India and lend support for the integration of attachment theory and SCCT.

Mabuza (2023) investigated on Career aspirations of senior secondary school students in Eswatini. The purpose of this study was to identify the career aspirations of senior secondary school students in Eswatini. The design of the study was a descriptive survey targeting Form-4 students, from eight schools in Eswatini. A total

of 180 students were randomly sampled. Data were analyzed using descriptive and inferential statistics. Findings revealed that most of the senior secondary students aspired to be medical doctors, pilots, and actors. The study recommended that career guidance and counselling officials should organize career expos so that students are exposed to a wide range of career choices.

Louis et al. (2022) studied on Career aspirations and influencing factors among male and female students studying Science Technology Engineering and Mathematics (STEM) subjects in Ghana. This research aimed to examine the career aspirations of male and female students studying Science Technology Engineering and Mathematics (STEM) subjects at the tertiary level in Ghana and the motivating factors for these aspirations. The study objectives were addressed using data gathered from a survey, in-depth interviews, and focus group discussions. Chi-square test and binary logistic regression were used in analyzing the quantitative data, while the qualitative data were analyzed using thematic content analysis. The results show that there is no significant difference in the career aspirations of male and female students.

Abdelqader et al. (2020) conducted a research on Career aspiration and related contextual variables. This aim of the study was to examines the differences between male and female adolescents and their math's study on their career aspiration. The study investigates the effect of grade point average and parents' educational level on adolescents reported career aspiration. A career aspiration scale is administered to students representing tenth and eleventh grades. The findings reveal females have higher scores on career aspiration than males. Students who study pure math's in their career path have higher score on career aspiration than those with applied math's. Results also show significant effects of parents' educational level and

grade point average on adolescents' career aspiration. Suggestion is provided to consider contextual variables in designing interventions.

Ganginis et al. (2020) studied on the Career Aspirations of Diverse Community College Students. This research aimed to explore the relative contributions of career predictors (self-efficacy, career barriers, and coping-efficacy for overcoming barriers) in predicting educational and achievement aspirations in a diverse sample of community college students. A final total of 236 community college students participated in this research. The research findings suggested the that career-decision self-efficacy, college self-efficacy, compromising career for partner, perceptions of barriers, and coping efficacy in overcoming barriers were unique predictors of achievement and educational aspirations.

Christopher et al. (2017) conducted a study on Beyond graduation: motivations and career aspirations of undergraduate chemistry students. This study investigated undergraduate chemistry students' career aspirations and how these vary from one educational system to another in different geographic regions. The participants of this study were undergraduate chemistry students from various institutions located in Australia, New Zealand and the UK. The study took place in the form of an international cross-sectional survey. Findings of this study show that undergraduate students choose to study chemistry predominantly because they are interested in it or because they like it. This study also found that, whereas undergraduate students mainly have plans of pursuing a career that uses chemistry, they seem to be aware that a chemistry course can lead to many career options and as such only a few have chosen to study it as a route to a specific career. The findings of this study may be important in informing policies to attract and retain students in chemistry courses.

Creed and Gembeck (2015) conducted a study on Longitudinal Relations of Parental Influences and Adolescent Career Aspirations and Actions in a Collectivist Society. A sample of 954 Indonesian high school students and measured parental career expectations, adolescent-parent career congruence, self-efficacy, outcome expectations, career aspirations, planning and exploration, twice, 6 months apart. The best-fitting model was reciprocal, with the results showing that parental career expectations predicted subsequent career aspirations and planning, and aspirations and congruence with parents regarding career matters predicted future exploration. Self-efficacy and outcome expectations were reciprocally related over time. Self-efficacy served as an across-time predictor of both parental contextual variables. Career exploration predicted future self-efficacy and planning predicted later outcome expectations.

Naong (2012) conducted a research on Factors Influencing Students' Career Choice and Aspirations in South Africa. The purpose of this study was to determine factors influencing career choice and aspirations among South African students. A quantitative paradigm guided this study. A survey method in the form of a structured questionnaire was used in this study in order to identify the factors that influence career choice and aspirations among South African students. Sample of 133 first and second year university students (77 females, 56 males; age range 15 to 30 years) participated in the study. The study found that the family; the ability of the learner self to identify his/her preferred career choice; and teachers were significant factors that influence the career choice and aspirations of students. The implications of the findings and practical considerations are discussed in the study.

Odiwuor (2012) conducted a study on Gender differences, career aspirations and career development barriers of secondary school students in Kisumu municipality.

The purpose of this study therefore is to explore gender differences in adolescents' career aspirations and career development barriers among secondary school students in Kisumu municipality, Kenya. The study was conducted on 348 form four secondary school students. The major findings of this study show that there are certain careers that are preferred by both males and females i.e. investigative and enterprising career types however the realistic career type was mostly chosen by males while the social career type was mostly chosen by females.

Conclusion

The past knowledge related to employability skills and career aspiration were reviewed . From the overall review of available literature, helped to get know sufficient information regarding present study. Thus it set off a connecting between the present study and studies already done.

Review of related literature shows that studies related to employability skills which conducted in India and abroad as well. Employability skills is mainly connected with communication skills, green skills, entrepreneurship skills, information and communication technology and self-management skills. Review of related literature shows that studies related to career aspiration, which is associated with career awareness, career planning, career beliefs, gender etc.

It is clear that, the variable taken for the study employability skills and career aspiration have not seen together in any other studies.

METHODOLOGY

- *Variables of the Study*
- *Objectives of the Study*
- *Hypotheses of the Study*
- *Method Used*
- *Sample Selected for the Study*
- *Tools Used for Data Collection*
- *Data Collection Procedure*
- *Statistical Techniques Used*

The present study entitled as “Employability skills and Career Aspirations among higher secondary school students in Malappuram District”. The chapter methodology clarifies about the procedures followed by the investigator in order to solve the problem. The methodology adopted for the present study is presented under the following main headings.

- Variables
- Objectives
- Hypothesis
- Method of the study
- Sample of the study
- Tools used for the study
- Data collection procedure
- Statistical technique used

Variables of the Study

As per the problem selected, the variables of the study are Employability skills and career aspirations. Employability skill is independent variables and career aspirations are dependent variable.

Objectives of the Study

The objectives of the present study are;

- To find the extent of career aspiration among sub-sample based gender, locality, subject of specialization and type of management.
- To find the extent of employability skills among sub-sample based gender, locality, subject of specialization and type of management.

- To find out the relationship between employability skills and career aspiration among total sample and sub sample based on gender, locality, subject of specialization and types of management.

Hypotheses of the Study

Hypothesis framed for the present study are;

- There exists significant relationship between employability skills and career aspirations among higher secondary school students among sub sample based Gender ,Types of management, Subject of specialization and Locality

Method Used

Survey method was used to collect data.

Sample Selected for the Study

The population for the present study comprised of higher secondary school students of Malappuram district. The participants were 400 students from higher secondary school students. The sample was collected from four district namely Tirur, Tirunnavaya, Vandoor and Malappuram. The sample was taken using stratified random sampling technique giving due representation to different strata viz., Gender, Locale, Type of management and subject of specialization.

Gender

Gender has great influence on findings of the research. Review of literature shows that gender difference is reflecting in the result of many studies. So, it is mandatory to include gender viz. male and female in this present study.

Locale of Sample

In order to get accurate representation of the population it is decided to include higher secondary students on the basis of locale. Higher secondary students

studying in rural and urban areas were included in the sample as the review of research studies shows that there exists difference in related variables based on locale

Types of Management

Type of management of the school which include Government, Aided, Unaided stream. Due representation was given to Type of Management while selecting the sample.

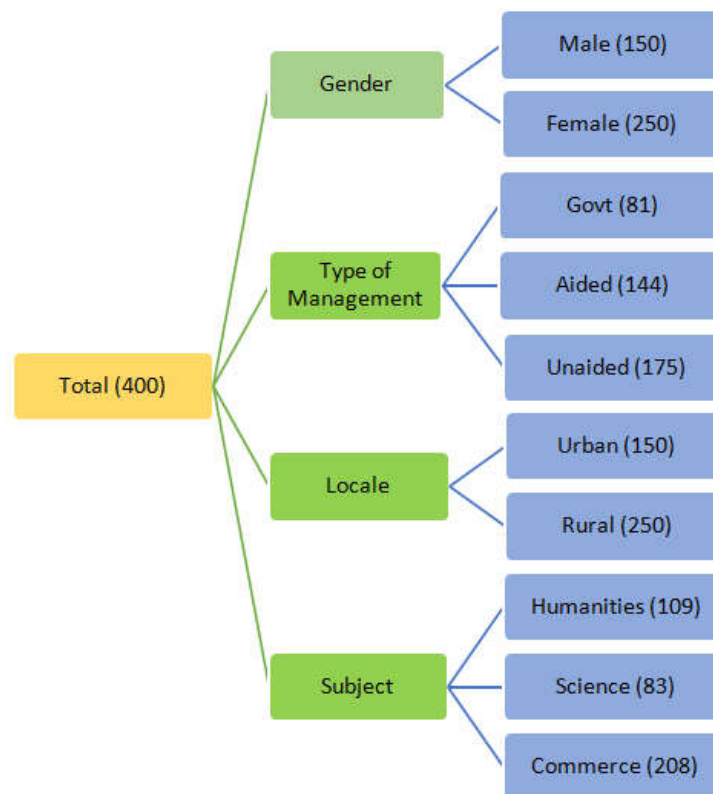
Subject of Specialization

Subject of specialization include Science, Commerce and Humanities. Due representation was given to Subject of Specialization while selecting the sample.

Break Up of the Sample

Figure 1

Representation of Breakup of Sample



Tools used for Data Collection

Data collection is the procedure of collecting, measuring and analyzing accurate insights for research using standard validated techniques. For the present study investigator used Scale of Employability Skills (Qamariya & Jaseena, 2023) and Career Aspiration Scale (Vincy & Usha, 2012) as tool. For this, Scale of Employability Skill is developed by the investigator with the help of the supervising teacher and Career Aspiration Scale was adopted.

Scale of Employability Skills

For the purpose of measuring employability skills of higher secondary school students , investigator constructed and standardized Scale of employability skills with the help of supervising teacher , which consist of 40 statements.

Detailed description of tool is given below,

Planning of the Scale

The first step in the construction and standardization of a scale is planning of the scale. It was decided to develop a Likert type scale with five responses viz., Agree, Strongly Agree, no response, disagree and Strongly Disagree.

The National Education Policy 2020 helped to focus on the various dimensions of Employability Skills. The dimensions such as communication skills, green skills, information and technology skills, entrepreneurship skills and self management skills.

The components of Employability Skills is given below;

Communication Skills. Communication is a two-way process through which information or message is exchanged between individuals using language, symbols, signs or behavior.

Eg. It is easy to express ideas for me (Item no. 1)

Self-Management Skills. Self management skills referred to as self control, it is the ability to control one's emotions, thoughts and behavior effectively in different situations.

Eg. Separate time found for study and play (Item no. 13)

Information and Communication Technology. Information and communication technology, has become an integral part of our life. One must develop the ability to use digital technology and communication tools access, manage, integrate, evaluate, create and communicate.

Eg. Basic essentials related to computers can be completed (Item No. 17)

Entrepreneurship Skills. Entrepreneurship identify an innovation to seize an opportunity, mobilize funds raise capitals and take calculated risks to open market or new business for products, process and services.

Eg. Not interested in knowing about innovative business ideas (Item No. 34)

Green Skills. Climatic changes and environmental deterioration are experiencing by unpredictable weather conditions.

Eg. Encourages everyone to use cloth bags instead of plastic bags (Item No. 30)

Preparation of the Scale

After describing the components suited for the term employability skills. The draft scale consists of 39 items out of which 38 are positive and 1 are negative.

Table 1*Items under Each Components of Scale on Employability Skills*

Sl. No.	Dimensions Act	Item number
1	Communication skills	1,2,3,7,8,12
2	Self management skills	4,10,11,13,14,15,33,40
3	Information and technology skills	17,18,19,20,21,22,23,24
4	Entrepreneurship skills	5,6,9,16,34,35,36,37,38,39
5	Green skills	25,26,27,28,29,30,31,32

Scoring Procedure

The scale is a Likert (1932) type scale, responses can be made in a 5-point scale as Agree, Strongly agree, Disagree, Strongly disagree and Not respondent. For positive statement the score is given 5, 4, 3, 2 & 1 for the options Strongly Agree, Agree, Not respondent, disagree, Strongly disagree respectively. Scoring procedure scheme is reversed for negative statement.

Try Out of the Preliminary Scale

The scale was administered on a sample of 400 students of higher secondary school students using stratified random sampling method to giving due representation to gender, subject of specialization, types of management and locality . After scoring the response the response sheet as per the scoring procedure they are arranged in ascending order a total score. Then the highest 27 % and the lowest 27 % were separated. The mean and standard deviation of the score obtained for each item of the upper and lower group were calculated separately. The critical ratio for each item were calculated using the formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

Where,

\overline{X}_1 = Mean of the Group I

\overline{X}_2 = Mean of the Group II

σ_1 = Standard Deviation of Group I

σ_2 = Standard Deviation of Group II

N_1 = Sample size of Group I

N_2 = Sample size of Group II

Items with a critical ratio greater than or equal to 1.96 at 0.05 level of significance were selected for the final scale.

The critical ratio obtained for each item together with mean and standard deviation of the scores of the two groups is given in Table 2.

Table 2

Critical Ratio ('t' Value) with Mean and Standard Deviation of each item in Scale on Employability Scale

Item No.	Upper Group			Lower Group			t-value	Remarks
	Mean	SD	N_1	Mean	SD	N_2		
1	3.97	0.93	100	3.23	1.24	100	4.74	Accepted
2	3.13	1.15	100	2.47	1.03	100	4.25	Accepted
3	3.21	1.26	100	2.46	1.14	100	4.4	Accepted
4	3.84	0.92	100	3.01	1.08	100	5.8	Accepted
5	4.15	0.94	100	3.14	1.21	100	6.55	Accepted
6	4.19	0.88	100	3.33	1.23	100	5.64	Accepted
7	3.18	1.29	100	2.45	1.12	100	4.26	Accepted
8	3.58	1.13	100	2.46	1.25	100	6.62	Accepted
9	4.36	1.12	100	3.44	1.37	100	5.18	Accepted
10	4.13	0.98	100	2.94	1.41	100	6.94	Accepted
11	3.53	1.18	100	2.99	1.4	100	2.94	Accepted

Item No.	Upper Group			Lower Group			t-value	Remarks
	Mean	SD	N ₁	Mean	SD	N ₂		
12	4.1	0.94	100	3.37	1.2	100	4.76	Accepted
13	4.01	1.18	100	3.17	1.44	100	4.48	Accepted
14	2.48	1.35	100	2.25	1.42	100	1.17	Rejected*
15	3.27	1.31	100	2.84	1.25	100	2.38	Accepted
16	3.85	1.21	100	2.52	1.17	100	7.91	Accepted
17	3.91	1.02	100	2.78	1.16	100	7.26	Accepted
18	3.42	1.14	100	3.06	1.3	100	2.06	Accepted
19	3.34	1.08	100	3.04	1.03	100	2.01	Accepted
20	3.28	1.21	100	2.69	1.36	100	3.22	Accepted
21	3.48	1.32	100	2.53	1.02	100	5.67	Accepted
22	3.25	1.31	100	2.66	1.11	100	3.42	Accepted
23	3.07	1.43	100	2.41	1.21	100	3.51	Accepted
24	3.43	1.27	100	2.7	1.32	100	3.96	Accepted
25	3.31	1.21	100	2.43	0.99	100	5.62	Accepted
26	3.38	1.05	100	2.91	0.94	100	3.32	Accepted
27	4.39	1.04	100	3.72	1.18	100	4.23	Accepted
28	3.7	0.95	100	3.14	1.27	100	3.51	Accepted
29	3.74	1.03	100	2.51	1.16	100	7.89	Accepted
30	3.96	1.22	100	2.94	1.5	100	5.26	Accepted
31	4.12	1.05	100	3.2	1.44	100	5.12	Accepted
32	3.44	0.99	100	2.76	1.2	100	4.34	Accepted
33	4.45	0.85	100	3.13	1.41	100	7.99	Accepted
34	3.83	1.34	100	2.88	1.4	100	4.88	Accepted
35	4.01	0.94	100	3.07	1.41	100	5.51	Accepted
36	3.02	1.26	100	2.34	1.35	100	3.67	Accepted
37	4.5	0.75	100	3.43	1.43	100	6.58	Accepted
38	3.96	0.98	100	3.19	1.27	100	4.77	Accepted
39	3.89	1.18	100	2.95	1.41	100	5.08	Accepted
40	4.01	1.08	100	3.39	1.19	100	3.83	Accepted

*Indicates items that are rejected in the finalization of the scale.

Finalization of the Scale

Items with critical ratio greater than 1.96 the tabled value of 't' at 0.01 level of significance were selected to final scale. 1 item with critical ratio less than 1.96 were rejected from the first draft of Scale of Employability Skills. The standardized Scale of Employability Skills include 39 items. Copies of Scale of Employability Skill English and Malayalam versions are given as appendix.

Reliability

Reliability is concerned with the stability of test scores, does not beyond the test itself. According to Best (2001), "reliability is the degree of consistency that the instruments or procedure demonstrates, whatever it is measuring it does so consistency".

Reliability of the scale was estimated by calculating Cronbach's Alpha Coefficient (α). It is commonly used as an estimate of the reliability of a psychometric test for a sample of examinees. It is a coefficient of internal consistency.

The Standard Cronbach's Alpha Coefficient can be defined as;

$$\alpha_{\text{standardized}} = \frac{\bar{k} r}{(1 + (k-1)r)}$$

Where ,

K = the sum of k-items

r = the means of k (k-1)/2

The reliability of tool employability skills was calculated by Cronbach's Alpha Coefficient, the value is 0.701. hence the tool is highly reliable.

Validity

Validity is that quality of a data gathering instrument or procedure that enables it to measure what it is supposed to measure (Best & Khan,2014). Validity refers the degree to which a test measures what it intends to measure. Face validity and Content validity was used to ensure the validity of the present scale.

When a ‘scale appears to measure’ what the scale intends to measure, it is said to possess face validity. Thus face validity refers to not what the scale measure but what the scale ‘appears to measure’, i.e. whether it seems to be relevant, inappropriate, silly or childish. Language of scale and construction of items are checked by experts to make it accurate, therefore this scale shows face validity. Content validity considers whether or not the items on a given scale accurately reflect the theoretical domain of the teaching learning process of students to measure. Item need to effectively act as a representative sample of all possible question that could have been derived from the construct. In present study content validity was established for the tool,as tool had been sent to the experts related to the respective fields. Content of tool was checked by subject experts and items suggested by them were selected and the necessary modifications are made accordingly to ensure content validity.

Career Aspiration Scale

For the purpose of measuring career aspiration of higher secondary school students, the investigator adopted Career Aspiration Scale developed by Vincy and Usha in 2012.

Planning of the Scale

The major areas to select career aspiration scale were,

Career Awareness. The term career awareness in the present study stands for the knowledge of the broad range of occupational and career paths.

Eg. Attempts are being made to know about higher education courses conducted abroad.

Career Planning. It is an idea of main aptitudes needed for the career. It includes the path for entering the career. It also includes the future prospects of this career information about course leading this career.

Eg. I always seek the advise from teachers and elders regarding latest course and job opportunities.

Career Beliefs. It is hypotheses concerning the nature of the career. It also concerning one's judgement or probability regarding their nature. A belief is an enduring organization of perception and cognitions about some aspects of an individuals world.

Eg. Getting a job after a course is the easiest.

Influence of Career Guidance Programs. Meaningful selection of a career can be done only when students have all the basic information needed for making a meaningful selection. Only through guidance programs pupils got latest information regarding several jobs.

Eg. Proper guidance is the most important factor in the choice of one's career.

Gender. Female students might avoid choosing occupations that are generally perceived as too masculine and also male students might avoid choosing occupations that are generally perceived as too feminine.

Eg. I can not imagine myself working as a nurse.

Personal Preference. It is matching career options to their personal preferences.

Eg. I used to discuss the career matter among friends.

Scoring Procedure

Each statements of the Scale provide score on a three-point scale. For positive statements, the respective score for three responses are 3, 2 and 1 and negative items are scored reversibly.

Preparation of Final Scale

Items with critical ratio greater than 1.96, the table value of t at 0.05 level of significance were selected for the final scale. Thus, from the total 50 items, 40 items were selected for the final scale.

Reliability

Reliability and validity are essential to the effectiveness of any data gathering procedure. Reliability is degree of consistency of that instrument or procedure demonstrated.

The test- retest reliability coefficient was 0.730. This value indicated that the scale is highly reliable to measure the career aspiration.

Validity

Validity of the test is the accuracy with which the test measures what it intends to measure. Content validity was ensured by clearing the statements with regard to components of career aspiration namely career planning, career belief, career awareness, influence of career guidance programs, role of school counsellors, gender, and personal preferences. Beside items were selected after judgements of subjects specialists and experienced teachers. The tools also had good face validity.

Data Collection Procedure

After selecting the sample, the investigator approached the head of institutions and sought permission to administer the tool. The head of the institution, teaching and nonteaching staff were so cooperative during the time of data collection. The scales were distributed among the students and were given enough time to fill the sheets after some general instructions by the investigator. The investigator clarify the doubts of students during the time of administration of the tool.

Scoring and Consolidation of Data

According to the scoring scheme of the scale prepared, all the responses were scored. Both the scales included positive as well as negative items. The responses for positive statements were arranged as Agree, Strongly Agree, no response, disagree, Strongly disagree and the scores were arranged as 5, 4, 3, 2 and 1 respectively. The negative statements were scored inversely and the incomplete data sheets were removed.

Statistical Technique Used in the Study

The following are the statistical technique used for the present study

1. Preliminary Analysis (mean, median, mode, standard deviation, skewness, kurtosis)
2. Percentile
3. Pearson's Product Moment coefficient of correlation (Garret, 1979)

Preliminary Analysis

The important statistical properties of the scores of the variable under the study were calculated and analyzed as preliminary step. That is mean, median, mode standard deviation, skewness, kurtosis were calculated for the total sample and the relevant samples based on gender, subject of specialization, type of management and locality of school from this we can predict or arrive at a conclusion about the nature of the distribution.

Percentile Analysis

Percentile are points of a given distribution below which given percentage of case lies. To find out norms for the total, percentile are used. The formula to find out the percentile is,

$$P_i = L + \frac{h}{f} \left[\frac{i}{100} \times N - C \right]$$

Where,

L = Lower limit of class contain P_i

f = frequency of the class containing P_i

h = magnitude of the class containing P_i

C = cumulative frequency of the class preceding the class containing P_i

N = total number of the sample

Pearson's Product Moment Co-efficient of Correlation

The most often used and most precise co-efficient of correlation is the Pearson's Product Moment Co-efficient of correlation. Which is a measure of the strength of the a linear association between two variables and is denoted by (r). The formula used to find our product moment coefficient of correlation is,

$$r = \frac{N\sum xy - \sum x \sum y}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}}$$

Where,

$\sum x$ = Sum of x scores

$\sum y$ = Sum of the y scores

$\sum x^2$ = Sum of the squares of x scores

$\sum y^2$ = Sum of the squares of y scores

$\sum xy$ = Sum of the product of paired x and y scores

N = Number of scores

The value of ' r ' obtained in the class is described in the term of

- Size of ' r '
- Statistical significance of the coefficient
- Direction of ' r '

Interpretation of Computed Correlation Coefficient

The computed correlation coefficient between two variables is then interpreted to find whether there exists any correlation between the two variables and if any such relation exists, how far the relation is significant. The interpretation of correlation coefficient is presented in Table:

Table 3

Interpretation of Correlation Coefficient

Range of Computed Correlation	Interpretation
0	Zero relation, absolutely no relationship
0.0 to ± 0.2	Slight; almost negligible relationship
± 0.21 to ± 0.4	No correlation; definite, but small relationship
± 0.41 to ± 0.6	Moderate relation; substantial but small relationship
± 0.61 to ± 0.8	High correlation; marked relationship
± 0.81 to ± 0.99	Very high correlation
± 1	Perfect correlation; almost identical or opposite relationship

In this study correlation coefficient 'r' used to find out the relationship between employability skills and career aspirations of higher secondary school students.

ANALYSIS AND INTERPRETATION

- *Objectives of the Study*
- *Hypotheses of the Study*
- *Analysis of Data*

This chapter deals with the analysis and interpretation of obtained data. The data gathered through scale of Employability Skills and scale of Career Aspiration had been tabulated and organized in terms of the objectives of the study to facilitate analysis and interpretation. The analysis were under taken on the basis of the data obtained from higher secondary school students from Malappuram district.

Objectives of the Study

1. To find the extent of employability skills among sub-sample based gender, locality, subject of specialization and type of management
2. To find the extent of career aspirations among sub-sample based gender, locality, subject of specialization and type of management.
3. To find out the relationship between employability skills and career aspirations among total sample and sub sample based on gender, locality, subject of specialization and types of management.

Hypotheses of the Study

1. There exists significant relationship between employability skills and career aspirations among higher secondary school students in sub-sample based on,
 - a) Gender
 - b) Types of management
 - c) Subject of specialization
 - d) Locality

Preliminary Analysis

The statistical constants mean, median, mode, standard deviation, skewness and kurtosis were calculated for the variable employability skills of higher secondary school students in Malappuram district for the total sample and relevant sub samples.

The details of the preliminary analysis for variable employability skills is given below in table 4.

Table 4

Preliminary Analysis of the Variable Employability Skills of Higher Secondary School Students for the Total Sample and Subsample

	Sample	N	Mean	Median	Mode	SD	Skewness	Kurtosis
	Total	400	128.72	127	126	13.670	.138	.742
Gender	Male	150	128.78	126	126	10.399	.517	1.523
	Female	250	128.68	129	124	15.321	-.521	.244
Locale	Urban	150	128.78	126	126	10.399	.517	1.523
	Rural	250	128.68	129	124	15.321	-.250	.244
Subject Specification	Science	83	131.14	130	124	14.669	.338	.523
	Commerce	208	127.54	126	126	12.932	-.582	1.121
	Humanities	109	129.12	129	129	14.111	.001	.500
Type of Management	Government	81	133.75	131	129	13.463	.323	.022
	Aided	144	125.15	127	124	14.909	-.433	-.134
	Private	175	129.33	126	126	11.824	.262	1.544

Table 4 shows that the mean, median, mode are 128.72, 127, 126, kurtosis value is .742 and SD shows 13.670 , skewness is.138 for total sample

Among male students mean, median, mode are 128.78, 126, 126. SD value shows that 10.3999, skewness is .517, kurtosis is 1.523. For female students mean, median, mode are 128.68, 129, 124, SD is 15.321, skewness is -0.521 so it is negatively skewed. kurtosis is 0.244.

The mean, median, mode of urban students are 128.78, 126 and 126. SD value is 15.321 and skewness value is -0.250 and kurtosis value is 0.244. With regard to rural students mean, median, mode is 128.68, 129 and 124. SD value is 15.321, skewness is -0.250 and kurtosis is 0.244.

Mean, median and mode of science student is 131.14, 130 and 124. Value of SD is 14.669, skewness is .338 and kurtosis is 0.523. Mean, median and mode of commerce students are 127.54, 126 and 126. SD is 12.932, skewness is -0.582 and kurtosis is 1.121. Mean, median and mode of humanities students are 109, 129.12 and 129. SD is 14.11, skewness is 0.001 and is 0.500.

Mean, median and mode of government schools are 133.75, 131 and 1129. SD is 13.463, skewness is 0.323 and kurtosis is 0.22. Mean, median and mode of aided school are 125.15, 127 and 124. SD is 14.909, skewness is -0.433 and kurtosis is 0.134. Mean, median and mode of unaided school are 129.33, 126 and 126. SD is 11.824, skewness is 0.262 and kurtosis is 1.544.

Figure 2

Frequency Curve of the Variable Employability Skills for the Total Sample

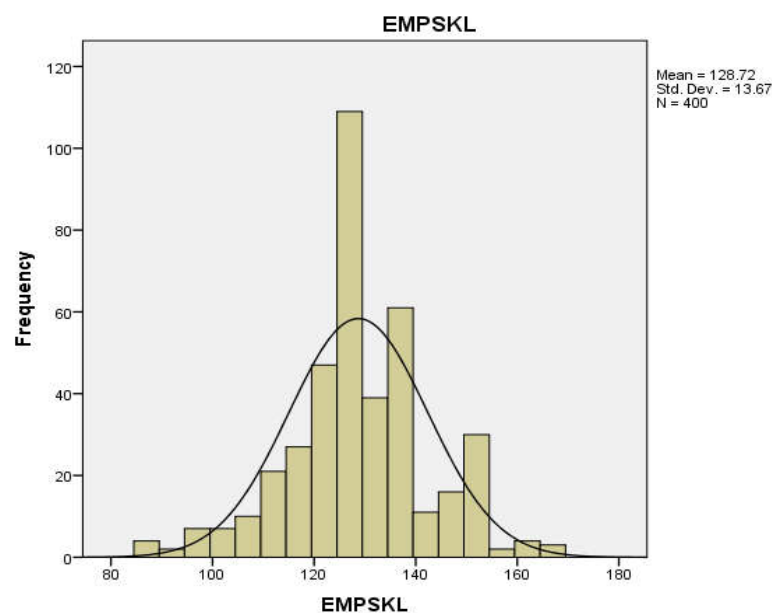


Figure 3

Smoothed Frequency Curve of the Variable Employability Skills for the Relevant Subsamples

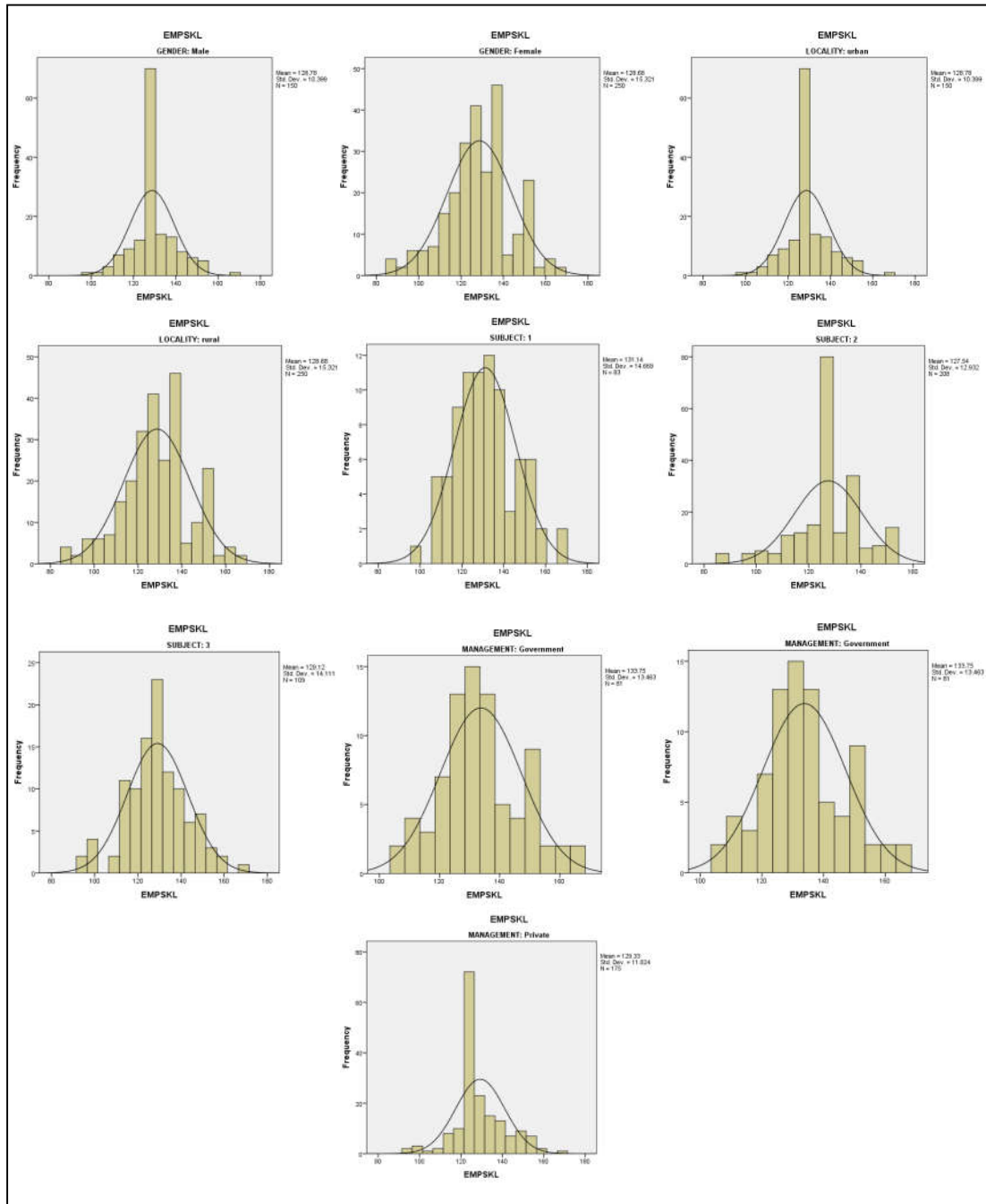


Table 5

Preliminary Analysis of the Variable Career Aspiration of Higher Secondary School Students for the Total Sample and Sub-Sample

	Sample	N	Mean	Median	Mode	SD	Skewness	Kurtosis
	Total	400	136.86	136.86	139	16.907	.634	2.523
Gender	Male	150	137.25	137	127	16.060	.892	2.911
	Female	250	136.62	136	146	17.423	.521	2.364
Locale	Urban	150	137.25	137	127	16.060	.892	2.911
	Rural	250	136.62	136	146	17.423	.521	2.364
Subject Specification	Science	83	136.14	135	135	15.516	.338	-.070
	Commerce	208	135.97	136.50	146	17.944	.716	2.954
	Humanities	109	139.09	139	142	15.784	.808	3.188
Type of management	Government	81	140.42	139	127	13.872	.258	-.765
	Aided	144	135.70	136	146	18.225	.374	2.143
	Private	175	136.16	135	122	16.926	1.132	3.795

Table 5 shows that mean, median, mode are 136.86, 136.86 and 139. SD is 16.907. skewness is 0.634 and kurtosis is 2.523. Mean, median, mode of male students are 137.25, 137 and 127. SD value is 16.060, skewness is .892, kurtosis value is 2.911. Mean, median, mode of female students are 136.62, 136 and 146. SD is 17.423, skewness is 0.521 and kurtosis is 2.364.

Mean, median, mode of urban students are 137.25, 137 and 127. SD is 16.060 and skewness is 0.892 and kurtosis is 2.911, Mean, median, mode of rural students are 136.62, 136 and 146. SD is 17.423, skewness is 0.521 and kurtosis is 2.364.

Mean, median and mode of science students are 136.14, 135 and 135. SD is 15.516, skewness is .338 and kurtosis is -0.070. Mean, median and mode of

commerce students are 135.97, 136.50 and 146. SD is 17.944, skewness is .716 and kurtosis is 2.954. Mean, median and mode of humanities students are 139.09, 139 and 127. SD is 15.784, skewness is 0.808 and kurtosis is 3.188.

Mean, median and mode of government students are 140.42, 139 and 127. SD is 13.872 skewness is 0.258 and kurtosis is -.765. Mean, median and mode of aided students are 144, 135.70 and 136. SD is 18.225, skewness is .374 and kurtosis is 2.143175. Mean, median and mode of unaided students are 136.16, 135 and 122. SD is 16.926, skewness is 1.132 and kurtosis is 3.795.

Figure 4

Frequency Curve of the Variable Career Aspiration for the Total Sample

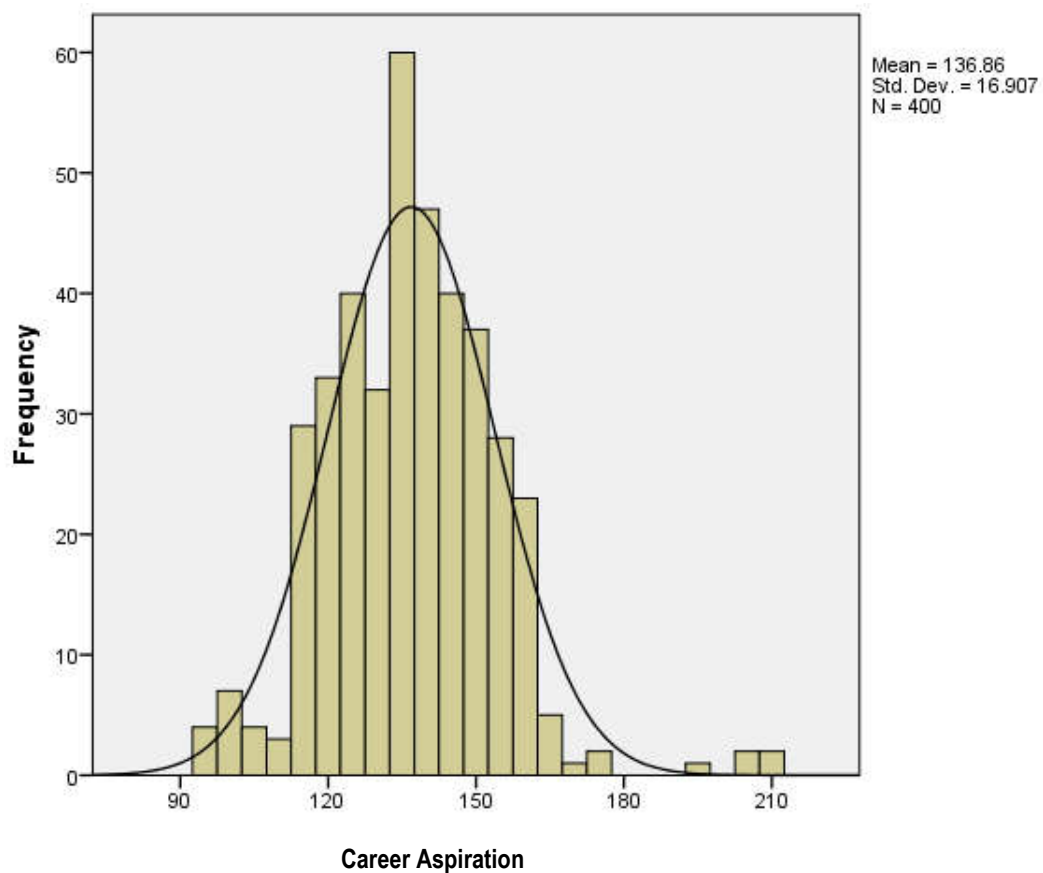
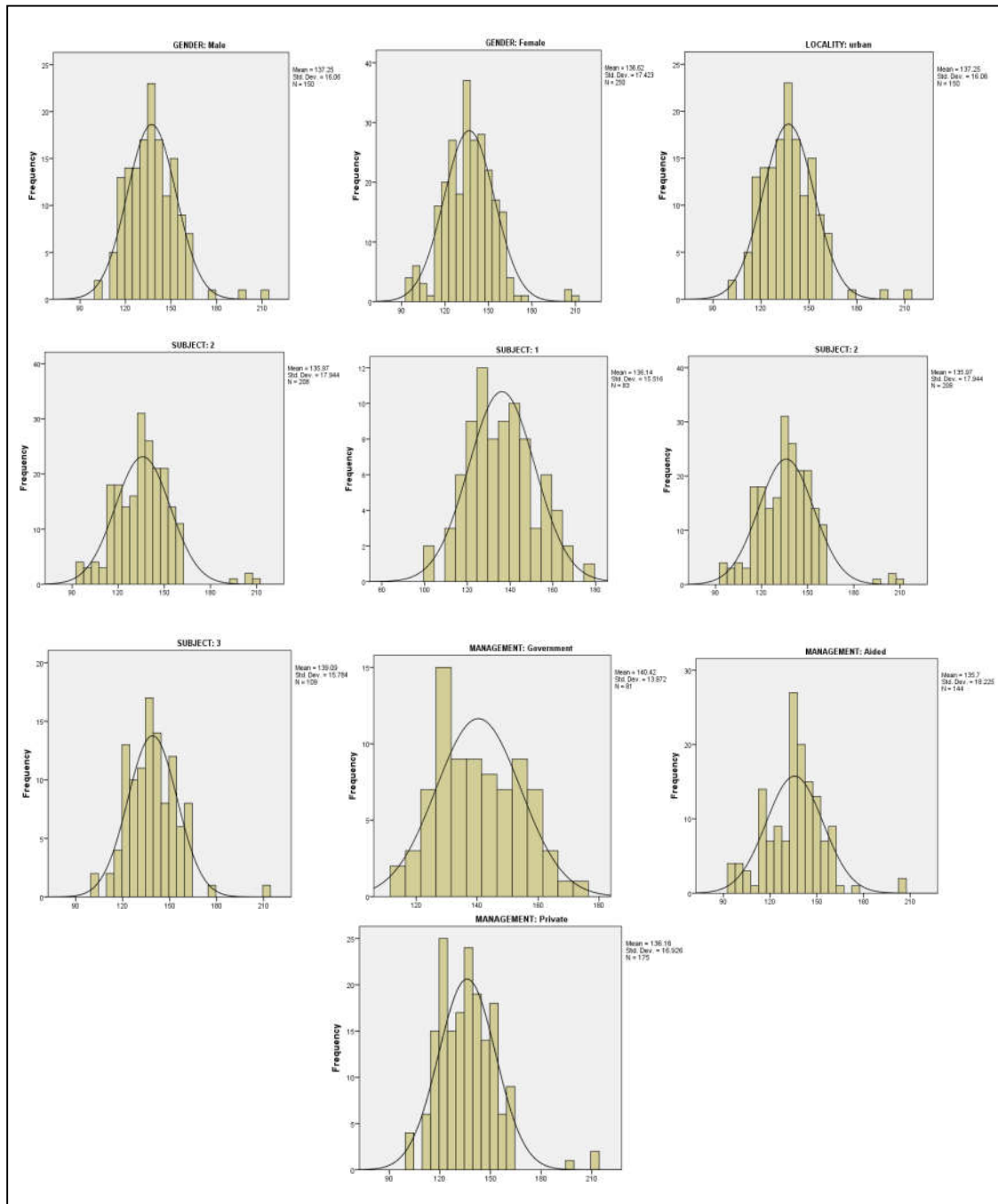


Figure 5

Smoothed Frequency Curve of the Variable Career Aspiration for the Relevant Subsamples



Major Analysis

This section deals percentile analysis and Pearson's product moment co-efficient of correlation.

Percentile Analysis

The extent of employability skills among higher secondary school students was established by calculating the percentile score. The percentile score of employability skills of higher secondary students in the total sample is given below.

Percentile P10, P20, P30, P40, P50, P60, P70, P80, P90 were computed for the variable employability skills for the total sample presented below.

Table 6

Percentile Norms of Employability Skills of Higher Secondary Students for the Total Sample

Percentile	Values	Mean
P ₉₀	148.80	
P ₈₀	138.00	
P ₇₀	135.00	
P ₆₀	130.00	
P ₅₀	127.00	128.977
P ₄₀	126.00	
P ₃₀	124.00	
P ₂₀	120.00	
P ₁₀	112.10.	

Table 6 shows that the 10th percentile of employability skills of students is 112.10 which mean that employability skill of 10 percent lies below the score of 112.10. The 50th percentile is 127 that means below and above the score of Employability Skill

is 127, an equal number of higher secondary school students lies. In a similar way we can predict all other percentile.

The mean score obtained for employability skills of higher secondary school students was 128.97, which lies between 50th and 60th percentile. The 50th percentile score of employability skills of higher secondary students is 127. Hence it can be concluded that employability skill of higher secondary school student are satisfactory.

Table 7

Percentile Norms of Career Aspiration of Higher Secondary Students for the Total Sample

Percentile	Values	Mean
P ₉₀	157.00	
P ₈₀	150.00	
P ₇₀	145.70	
P ₆₀	141.00	
P ₅₀	136.50	136.633
P ₄₀	133.00	
P ₃₀	127.30	
P ₂₀	122.20	
P ₁₀	117.00	

Table 7 shows that the 10th percentile of career aspiration of higher secondary school student is 117. That means the score of career aspiration of 10 percent higher secondary school students lies below the score 117. The 50th percentile P₅₀ = 136.50 that means below and above the score is 136.50 an equal number of scores of higher secondary school students lies. In a similar way we can interpret all other percentile.

The mean score obtained for career aspiration of higher secondary school students was 136.633, which lies in between 50th and 60th percentile. The 50th

percentile of career aspiration of higher secondary school students is 136.50 and 60th percentile score of career aspiration is 133. Hence it can be concluded that career aspiration of higher secondary school student are satisfactory.

Relationship between Employability Skills and Career Aspirations among Higher Secondary School Students

The collected data has been analyzed to find out whether there exist any significant relationship between employability skills and career aspirations of higher secondary school students. Pearson's product moment coefficient of correlation was used to estimate the relationship between variables.

The correlation coefficient obtained for the variables employability skills and career aspirations are presented in the following table 8.

Table 8

Correlation Coefficient (r) between Employability Skills and Career Aspirations of Higher Secondary School Students for the Total Sample

SL/No.	Sample	Correlation
1	Total Sample	0.357
2	Male	0.210
3	Female	0.416
4	Urban	0.210
5	Rural	0.416
6	Science	0.501
7	Commerce	0.364
8	Humanities	0.245
9	Government	0.321
10	Aided	0.447
11	Private	0.252

Table 8 shows the coefficient of correlation between employability skills and career aspiration of higher secondary school students in the total sample and sub sample based on gender, locality, type of management and subject of specification.

The coefficient of correlation obtained for the total sample is 0.357. The value obtained revealed that the relation between the variables is significant at 0.01 level as the 'r' is greater than the tabled value required for significance at 0.01 level. The magnitude and direction of 'r' indicate the existence of small and positive relationship between variables. Hence it can be concluded that there exists a significant small and positive relationship between employability skills and career aspirations for total sample.

The coefficient of correlation obtained for the male student is 0.210. The value obtained revealed that the relation between the variables is significant at 0.01 level as the 'r' is greater than the tabled value required for significance at 0.01 level. The magnitude and direction of 'r' indicate the existence of small and positive relationship between variables. Hence it can be concluded that there exists a significant small and positive relationship between employability skills and career aspirations for total sample.

The coefficient of correlation obtained for the female higher secondary school student is 0.416. The value obtained revealed that the relation between the variables is significant at 0.01 level as the 'r' is greater than the tabled value required for significance at 0.01 level. The magnitude and direction of 'r' indicate the existence of moderate and positive relationship between variables. Hence it can be concluded that there exists a significant moderate and positive relationship between employability skills and career aspirations for total sample.

The coefficient of correlation obtained for the urban higher secondary school students is 0.210. The value obtained revealed that the relation between the variables is significant at 0.01 level as 'r' is greater than the tabled value required for significance at 0.01 level. The magnitude and direction of 'r' indicate the existence of small and positive relationship between variables. Hence it can be concluded that there exists a significant small and positive relationship between employability skills and career aspirations for total sample.

The coefficient of correlation obtained for the rural higher secondary school students is 0.416. The value obtained revealed that the relation between the variables is significant at 0.01 level as 'r' is greater than the tabled value required for significance at 0.01 level. The magnitude and direction of 'r' indicate the existence of moderate and positive relationship between variables. Hence it can be concluded that there exists a significant moderate and positive relationship between employability skills and career aspirations for total sample.

The coefficient of correlation obtained for the higher secondary school students belongs to science students is 0.501. The value obtained revealed that the relation between the variables is significant at 0.01 level as the 'r' is greater than the tabled value required for significance at 0.01 level. The magnitude and direction of 'r' indicate the existence of moderate and positive relationship between variables. Hence it can be concluded that there exists a significant moderate and positive relationship between the variables employability skills and career aspirations for Science Students.

The coefficient of correlation obtained for the higher secondary school students belongs to Commerce is 0.364. The value obtained revealed that the relation

between the variables is significant at 0.01 level as the 'r' is greater than the tabled value required for significance at 0.01 level. The magnitude and direction of 'r' indicate the existence of small and positive relationship between variables. Hence it can be concluded that there exists a significant small and positive relationship between employability skills and career aspirations for Commerce Students.

The coefficient of correlation obtained for the higher secondary school students belongs to Humanities is 0.245. The value obtained revealed that the relation between the variables is significant at 0.01 level as the 'r' is greater than the tabled value required for significance at 0.01 level. The magnitude and direction of 'r' indicate the existence of small and positive relationship between employability skills and career aspiration. Hence it can be concluded that there exists a significant small and positive relationship between employability skills and career aspirations for total sample.

The coefficient of correlation obtained for the government higher secondary school students is 0.321. The value obtained revealed that the relation between the variables is significant at 0.01 level as the 'r' is greater than the tabled value required for significance at 0.01 level. The magnitude and direction of 'r' indicate the existence of small and positive relationship between employability skills and career aspiration. Hence it can be concluded that there exists a significant small and positive relationship between employability skills and career aspirations for Government Students.

The coefficient of correlation obtained for the aided higher secondary school students is 0.447. The value obtained revealed that the relation between

employability skills and career aspiration is significant at 0.01 level as 'r' is greater than the tabled value required for significance at 0.01 level. The magnitude and direction of 'r' indicate the existence of moderate and positive relationship between variables. Hence it can be concluded that there exists a significant moderate and positive relationship between employability skills and career aspirations for aided students.

The coefficient of correlation obtained for urban higher secondary school students is 0.252. The value obtained revealed that the relation between employability skills and career aspiration is significant at 0.01 level as the 'r' is greater than the tabled value required for significance at 0.01 level. The magnitude and direction of 'r' indicate the existence of small and positive relationship between employability skills and career aspiration. Hence it can be concluded that there exists a significant small and positive relationship between employability skills and career aspirations for urban students.

SUMMARY, FINDINGS AND CONCLUSION

- *Study in Retrospect*
- *Major Findings of the Study*
- *Tenability of Hypotheses*
- *Educational Implication*
- *Suggestion for Further Research*

This chapter provides a retrospective view of the study, major findings, educational implications and suggestions for further research in this area.

Study in Retrospective

The present investigation is entitled as “Employability skills and Career Aspirations Among Higher Secondary School Students in Malappuram District”

Variables

For the study Employability Skills as dependent variable and career aspiration as independent variable. The classificatory variables are Gender, Subject of specialization, Types of Management and Locality.

Objectives of the Study

1. To find the extent of Employability skills among sub-sample based on Gender, Subject of specialization, Types of management and Locality.
2. To find the extent of career aspiration among sub-sample based on Gender, Subject of specialization, Types of management and Locality.
3. To find out the relationship between employability skills and career aspirations among total sample and sub sample based on Gender, Subject of specialization, Types of management and Locality.

Hypothesis of the Study

- There exists significant relationship between employability skills and career aspirations among higher secondary school students of Malappuram district among total sample and sub-sample based on Gender, Locality, Subject of specialization and Types of management.

Methodology

Method

The study was intended to investigate employability skills and career aspirations among higher secondary school students. Survey method was used for this study.

Sample

The study was conducted on a sample of 400 higher secondary school students in Malappuram district by stratified random sampling technique, giving due representation to the various strata: gender, type of management, subject of specialization and locality.

Tool used for Data Collection

For the present study investigator used Scale of Employability Skills and Career Aspiration Scale. For this investigator developed scale of Employability Skills (Qamariya & Jaseena, 2023) and Career Aspiration Scale (Vincy & Usha, 2012) was adopted.

Statistical Technique Used

Statistical Technique Used for the present study are,

- Preliminary analysis
- Percentile
- Pearson's product moment co-efficient of correlation

Major Findings of the Study

The findings of the study are following;

1. There exist a significant small and positive relationship between employability skills and career aspiration among higher secondary school students ($r= 0.357$)
2. There exist a significant small and positive relationship between employability skills and career aspiration among male students higher secondary school students ($r = 0.210$)
3. There exist a significant moderate and positive relationship between employability skills and career aspiration among female higher secondary school students ($r = 0.416$)
4. There exist a significant small and positive relationship between employability skills and career aspiration among urban higher secondary school students ($r = 0.416$)
5. There exist a significant moderate and positive relationship between employability skills and career aspiration among rural higher secondary school students ($r = 0.416$)
6. There exist a significant moderate and positive relationship between employability skills and career aspiration among science students of higher secondary school ($r = 0.501$)
7. There exist a significant small and positive relationship between employability skills and career aspiration among commerce students of higher secondary school ($r = 0.364$)

8. There exist a significant small and positive relationship between employability skills and career aspiration among Humanities students of higher secondary school ($r = 0.245$)
9. There exist a significant small and positive relationship between employability skills and career aspiration among Government higher secondary school students ($r = 0.321$)
10. There exist a significant moderate and positive relationship between employability skills and career aspiration among Aided higher secondary school students ($r = 0.447$)
11. There exist a significant small and positive relationship between employability skills and career aspiration among Private higher secondary school students ($r = 0.252$)

Conclusion

Based on analysis the investigator arrived at the following conclusion

The result indicates that the extent of employability skills is average; also shows a tendency of career aspiration among higher secondary school students.

The result also indicates that the employability skills of higher secondary school students does not differ significantly with gender, subject of specialization, type of management and locality. Likewise, career aspiration of higher secondary school students does not differ significantly with gender, subject of specialization, type of management and locality. But there exist a positive significant and low relationship between employability skills and career aspirations among higher secondary school students. It indicates that the both variable moves in one direction

which means when employability skills enhances career aspiration also increase like wise when employability skills decreases career aspirations also will be less.

Tenability of Hypotheses

The tenability of hypothesis is examined in the light of the above findings;

- Hypothesis states that “There exist a significant relationship between employability skills and career aspirations among higher secondary school students.”

The findings reveal that there exist a significant small and positive relationship between the variables employability skills and career aspirations of higher secondary school students. ($r = 0.357$).

So, for total sample this hypothesis accepted.

- Hypothesis states that “there exist a significant relationship between employability skills and career aspirations among male and female students of higher secondary school”.

The findings reveals that there exist a significant small and positive relationship between the employability skills and career aspiration among male students of higher secondary school ($r = 0.210$) and there exist a significant moderate and positive relationship between the employability skills and career aspiration among female students of higher secondary school ($r = 0.416$).

So for the subsample male and female this hypothesis is accepted.

- Hypothesis states that “there exist a significant relationship between employability skills and career aspirations among urban and rural students of higher secondary school”.

The findings reveals that there exist a significant small and positive relationship between the employability skills and career aspiration among urban higher secondary school students ($r=0.416$) and there exist a significant moderate and positive relationship between the employability skills and career aspiration among rural higher secondary school students ($r = 0.416$).

So for the sub sample rural and urban this hypothesis is accepted.

- Hypothesis states that “there exist a significant relationship between employability skills and career aspirations of higher secondary school students based on subject of specialization”.

The findings reveals that there exist a significant moderate and positive relationship between the employability skills and career aspiration among science higher secondary school students ($r = 0.501$) and there exist a significant small and positive relationship between the employability skills and career aspiration among commerce higher secondary school students ($r = 0.364$), and there exist a significant small and positive relationship between the employability skills and career aspiration among Humanities higher secondary school students ($r = 0.245$).

So for the sub sample science, commerce and humanities this hypothesis is accepted.

- Hypothesis states that “there exist a significant relationship between employability skills and career aspirations based on Type of Management among higher secondary school students”.

The findings reveals that there exist a significant small and positive relationship between the employability skills and career aspiration among Government higher secondary school students ($r = 0.321$) and there exist a significant moderate and positive relationship between the employability skills and career aspiration among Aided higher secondary school students ($r = 0.447$), there exist a significant small and positive relationship between the employability skills and career aspiration among Private higher secondary school students ($r = 0.252$).

So for the sub sample government, aided and unaided this hypothesis is accepted.

Educational Implications

The present study was to find the relationship between employability skills and career aspirations among gender, locality, subject of specialization and type of management. The major findings of the study showed that there exist a significant small and positive relationship between the employability skills and career aspiration among higher secondary school students.

The findings of the study and hence the conclusions drawn helped the investigator to suggest the following.

1. Includes special training programs which enhance employability skill among the learners.

2. Different programs like projects, social services and club activities should provide to develop social skills among students.
3. Proper career service should be provided to students, who face challenges to choose their career.
4. Integrate career guidance into the curriculum from an early age to help students to develop a career mindset.
5. Utilize online resources, guest speakers, and field trips to expose students to various careers.
6. Encourage students to consider entrepreneurship as a career option.
7. Help students understand that careers are not limited by gender, race, or socio economic status.

Suggestions for Further Research

The finding and limitations came across in the present study helped the investigator to suggest the following areas for further research,

1. Conduct a study on employability skills and achievement in school.
2. Conduct a study on employability skills and goal orientation.
3. Conduct a study on career aspiration and parental support.
4. Conduct a study on type employability skills and life aspirations

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APPENDICES

Appendix I

FAROOK TRAINING COLLEGE

RESEARCH CENTER IN EDUCATION

FAROOK COLLEGE P.O. 673632

Affiliated to University of Calicut

SCALE OF EMPLOYABILITY SKILLS-2023

(Draft)

Qamariya TT

M.Ed. Student

Dr. Fathima Jaseena

Assistant Professor

Personal Information

Name : Gender:

School : Religion:

Subject of Specialization: Locality of school :

Type of management of school: SES of parent:

നിർദ്ദേശങ്ങൾ:

തൊഴിൽ തൊഴിൽ ക്ഷമത തൊഴിൽ ക്ഷമത നൈപുണ്യവുമായി ബന്ധപ്പെട്ട 40 പ്രസ്താവനകൾ ഉണ്ട്. ഓരോ പ്രസ്താവനക്കും നേരെ ശക്തമായി യോജിക്കുന്നു, യോജിക്കുന്നു, അഭിപ്രായമില്ല, വിരോധിക്കുന്നു, ശക്തമായി വിരോധിക്കുന്നു, എന്നിങ്ങനെ അഞ്ചു വീതം പ്രതികരണങ്ങൾ കൊടുത്തിട്ടുണ്ട്. എല്ലാ പ്രസ്താവനക്കും ചിഹ്നം (✓) ഉപയോഗിച്ച് പ്രതികരണം രേഖപ്പെടുത്തുക. നിങ്ങളുടെ തൊഴിൽ ആഭിമുഖ്യവുമായി ബന്ധപ്പെട്ട ഡാറ്റ ഗവേഷണത്തിന് മാത്രമേ ഉപയോഗിക്കുകയുള്ളൂ എന്ന് ഉറപ്പു നൽകുന്നു.

Sl. No.	പ്രസ്താവനകൾ	ശക്തമായി യോജിക്കുന്നു	യോജിക്കുന്നു	അഭിപ്രായമില്ല	വിരോധിക്കുന്നു	ശക്തമായി വിരോധിക്കുന്നു
1.	മനസ്സിലുള്ള ആശയങ്ങൾ അതേപോലെ പറഞ്ഞു ഫലിപ്പിക്കാൻ കഴിയാറുണ്ട്					
2.	ചർച്ചയിൽപങ്കെടുക്കുമ്പോൾ ആശയദാരിദ്ര്യം അനുഭവപ്പെടാറുണ്ട്					
3.	സെമിനാർ പ്രൊജക്ടുകൾ അവതരിപ്പിക്കാൻ ബുദ്ധിമുട്ട് തോന്നാറുണ്ട്					

Sl. No.	പ്രസ്താവനകൾ	ശക്തമായി യോജിക്കുന്നു	യോജിക്കുന്നു	അഭിപ്രായമില്ല	വിയോജിക്കുന്നു	ശക്തമായി വിയോജിക്കുന്നു
4.	ഗ്രൂപ്പ് വർക്കുകൾ മുഴുവൻ ഏകീകരിച്ച് അവതരിപ്പിക്കാൻ കഴിയാറുണ്ട്					
5.	ഗ്രൂപ്പ് വർക്കുകളിൽ സഹപാഠികൾക്ക് ക്രിയാത്മകമായ ഫീഡ്ബാക്ക് നൽകാറുണ്ട്					
6.	ഉത്തരവാദിത്വം ഏൽപ്പിച്ചാൽ സമയബന്ധിതമായി നടത്താൻ സാധിക്കാറുണ്ട്					
7.	ക്ലാസിൽ ടീച്ചർ ഒരു വിഷയം സംഗ്രഹിക്കാൻ ആവശ്യപ്പെട്ടാൽ കഴിയാറില്ല					
8.	മറ്റുള്ളവരുമായി വിനിമയം നടത്തുമ്പോൾ ഫലപ്രദമായ രീതിയിൽ അവതരിപ്പിക്കാൻ ബുദ്ധിമുട്ട് അനുഭവപ്പെടാറുണ്ട്					
9.	അസൈൻമെന്റുകൾ കൃത്യസമയത്ത് തന്നെ പൂർത്തിയാക്കി നൽകാറുണ്ട്					
10.	വീട്ടുകാരുങ്ങളും സ്കൂൾ പ്രവർത്തനങ്ങളും ഒരേപോലെ കൊണ്ടുപോകാൻ കഴിയാറുണ്ട്					
11.	ഓരോ ദിവസവും കാര്യങ്ങൾ മുൻകൂട്ടി പ്ലാൻ ചെയ്യാറുണ്ട്					
12.	എന്റെ ആശയങ്ങൾ മറ്റുള്ളവർക്ക് ബോധ്യമാവുന്ന രീതിയിൽ അവതരിപ്പിക്കാൻ കഴിയാറുണ്ട്					
13.	പഠന കാര്യങ്ങൾക്കും കളിക്കാനും പ്രത്യേക സമയം കണ്ടെത്താറുണ്ട്					
14.	പഠനഭാഗങ്ങൾ പ്ലാൻ ചെയ്ത് പഠിക്കാത്തതിനാൽ പെട്ടെന്ന് പരീക്ഷ വന്നാൽ ബുദ്ധിമുട്ട് അനുഭവപ്പെടാറുണ്ട്					
15.	കലാപരിപാടികളും ക്ലാസ് വർക്കും ഒരുമിച്ച് കൊണ്ടുപോകാൻ കഴിയാറില്ല					
16.	ക്ലാസിൽ പെട്ടെന്ന് അപകടം നടന്നാൽ അത് കൈകാര്യം ചെയ്യാൻ പറ്റാറില്ല					

Sl. No.	പ്രസ്താവനകൾ	ശക്തമായി യോജിക്കുന്നു	യോജിക്കുന്നു	അഭിപ്രായമില്ല	വിയോജിക്കുന്നു	ശക്തമായി വിയോജിക്കുന്നു
17.	കമ്പ്യൂട്ടർ സംബന്ധമായ അടിസ്ഥാന കാര്യങ്ങൾ ചെയ്യാൻ പറ്റാറുണ്ട്					
18.	ഗൂഗിൾ ക്ലാസ് റൂം വഴി അസൈൻമെന്റുകളും ക്വിസ്സുകൾ സമർപ്പിക്കാൻ കഴിയാറില്ല					
19.	ഒരു വിഷയത്തിൽ അനുയോജ്യമായ E-content ഉണ്ടാക്കാൻ പറ്റാറില്ല					
20.	അടിസ്ഥാന കമ്പ്യൂട്ടർ പ്രശ്നങ്ങൾ പരിഹരിക്കാൻ അറിയാം					
21.	വേർഡ് എക്സ് പോലുള്ളവ ഉപയോഗിക്കാൻ അറിയില്ല					
22.	പ്രൊജക്ടർ, സ്റ്റൈഡ് എന്നിവ ഉപയോഗിക്കാറുണ്ട്					
23.	ബ്ലോക്ക് ട്വിറ്റർ മുതലായവ ഉപയോഗിക്കാറില്ല					
24.	സയൻസ് വിഷയത്തിൽ ടെക്സ്റ്റ് ബുക്കിൽ പറഞ്ഞ പരീക്ഷണങ്ങൾ യൂട്യൂബിൽ എടുത്ത് കാണാറുണ്ട്					
25.	Nature Club/Eco Club എന്ന ക്ലബുകളിൽ ഞാൻ സജീവമായി പങ്കെടുക്കാറുണ്ട്					
26.	പുനരുപയോഗിക്കാവുന്നതും അല്ലാത്തതുമായ ഊർജ്ജസ്രോതസ്സുകളെ വേർതിരിക്കാൻ പറ്റാറില്ല					
27.	പരിസ്ഥിതി സംരക്ഷണത്തിൽ ഓരോ വ്യക്തിക്കും ഉത്തരവാദിത്തം ഉണ്ടെന്ന് വിശ്വസിക്കുന്നു					
28.	കാലാവസ്ഥ വ്യതിയാനത്തിന്റെ പ്രധാന കാരണം പഠിച്ച അത് ഒഴിവാക്കാൻ വേണ്ട കാര്യങ്ങൾ ചെയ്യാറുണ്ട്					
29.	സൂൾ കൃഷിത്തോട്ടം ഉണ്ടാക്കുന്നതിൽ ഞാൻ മുൻകൈ എടുക്കാറില്ല					
30.	പ്ലാസ്റ്റിക് സഞ്ചി മാറ്റി തുണിസഞ്ചി ഉപയോഗിക്കാൻ എല്ലാവരെയും പ്രോത്സാഹിപ്പിക്കാറുണ്ട്					

Sl. No.	പ്രസ്താവനകൾ	ശക്തമായി യോജിക്കുന്നു	യോജിക്കുന്നു	അഭിപ്രായമില്ല	വിയോജിക്കുന്നു	ശക്തമായി വിയോജിക്കുന്നു
31.	വേസ്റ്റുകൾ വേസ്റ്റ് ബിന്നിൽ ഇടുന്നതിന് ഞാൻ താല്പര്യം കാണിക്കാറില്ല					
32.	സുസ്ഥിര ജീവിത രീതികളെ കുറിച്ചുള്ള വർക്ക് ഷോപ്പുകളിൽ പങ്കെടുക്കാറില്ല					
33.	ജീവിതത്തിൽ ലക്ഷ്യം നേടുന്നതിന് വേണ്ടി കാര്യങ്ങൾ പ്ലാൻ ചെയ്ത് നടപ്പാക്കാറുണ്ട്					
34.	പുതിയ സംരംഭങ്ങളെ കുറിച്ച് അറിയാൻ താല്പര്യമില്ല					
35.	ക്രിയാത്മകമായ കാര്യങ്ങൾ തിരിച്ചറിയാനും പരിഹരിക്കാനും പുതിയത് കണ്ടെത്താനും ശ്രമിക്കാറുണ്ട്					
36.	പഠനത്തോടൊപ്പം ഒരു അധിക വരുമാനത്തിനായി ട്യൂഷൻ എടുക്കാൻ ഞാൻ ശ്രമിക്കാറില്ല					
37.	ബിസിനസുകളിൽ വിജയിച്ചവരെ കണ്ടാൽ പ്രചോദനം തോന്നാറുണ്ട്					
38.	ഒരു ടീമിന്റെ ഭാഗമായി പ്രവർത്തിച്ച അവരെ നയിക്കാൻ കഴിയാറുണ്ട്					
39.	പുതിയ വ്യവസായത്തെ കുറിച്ച് പഠിക്കാൻ താല്പര്യമില്ല					
40.	ലോകത്തിൽ നടക്കുന്ന വലിയ മാറ്റങ്ങൾക്കനുസരിച്ച് കൊണ്ട് അതിൽ നിന്നും പാഠങ്ങൾ പഠിക്കാൻ ശ്രമിക്കാറില്ല					

Appendix II

FAROOK TRAINING COLLEGE

RESEARCH CENTER IN EDUCATION

FAROOK COLLEGE P.O. 673632

*Affiliated to University of Calicut***SCALE OF EMPLOYABILITY SKILLS-2023****(Draft)****Qamariya TT**

M.Ed. Student

Dr. Fathima Jaseena

Assistant Professor

Personal Information

Name : Gender:

School : Religion:

Subject of Specialization: Locality of school :

Type of management of school: SES of parent:

Instruction:

Some statements are given below with respect to employability skills. After reading each of the following statements carefully, indicate how much you strongly agree, agree, undecided and disagree, strongly disagree using the symbol (✓). Your response will be kept confidential and will be used only for research purpose.

Sl. No.	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	The ideas in the mind can be expressed in the same way					
2.	I feel difficulty to express my ideas in the discussions					
3.	I feel difficulty to present the project					
4.	Group work can be presented as a whole					
5.	Give constructive feedback to classmates in group work.					
6.	If the responsibility is assigned, it can be done in a timely manner.					

Sl. No.	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
7.	I feel difficult to summarize a topic in the class.					
8.	I find difficult to present myself effectively when interacting with others.					
9.	Assignments are completed on time.					
10.	Household chores and school activities can be managed at the same time.					
11.	Everyday I plan things in advance.					
12.	I can present my ideas convincing to others.					
13.	Separate time is found for study and plan.					
14.	As I don't plan my portions for studies accordingly, I face difficulty when exams come up suddenly.					
15.	I cannot handle both cultural activities and class work.					
16.	If a sudden accident occur in the class, I feel difficult to handle.					
17.	Can do basic computer related things.					
18.	Assignments and quizzes cannot be submitted through Google classroom.					
19.	It is not possible to create e-content suitable for a single topic.					
20.	Know how to solve basic computer problems.					
21.	Don't know how to use things like word and excel.					
22.	Projector, slides are used while presenting the presentation.					
23.	Blog, twitter etc. are not used.					
24.	In the subject of science, the experiments mentioned in the textbook are taken and watched on you tube.					
25.	I actively participate in Nature club/ Eco club.					
26.	Renewable and non-renewable energy sources cannot be distinguished.					

Sl. No.	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
27.	It is believed that every person has a responsibility to protect the environment.					
28.	Learn the main cause of climate change and do what you can to avoid it.					
29.	I don't take the initiative in creating a school garden.					
30.	Encourages to everyone to use cloth bags instead of plastic bags.					
31.	I am not interested in putting wastes in the waste bin.					
32.	Does not participate in workshops on sustainable lifestyles.					
33.	Things are planned and executed to achieve the goal in life.					
34.	Not interested in new ventures.					
35.	Trying to identify, solve and discover new things that are creative.					
36.	I don't try to take tuition for an extra income along with studies.					
37.	Seeing people who are interested in business are inspiring.					
38.	Able to work as part of a team and lead them.					
39.	Not interested in learning about new industries.					
40.	Do not try to learn lessons from the great changes taking place in the world.					

Appendix III

FAROOK TRAINING COLLEGE

RESEARCH CENTER IN EDUCATION

FAROOK COLLEGE P.O. 673632

Affiliated to University of Calicut

SCALE OF EMPLOYABILITY SKILLS-2023

(Final)

Qamariya TT

M.Ed. Student

Dr. Fathima Jaseena

Assistant Professor

Personal Information

Name : Gender:

School : Religion:

Subject of Specialization: Locality of school :

Type of management of school: SES of parent:

നിർദ്ദേശങ്ങൾ:

തൊഴിൽ തൊഴിൽ ക്ഷമത തൊഴിൽ ക്ഷമത നൈപുണ്യവുമായി ബന്ധപ്പെട്ട 40 പ്രസ്താവനകൾ ഉണ്ട്. ഓരോ പ്രസ്താവനക്കും നേരെ ശക്തമായി യോജിക്കുന്നു, യോജിക്കുന്നു, അഭിപ്രായമില്ല, വിരോധിക്കുന്നു, ശക്തമായി വിരോധിക്കുന്നു, എന്നിങ്ങനെ അഞ്ചു വീതം പ്രതികരണങ്ങൾ കൊടുത്തിട്ടുണ്ട്. എല്ലാ പ്രസ്താവനക്കും ചിഹ്നം (✓) ഉപയോഗിച്ച് പ്രതികരണം രേഖപ്പെടുത്തുക. നിങ്ങളുടെ തൊഴിൽ ആഭിമുഖ്യവുമായി ബന്ധപ്പെട്ട ഡാറ്റ ഗവേഷണത്തിന് മാത്രമേ ഉപയോഗിക്കുകയുള്ളൂ എന്ന് ഉറപ്പു നൽകുന്നു.

Sl. No.	പ്രസ്താവനകൾ	ശക്തമായി യോജിക്കുന്നു	യോജിക്കുന്നു	അഭിപ്രായമില്ല	വിരോധിക്കുന്നു	ശക്തമായി വിരോധിക്കുന്നു
1.	മനസ്സിലുള്ള ആശയങ്ങൾ അതേപോലെ പറഞ്ഞു ഫലിപ്പിക്കാൻ കഴിയാറുണ്ട്					
2.	ചർച്ചയിൽ പങ്കെടുക്കുമ്പോൾ ആശയദാരിദ്ര്യം അനുഭവപ്പെടാറുണ്ട്					
3.	സെമിനാർ പ്രൊജക്ടുകൾ അവതരിപ്പിക്കാൻ ബുദ്ധിമുട്ട് തോന്നാറുണ്ട്					

Sl. No.	പ്രസ്താവനകൾ	ശക്തമായി യോജിക്കുന്നു	യോജിക്കുന്നു	അഭിപ്രായമില്ല	വിയോജിക്കുന്നു	ശക്തമായി വിയോജിക്കുന്നു
4.	ഗ്രൂപ്പ് വർക്കുകൾ മുഴുവൻ ഏകീകരിച്ച് അവതരിപ്പിക്കാൻ കഴിയാറുണ്ട്					
5.	ഗ്രൂപ്പ് വർക്കുകളിൽ സഹപാഠികൾക്ക് ക്രിയാത്മകമായ ഫീഡ്ബാക്ക് നൽകാറുണ്ട്					
6.	ഉത്തരവാദിത്വം ഏൽപ്പിച്ചാൽ സമയബന്ധിതമായി നടത്താൻ സാധിക്കാറുണ്ട്					
7.	ക്ലാസിൽ ടീച്ചർ ഒരു വിഷയം സംഗ്രഹിക്കാൻ ആവശ്യപ്പെട്ടാൽ കഴിയാറില്ല					
8.	മറ്റുള്ളവരുമായി വിനിമയം നടത്തുമ്പോൾ ഫലപ്രദമായ രീതിയിൽ അവതരിപ്പിക്കാൻ ബുദ്ധിമുട്ട് അനുഭവപ്പെടാറുണ്ട്					
9.	അസൈൻമെന്റുകൾ കൃത്യസമയത്ത് തന്നെ പൂർത്തിയാക്കി നൽകാറുണ്ട്					
10.	വീട്ടുകാര്യങ്ങളും സ്കൂൾ പ്രവർത്തനങ്ങളും ഒരേപോലെ കൊണ്ടുപോകാൻ കഴിയാറുണ്ട്					
11.	ഓരോ ദിവസവും കാര്യങ്ങൾ മുൻകൂട്ടി പ്ലാൻ ചെയ്യാറുണ്ട്					
12.	എന്റെ ആശയങ്ങൾ മറ്റുള്ളവർക്ക് ബോധ്യമാവുന്ന രീതിയിൽ അവതരിപ്പിക്കാൻ കഴിയാറുണ്ട്					
13.	പഠന കാര്യങ്ങൾക്കും കളിക്കാനും പ്രത്യേക സമയം കണ്ടെത്താറുണ്ട്					
14.	കലാപരിപാടികളും ക്ലാസ് വർക്കും ഒരുമിച്ച് കൊണ്ടുപോകാൻ കഴിയാറില്ല					
15.	ക്ലാസിൽ പെട്ടെന്ന് അപകടം നടന്നാൽ അത് കൈകാര്യം ചെയ്യാൻ പറ്റാറില്ല					
16.	കമ്പ്യൂട്ടർ സംബന്ധമായ അടിസ്ഥാന കാര്യങ്ങൾ ചെയ്യാൻ പറ്റാറുണ്ട്					

Sl. No.	പ്രസ്താവനകൾ	ശക്തമായി യോജിക്കുന്നു	യോജിക്കുന്നു	അഭിപ്രായമില്ല	വിയോജിക്കുന്നു	ശക്തമായി വിയോജിക്കുന്നു
17.	ഗുഗിൾ ക്ലാസ് റൂം വഴി അസൈൻമെന്റുകളും ക്വിസ്സുകളും സമർപ്പിക്കാൻ കഴിയാറില്ല					
18.	ഒരു വിഷയത്തിൽ അനുയോജ്യമായ E-content ഉണ്ടാക്കാൻ പറ്റാറില്ല					
19.	അടിസ്ഥാന കമ്പ്യൂട്ടർ പ്രശ്നങ്ങൾ പരിഹരിക്കാൻ അറിയാം					
20.	വേർഡ് എക്സൽ പോലുള്ളവ ഉപയോഗിക്കാൻ അറിയില്ല					
21.	പ്രൊജക്ടർ, സ്ലൈഡ് എന്നിവ ഉപയോഗിക്കാറുണ്ട്					
22.	ബ്ലോക്ക് ട്വിറ്റർ മുതലായവ ഉപയോഗിക്കാറില്ല					
23.	സയൻസ് വിഷയത്തിൽ ടെക്സ്റ്റ് ബുക്കിൽ പറഞ്ഞ പരീക്ഷണങ്ങൾ യൂട്യൂബിൽ എടുത്ത് കാണാറുണ്ട്					
24.	Nature Club/Eco Club എന്ന ക്ലബുകളിൽ ഞാൻ സജീവമായി പങ്കെടുക്കാറുണ്ട്					
25.	പുനരുപയോഗിക്കാവുന്നതും അല്ലാത്തതുമായ ഊർജ്ജസ്രോതസ്സുകളെ വേർതിരിക്കാൻ പറ്റാറില്ല					
26.	പരിസ്ഥിതി സംരക്ഷണത്തിൽ ഓരോ വ്യക്തിക്കും ഉത്തരവാദിത്തം ഉണ്ടെന്ന് വിശ്വസിക്കുന്നു					
27.	കാലാവസ്ഥ വ്യതിയാനത്തിന്റെ പ്രധാന കാരണം പഠിച്ച അത് ഒഴിവാക്കാൻ വേണ്ട കാര്യങ്ങൾ ചെയ്യാറുണ്ട്					
28.	സൂൾ കൃഷിത്തോട്ടം ഉണ്ടാക്കുന്നതിൽ ഞാൻ മുൻകൈ എടുക്കാറില്ല					
29.	പ്ലാസ്റ്റിക് സഞ്ചി മാറ്റി തുണിസഞ്ചി ഉപയോഗിക്കാൻ എല്ലാവരെയും പ്രോത്സാഹിപ്പിക്കാറുണ്ട്					
30.	വേസ്റ്റുകൾ വേസ്റ്റ് ബിന്നിൽ ഇടുന്നതിന് ഞാൻ താല്പര്യം കാണിക്കാറില്ല					

Sl. No.	പ്രസ്താവനകൾ	ശക്തമായി യോജിക്കുന്നു	യോജിക്കുന്നു	അഭിപ്രായമില്ല	വിയോജിക്കുന്നു	ശക്തമായി വിയോജിക്കുന്നു
31.	സുസ്ഥിര ജീവിത രീതികളെ കുറിച്ചുള്ള വർക്ക് ഷോപ്പുകളിൽ പങ്കെടുക്കാറില്ല					
32.	ജീവിതത്തിൽ ലക്ഷ്യം നേടുന്നതിന് വേണ്ടി കാര്യങ്ങൾ പ്ലാൻ ചെയ്ത് നടപ്പാക്കാറുണ്ട്					
33.	പുതിയ സംരംഭങ്ങളെ കുറിച്ച് അറിയാൻ താല്പര്യമില്ല					
34.	ക്രിയാത്മകമായ കാര്യങ്ങൾ തിരിച്ചറിയാനും പരിഹരിക്കാനും പുതിയത് കണ്ടെത്താനും ശ്രമിക്കാറുണ്ട്					
35.	പാനത്തോടൊപ്പം ഒരു അധിക വരുമാനത്തിനായി ട്യൂഷൻ എടുക്കാൻ ഞാൻ ശ്രമിക്കാറില്ല					
36.	ബിസിനസുകളിൽ വിജയിച്ചവരെ കണ്ടാൽ പ്രചോദനം തോന്നാറുണ്ട്					
37.	ഒരു ടീമിന്റെ ഭാഗമായി പ്രവർത്തിച്ച അവരെ നയിക്കാൻ കഴിയാറുണ്ട്					
38.	പുതിയ വ്യവസായത്തെ കുറിച്ച് പഠിക്കാൻ താല്പര്യമില്ല					
39.	ലോകത്തിൽ നടക്കുന്ന വലിയ മാറ്റങ്ങൾക്കനുസരിച്ച് കൊണ്ട് അതിൽ നിന്നും പാഠങ്ങൾ പഠിക്കാൻ ശ്രമിക്കാറില്ല					

Appendix IV

FAROOK TRAINING COLLEGE

RESEARCH CENTER IN EDUCATION

FAROOK COLLEGE P.O. 673632

*Affiliated to University of Calicut***SCALE OF EMPLOYABILITY SKILLS-2023****(Final)****Qamariya TT**

M.Ed. Student

Dr. Fathima Jaseena

Assistant Professor

Personal Information

Name : Gender:

School : Religion:

Subject of Specialization: Locality of school :

Type of management of school: SES of parent:

Instruction:

Some statements are given below with respect to employability skills. After reading each of the following statements carefully, indicate how much you strongly agree, agree, undecided and disagree, strongly disagree using the symbol (✓). Your response will be kept confidential and will be used only for research purpose.

Sl. No.	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	The ideas in the mind can be expressed in the same way					
2.	I feel difficulty to express my ideas in the discussions					
3.	I feel difficulty to present the project					
4.	Group work can be presented as a whole					
5.	Give constructive feedback to classmates in group work.					
6.	If the responsibility is assigned, it can be done in a timely manner.					

Sl. No.	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
7.	I feel difficult to summarize a topic in the class.					
8.	I find difficult to present myself effectively when interacting with others.					
9.	Assignments are completed on time.					
10.	Household chores and school activities can be managed at the same time.					
11.	Everyday I plan things in advance.					
12.	I can present my ideas convincing to others.					
13.	Separate time is found for study and plan.					
14.	I cannot handle both cultural activities and class work.					
15.	If a sudden accident occur in the class, I feel difficult to handle.					
16.	Can do basic computer related things.					
17.	Assignments and quizzes cannot be submitted through Google classroom.					
18.	It is not possible to create e-content suitable for a single topic.					
19.	Know how to solve basic computer problems.					
20.	Don't know how to use things like word and excel.					
21.	Projector, slides are used while presenting the presentation.					
22.	Blog, twitter etc. are not used.					
23.	In the subject of science, the experiments mentioned in the textbook are taken and watched on you tube.					
24.	I actively participate in Nature club/ Eco club.					
25.	Renewable and non-renewable energy sources cannot be distinguished.					
26.	It is believed that every person has a responsibility to protect the environment.					

Sl. No.	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
27.	Learn the main cause of climate change and do what you can to avoid it.					
28.	I don't take the initiative in creating a school garden.					
29.	Encourages to everyone to use cloth bags instead of plastic bags.					
30.	I am not interested in putting wastes in the waste bin.					
31.	Does not participate in workshops on sustainable lifestyles.					
32.	Things are planned and executed to achieve the goal in life.					
33.	Not interested in new ventures.					
34.	Trying to identify, solve and discover new things that are creative.					
35.	I don't try to take tuition for an extra income along with studies.					
36.	Seeing people who are interested in business are inspiring.					
37.	Able to work as part of a team and lead them.					
38.	Not interested in learning about new industries.					
39.	Do not try to learn lessons from the great changes taking place in the world.					

Appendix V
DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
CAREER ASPIRATION SCALE-2012

Dr. P. Usha
 Assistant Professor

Dr. Vincy. P
 M.Ed. Student

Name : Gender:
 School : Religion:
 Subject of Specialization: Locality of school :
 Type of management of school: SES of parent:

നിർദ്ദേശങ്ങൾ:

തൊഴിൽ ആഭിമുഖ്യവുമായി ബന്ധപ്പെട്ട 40 പ്രസ്താവനകൾ ഉണ്ട്. ഓരോ പ്രസ്താവനക്കും നേരെ ശക്തമായി യോജിക്കുന്നു, യോജിക്കുന്നു, അഭിപ്രായമില്ല, വിരോധിക്കുന്നു, ശക്തമായി വിരോധിക്കുന്നു, എന്നിങ്ങനെ അഞ്ചു വീതം പ്രതികരണങ്ങൾ കൊടുത്തിട്ടുണ്ട്. എല്ലാ പ്രസ്താവനക്കും ചിഹ്നം (✓) ഉപയോഗിച്ച് പ്രതികരണം രേഖപ്പെടുത്തുക. നിങ്ങളുടെ തൊഴിൽ ആഭിമുഖ്യവുമായി ബന്ധപ്പെട്ട ഡാറ്റ ഗവേഷണത്തിന് മാത്രമേ ഉപയോഗിക്കുകയുള്ളൂ എന്ന് ഉറപ്പു നൽകുന്നു .

Sl. No.	പ്രസ്താവനകൾ	ശക്തമായി യോജിക്കുന്നു	യോജിക്കുന്നു	അഭിപ്രായമില്ല	വിരോധിക്കുന്നു	ശക്തമായി വിരോധിക്കുന്നു
1	തിരഞ്ഞെടുക്കാൻ ആഗ്രഹിക്കുന്ന ജോലിക്ക് അനുയോജ്യമായ കോഴ്സിനെ കുറിച്ച് എനിക്ക് നല്ല ധാരണയുണ്ട്					
2	സുഹൃത്തുക്കളുമായി ചർച്ച നടത്തുന്നതിലൂടെ വിവിധ തൊഴിലാളി കോഴ്സുകളെ കുറിച്ചുള്ള അറിവ് ലഭിച്ചിട്ടുണ്ട്					
3	ഐടി സംബന്ധമായ അറിവ് ഭാവിയിൽ എനിക്ക് സഹായകമാവും എന്ന് പലപ്പോഴും തോന്നാറുണ്ട്					

Sl. No.	പ്രസ്താവനകൾ	ശക്തമായി യോജിക്കുന്നു	യോജിക്കുന്നു	അഭിപ്രായമില്ല	വിയോജിക്കുന്നു	ശക്തമായി വിയോജിക്കുന്നു
4	സ്കൂളിലെ കരിയർ ക്ലബിന്റെ പ്രവർത്തനത്തിന്റെ ഭാഗമായി ഒന്നര വിദ്യാഭ്യാസ സ്ഥാപനങ്ങൾ സന്ദർശിക്കാൻ സാധിച്ചിട്ടുണ്ട്					
5	പ്രൊഫഷണൽ കോളേജുകളെ കുറിച്ചുള്ള പരസ്യങ്ങൾ ടിവിയിൽ വരുമ്പോൾ ഞാൻ ശ്രദ്ധയോടെ വീക്ഷിക്കാറുണ്ട്					
6	സമൂഹത്തിൽ ഒരു പദവി ലഭിക്കണമെങ്കിൽ ഉയർന്ന നിലയിലുള്ള സർക്കാർ ജോലി അത്യാവശ്യമാണ് എന്നാണ് എന്റെ വിശ്വാസം					
7	ചില ജോലികൾ സ്ത്രീകൾക്ക് മാത്രമേ ചെയ്യാൻ കഴിയൂ എന്ന് എനിക്ക് തോന്നാറുണ്ട്					
8	സ്വന്തം താല്പര്യത്തെക്കാൾ ഉയർന്ന വേദന ലഭിക്കുന്ന ജോലി ചെയ്യാനാണ് ഞാൻ ഇഷ്ടപ്പെടുന്നത്					
9	സുരക്ഷിതമായ ഒരു ജോലി ലഭിക്കുക എന്നതാണ് എന്റെ ഏറ്റവും വലിയ ലക്ഷ്യം					
10	പുരുഷന്മാർക്ക് മാത്രം ചെയ്യാൻ കഴിയുന്ന പല ജോലികളും ഉണ്ടെന്ന് ഞാൻ വിശ്വസിക്കുന്നു					
11	ഭാവിയിൽ ഒരു എൻജിനീയറോ ഡോക്ടറോ ആയിരുന്നെങ്കിൽ എന്ന് ഞാൻ പലപ്പോഴും ചിന്തിക്കാറുണ്ട്					
12	സ്കൂൾ കൗൺസിലർ ക്ലാസ് റൂമുകളിൽ നടത്തുന്ന കരിയർ ഗൈഡൻസുമായി ബന്ധപ്പെട്ട പ്രവർത്തനങ്ങളിൽ പങ്കെടുക്കാൻ സാധിച്ചിട്ടുണ്ട്					
13	സ്കൂൾ കൗൺസിലർ ക്ലാസ് റൂമുകളിൽ നടത്തുന്ന കരിയർ ഗൈഡൻസുമായി ബന്ധപ്പെട്ട പ്രവർത്തനങ്ങളിൽ പങ്കെടുക്കാൻ സാധിച്ചിട്ടുണ്ട്					
14	മറ്റു ജോലികളേക്കാൾ കലത്തൊടിൽ ചെയ്യാനാണ് ഞാൻ കൂടുതൽ ആഗ്രഹിക്കുന്നത്					

Sl. No.	പ്രസ്താവനകൾ	ശക്തമായി യോജിക്കുന്നു	യോജിക്കുന്നു	അഭിപ്രായമില്ല	വിയോജിക്കുന്നു	ശക്തമായി വിയോജിക്കുന്നു
15	ഐടി മേഖലകളിൽ ജോലി ചെയ്യുന്നവരെ ഞാൻ വളരെ ആരാധനയോടെയാണ് നോക്കി കാണാൻ					
16	കരിയർ ഗൈഡുമായി ബന്ധപ്പെട്ട ഫീൽഡ് ട്രിപ്പിൽ പങ്കെടുക്കാൻ എനിക്ക് താല്പര്യമുണ്ട്					
17	ആൺ പെൺ വ്യത്യാസങ്ങൾ മൂലം ജോലിസ്ഥലത്ത് ഉണ്ടാകുന്ന പ്രശ്നങ്ങൾ ഞാൻ മനസ്സിലാക്കാൻ ശ്രമിക്കാറില്ല					
18	എന്റെ കഴിവുകളെ കുറിച്ചും കഴിവുകേടുകളെ കുറിച്ചും എനിക്ക് ധാരണയില്ല					
19	എന്റെ പഠന നിലവാരത്തിനനുസരിച്ചുള്ള ജോലി തിരഞ്ഞെടുക്കാൻ ആണ് ഞാൻ ആഗ്രഹിക്കുന്നത്					
20	ഞാൻ തിരഞ്ഞെടുക്കാൻ പോകുന്ന കരിയറിൽ ഉയർന്ന നിലയിൽ എത്താൻ കഴിയും എന്ന് എനിക്ക് വിശ്വാസമില്ല					
21	സമൂഹത്തിനു സ്വീകാര്യമായിട്ടുള്ള ജോലികൾ ചെയ്യാനാണ് ഞാൻ ആഗ്രഹിക്കുന്നത്					
22	സുഹൃത്തുക്കളുമായി കരിയർ പ്ലാനിനെ കുറിച്ച് സ്ഥിരമായി ചർച്ചകൾ നടത്താറുണ്ട്					
23	അധ്യാപകരിൽ നിന്നും മുതിർന്നവരിൽ നിന്നും ന്യൂനത കോഴ്സുകളെ കുറിച്ചും ജോലി സാധ്യതകളെ കുറിച്ചും ഉപദേശങ്ങൾ തേടാറുണ്ട്					
24	ഒരു നേഴ്സ് ആയി ജോലി ചെയ്യുന്നതിനെ കുറിച്ച് എനിക്ക് ചിന്തിക്കാനേ വയ്യ					
25	ഓരോ ജോലിയുടെയും നല്ല വശങ്ങളും ചീത്ത വശങ്ങളും ഞാൻ അറിയാൻ ശ്രമിക്കാറില്ല					
26	പത്രങ്ങളിലും മാഗസിനുകളിലും വരുന്ന കരിയർ സംബന്ധമായ പങ്കിടികൾ ഞാൻ സ്ഥിരമായി വായിക്കാറുണ്ട്					
27	ഞാൻ തിരഞ്ഞെടുക്കാൻ പോകുന്ന ജോലിയുടെ സ്വഭാവം എനിക്ക് നന്നായി അറിയാം					

Sl. No.	പ്രസ്താവനകൾ	ശക്തമായി യോജിക്കുന്നു	യോജിക്കുന്നു	അഭിപ്രായമില്ല	വിയോജിക്കുന്നു	ശക്തമായി വിയോജിക്കുന്നു
28	ഒരു നല്ല കരിയറിന് വേണ്ടി ഞാൻ നന്നായി ആസൂത്രണം ചെയ്യാറുണ്ട്					
29	മറ്റുള്ളവരുടെ അഭിപ്രായങ്ങളും നിർദ്ദേശങ്ങളും സ്വീകരിച്ച് കാര്യങ്ങൾ ചെയ്യുന്നതിനോടാണ് എനിക്ക് താൽപര്യം					
30	വ്യത്യസ്തമായ ഏതെങ്കിലും കരിയറിനെ കുറിച്ചുള്ള വിവരങ്ങൾ ലഭിച്ചാൽ മത്സരം ഒഴിവാക്കാൻ ഞാൻ സുഹൃത്തുക്കളെ അറിയിക്കാറില്ല					
31	മറ്റുള്ളവരുമായി സഹകരിച്ച് പ്രവർത്തിക്കുക 10. ഒരു നല്ല ജോലി ലഭിക്കാൻ സഹായിക്കുന്ന കോഴ്സുകളോടാണ് എനിക്ക് താൽപര്യം					
32	മറ്റുള്ളവരുമായി സഹകരിച്ച് പ്രവർത്തിക്കാൻ എനിക്ക് സാധിക്കില്ല					
33	മാതാപിതാക്കൾക്ക് താല്പര്യമുള്ള കരിയർ ആയിരിക്കും എനിക്ക് തിരഞ്ഞെടുക്കേണ്ടി വരിക എന്ന് ഞാൻ വിശ്വസിക്കുന്നു					
34	വിദ്യാഭ്യാസരംഗത്തെ പുതിയ പുതിയ മാറ്റങ്ങൾ ശ്രദ്ധിക്കാൻ എനിക്ക് താല്പര്യം തോന്നാറില്ല					
35	ഞാൻ ആഗ്രഹിച്ച ജോലി ലഭിച്ച കഴിഞ്ഞാൽ പഠനം അവസാനിപ്പിക്കും					
36	സ്വന്തം കഴിവിൽ എനിക്ക് നല്ല വിശ്വാസമുണ്ട്.					
37	വിദേശ രാജ്യങ്ങളിൽ നടത്തുന്ന ഉന്നതവിദ്യാഭ്യാസത്തെ കോഴ്സുകളെ കുറിച്ചും ഞാൻ അറിയാൻ ശ്രമിക്കാറുണ്ട്.					
38	കരിയർ പ്ലാനിനെ കുറിച്ചുള്ള മാതാപിതാക്കളുടെ അഭിപ്രായങ്ങൾക്ക് ഞാൻ മുൻതൂക്കം നൽകാറുണ്ട്.					
39	ഒരു നല്ല ജോലി (കരിയർ) തിരഞ്ഞെടുക്കുവാൻ ഏറ്റവും പ്രധാനം കൃത്യമായ മാർഗ്ഗ നിർദ്ദേശമാണ്.					
40	ഭാവിയിൽ ആരാകണമെന്നതിനെ കുറിച്ച് വീട്ടിൽ മാതാപിതാക്കളുമായി ചർച്ച നടത്താറുണ്ട്.					

Appendix VI
DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
CAREER ASPIRATION SCALE-2012 (FINAL)

Dr. P. Usha

Assistant Professor

Dr. Vincy. P

M.Ed. Student

Name : Gender:

School : Religion:

Subject of Specialization: Locality of school :

Type of management of school: SES of parent:

Instruction :

Some statements are given below with respect to career aspirations. After reading each of the following statements carefully, indicate how much you strongly agree, agree, undecided and disagree, strongly disagree using the symbol (✓). Your response will be kept confidential and will be used only for research purpose.

Sl. No.	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	I have good understanding about the course suitable for the career which I am going to select in future.					
2.	I acquired knowledge about different job oriented courses while making discussion with friends.					
3.	I think that the knowledge of IT is helpful for me in my future career.					
4.	I have got opportunity to visit higher education institutions as a part of career club activities.					
5.	I am always watching all advertisements regarding professional colleges in television.					
6.	I think that I will get prestige in society if I get government job.					

Sl. No.	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
7.	I think that certain jobs can be performed by women only.					
8.	I like to get a job having high salary rather than my personal interest.					
9.	My highest ambition is to get a secure job in life.					
10.	I believe that there are certain jobs which can be performed by men only.					
11.	I always think of becoming a doctor or an engineer in my future.					
12.	I have interest to become a member in centre for information and guidance institute.					
13.	I have participated in career guidance activities conducted by school counsellors.					
14.	I prefer traditional job other than other jobs.					
15.	I admire the persons working in IT fields.					
16.	I am interested in participating field trips related with career guidance program.					
17.	I am not trying to understand problems occurring in working places due to gender differences.					
18.	I have no faith in my own abilities and weakness.					
19.	I am thinking of selecting career in accordance with study capacity.					
20.	I think I am not able to reach to highest position in my career which I am going to select.					
21.	My ambitions is to accept jobs having social recognition.					
22.	I used to discuss the career matter among friends.					
23.	I always seek the advice from teachers and elders regarding job opportunities.					

Sl. No.	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
24.	I cannot imagine myself working as a nurse.					
25.	I do not try to understand the bad aspects and good aspects of all jobs.					
26.	I used to read career related features in magazines and newspapers.					
27.	I have good knowledge about the nature of the selected career.					
28.	I have proper planning in achieving a good career.					
29.	I will take others opinion and suggestions into consideration before doing anything.					
30.	I don't discuss with my friends about variety of careers in order to avoid competition.					
31.	I am interested in courses which give good jobs in life.					
32.	I am not able to work in co-operation with others.					
33.	It is better to select the career path of parents rather than choosing a different one.					
34.	I have no interest in listening the new trends in education.					
35.	Once I finish the basic level of education needed for a particular job, I see no need to continue in school.					
36.	I have faith in my abilities					
37.	Attempts are being made to know about higher education courses conducted abroad.					
38.	I value the opinions of my parents on my future occupational plans.					
39.	Proper guidance is the most important factor in the choice of one's career.					
40.	I have made discussion about my future career with my parents.					

Appendix VII**FAROOK TRAINING COLLEGE**

RESEARCH CENTER IN EDUCATION

FAROOK COLLEGE P.O. 673632

*Affiliated to University of Calicut***LIST OF SCHOOLS FROM WHERE DATA COLLECTED**

Sl.No.	Name of the School	Type of Management
1	GHSS, Kunnakkavu	Government
2	GHSS, Edappal	Government
3	GHSS, Othukungal	Government
4	GHSS, Nilambur	Government
5	PMSAMAHSS, Chemmankadavu	Aided
6	MES HSS, Ponnani	Aided
7	SNMHSS, Parappanangadi	Aided
8	MES HSS, Mampad	Aided
9	PHSS, Perinthalmanna	Unaided
10	Markaz HSS, Athavanad	Unaided
11	Oriental School, Tiruurangadi	Unaided
12	Little Flower EHSS, Nilambur	Unaided