

**SELF-EFFICACY, PARENTAL SUPPORT AND SCHOOL CLIMATE  
AS PREDICTORS OF CAREER ASPIRATIONS OF  
ADOLESCENT GIRLS IN KERALA**

**Thesis  
Submitted for the Degree of  
DOCTOR OF PHILOSOPHY IN EDUCATION**

**By**

**RASEENA M.K.**

*Supervised by*

**Dr. REKHA P.  
Associate Professor**



**FAROOK TRAINING COLLEGE  
RESEARCH CENTRE IN EDUCATION  
UNIVERSITY OF CALICUT  
2025**

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Associate Professor  
Farook Training College  
Farook College P.O., Kozhikode



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**Dr. Rekha. P**  
Associate Professor  
Farook Training College  
Farook College P.O., Kozhikode



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## ABSTRACT

It is the education system that set students with the upgraded skills and proficient competencies they need to succeed in the modern world. The major objective of schooling is to prepare the learner to enter into a career. The period of adolescence is a turning point in the life of students; they make career choices during this period of study. Students' aspirations influence their future career. Career touches the entire quality of an individual's life, not only just a means of earning for living, but also helps in moulding identity and personal fulfilment. Career goals of every individual play a vital role in the nation's development also as they stimulate the economic progress as well as inspire creative innovation. Career aspirations refer to the dreams, goals and plans on future. There are several personal, familial, social, psychological and environmental factors which influence career aspirations of adolescent girls. The present study is intended to find out the extent of career aspirations of adolescent girls in Kerala and relative efficiency of the variables, self-efficacy, parental support and school climate in predicting career aspirations. Seven objectives were set forth for the study and nine suitable hypotheses were proposed in tune with the objectives. The study is correlational research with predictive design conducted on a sample of 1097 X and XII standard girls selected using stratified sampling technique from 21 schools of six districts of Kerala state. The instruments employed for data collection were Scale on Career Aspirations, Scale on Self-Efficacy, Scale on Parental Support and School Climate Scale. The statistical techniques such as percentile analysis, mean difference analysis, correlational analysis and multiple regression analysis were used for data analysis. Findings of the study indicate that, adolescent girls of Kerala have a moderate level of Career Aspirations; there is significant difference in the Career Aspirations and its components based on locale of the school, level of education, parental education and religion; self-efficacy, parental support and school climate are predictors of Career Aspirations of adolescent girls. The variables in the order of individual contribution in predicting career aspirations of adolescent girls are Self-Efficacy, Parental Support and School Climate. The present study provides valuable insights for educational interventions emphasising the importance of fostering career aspirations of adolescents especially girls and providing supportive environment by teachers, parents, educators, counsellors and other stake holders.

**Keywords:** *Career Aspirations, Self-Efficacy, Parental Support, School Climate, Predictors, Adolescents, Girls*

## സംഗ്രഹം

ആധുനിക ലോകത്ത് വിജയിക്കാൻ ആവശ്യമായ നവീകരിച്ച കഴിവുകളും പ്രാവീണ്യവും നല്ല വിദ്യാർത്ഥികളെ സജ്ജരാക്കുന്നത് വിദ്യാഭ്യാസ സമ്പ്രദായമാണ്. സ്കൂൾ വിദ്യാഭ്യാസത്തിന്റെ പ്രധാന ലക്ഷ്യം പഠിതാവിനെ ഒരു തൊഴിലിലേക്ക് പ്രവേശിക്കാൻ സജ്ജമാക്കുക എന്നതാണ്. തൊഴിൽ തിരഞ്ഞെടുപ്പുകൾ നടത്തുന്ന കാലയളവ് എന്നുള്ള നിലക്ക് കൗമാരകാലം വിദ്യാർത്ഥികളുടെ ജീവിതത്തിലെ ഒരു വഴിത്തിരിവാണ്. വിദ്യാർത്ഥികളുടെ അഭിലാഷങ്ങൾ അവരുടെ ഭാവി കരിയറിനെ സ്വാധീനിക്കുന്നുണ്ട് . തൊഴിൽ , വ്യക്തി ജീവിതത്തിന്റെ സർവ്വതലങ്ങളെയും സ്പർശിക്കുന്ന ഒന്നാണ്, അതൊരു ജീവിത വരുമാനമാർഗ്ഗം എന്നതിലുപരി, ഒരാളുടെ വ്യക്തിത്വവും വ്യക്തിഗത പൂർത്തീകരണവും രൂപപ്പെടുത്തുന്നതിൽ പ്രധാന പങ്ക് വഹിക്കുന്നു. വ്യക്തികളുടെ കരിയർ ലക്ഷ്യങ്ങൾ രാജ്യത്തിന്റെ വികസനത്തിൽ കൂടി നിർണായക പങ്ക് വഹിക്കുന്നുണ്ട്, കാരണം അവ സാമ്പത്തികപുരോഗതിയെ ഉത്തേജിപ്പിക്കുകയും സൃഷ്ടിപരമായ നവീകരണത്തിന് പ്രചോദനം നൽകുകയും ചെയ്യുന്നു. തൊഴിൽ അഭിലാഷങ്ങൾ എന്നത് ഭാവിയെക്കുറിച്ചുള്ള സ്വപ്നങ്ങൾ, ലക്ഷ്യങ്ങൾ, പദ്ധതികൾ എന്നിവയെയാണ് സൂചിപ്പിക്കുന്നത്. കൗമാരക്കാരായ പെൺകുട്ടികളുടെ തൊഴിൽ അഭിലാഷങ്ങളെ സ്വാധീനിക്കുന്ന, വ്യക്തിപരവും കുടുംബപരവും സാമൂഹികവും മാനസികവും പാരിസ്ഥിതികവുമായ നിരവധി ഘടകങ്ങളുണ്ട്. കേരളത്തിലെ കൗമാരക്കാരായ പെൺകുട്ടികളുടെ തൊഴിൽ അഭിലാഷങ്ങളുടെ വ്യാപ്തിയും, തൊഴിൽ അഭിലാഷങ്ങൾ പ്രവചിക്കുന്നതിൽ സ്വയക്ഷമത, രക്ഷാകർതൃ പിന്തുണ, സ്കൂൾ അന്തരീക്ഷം എന്നീ വേരിയബിളുകളുടെ ആപേക്ഷിക കാര്യക്ഷമതയും കണ്ടെത്തുക എന്നതാണ് ഈ പഠനം ഉദ്ദേശിക്കുന്നത്. പഠനത്തിനായി ഏഴ് ഒബ്ജക്ടീവ്കളും അതിനു അനുയോജ്യമായ ഒമ്പത് അനുമാനങ്ങളും മുമ്പോട്ടു വെച്ചു. കേരളത്തിലെ ആറ് ജില്ലകളിലെ 21 സ്കൂളുകളിൽ നിന്നും സ്ട്രാറ്റിഫൈഡ് സാമ്പിൾ ടെക്നീക് ഉപയോഗിച്ച് തിരഞ്ഞെടുത്ത 1097 പത്താം ക്ലാസ്/പന്ത്രണ്ടാം ക്ലാസ് പെൺകുട്ടികളുടെ സാമ്പിളിൽ നടത്തിയ പ്രവചന രൂപകൽപ്പനയുള്ള പരസ്പരബന്ധിത ഗവേഷണമാണ് ഈ പഠനം. സ്കൂളിൽ ഓൺ കരിയർ ആസ്പിറേഷൻസ്, സ്കൂളിൽ ഓൺ സെൽഫ്-എഫിക്കസി, സ്കൂളിൽ ഓൺ പാരന്റൽ സപ്പോർട്ട്, സ്കൂൾ ക്ലൈമറ്റ് സ്കൂളിൽ എന്നിവയായിരുന്നു ഡാറ്റ ശേഖരണത്തിനായി ഉപയോഗിച്ച ടൂളുകൾ . പെർസെന്റേജ് വിശകലനം, മീൻഡിഫറൻസ് വിശകലനം, കോറിലേഷൻ വിശകലനം, മൾട്ടിപ്പിൾ റിഗ്രഷൻ വിശകലനം തുടങ്ങിയ സ്റ്റാറ്റിസ്റ്റിക്കൽ ടെക്നിക്കുകൾ ഡാറ്റ വിശകലനത്തിനായി ഉപയോഗിച്ചു. പഠനത്തിലെ കണ്ടെത്തലുകൾ സൂചിപ്പിക്കുന്നത്, കേരളത്തിലെ കൗമാരക്കാരായ പെൺകുട്ടികൾക്ക് മിതമായ തോതിലുള്ള തൊഴിൽ അഭിലാഷങ്ങളാണുള്ളത്; സ്കൂളിന്റെ ലൊകാലിറ്റി, വിദ്യാഭ്യാസ നിലവാരം, മാതാപിതാക്കളുടെ വിദ്യാഭ്യാസം, മതം എന്നിവയെ അടിസ്ഥാനമാക്കി തൊഴിൽ അഭിലാഷങ്ങളിലും അതിന്റെ ഘടകങ്ങളിലും കാര്യമായ വ്യത്യാസമുണ്ട്; കൗമാരക്കാരായ പെൺകുട്ടികളുടെ തൊഴിൽ അഭിലാഷങ്ങളെ പ്രവചിക്കുന്ന പ്രധാന ഘടകങ്ങൾ യഥാക്രമം സ്വയക്ഷമത, രക്ഷാകർതൃപിന്തുണ, സ്കൂൾ അന്തരീക്ഷം എന്നിവയാണ്. കൗമാരക്കാരുടെ, പ്രത്യേകിച്ച് പെൺകുട്ടികളുടെ തൊഴിൽ അഭിലാഷങ്ങൾ വളർത്തിയെടുക്കേണ്ടതിന്റെയും, അധ്യാപകർ, രക്ഷിതാക്കൾ, വിദ്യാഭ്യാസ പ്രവർത്തകർ, കൗൺസിലർമാർ തുടങ്ങിയവർ നല്ലേണ്ട സപ്പോർട്ടുകളുടെയും പ്രാധാന്യം ഊന്നിപ്പറയുന്ന വിദ്യാഭ്യാസ ഇടപെടലുകൾക്ക് ഈ പഠനം വിലപ്പെട്ട ഉൾക്കാഴ്ചകൾ നൽകുന്നു.

**കീവേഡുകൾ:** സ്വയക്ഷമത, രക്ഷാകർതൃ പിന്തുണ, സ്കൂൾ അന്തരീക്ഷം, കൗമാരക്കാർ, പെൺകുട്ടികൾ

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*Chapter 1*

**INTRODUCTION**

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- **Need and Significance**
- **Statement of the Problem**
- **Definition of Key Terms**
- **Variables**
- **Objectives**
- **Hypotheses**
- **Methodology**
- **Scope and Limitations**
- **Organization of the Report**

Career touches the entire quality of an individual's life, not only just a means of earning for living, but also helps in moulding identity and personal fulfilment. Career goals of every individual play a vital role in the nation's development as they stimulate the economic progress as well as inspire creative innovation. When individuals aspire meaningful career, they gradually develop their skills and abilities which may contribute to the more upgraded and productive workforce. Investment in the youth development is the strategic investment in the nation's future.

Govt. of India in 2014 has launched National youth policy in order to give a holistic vision of youths in India. The main objective of this policy is the empowerment of youths of India to attain their full potential and through this the country could achieve its equitable position amongst nations. A youth is a person aged between 15-29 years as per NYP 2014. So adolescent individuals are the primary member of this group and it's utmost important that to see the adolescents get the maximum support to fulfil their goals and aspirations. Since traditionally girls are in the neglected categories of Indian society and to study the aspirations related with career is the need of the hour in order to shift and uplift them.

Generally, students while studying in schools may not have ample opportunities during their teen age to understand and learn about professional objectives and pathways as part of their curriculum. While a student's knowledge of potential careers and the need for enhancing skills for achieving their aspirations may come from various sources like official instructions in schools or other stakeholders. However, career development of adolescents may get little attention in school curricula as many schools focus much emphasis on core curricula to ensure academic

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accountability criteria. An adolescent child may be forced to choose a career route in a socially, culturally, economically deprived environment since there may be few resources, such as books and technology, role models with sufficient understanding of career opportunities, alternatives to travel, see and experience available workplaces.

21<sup>st</sup> century education needs to address the technological, societal and economical changes that are occurring quickly. It's the education that make children fit up to win the world where more than half of the jobs they'll have over their careers don't even exist yet (Fatima, 2014). In other words, it is our education system that equip learners with the upgraded competencies and proficient skills they require in order to succeed in the modern world. Students should be prepared at the secondary stage itself for a world in which technologies rule the things. Job losses or workforce reduction are the chief challenges posed by these techno innovations and evolutions. In accordance to a report of Citibank in association with the University of Oxford which was published in February 2016 observed that 47 percent of US jobs are considered to be on the verge of risk with regard to automation (Pitt & Goldin, 2016). In India it is 69 percent. When some employments or professions in this new techno world becoming no more, some new professions and alternative forms of employment options will be developing. There is an alarming information to widespread automation and artificial intelligence that many people need to upgrade their vocational or professional skills or even change their profession to exist in employment. It is very significant that the connective association between education, career planning and its development, especially considering the requirements of the current era in which technology has turned upside down the meaning of all the life concepts. Consequently, there is the necessity for continuous motivation and guidance

to equip the students especially adolescents as they are the future of nation to establish the career aspirations and to develop their skills and to train their qualities concerned to their dreamed career in advance.

Career literally means “a field for or pursuit of consecutive progressive achievement especially in public, professional, or business life” (Merriam Webster, 2015). The epistemological meaning of career aspirations is an individual’s actual plans and objectives to be what they want in life, pertaining to the employment or profession one wishes in their real life. As the ultimate stakeholders, adolescent’s career aspirations is a significant factor not only to personal fulfilment but also to any futuristic development of the society or nation. The term ‘aspiration’ is synonymous with a person’s aim, ambition, passion, desire, expectation, life goal, craze of zeal related to his or her dream career. Usually, every individual aspires in day-to-day life and aspirations guide them to do something extra and be innovative than they presently are.

Career aspirations as an idea originate from beginning stage of human life due to the diverse social observation or influence of any model within a family or nearby society as man is a social being. We generally ask a child “what you want to be in future”, their reply should be based on their close environment and experiences or observations. When the child grows up along with ample learning experiences or encouragement from parents or teachers these unrealistic aspirations or choices get mould and takes realistic shape. As every individual requires an occupation to survive in life, policy makers, educationists or other stakeholders should place the child in appropriate career, irrespective of their unique capability or choice, notwithstanding several socio-economic challenges in society. But selecting the choice of career is

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not as easy as picking an employment for the survival of livelihood. Right from the beginning of the school education itself, its growth occurs as a continuous process and has many interdependent factors in a complex pattern.

The World Economic Forum (2013) highlighted that a nation's competitiveness in the long term depends significantly on whether and how women are educated and enabled to access the same rights, responsibilities, and opportunities as men. Women who are educated and actively engaged in the economy tend to be more capable of making informed choices, selecting leadership roles, and contributing to the welfare of future generations. The National Education Policy 2020 is a crucial framework that outlines the educational goals and objectives for school girls and boys. It heavily emphasizes equity in access to quality education to bridge the gap for students from all backgrounds, regardless of gender, to pursue their ambitions.

The stage of adolescence is the most crucial period of human development. It is the stage in which both the body and the brain continue to develop and mental abilities seem to be increasing. The age between 12 and 20 years is considered to be the adolescent stage where significant cognitive, biological, emotional and social changes occur as adult life preparation begins (Geldard & Geldard, 2012 as cited in Gayotri, 2021) and this stage is the most crucial period of taking decisions on future career.

### **Need and Significance**

The SDGs recognize that without advancing female education and employment, the broader goals of equity, sustainability, and inclusive growth cannot be achieved (United Nations, 2015). Women's empowerment and gender equality are

key drivers of human development, effective governance, sustainable peace, and harmonious relationships between human populations and the environment, as stated in UN Women's position paper on the post-2015 development agenda. NEP (2020) also stresses the importance of life skills, vocational education and the career counselling from the middle school level to prepare girls for diverse career paths including non-traditional sectors like STEM and entrepreneurship. Furthermore, the policy advocates increased female leadership within educational institutions and the creation of mentoring programs aimed at supporting girls in both their academic pursuits and professional pathways, which fosters their empowerment and involvement in the nation's development (Ministry of Education, 2020). According to the data of Time Use Survey (2019) by the National Sample Survey Office which reports that the rate of participation of females in the arena of employment and vocational activities was found to be only 19.2% and 16.7% in rural areas and urban areas of India respectively; whereas it was 56.1% in rural areas and 59.8% in urban areas for males (National Sample Survey Office, 2019). The rate of participation in domestic services which is unpaid for female members of the household was 82.1% in rural localities and 79.2% in urban localities whereas for male it was 27.7% and 22.6% respectively (National Sample Survey Office, 2019). The observed percentages indicate the degree of unpaid labour undertaken by a woman. According to the working group on gender and development report, the enrolment profile with regard to gender in higher education especially in arts and science colleges and universities is dominated by girls at present (Government of Kerala state planning board, 2022-2027). At the graduate and post graduate level, above 75 % enrolments are from girls.

Even so, women's participation in work is less in Kerala; The proportion of employed women is low in Kerala, additionally a higher percentage is noted regarding women who are unemployed in the state (Dhanuraj & Solomon, 2024) Labour force participation is 70% for men, while it is 32.5 only for women in Kerala according to April-June Current Weekly Status data of Ministry of Statistics and Programme Implementation, 2025. According to the National Employment Service's Live Registry, 63.9% of the employment seekers are women in the state, while in the case of men it is only 36.1% (National Employment Service's Live Registry, 2025). The focus of the state has been more on the women upliftment from the socially backward setting, while the upward mobility of the labour force in connection with women has been put aside (Dhanuraj & Solomon, 2024). However, representation of women in the apex bodies of political, social and religious significance is still sidelined, regardless of there being a satisfactory representation in the lower steps of such institutions (Kerala State Planning Board, 2022). While considering the overall influence of migration on the labour force participation of women such as wives and other female family members, some studies have reported that there is less women labour force participation owing to a rise in inflow of income via remittances (Valatheeswaran, 2015).

In the process of development 'gender' need some rethought, considering prevailing gender inequities, patriarchal social expectations and institutionalised practises of social controls over women and gender minorities (Kerala State Planning Board, 2022). Gender has an influential significance on the level of aspirations among the adolescents (Sarkar, 2021; Barrett, 2021; Gupta et al., 2024). It is usually said that the boys and girls have many differences because of their unique interests, goals and

expectations of society. Boys and girls aspired differently in diverse areas and have longing for grater achievements. Boys usually feel a greater aspiration for achievement in school work, vocational advancement and athletics than girls. It resulted that boys tend to develop more aspirations than their capacities in these areas (Kaur, 2012; Lata, 2016). There is a significant relationship between students' career aspirations and their gender (Gupta et al.,2024; Dangwal & Mitra, 2024; Sarkar, 2021). Many researchers found that career aspirations of male students were higher than the females (Kumari & Gupta, 2017; Sarkar, 2021; Francis,2002).

Gore (2017) examined school going students' career aspirations, that necessitate a quality education related with background of student and school-related variables. It has been noted that self-efficacy is an important psychological variable in determining career aspirations (Lee et al.,2024; Yiming et al., 2024; Wahengbam & Sharma, 2024; Hamzah et al., 2022). Therefore, it is worthwhile to study the impact of self-efficacy on career aspirations of adolescent girls, as the former is considered to be one that profoundly influences the latter.

Almost every individual experience living in a family for a large portion of their life as family is one of the most important social groups for people around the world. It is the social group that family, which is not only provide financial and emotional support, but also transmit values, goals, and aspirations to their children. Family has long been assumed to play a significant role on children's career development. (Ainsworth, 1989). Parents have a significant influence on their children's career aspirations (Schultheiss, 2007; Basilius et al., 2024; Radhika & Ramkumar, 2018) especially girls (Bender, 2004; Raychaudhuri, 2022) and serve as influential role models for young people when considering future career directions

(Watt, 2008). Thus, it is essential to consider the impact of familial factors such as parental support and parental education for their children especially girls.

After home the social group school, both of which shares a powerful breathing in entire life of children and there exists a special synergy among these. School after family can instil the very important experiences in the process of child development. Researchers frequently report that student's career aspirations are related to several school related educational outcomes, including academic performance, decision making, leadership skills and affective health (Basilius et al.,2024; Khatri & Ashutosh, 2022; Bashir & Kaur, 2017; Roy, 2015).

Adolescent girls in rural or urban areas tend to have varied in their career aspirations due to many reasons (Singh, 2018; Rani, 2014; Goyal & Parkash, 2011). Career aspirations begin to crystallize during secondary schooling (Rojewski, 2005) while higher secondary students often exhibit more defined career goals (Chauhan & Arora, 2017). A longitudinal study by Bandura et al. (2001) found that students' career aspirations are influenced by their educational level, with older (higher secondary) students having more concrete and realistic aspirations. Varying cultural expectations, family norms, gender roles, and socio-economic conditions across religious groups affected career related aspects of girls. (Fatima, 2014; Bhaskar & Rao, 2015; Engineer, 2008)

Personal experiences from many girls who are professionally qualified and not accomplished their career dreams influenced the study. It was noticed that there are minimal studies regarding the career aspirations of adolescent girls and the factors influencing the career aspirations of adolescent girls particularly in Kerala. Career aspirations depend on many factors but this study focuses on the level of career

aspirations of adolescent girls and to find out the relationship among career aspirations and personal, familial and social factors. The investigator made a thorough review of the personal, familial and social factors that may affect career aspirations and after an elaborate literature review and expert consultation, the variables self-efficacy, parental support and school climate from personal, familial and social dimensions were included. No prior studies combining relevant factors were identified. The study also analyses the impact of locality of school, level of education, parental education and religion with career aspirations of adolescent girls in Kerala. Hence the research questions framed for the study are;

1. To what extent do the adolescent girls in Kerala possess career aspirations?
2. Whether career aspirations of adolescent girls differentiated based on locale of the school, level of education, parental education or religion?
3. Whether self-efficacy, parental support and school climate are correlated to career aspirations of adolescent girls in Kerala?
4. To what extent self-efficacy, parental support and school climate predict career aspirations of adolescent girls in Kerala?
5. What is the contribution of the self-efficacy, parental support and school climate in predicting career aspirations of adolescent girls in Kerala?

### **Statement of the Problem**

The main objective of schooling is to mould the students to achieve a career. The period of adolescence is the most crucial stage in the students' life; as they take decisions regarding career choices during this period of study. Aspirations of students influence their future career. Students usually develop their career aspirations with reference to the information they get related to the diverse occupations from multiple sources. There are several social, psychological, personal, environmental and familial factors which influence career aspirations of adolescent girls. Though at school and college level girls are getting better marks in comparison to boys when it comes to choose a good career, it is documented fewer girls enrol for higher courses and even fewer girls take up or get a good job opportunity. So, the study is designed to analyse career aspirations of adolescent girls in Kerala and some factors affecting it.

Thus, the present study is entitled as **“Self-Efficacy, Parental Support and School Climate as Predictors of Career Aspirations of Adolescent Girls in Kerala”**.

### **Definition of Key Terms**

Definition of key terms helps to provide a clear understanding of the statement of the problem. Hence, the key terms involved in the title are defined below.

#### **Career Aspirations**

"Career aspirations are the individual's expressed career-related goals, dreams, or plans for the future, which reflect their interests, values, and perceived abilities" (Collins Dictionary of Education, 2003).

In this study, career aspirations refer to the dreams, goals and plans of adolescent girls on future career, measured by using the scale on career aspirations with the dimensions, dedication, motivation, self-confidence and preparation.

### **Self-Efficacy**

"Self-efficacy is the persons belief in his/her ability to succeed in particular situations or in task accomplishments" (Bandura, 1977).

Self-efficacy in the present study means the belief of adolescent girls in their ability to achieve specific goals or overcome challenges which is measured on the basis of scores obtained in the Scale on Self-Efficacy that assesses the components like academic, social and problem-solving self-efficacy, self-regulatory efficacy and self-efficacy to meet others' expectations.

### **Parental Support**

Parental support is defined as "the encouragement, assistance, and involvement provided by parents to their children's educational development, including emotional, motivational, academic, and behavioural support, both at home and in school-related activities" (Good, 1973).

In the present study Parental support meant that the support perceived by adolescent girls in the form of instrumental, informational, emotional and appraisal support.

### **School Climate**

"School climate is the prevailing tone or atmosphere of a school, as determined by interactions among students, teachers, administrators, and the physical and emotional environment of the school" (Good, 1973).

In the present study school climate is the student's perception of the prevailing atmosphere in the school, which comprises safety, teaching and learning, interpersonal and staff relationship and school environment.

### **Adolescent Girls**

“Adolescence is the phase of life between childhood and adulthood, typically ranging from ages 10 to 19, marked by rapid physical growth, emotional development, and social changes” (WHO, 2023).

Adolescent girls in the present study refer to the girls, studying in X and XII standard of various aided and government secondary and higher secondary schools of Kerala.

### **Variables**

The variables selected for the present study are following;

**a) Criterion Variable**

- Career Aspirations

**b) Predictor Variables**

- Self-Efficacy
- Parental Support
- School Climate.

**c) Categorical Variables**

- Locale of the School (Rural and Urban)
- Level of Education (HS and HSS)
- Parental Education (Graduation and Graduation & Above)
- Religion (Hindu, Christian and Muslim)

## **Objectives**

The objectives of the study are the following;

1. To find out the extent of career aspirations and its components among adolescent girls in Kerala.
2. To find out whether there exist any significant difference in the extent of career aspirations and its components among adolescent girls in the relevant sub groups based on;
  - Locale of the school.
  - Level of education.
  - Parental education.
  - Religion.
3. To find out whether self-efficacy is significantly related to career aspirations and its components among adolescent girls in Kerala.
4. To find out whether parental support is significantly related to career aspirations and its components among adolescent girls in Kerala.
5. To find out whether school climate is significantly related to career aspirations and its components among adolescent girls in Kerala.
6. To find out the relative efficiency of self-efficacy, parental support and school climate in predicting career aspirations of adolescent girls in Kerala.
7. To develop a regression equation for predicting career aspirations of adolescent girls in Kerala with self-efficacy, parental support and school climate.

## **Hypotheses**

The hypotheses of the study are the following.

1. Adolescent girls in Kerala have high level of career aspirations and its components dedication, motivation, self-confidence and preparation.
2. There exists no significant difference in the mean scores of career aspirations and its components among adolescent girls based on locale of the school.
3. There exists no significant difference in the mean scores of career aspirations and its components among adolescent girls based on level of education.
4. There exists no significant difference in the mean scores of career aspirations and its components among adolescent girls based on parental education.
5. There exists no significant difference in the mean scores of career aspirations and its components among adolescent girls based on religion.
6. Self-efficacy is significantly related to career aspirations and its components among adolescent girls in Kerala.
7. Parental support is significantly related to career aspirations and its components among adolescent girls in Kerala.
8. School climate is significantly related to career aspirations and its components among adolescent girls in Kerala.
9. Self-efficacy, parental support and school climate are significant predictors of career aspirations among adolescent girls in Kerala.

## **Methodology**

The investigator adopted descriptive survey method to understand the extent of career aspirations of adolescent girls and to find out whether self-efficacy, parental

support and school climate are significant predictors of career aspirations. For this, correlational research with predictive design was used.

### **Sample Selected for the Study**

Population under the study is adolescent girls in Kerala and the participants are 1097 X and XII standard girls from 21 schools of six districts of Kerala state viz., Kasargod, Kozhikode, Malappuram, Trissur, Kollam and Thiruvananthapuram and the sample was selected using stratified sampling technique.

### **Instruments Used**

The following instruments were used in the study;

#### ***Scale on Career Aspirations (Raseena & Rekha, 2023)***

To measure the career aspirations of adolescent girls, the investigator developed and standardised Scale on Career Aspirations under the guidance of supervising teacher. The standardised Scale on Career Aspirations consists of 26 items among which 16 are positively stated and 10 negatively stated with dimensions dedication, motivation, self-confidence and preparation.

#### ***Scale on Self-Efficacy (Raseena & Rekha, 2023)***

To measure self-efficacy, Scale on Self-Efficacy was developed and standardised by the investigator with the help of supervising teacher. Scale on Self-Efficacy was constructed on the basis of Banduras' book *Self-Efficacy Beliefs of Adolescence: Guide for Constructing Self-Efficacy Scales* (2006). The scale consists of 31 items among which 17 are positively stated and 14 negatively stated under the dimensions of Academic Self-Efficacy, Self-Efficacy to meet others' expectations, Social Self-Efficacy, Problem-Solving Self-Efficacy, Self-Regulatory Efficacy.

***Scale on Parental Support (Raseena & Rekha, 2023)***

Scale on Parental Support developed by the investigator with the help of supervising teacher to measure the variable parental support. The scale was developed as per the theories and dimensions of parental support proposed by Gala and Cullen (1994) and Burke, et al., (2023). Parental support comprised of four sub-categories, which included instrumental, informational, emotional, and appraisal support. The tool consisted of 35 items among which 23 are positively stated and 13 negatively stated.

***School Climate Scale (Sini & Vijayakumari, 2019)***

School Climate Scale developed by Sini and Vijayakumari (2019) was used to measure the variable School Climate. The scale was developed on the basis of National School Climate Centre model in 2007. The authors of the scale adopted five domains of school climate viz., Safety, Teaching and learning, Interpersonal relationships, Environment and Staff relations. The tool consisted of 40 items among which 19 were positively stated and 21 negatively stated.

**Statistical Techniques**

As per the research questions and objectives of the study, the collected data was organized and analysed. The hypotheses were tested with the help of suitable statistical techniques. Following statistical techniques were used to analyse the data.

- Descriptive statistics was used for checking the normality of the data.
- Percentiles of career aspirations and its components viz., dedication, motivation, self-confidence and preparation were calculated to get the clarity of distribution of data and positional average of career aspirations and its components.

- One sample t- test was used to find out the extent of career aspirations and its components viz., dedication, motivation, self-confidence and preparation of adolescent girls in Kerala.
- Two tailed test of significance of difference between means for large independent groups was used to compare the mean scores of the variable career aspirations and its components viz., dedication, motivation, self-confidence and preparation of adolescent girls for the subgroups based on locale of the school, level of education and parental education.
- One –way ANOVA was done to find out the significant difference in career aspirations and its components viz., dedication, motivation, self-confidence and preparation of adolescent girls based on relevant sub group religion. Scheffe’s post-hoc test was further used to find out the significant differences in the group.
- Pearson’s Product Moment Coefficient of Correlation ‘r’ was used to estimate the extent of relationship of career aspirations and its components viz., dedication, motivation, self-confidence and preparation of adolescent girls with self-efficacy, parental support and school climate.
- Multiple Regression Analysis was used to develop regression equations to predict criterion variable career aspirations with predictor variables self-efficacy, parental support and school climate.

### **Scope and Limitations**

The investigator studied the contribution of significant predictors of career aspirations with self-efficacy, parental support and school climate. The study was conducted on a representative sample of 1097 girl students of standard X and XII from

21 schools of six districts of Kerala viz., Kasargod, Kozhikode, Malappuram, Trissur, Kollam and Thiruvananthapuram. The sample was selected through stratified sampling technique considering the strata like locale of the school and level of education. It is expected that the findings of the study are generalizable to the entire population of adolescent girls in Kerala. In order to measure the select variables, standardized tools having satisfactory validity and reliability were used. The present study acts as a supportive factor which helps to understand the current level of career aspirations of adolescent girls in Kerala. It also helps to identify the efficient predictors of career aspirations among the select ones. The findings of the study are useful for future studies in the area of career aspirations of adolescent girls which can help the educators and career counsellors to plan better in the prevailing educational situations. It also helps the educational policy makers to plan programs which can improve career aspirations of adolescent girls to maximize professional achievement.

The sampling frame of the study was delimited to tenth and twelfth standard female students of 21 schools from government and aided sectors selected randomly from six districts of Kerala. In order to make the sample a highly representative one, due importance was given to various strata when the sample was selected. The study was confined to students of schools following Kerala state syllabus. Even though many social, familial and personal variables may influence career aspirations, the investigator selected only one social one familial and one personal variable for the study. Sincere efforts were made by the researcher to guide the study with the objectives framed. But some inherent limitations are present in the study. Some self-reporting instruments yielded low accuracy on responses which remained outside the control of the researcher. In order to assess the parental support perceived by

adolescent girls, the investigator applied the research instrument to the students itself and it may make contradictions in the actual support given by the parents and the perceived parental support by students. Even though career aspirations is a matter of global vocational concern, the study was limited to 1097 adolescent girls in Kerala.

It has been evident that globalisation and privatization has increased in careers and professions and there is increase in vocational education imparting specialised skills for specific professions. In urban areas girls are getting education till recently and not much aware about professions, that has come up with development of technology, globalization and privatization. The main aim of the present study is to explore the career aspirations of adolescent girls in Kerala. This study is very significant as aspirations are more important during adolescent period for girls because teenagers are in the period of evaluating the degree to which diverse choices help or hinder their chances of achieving desired goals. Understanding and analysing factors like self-efficacy, parental support and school climate and its influences on career aspirations of adolescent girls will be helpful for future career development ventures.

### **Organization of the Report**

The research report is systematically organized in six chapters viz. Introduction, Review of Related Literature, Methodology, Analysis and Interpretation, Summary, Findings and Conclusions and Recommendations. The detailed organization of the report is described below.

#### **Chapter 1: Introduction**

This chapter contains a brief introduction to the problem, need and significance of the study, statement of the problem, definition of key terms, variables,

objectives and hypotheses, methodology, scope and limitations of the study and organisation of the report.

### **Chapter 2: Review of Related Literature**

This chapter deals with the theoretical overview and review of studies related to the variables career aspirations, self-efficacy parental support and school climate.

### **Chapter 3: Methodology**

This chapter includes the detailed description of the method, design, variables, sample, instruments, data collection procedure and statistical techniques used for the study.

### **Chapter 4: Analysis and Interpretation**

This chapter deals with the details of data analysis by using appropriate statistical techniques and interpretation together with discussion of results.

### **Chapter 5: Summary, Findings and Conclusion**

The content of this chapter includes the summary of the study such as study in retrospect and the major findings of the study including the tenability of hypotheses and conclusion.

### **Chapter 6: Recommendations**

This chapter includes the educational implications of the study, and suggestions for further researches. At last, the report is followed by references and appendices related to the study.

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*Chapter 2*

**REVIEW OF RELATED LITERATURE**

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- **Theoretical Overview**
- **Review of Related Studies**
- **Summary of Related Studies**
- **Conclusion**

Review of literature is an integral part of any research as it is a summary of the previous studies made by recognised authors about a specific area of research, which explores the theoretical and historical background of research. It provides clarity to research problem and gives insight into the conceptual background of the current study. A broader literature review helps to identify the relevance of the current topic by noticing knowledge gap in the previous studies. Adequate analysis of related literature helps to adopt improvised research design and novel methods for data collection and analysis and to compare and contrast previous research findings which makes the study more unique and perfect.

The current study tries to explore self-efficacy, parental support and school climate as predictors of career aspirations of adolescent girls in Kerala. This chapter describes the theoretical overview and review of related studies of the variables career aspirations, self-efficacy, parental support and school climate. The review of related literature is discussed under the following headings:

- Theoretical Overview
- Review of Related Studies

### **Theoretical Overview**

This section deals with the theoretical overview of the underlying theories of variables selected. This section is described under the following sub sections.

- Theoretical Overview of Adolescence
- Theoretical Overview of Career Aspirations
- Theoretical Overview of Self-Efficacy

- Theoretical Overview of Parental Support
- Theoretical Overview of School Climate

### **Theoretical Overview of Adolescence**

“Adolescence is the phase of life between childhood and adulthood, typically ranging from ages 10 to 19, marked by rapid physical growth, emotional development, and social changes” (WHO, 2023).

‘Adolescence’ is a transition period with biological, psychological, attitudinal and social changes for a child to mature into an adult (WHO, 2018). It is one of the most rapid phases of human development. Although the order of most of the changes comes to be universal, their timing and the speed of change are different among and even within individuals; both the individual characteristics (e.g. sex) and external factors (e.g. inadequate nutrition, an abusive environment) influence these changes (WHO, 2018). While adolescence was defined by Hall as a period that starts from puberty at around 12 or 13 years and end late, from 22 to 25 years of age (Rosalyn, 2004), WHO/UN defines adolescent as any person from ages of 10 to 19 years, ‘youth’ from 15 to 24 years and ‘young people’ from 10 to 24 years (Blum & Nelson, 2004). In Indian society for most of the purposes, adolescence is considered to be 12 to 18 years.

The immediate environment of the adolescent involving institutions like family, society, school and the state play the major role in shaping him/her into an empowered adult (UNICEF, 2011). Adolescence is the most critical period of developmental face for both boys and girls, so far, in many conditions girls face specific challenges during this period (UNICEF, 2011). While boys and girls are comparatively similar in health and development outcomes during their early

childhood, many challenges stand for girls during adolescence (UNICEF, 2011). Adolescent girls usually obtain self-contradictory prospects from different paces of their lives: parents, peers, teachers, the media, and themselves (American Association of University Women, 1996). Girls always in fight with these contradictory messages, trying to figure out whom to satisfy in their everyday lives (Brown & Gilligan, 1992). Girls experience a 'density of transitions' during adolescence period, in that biological and social transitions tends to happen within a shorter span of eight times for girls than for boys (Lloyd, 2005). Girls' puberty reach at younger age comparing to boys, which shows the developmental and physical challenges of girls based on sexual maturation earlier in life. Girls are also more likely to get married and start reproduction during adolescence period: one-third of girls from developing world are get married before their age reaches 18, and one-third of women from the developing world give birth before their adulthood or age of 20 (UNFPA, 2014). Even if they are not getting married at adolescent age, girls usually struggling with the burden of domestic responsibilities, spending more time on domestic chores and having to take care younger siblings, parents and extended family members frequently (Warner et al., 2012).

To understand the career aspirations of adolescent girls it is important to know and have an in-depth knowledge about the diverse concept of and how they have been defined. The earlier views of the adolescents assume a direct link between biological factors and psychological development (Gross, 2001). Hall is the pioneer of this perspective. Hall's theory is the earliest theory of adolescences. He is also known as the father of a 'scientific study of adolescence'. Hall explained the period of adolescence as 'storm and stress' and full of contradiction, wide swings in mood and

emotion. Thus, it is said that Hall viewed adolescent as a turbulent time charged with conflict (Gross, 2001). The psychoanalytic view which is pioneered by Sigmund Freud referred to adolescence as the formative phase of a person and it influences and shapes personality (David & Shaffer, 2000). He specified three dimensions of personality. The 'id', driven by the instincts, is present right from birth and it is pleasure seeking by nature e.g. hunger, sexual urges etc. The 'ego' is the conscious, rational component of the personality. Its function is to find realistic means to gratify instincts and the third and last component is 'super-ego'. It's the component that consists of one's internalized moral standards (David & Shaffer, 2000). According to Freud (1923), teenagers experience sexual and aggressive urges during this stage, which, if not managed early on, might lead to risky behaviour later in life. Anna in 1968 advocated that adolescence is characterized as psychological disequilibrium resulting from sexual maturity and arousal of ego defence mechanism. Eric Erickson of Neo-Freudian era in his psychosocial theory revives and extends Freud's theory by concentrating less on the sex instinct and more on important socio-cultural determinants of human development (David & Shaffer, 2000). Ericson referred the adolescence period as quest for identity and coined the term - Identity versus role confusion (David & Shaffer, 2000). Adolescents pick up knowledge from their experiences. Adolescent's learning and behaviour are significantly affected by cognitive variables such as competency, encoding strategies, expectancies, personal values, self-monitoring and motivation (Baron, 2007). Piaget's theory of intellectual development has important implication for social and personality development (Muss, 1996). According to Piaget, adolescence is a stage of transition from the use of four concrete operations to the application of formal operation in reasoning (Muss, 1996).

Thus, by providing them with opportunities for constructive engagement and proper guidance, they could be helped in managing their own problems in a more responsible manner. Mead, from a cultural anthropological stand point, conducted research in Pago-Pago Samoa, in the West Indies in 1925. The goal of the researcher was to find out whether the adolescent turmoil was a universal product of puberty, and hence it is totally a biological manifestation or could be modified by cultural. Her research conclusively established that the disturbances which exist in adolescents are culturally specific and not universal. They are product of civilization (Muss, 1996).

There are innumerable research studies with adolescent girls as subject, from many different aspects such as development (physical, cognitive, psychological, etc.), behaviour, health (general, reproductive, nutritional, menstrual, etc.), education, life skills, empowerment and so on.

Adolescent professional development is crucial for success over the lifespan it correlates with adolescent adjustment and wellbeing (Skorikov, 2007). Aspirations are particularly crucial during adolescent period because it enable young people to assess how different decisions affect their chances of achieving their goals.

### **Theoretical Overview of Career Aspirations**

“Career Aspiration refers to an individual's long-term professional goals or ambitions, which guide their career path and decision-making process” (Savickas, 2005).

The word "career," which is derived from Latin and French, originally signified a path or racecourse, as well as the swift speed of humans, horses, hawks, and celestial things. It also signified a course of activity. It began to have some of the meanings it has now by the beginning of the nineteenth century and has since come

to represent some fundamental aspects of Western society (Gunz & Heslin, 2005). It is presently used in a number of contexts, for a variety of goals, from a variety of perspectives, and with a variety of underlying assumptions. Career is not a notion that can be defined universally; rather, it is a spectrum of constructs, typically sharing some aspects. These varied usages provide many contextualized meanings. A few examples can be used to show how meanings of career vary both between and within different domains. However, the word career is often not clearly defined, even in academic usage, and is frequently interchanged with the term vocational; and when it is used to modify other terms, such as development or guidance, the meaning of the term is generally taken for granted.

In everyday speech, the term ‘career’ is used to describe a variety of concepts, including individual work histories, occupational sequences and patterns, and upward mobility within a certain field or in life as a whole. It is distinguished from ‘just a job’ and specifically used to the employment history and advancement of professionals, managers, and other elites. It can also be used more broadly to refer to a biography or life history or as a general framework for understanding life. Career literally means “a field for or pursuit of consecutive progressive achievement especially in public, professional, or business life” (Merriam Webster, 2015). Aspiration refers to a strong desire, longing or ambitions to achieve something, typically something high or great (Merriam - Webster Dictionary, 2015).

### ***Definitions of Career Aspirations***

Career aspirations are an individual’s desired or intended career goal, reflecting the occupations or fields a person hopes to enter in the future (Lent, et al.,1994)

Farmer and Clung (1995) states that career aspirations represent dreams that individuals have about what ideal career would be for them.

Hurlock (1967) define aspirations as “a longing for what is above one’s achieved level with advancement on it as its end. In other words, aspiration means the goal an individual sets for himself in a task, which has intense personal significance for him or in which he is ego-involved”.

Career aspirations are nothing but as an individual’s point-in-time expressions of educational and occupational goals (Rojewski, 2005).

Danziger and Eden (2006) refer “career aspirations as to construct embodying an individual’s occupational identity and desired career goals. It is a collection of needs, drives and behavioural intentions that a person has in relation to potential career prospects”.

According to Powell and Butterfield (2013), career aspirations is a type of mental self-selection process. An individual’s career aspiration refers to the individual’s desire for future employment.

According to Bos (2013), career aspirations is long-term individual work-related goals.

According to O’Brien (2019) career aspirations are the desire to pursue higher Education after high school, such as a four-year college, two-year College or a vocational school, in order to increase career possibilities.

### ***Determinants of Career Aspirations***

Researchers identified several determinants for career aspirations. She et.al (2009) in their studies drew attention to the determinants of career aspirations and underlined some factors such as poor proficiency, lack of computer skill, family

background, personal characteristics, school mentoring, and extracurricular support that may play a role. Family, social commitments and part-time work are the three factors that influence career aspiration (Davies, 2008). Pattanayak and Naik (2014) reported in their study that aspiration of tribal students is influenced by gender role socialization, parental expectations, teacher attitudes and a general occupational landscape in which they lived. Paul (2013) aimed at exploring the occupational aspiration of youth and find out that gender plays an important role in aspiration; female is very particular about their occupation, and male students have diverse aspirations concerning their career choice.

Astagi (2013) investigated occupational aspiration which varies with educational stream viz arts, commerce and science and socioeconomic status. Aggarwal (2012) surveyed class 12 students to a better understanding of student's aspirations and identified awareness levels; sources of information, key stakeholders and factors that influence their education and career choices were identified. The result was largely consistent across gender. Kaur and Sharma (2012) while compares the occupational aspiration of senior secondary school students studying in government and private schools, found that it varies with gender and home environment.

All these determinants mentioned above influence career aspirations. But researchers also found other determinants that are diverse in nature and relation. Occupational expectations (Devroop, 2011), location (Keith & Ralf 2011), ethnicity cultures, religions and race (Kiche, 2010) medium of school, self-concept, (Hasan, 2006), family and parental involvement (Raychaudhuri, 2022), school-based and

personal factors, socioeconomic status (Vaidya, 2006) are highlighter this to career aspirations.

### **Theoretical Background**

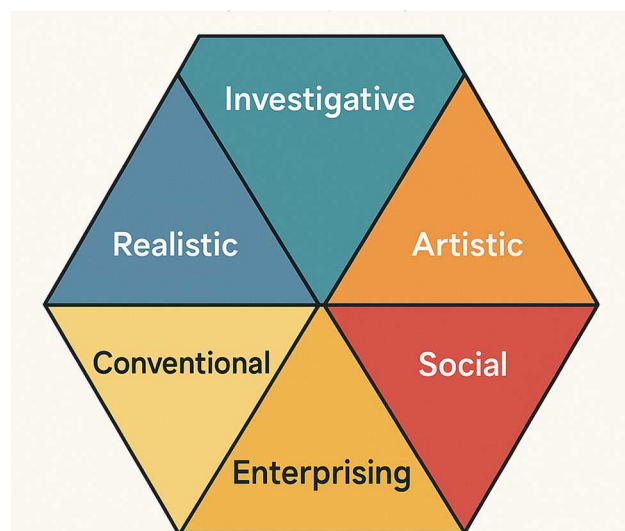
Career Aspirations involve the goals and ambitions individuals have for their professional lives. They can be influenced by personal interests, values, skills, and the desire for growth and fulfilment. Theoretical aspects of Career Aspirations can be examined from different perspectives, including psychological and sociological theories.

#### ***Holland's Theory of Vocational Choice***

Holland's (1997) theory, originally developed in 1959, derived from his observations as a classification interviewer with the army, and is based on the premise that there are six true personality types and most people fit into one of these six personality types: realistic, investigative, artistic, social, enterprising and conventional. These true types occur only rarely, with most people being a combination of these types.

### **Figure 1**

*Personality Types of Holland (Holland, 1997)*



These personality types are explained below (Niles, et al., 2013; Richards, 2005; Kamasak & Bulutlar, 2010; Yılmaz, et al., 2012).

**Realistic Type:** Realistic personality type prefers activities that one can form objects, tools, machines and animals systematically and regularly and doesn't like educational and therapeutic activities. Realistic individual has mechanic abilities; however, there can be deficiencies in his social skills. Realistic types prefer professions such as car mechanic, cadastral engineer, farmer or electrician. Realistic types are defined as; easy going, modest, free-spoken, materialist, stubborn, openhearted, practical, headstrong, natural, shy, honest and economizer (Niles et al., 2013).

**Investigative Type:** Investigative personality type prefers activities that require observational, symbolic, systematic and creative studies on physical, biological and cultural events to understand and control some events. Investigative individuals don't like repetitive activities and social activities requiring persuasion. While these tendencies provide opportunities for scientific and mathematical competences, they also cause deficiencies in leadership skills. Investigative types prefer professions such as biologist, chemist, physician, anthropologist, geologist or medical technician. Investigative types are generally defined as; analytic, independent, openhearted, cautious, intelligent, pessimist, introvert, complicated, rigorous, critical, systematic, curious and shy (Niles et al., 2013).

**Artistic Type:** Artistic personality type prefers flexible, independent and unplanned activities that require the formation of physical, verbal and human-related materials in order to create art forms and products. Artistic individuals don't like systematic and planned activities. While these tendencies provide opportunities for

artistic skills in language, art, music, drama and authorship, they can cause deficiencies in office works or management skills. Artistic types prefer professions such as composer, musician, stage director, writer, interior architecture or actor/actress. Artistic individuals are generally defined as; complicated, dreamer, introspective, untidy, unpractical, intuitive, emotional, quick-tempered, independent, free-spoken, idealist and original (Niles et al., 2013).

**Social Type:** Social personality type prefers activities that require directing others for informing, improving, treating, educating and enlightening. They don't like planned and systematic activities including materials, tools or machines. While these tendencies provide opportunities in terms of human relations such as interpersonal and educational competences, they can cause deficiencies in mechanical and scientific skills. Social types prefer professions such as teacher, religious official, psychological counselling, clinical psychologist, psychiatric nursing or speech therapist. Social individuals are generally defined as; persuasive, idealist, social, collaborative, polite, sympathetic, friendly, patient, fine, generous, responsible, understanding, helpful and warm-hearted (Niles et al., 2013).

**Enterprising Type:** Enterprising personality type prefers activities that require directing others for organizational or economic gain. They don't like observational, symbolic and systematic activities. While these tendencies provide opportunities in terms of leadership, interpersonal and persuasion competences, they can cause deficiencies in scientific skills. Enterprising types prefer professions such as marketing, management, business executive, television producer, sports coach or purchase specialist. Enterprising individuals are defined as; greedy, dominant, optimist, adventurer, high-spirited, ambitious, energetic, agreeable, extrovert, quick-tempered, self-confident, social and popular (Niles et al., 2013).

**Conventional Type:** Conventional personality type prefers activities that require the systematic, planned and accurate formation of data such as using computer in order to achieve organizational and economic objectives, organizing texts and numeric data according to a certain plan, reproducing materials and recording. Conventional types don't like activities that are not systematic, flexible, independent or discovery-directed. While these tendencies provide opportunities in terms of office works, numeric or operating systems, they can cause deficiencies in artistic competences. Conventional types prefer professions such as accountancy, stenography, financial analyst, brokerage or taxman. Conventional individuals are generally defined as; sensitive, introvert, stubborn, conscientious, obedient, practical, cautious, tidy, economic, talented and literal-minded (Niles et al., 2013).

#### ***Theory of Career Development- Donald Super***

Theory of career development by Super 1954, asserts that learning how one's interests and abilities relate with the requirements of occupations involve the life stages of growth and exploration (Kosine & Lewis, 2008). Super (1990) established a framework for life stages consisting of growth, exploration, establishment, maintenance and disengagement. Super (1980) claims that occupational preferences and competencies, as well as an individual's living circumstances, vary overtime and experience. Super's theory is a hybrid of stage development and social role theory which proposes that people advance through five stages of career development such as growth, exploration, establishment, maintenance, and disengagement. The five stages of career development in Super's theory are cited (Sultana, 2022) as follows:

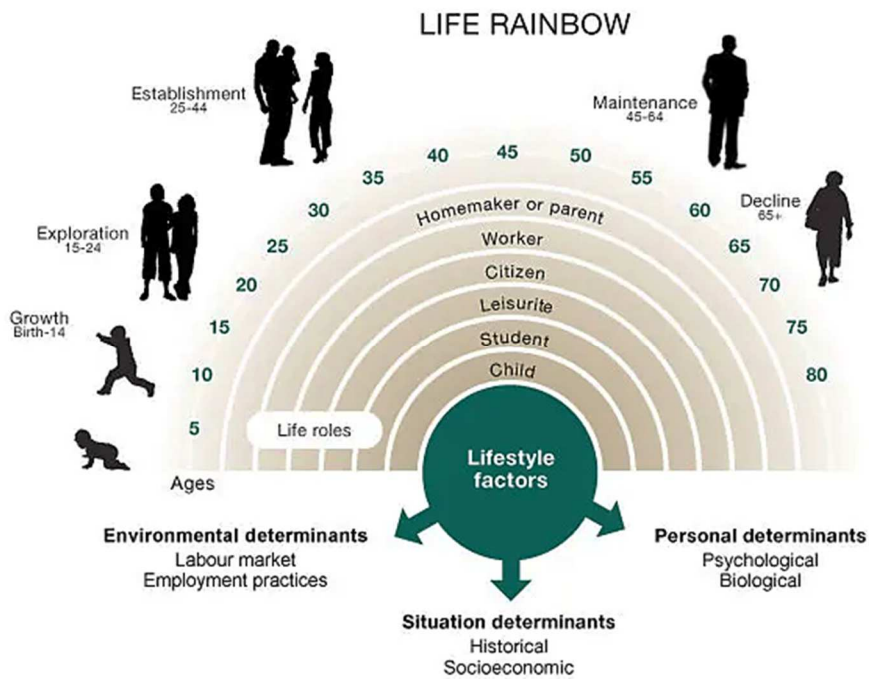
- a) In this **stage of Growth** (5-20 years), the choice of career is made, which is determined by the important factors such as family, teachers, friends, movies, hobbies and financial resources of parents and individuals;

- b) The **stage of Exploration** (26-40 years), involves getting your first job, accepting your friends and also by the friends, learning the trade, and earning the first evidence of real success or failure in the real world. So far, people have not been given a unique role to play in terms of power or high status;
- c) In this **Establishment stage** (41-55 years), nowadays individuals continue to improve their performance or their performance is deteriorating. Those who are able to go beyond the limit of service are rewarded. For others, it may be a resurrection, a job change, a change of priorities, or the search for other forms of life such as a big country or going back to college. The secret of “fatigue” is often seen nowadays;
- d) **Maintenance stage** (55-70 years), is an exciting time for those who are in the middle of a career. In successful late career in life, individuals are allowed to take a short break and make it play as part of the adult state. Now education is not expected or expected more than individuals’ previous hobbies and performances, for those who are confused or frustrated at first, part-time work entails the fact that they do not have the everlasting impact or change the world as they once thought. It is a time when people are not aware that their workload is declining. The beginner looks forward to retirement and the opportunity to make a difference;
- e) **Disengagement and decline stage** (after 70), is the time for retirement. People are forced to turn away from being famous and to leave behind important aspects of their identity. For a few skilled craftsmen or those who have seen their performance deteriorate over the years, it can be an enjoyable time. Disappointment at work must be avoided. Understanding of work no longer exists.

The responsibility will be small, but life will not be organized. That is why it is a difficult time for everyone to feel good and fulfilled (Sultana, 2022).

**Figure 2**

*Super's Stages of Career Development (Super, 1990)*



Super's theory is not a strict stage theory in which a person's age determines his or her advancement from stage to stage (Kosine & Lewis, 2008). According to Super (1980) self-concept is an important indicator of career aspirations which may be considered as an adolescent's impression of occupational self-concept and self-concept evolves over time as a result of experience. Vocational choice and behaviour improve when the self-concept becomes more realistic and stable. People choose jobs that allow them to express their self-concepts. (Super, 1980)

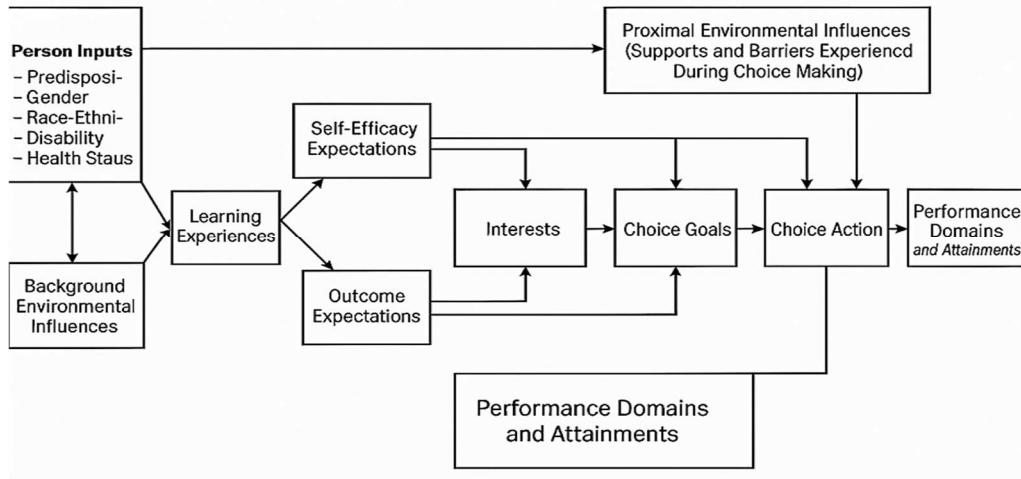
### ***Social Cognitive Career Theory (SCCT)***

Social cognitive career theory (SCCT) is a relatively new theory that is aimed at explaining three interrelated aspects of career development: (1) how basic academic and career interests develop, (2) how educational and career choices are made, and (3) how academic and career success is obtained (Lent, 2002). This theory is developed by Lent, Brown, and Hackett in 1994 based on Albert Bandura's general social cognitive theory. The theory integrates numerous concepts (e.g., interests, values, abilities, environmental factors) that occurs in earlier career theories and have been found to influence career development (Lent, et al., 2000).

Three intricately linked variables: self-efficacy beliefs, outcome expectations, and personal goals serve as the basic building blocks of SCCT (Lent, 2002). Self-efficacy refers to an individual's personal beliefs about his or her capabilities to perform particular behaviours or courses of action. Unlike global confidence or self-esteem, self-efficacy beliefs are relatively dynamic (i.e., changeable) and are specific to particular activity domains. People vary in their self-efficacy regarding the behaviours required in different occupational domains. For example, one person might feel very confident in being able to accomplish tasks for successful entry into, and performance in, scientific fields but feel much less confident about his or her abilities in social or enterprising fields, such as sales. SCCT assumes that people are likely to become interested in, choose to pursue, and perform better at activities at which they have strong self-efficacy beliefs, as long as they also have necessary skills and environmental supports to pursue these activities (Lent, et al., 2000).

**Figure 3**

*Social Cognitive Career Theory (Lent, et al., 2000).*



**Self-Efficacy Beliefs:** Self-efficacy beliefs are assumed to derive from four primary sources of information: personal performance accomplishments, vicarious experiences (e.g. observing similar others), social persuasion, and physiological and emotional states; Personal accomplishments (successes and failures with specific tasks) are expected to offer a particularly compelling source of efficacy information, but the nature of the social models and reinforcing messages to which one is exposed, and the types of physiological states one experiences while engaged in particular tasks (e.g., low levels of anxiety), can all affect one's self-efficacy regarding different performance domains (Lent, et al., 2000).

**Outcome Expectations:** Outcome expectations refer to beliefs about the consequences or outcomes of performing particular behaviours (e.g., what will happen if I do this?); The choices that people make about the activities in which they will engage, and their effort and persistence at these activities, involve consideration of outcome as well as self-efficacy beliefs; For example, people are more likely to choose to engage in an activity to the extent that they see their involvement as leading to be

valued, positive outcomes (e.g., social and self-approval, tangible rewards, attractive work conditions). According to SCCT and the larger social cognitive theory, engagement in activities of person, the effort and persistence they put into them and their ultimate success are partly determined by both their self-efficacy beliefs and outcome expectations (Lent, et al., 2000).

**Personal Goals:** Personal goals may be defined as one's intentions to engage in a particular activity (e.g., to pursue a given academic major) or to achieve a certain level of performance (e.g., to receive an A in a particular course). In SCCT, these two types of goals are, referred to as choice goals and performance goals respectively. By setting goals, people help to organize and guide their own behaviour and to sustain it in the absence of more immediate positive feedback and despite inevitable setbacks. Social cognitive theory posits that goals are importantly tied to both self-efficacy and outcome expectations: people tend to set goals that are consistent with their views of their personal capabilities and of the outcomes they expect to attain from pursuing a particular course of action. Success or failure in attaining personal goals, in turn, becomes important information that helps to alter or confirm self-efficacy beliefs and outcome expectations (Lent, et al., 2000).

### ***Theory of Circumscription and Compromise***

The theory of circumscription and compromise by Gottfredson (1981), attempts to explain how career choice progresses in young people. Gottfredson used the term circumscription in her developmental theory of occupational aspirations to explain career exploration as a process of eliminating and retaining occupational choices. The theory recommended that individuals will only select occupations within

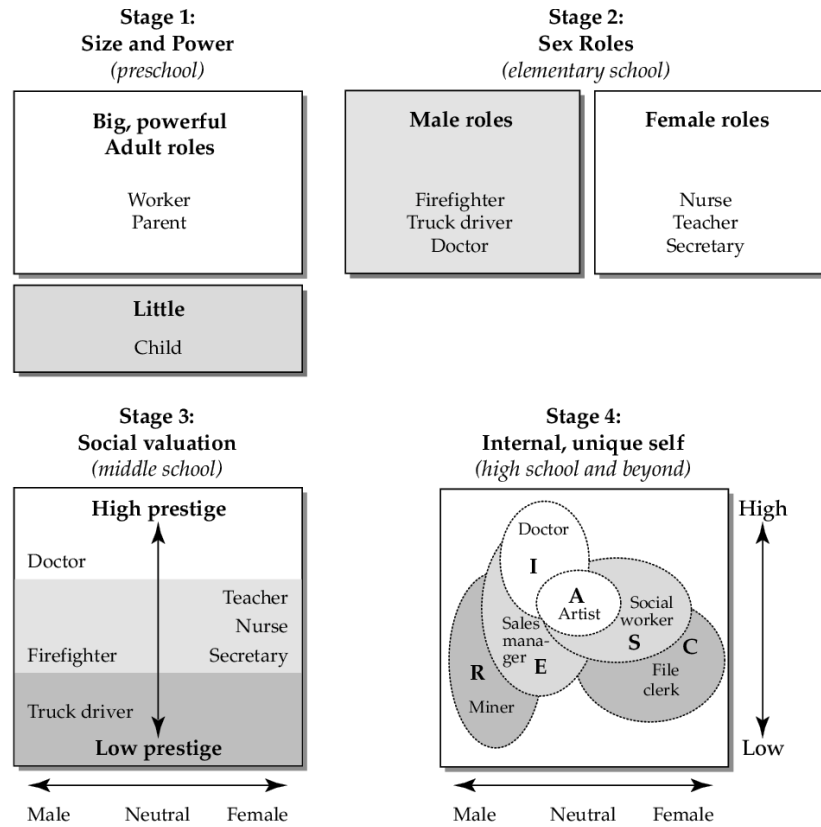
an area bounded by their acceptable levels of prestige and sex type which was called the zone of acceptable alternatives (Brott, 1993).

Circumscription was related to the developmental scheme within the theory through four stages.

- The **first stage** (i.e., ages 3-5) is characterized by an orientation to size and power, where occupations are perceived as adult roles. (Brott, 1993)
- The **second stage** (i.e., ages 6-8) is characterized by an orientation to sex roles, with occupations that are not consistent with one's sex-role preference being eliminated. (Brott, 1993)
- The **third stage** (i.e., ages 9-13) is characterized by an orientation to social valuation, where an awareness of social class results in the elimination of occupations that are lower than one's tolerable-level prestige boundary or higher than one's tolerable-effort prestige boundary. (Brott, 1993)
- The **fourth stage** (i.e., ages 14 and beyond) is characterized by an orientation to the internal unique self, eliminates occupations that are not compatible with one's interests and abilities. Therefore, circumscription suggests that individuals become less flexible and the zone of acceptable alternatives becomes smaller as occupations are eliminated over time (Brott, 1993).

**Figure 4**

*Stages of Circumscription and Compromise (Brott, 1993).*



Gottfredson also projected the concept of compromise which deals with the implementation rather than the development of aspirations in career choice (Brott, 1993). When compromise is needed, the field of interest is sacrificed first, followed by the prestige preference, and sex-type which is the earliest to develop is the least likely to be compromised; Within the concept of compromise there was introduced a cognitive map of occupations which was a dual axis representation of the major dimensions of occupational perceptions with prestige shown on the vertical axis, and the sex-type of jobs shown on the horizontal axis (Brott, 1993).

### **Theoretical Overview of Self-Efficacy**

"Self-efficacy is mediated by a person's beliefs of expectations about his or her life, capacity to accomplish certain tasks successfully or demonstrate certain behaviours" (Bandura, 1977).

The concept of Self-efficacy was originally proposed by Bandura, a Canadian psychologist in 1977. Self-efficacy indicates to an individual's belief and confidence in his capacity to execute behaviours which are necessary to produce specific performance attainments and which affect the whole area of human activities (Mathai, 2022).

Albert Bandura's social learning theory stressed the importance of observational learning, imitation and modelling. "Learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do" (Bandura, 1977). His theory integrates a continuous interaction between behaviours, cognitions and the environment. Bandura (1995) expound that self-efficacy is defined as people's beliefs about their ability to create designated levels of performance that influence events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate, and behave. Such beliefs produce these different effects in four main processes. These include cognitive, motivational, affective and selective processes.

A strong sense of efficacy enhances the achiever and his or her own well-being in different ways. People who are highly assured in their abilities perceive hard work as challenges to be solved rather than threats to omit in difficult situation. Such an efficacious outlook enhance intrinsic interest and deep engrossment in activities. Instead, people who doubt their abilities tries to avoid problematic tasks that they see

as personal threats. They have low aspirations and little commitment to attain the goals they want to achieve. In the face of difficult tasks, they reflect on personal deficiencies, obstacles and all kinds of negative impacts, instead of focusing on the effective approach. They slow down and give up quickly in the occasion of difficulties. They gradually recover a sense of efficiency after each failure. As they perceive poor performance as a poor ability, it doesn't require much failure to lose faith in their abilities. They fall easy victim to stress and depression (Bandura, 1994).

Bandura as cited in Jumana and Meera (2016) that four levels of self-efficacy:

***General Self-Efficacy:***

Self-efficacy is "commonly understood as domain-specific; that is, one can have more or less firm self-beliefs in different domains or particular situations of functioning" (Bandura,1977). A general sense of self-efficacy has also conceptualized by some researchers. It refers to the confidence in one's ability to cope across a wide range of demanding or novel situations;

***Social Self-Efficacy:***

Social self-efficacy is "an individual's confidence in her/his ability to engage in the social interactional tasks necessary to initiate and maintain interpersonal relationships" (Bandura,1977). As a concept social self-efficacy has been unevenly defined, described, and assessed in the scientific literature as many researchers began to generalize Bandura's theory for specific applications;

***Academic Self-Efficacy:***

Academic self-efficacy refers to a student's belief that he or she can successfully engage in and complete a course or specific academic tasks, such as accomplishing course outcomes, demonstrating competency skills used in the course,

satisfactorily completing assignments, passing the course, and meeting the requirements (Bandura,1977).

***Teacher Self-Efficacy:***

Teacher self-efficacy pertains to one's perceived competence to deal with all demands and challenges that are implied in teachers' professional life (Bandura,1977).

Bandura as cited in Zuraidah, (2010) that four sources of self-efficacy expectations which are learned and can be modified. The sources include:

***1. Performance Outcome***

Performance outcome which are experiences of successfully performing the behaviours in question. If one has performed well at a task previously, he or she is more likely to feel competent and perform well at a similarly associated task (Bandura, 1977). With respect to career self-efficacy, performance outcomes are linked to the experiences of successful academic performance related to career choice;

***2. Vicarious Experiences:***

A person can watch another person's performance and then compare his own competence with the other individual's competence (Bandura, 1977). Vicarious experience or modelling is related to watching and visualizing people similar to oneself who perform successfully in a career;

***3. Verbal Persuasion***

Verbal persuasion is the encouragement and support from others. According to Redmond (2010), self-efficacy is also influenced by encouragement and discouragement pertaining to an individual's performance or ability to perform, such as a manager telling an employee: "You can do it. I have confidence in you." Verbal

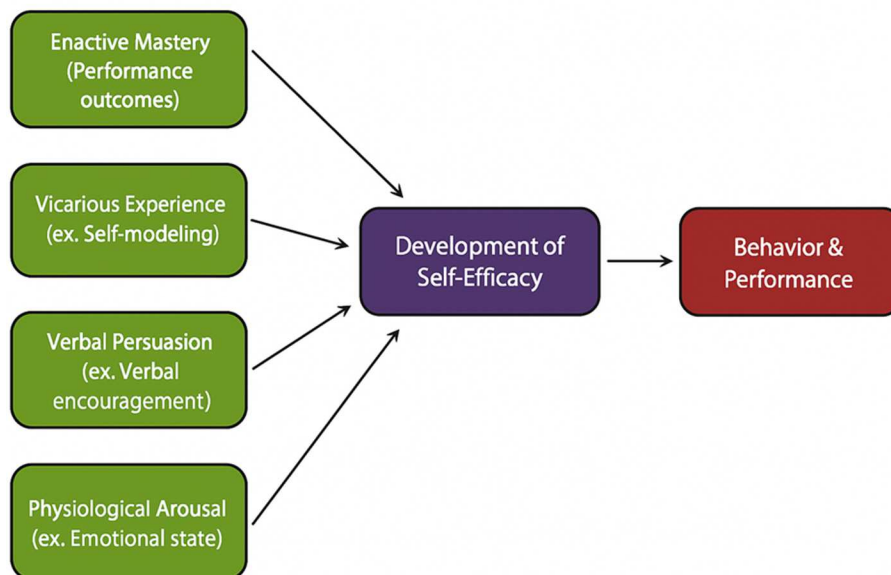
persuasion is related to the expression of confidence in one's capabilities than doubt related with career choice;

**4. Physiological Arousal (Emotional Arousal):**

People experience sensations from their body and how they perceive this emotional arousal influences their beliefs of efficacy (Bandura, 1977). For example, anxiety in connection with the behaviour, it relates to stress and tension one experiences based on their capabilities. If confidence of performing well in a career is increased, anxiety should decrease (Zuraidah, 2010). This source is the least impactful among the four, it is important to note that if one is more at ease with the task at hand, they will feel more capable and have higher beliefs of self-efficacy (Jumana & Meera, 2016).

**Figure 5**

*Sources of Self-Efficacy (Bandura, 1977)*



Self-Efficacy was developed by Albert Bandura as a part of a larger theory, the Social Learning Theory (Ashford & Croy, 2010), which has progressed into the Social

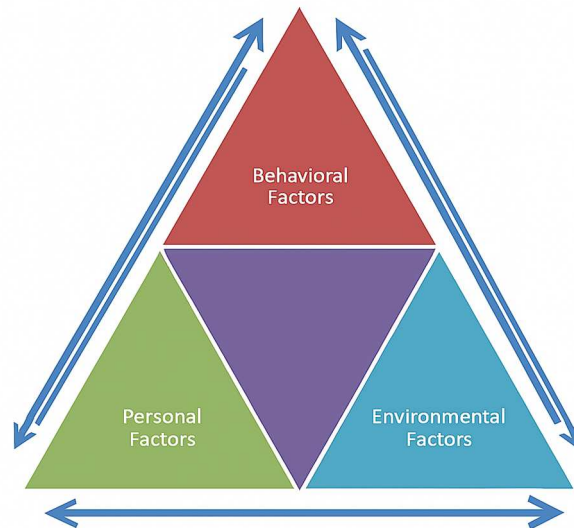
Cognitive Theory (Levin, et al., 2001). Social Cognitive Theory was presented by Bandura in response to his dissatisfaction with the principles of behaviourism and psychoanalysis. In these two theories, the role of cognition in motivation and the role of the situation are largely ignored (Bandura, 1977, as cited in Redmond, 2010).

Most psychologists find conceptions of human behaviour in terms of unidirectional personal determinism as unsatisfying as those espousing unidirectional environmental determinism. To contend that mind creates reality fails to acknowledge that environmental influences partly determine what people attend to, perceive, and think (Bandura, 1978).

Albert Bandura's Social Cognitive Theory emphasizes how cognitive, behavioural, personal, and environmental factors interact to determine motivation and behaviour (Crothers, et al., 2008). According to Bandura, human functioning is the result of the interaction among all three of these factors (Crothers et al., 2008), as embodied in his Triadic Reciprocal Determinism model (Wood & Bandura, 1989). While it may seem that one factor is the majority, or lead reason, there are numerous factors that play a role in human behaviour. Furthermore, the influencing factors are not of equal strength, nor do they all occur concurrently (Wood & Bandura, 1989). For example, employee performances (behavioural factors) are influenced by how the workers themselves are affected (cognitive factors) by organizational strategies (environmental factors). The figure below illustrates Triadic Reciprocal Determinism as portrayed by Wood and Bandura (1989).

**Figure 6**

*Triadic Reciprocal Determinism (Wood & Bandura, 1989).*



The Social Cognitive Theory is based on four processes of goal realization: self-observation, self-evaluation, self-reaction and self-efficacy. These components are interrelated, each having an effect on motivation and goal attainment (Redmond, 2010).

### **Theoretical Overview of Parental Support**

“Parental support refers to the emotional, informational, and instrumental assistance that parents provide to their children, fostering their development, well-being, and success in various domains, including academic and social areas. This support often includes encouragement, guidance, and resources that help children navigate challenges and achieve personal goals” (Grolnick et al., 1997).

Home is the first school of a child and parents are the first teachers of children. Parents play a crucial role in developing career aspirations of adolescent girls. The attitudes, behaviours, values and family background of parents vary greatly. Parents

engage their children in cognitive socialization strategies and it helps in the development of intellectual skills which is essential for the success of students in schools and in future (Mathai, 2022). Parental support plays a crucial role in the development and well-being of children and adolescents. Several theoretical perspectives shed light on the importance and impact of parental support:

### ***Attachment Theory***

Attachment Theory, developed by John Bowlby, in 1940's is a psychological framework that emphasizes the importance of early emotional bonds between a child and their parents. These bonds, according to Bowlby, play an influential role in shaping a child's emotional development, behaviour, and relationships throughout life. The theory explains why parental relationships have such a powerful impact on the personality of children (Jones, 2016). Bowlby's attachment theory contends that children are born with a psycho-biological system, the so-called attachment behavioural system that motivates them to seek or maintain proximity to an attachment figure (Bowlby, 1988).

Bowlby, as cited in Jones, (2016); there are four primary attachment styles:

1. Secure Attachment: When parents provide consistent care, children develop trust and confidence in their environment;
2. Anxious-Ambivalent Attachment: Inconsistent care leads to anxiety and uncertainty in children;
3. Avoidant Attachment: When children are emotionally neglected, they often distance themselves from emotional reliance on others;
4. Disorganized Attachment: these results from parents who are frightening or abusive, leading to confusion and a lack of trust in relationships (Jones, 2016).

The attachment behavioural system rests on several important claims: The child wants to be with the attachment figure, especially in stressful situations (proximity-seeking). The child derives comfort and security from the attachment figure (secure base). The child protests when the attachment figure is unavailable (separation) (Jones, 2016).

There are different types of parenting that can be practised by parents in caring for adolescents. Diana Baumrind as cited in Fadlillah and Fauziah (2022) classifies the types of parenting based on the demands and responses of parents:

***Authoritative Type***

Authoritative is a type of parenting that has high demands and responses: This type is characterized by the attitude of parents who are disciplined and responsive to the needs and desires of children (Baumrind, 1991). As stated by Brenner and Fox (1999) that the authoritative type is characterized by responsive parents and still wants discipline in children naturally. According to Baumrind (1966) the authoritative type is a type of parenting that is very firm, but still provides leeway for children to make their own decisions. Parents with the authoritative type always prioritize affection and communication with children goes well (Walls et al., 1986)

The authoritative type has many benefits for adolescent's development, including being able to train children's independence, discipline, and self-confidence. According to Santrock (2009) the authoritative type can make children independent and more disciplined. Strict rules and controls from parents can make children more independent (Brooks, 2008). In this type, the child's choices and wishes are highly respected. In addition, children are given the freedom to make choices, although there is still parental control and guidance. With this kind of parenting, children are given

the opportunity to explore as they wish (Brooks, 2008). The explanation can be understood that the authoritative type is a form of parenting that is very firm and responsive which is able to train children's independence and discipline (Fadlillah & Fauziah, 2022).

### ***Authoritarian Type***

Authoritarian is a parenting style characterized by high demands from parents, but very low responses (Baumrind, 1991). Parents have strong demands and control over the wishes of their children. This type of parent only requires the child to obey the orders he gives. Very little support for the child's wishes and parents prefer to punish the child. According to Baumrind et. al. (2010) parents with authoritarian types are more likely to restrain and limit their children's desires. Their attitude is less warm and tends to treat children arbitrarily. Psychologically, the authoritarian type is considered detrimental to children, such as being restrained, pessimistic, and not having good independence. There are pressure and control from parents, children are not independent and lose confidence. This type requires children to always follow orders and get a little attention and warmth from their parents (Santrock, 2009). According to Holden (2010) this authoritarian type can make children unhappy, pessimistic, shy, and untrustworthy. Thus, it can be understood that authoritarianism is a type of parenting that makes parents the most correct and powerful, thus demanding obedience from children. Moreover, they have a harsh and sometimes rude attitude towards children.

### ***Permissive Type***

Permissive parenting is characterized by low demands from parents, but very high parental response or attention. This parenting style is the opposite of the

authoritarian type. Permissive parents are more likely to be responsive to their children's wishes than demanding ones (Baumrind, 1991). Children are given the freedom to regulate and determine their own desires, as a sign of interference from parents. According to Baumrind (1971, 1978) this kind of parenting is characterized by weak control and parents prefer to free their children's desires. The permissive type is often referred to as open parenting. That is, parents give freedom to what children do. They let the boy do what he wants. According to Turner and Welch (1986) in this kind of parenting there are not many demands from parents. Therefore, they give maximum freedom to children, rarely punish children, and let children make their own decisions.

### ***Neglecting Type***

Neglecting is defined as a type of parenting that allows or ignores children. This type is in contrast to authoritative, where the demands and responses of parents to the child's wishes are equally low. Santrock (2009) states that neglecting is a negligent type of parenting. In this type of parenting, parents tend to not care about the needs of their children (Lestari, 2014). They simply do not want to be involved in the child's life. Therefore, in the neglecting type, the communication between parents and children is not well established, and there tends to be no positive communication. All desires, needs, and responsibilities are left entirely to the children themselves. This condition makes children neglected and not properly monitored for their growth and development (Fadlillah & Fauziah, 2022).

### **Theoretical Overview of School Climate**

“School climate refers to the quality and character of school life, encompassing the values, norms, relationships, teaching practices, and organizational

structures that contribute to the overall atmosphere of a school” (National School Climate Council, 2007).

School Climate refers to the overall quality and character of school life. It includes norms, beliefs, relationships, teaching and learning practices of students', parents' and school personnel's together with organizational and structural features of the school. It helps a child, teacher and an administrator to love the school. It can be considered as the personality of a school which reveals the feel, atmospheric tone, ideology or milieu of a school. The particular character of a school which is experienced by its participants, influences the actions and collective behavioural perceptions of persons within the school. School Climate can be considered as a collective feeling regarding safety, relationships, teaching and learning environment and the order of organizational patterns which tend to shape student learning and development. It is claimed that a positive School Climate leads to academic achievement, effective risk prevention efforts and positive youth development. It makes people feel safe socially, physically and emotionally in schools (National School Climate Council, 2007).

### ***Factors Influencing School Climate***

Various researchers have identified the following factors which influence School Climate.

- Number of quality interactions between students and adults (Kuperminc et al., 2001).
- School personality i.e., student- teacher perceptions of their school environment (Johnson et al., 1996).

- Environmental factors like physical building, classroom and materials used for instruction (Bull et al., 1987)
- Academic performance (Mathai, 2022).
- Feeling of safety and school size (Freiberg, 1998).
- Students' and teachers' feeling of trust and respect (Manning & Suddlemire, 1996)

### ***Components of School Climate***

According to Tagiuri (1968) School Climate conceptualizes four components.

They are:

- The ecology which involves the whole material and physical aspects of the school viz., the size of building and financial aspects.
- School milieu, covering individual student and teacher interactions like experience, morale, race and education.
- School culture which covers the social dimension concerned with belief, systems, values, cognitive structure and meaning.
- Social system which includes patterned relationships among students, teachers, administrators and parents. It includes organizational arrangements, instructional approach, leadership, communication, decision making, interpersonal relationships, level of participation and involvement.

Bull et al. (1987) proposed three components of School Climate viz., physical, social and educational components:

**Physical Components:** Physical components cover the surroundings in which the students and teachers are working viz., furniture, lighting, density and attractiveness (Bull et al.,1987).

**Social Components:** Social components involve the psychological or emotional environments i.e., the level and quality of emotional involvement experienced by students or the experiences generated by teachers, non-teaching staff and administrators. It also covers classroom interactions, interpersonal relations like teacher-school, teacher- class, teacher-student, student-school and student-class relations. The task goals of the classroom affect these relations (Bull et al.,1987).

**Educational components:** Educational components refer to the emotional, motivational and intellectual climate created by teachers and students which contribute to the wholesome learning situation. It includes curriculum content, the skills to be acquired by students during each learning stage, the organization of student engaging tasks and also the patterning and presentation of daily activities (Bull et al.,1987).

In 2014, the US department of Education developed a three-factor model of school climate covering safety, engagement and environmental factors. Safety factor induced aspects of perceived safety, bullying, aggression and drug use. Student-teacher connectedness, school connectedness equity and parent engagement come under the engagement factor. The environmental factors under the model included school rules and consequences, physical comfort and support and school disorders.

NSCC model of School Climate was developed in 2007 by National School Climate Centre in the USA. This model identifies the following domains of School Climate as cited Mathai (2022);

- Safety includes school rules and norms regarding safety, sense of physical safety and socio-emotional security;
- Teaching and Learning covers the support for learning i.e., social likelihood learning;
- Interpersonal Relationships covers the respect for diversity, social support from adults and also among students;
- Environment contains aspects like physical surroundings, school connectedness and engagement;
- Staff relations cover the aspects of leadership and professional relationships existing among staff in the school;

### ***Theories of School Climate***

Researchers have developed several empirical theories on School Climate. Major theories of School Climate are discussed below.

**Bio-ecological Theory:** Bio-ecological framework was proposed by Bronfenbrenner which states that human development takes place through the complex and reciprocal individual interactions with others and environment (Bronfenbrenner, 2005). Four systems namely Micro system, Meso system, Exo system and Macro system are outlined in this theory. The self is a part of the micro system and the meso system contains school as its component. It states that the environment of an individual is controlled by himself, altering and modifying to their needs which is possible only through self-directed actions that combine biological and environmental factors. A person can reconstruct these attributes only if they work together. With regard to School Climate, this theory states that individual behaviours are shaped by school environment i.e., the structure and condition of the school,

disciplinary actions used and teacher- student relationships which is crucial for student development (Bronfenbrenner, 2005).

This model concentrates on the protective factors like supportive relationships upon student environments which promote healthy adjustments and reduce negative outcomes in spite of the presence of risk factors like poverty. If such a child develops positive conditions like cordial relations with teachers, they can overcome the negative effects (Bronfenbrenner, 2005).

**Social Cognitive Theory:** According to this theory, School Climate helps in student development through interpersonal quality interactions and students' perceptions of active learning is influenced by environmental factors. Developing proper academic expectations, enhancing supportive teacher-student relationships and providing a secure school environment makes the students comfortable to take academic risks, which results in student development. Normally people show a tendency to interact with others. So, a cooperative and helpful class atmosphere provides the students a feeling of safety which promotes a sense of belongingness to the class community. Cooperation among students improves their learning and develops a positive affiliation to schools. (Mathai, 2022).

**Stage-Environment Fit Theory:** This theory states that personal characteristics and surroundings influence the behaviour, emotions and thoughts of a person. The association between the psychological needs of students and school environment is crucial for academic success and motivation (Mathai, 2022).

The social identity of teachers and students influence every classroom interaction and every classroom experience affects the students behaviourally and emotionally. Since, conforming to others is a human tendency, a teacher with a

confident and intelligent personality can influence the students to portray these characteristics in classrooms. In traditional cultures, adults consider the ability and attention of children in copying adult actions as a social learning strategy and a sign of intelligence. When the external motivations conform to others and internal motivation toward success meets together, the environmental factor plays a crucial role (Mathai, 2022).

**Social Control Theory:** This theory developed by Fisher et al. (2018) states that delinquency occurs, due to a low feeling of attachment to others, lower commitment to present and future activities, low activity involvement and a weak commitment to societal beliefs and moral value systems. In order to promote students' commitment and participation in academic activities, the quality of School Climate should be improved. Student-school bondage strengthens student-school attachment and encourages compliance to school norms. Deviant behaviours can be reduced by the interaction between these factors (Mathai, 2022).

### **Review of Related Studies**

This section deals with the empirical studies related to the variables under the following sub sections.

- Studies related to Adolescent Girls
- Studies related to Career Aspirations
- Studies related to Self- Efficacy
- Studies related to Parental Support
- Studies related to School Climate
- Studies related to Career Aspirations and Gender

- Studies related to Career Aspirations and Self-Efficacy
- Studies related to Career Aspirations and Parental Support
- Studies related to Career Aspirations and School Climate
- Summary of Related Studies

### **Studies related to Adolescent Girls**

A school-based cross-sectional study was conducted by George et al. (2024) among secondary school students from randomly selected schools of Ernakulam district. The study was conducted on a sample of 303 students. Data collection is based on the structured questionnaire adapted from MRC-CPAQ (Children's Physical Activity Questionnaire). The study was able to identify a positive trend for physical activity among adolescent girls. The findings also indicate more than 70% of the students were actively involved in physical activity of moderate-to-vigorous intensity.

Chirayath et al. (2024) researched on the educational stress among adolescent girls in Kerala aiming to identify the level of educational stress among adolescent girls in Kerala and the relationship of socio demographic variables with educational stress. 60 adolescents having 15 to 18 years from Thrissur district were the sample selected for the study by using stratified sampling technique. Educational Stress Scale for Adolescents (ESSA), informed consent and socio demographic details were the instruments used in the study. Result suggested that there is no relationship between educational stress and age. There is significant difference in educational stress among class of study, family type (joint or nuclear), hostellers, day scholar living with parents or grandparents, school curriculum (state syllabus or CBSE) and area of residence (rural or urban).

Sardinha et al. (2024) explored that intimate partner violence is a serious public health problem and it has a negative effect on short-term and long-term health, wellbeing of adolescent girls and development. Researchers tried to estimate the lifetime and past-year prevalence and patterns of physical or sexual intimate partner violence against adolescent girls by male partners across 161 countries and areas, and to examine the country-level factors, including the prevalence of child marriage, associated with the lifetime and past-year prevalence of intimate partner violence in this age group. Findings suggested that there is an association of social, political, economic, and contextual factors with the prevalence of intimate partner violence. Child marriage is found as a significant factor.

Sreekavya et al. (2023) conducted a hospital-based cross-sectional study on health problems and the factors affecting the health of adolescent girls in rural population. The study aims to assess the nutritional status, gynaecological problems, and psychological problems of adolescent girls and to study the prevalence of malnutrition in adolescent girls attending paediatric OPD and ward. It was found that socioeconomic status, family types, occupation of mothers, and diet of the adolescents were significantly related with poor nutritional status.

George et al. (2020) conducted a cross-sectional study to assess the public health services available in schools. A sample of 869 adolescent students from grade V to XII and age group from 10 to 18 years were selected from 20 schools by giving representation from government and aided institutions in rural, semi-urban and urban areas. 50 respondents from each class were selected randomly and self-administrated questionnaire was used to collect data. The result indicate the need to improve adolescent public health services, periodic health check-up and proposed to strengthen

the school monitoring system by ensuring the health, nutrition and wellbeing mostly to the aided and governments schools. Emphasis should be given for improving mental health, acquaintance regarding contraception and school retention.

Rose- Clarke et al. (2019) implemented a study by using cross-sectional survey method aiming to analyse health, nutrition and wellbeing of adolescent girls in rural Jharkhand. Researchers tried to identify priorities of community interventions as a service for adolescents and the families related to them. Through the study researchers identified numerous priorities to improve adolescent girls' health, nutrition and wellbeing mostly in tribal areas of Jharkhand such as reducing violence, early marriage and under nutrition, improving mental health, knowledge about contraception and school retention.

Maya et al. (2016) conducted research aiming to identify the knowledge and attitude about adolescence education and awareness of secondary school students in Kerala. Total of 500 samples were selected by using stratified random sampling technique and due representation is given for rural and urban secondary school students. The findings indicated that there is poor baseline adolescence education awareness among secondary school students and poor baseline knowledge about growing-up changes and health education intervention programmes.

Sathyabama and Eljo (2014) have explored the relationship between family environment and mental health of adolescent girls. Family Interaction Pattern Scale by Bhatti and General Well Being Scale (Positive Mental Health) by Verma were used for measuring the data. 90 adolescent girls were chosen for the study. Results signified that there was a positive relationship between the family environment and mental health of adolescent girls.

Wertheim and Paxton (2011) documented that adolescence is the crucial period in an individual's life as it is considered as the transition period from childhood to adulthood. A lot of physical and psychological changes occurs during adolescent period for girls as it is the period of puberty that can significantly influence their body image. The author has given an overview of the nature of body image in adolescent girls, factors in association with the development of concerns in body image and the inferences of those concerns.

Lloyd and Young (2009) demonstrated that girl's education at adolescent period can be transformative. The researchers identified a broad range of auspicious approaches to education and need for the evaluation of these approaches for their impact. Around 300 programmes and projects for adolescent girls were analysed. It suggested indications on how proven practices including scholarships for girls and the recruitment and training of female teachers, can increase the number of attendees at school among adolescent girls and recommended the pedagogical approaches which improve learning and employment.

### **Studies Related to Career Aspirations**

Vergheeses and Kumar (2023) conducted a study to examine the socio-cultural dynamics influencing the career aspirations of adolescent youth in Kerala, India. The study followed mixed-method which include quantitative surveys and qualitative interviews to offer a comprehensive understanding of how career choices are shaped by family expectations, educational influences, community norms and economic factors. The findings documented that family expectations and community norms play an influential role in directing adolescents towards traditional and prestigious professions such as medicine and engineering. Educational disparities between urban

and rural areas further influence career aspirations, with urban students having greater access to multiple career options and wide range career guidance.

Vinothkumar and Perumal (2022) tried to assess the career aspirations of XI standard students. The study has objectives such as to assess the career aspirations of XI standard students and to compare the significant difference if any in career aspirations of XI standard students by considering the sub-variables of population namely, locality, gender, type of management and academic stream. 265 XI standard students were selected as sample by using cluster sampling method. The study used descriptive survey method and a Likart scale is employed for data collection. Differential statistics was the statistical technique used. The result revealed that the career aspirations of XI standard students are high. There is significant difference in Self-confidence and preparation dimensions of career aspirations with regard to gender, locality and the type of management. Self-confidence, preparation and motivation dimensions of career aspirations also have significant difference with respect to stream of study of XI standard students.

Saleem and Vazhayil (2021) attempted to study the career aspirations among tribal residential school students in Kerala. The study aimed to find out the level of career aspirations and to analyse the influence of gender and type of school on career aspirations of the students. The sample size of the study was 344 tribal residential school students (MRS-130, ashram school-130 and EMRS-84). Data was collected by using self-developed and standardized Career Aspiration Scale (CAS) and result indicated that tribal residential school students have an above average level of career aspirations and a significant effect of gender and type of school on career aspirations is there.

Pramod and Suresh (2019) explored a study to find out the level of vocational aspirations of school-going tribal adolescents and to compare the level of vocational aspirations of school-going tribal adolescents with respect to gender and nature of school. Survey was the major technique used for the study conducted on a sample of 110 tribal adolescents of three schools in Wayanad district. The Malayalam version of the Vocational Aspiration Assessment Test for Adolescents (VAS-A) developed by Dinakar and Suresh (2018) was the Tool used for the study. The results found that the level of vocational aspiration of school-going tribal adolescents was generally low to average; the vocational aspiration of male school-going tribal adolescents was higher than those of females; and the tribal adolescents of higher secondary schools had higher levels of vocational aspirations than those from secondary schools.

Dar (2019) conducted a study to find out the influence of academic streams on career aspirations among adolescents. Sample of 600 Kashmiri adolescents in which 300 each male and female participants was drawn from higher secondary schools and colleges. Career Aspiration Scale developed by O'Brien revised by Gregor & Brien (2016) was used to collect the data of the study. The result suggested that 17.83% of participants have low career aspirations only, 58.33% have moderate level and 23.84% with high career aspirations. Significant difference was seen in the dimensions of career aspirations such as educational aspiration, achievement aspiration and overall career aspirations of adolescents with respect to their academic streams. Leadership aspiration was not differ significantly with respect to the academic streams.

Jeyalakshmi et al. (2018) conducted a study to find out the professional maturity of higher secondary students in Tamil Nadu's Theni district. The sample selected was 1035 higher secondary students by using random sampling approach. The result has shown that gender and medium of instruction had no significant influence on the professional maturity of higher secondary students, but school location have contribution in their career paths.

Manivannan et al. (2018) analysed the career maturity of secondary school students in the Tamil Nadu district of Nagappattinam. 200 students were selected by using basic random sampling technique. The result indicated that there is no distinction among English medium rural and urban students. There is no significant difference between mean scores of career maturity of governments and private school students.

Bindu and Padmanabhan (2016) were attempted to explore the level of career aspirations of higher secondary school students in Kerala state. The study was conducted on a sample of 250 higher secondary school students in the state of Kerala by using career aspiration scale constructed and standardized by Grewal (2011). The findings indicated that the higher secondary school students have only average level of career aspirations and demographic variables such as gender, locale, and socio-economic status have significant influence on the level of career aspirations.

Sivakumar and Sridhar (2016) tried to identify the association between career maturity and career competency of XI grade students. 200 kids from the Erode district of Tamil Nadu were selected as samples by using random sampling technique. The result of the study indicated below-average professional maturity together with very low career competency. The findings also revealed that, there was no significant

difference between boys and girls with respect to the career maturity and competency. The disparity in in career maturity and competency between rural and urban students are not significant.

Patton and Creed (2007) tried to investigate the relationship among career maturity attitude, knowledge competence, and occupational aspiration in 333 secondary school students (169 females and 164 males). Distinctions between occupational aspirations and expectations were noted and the importance of including career development constructs into these findings was validated. Occupational aspirations were significantly related with school achievement, career maturity and self-esteem. Students who documented have well achievement at school, who were more career mature, who had more career knowledge and who had higher self-esteem were more likely to aspire for occupations having professional status. Students who did not report high academic achievement, who had less career knowledge and who had lower self-esteem were more likely to aspire for occupations having skilled or semi-professional status.

Mathur and Sharma (2001) investigated career maturity of adolescents. The sample size of 100 (50 girls and 50 boys) students was chosen from four intermediate colleges in Agra. The result has shown that both boys and girls have only average level of career maturity; and there is a significant difference in attitude towards career choice.

### **Studies Related to Self-Efficacy**

Sebastian et al. (2023) conducted a study to find out the influence of self-efficacy and the family environment on the resilience of adolescents who are physically impaired. The sample selected for the study was 150 participants from

Kerala. Bharathiar University Resilience Scale, Family Environment Scale, and General Self-Efficacy Scale were used for data collection. Based on the stepwise multiple regression analysis it is documented that both self-efficacy and family environment as significant predictors of resilience. Self-efficacy, have a larger explanatory power, accounts for 38.6% of resilience variance, whereas family environment explains 1.6% only.

Ahuja (2016) conducted a study to probe self-efficacy, educational aspiration and academic achievement among 106 boys and 104 girls of IX class students. The result indicated that girls had higher self-efficacy, educational aspiration and academic achievement than boys which is statistically significant. Self-efficacy & educational aspiration, self-efficacy & academic achievement and educational aspiration & academic achievement are related significantly among secondary school students and relationship is strong and positive.

Meera and Jumana (2015) conducted a study to find out the relationship between self-efficacy and academic performance in English among secondary school students. The study was conducted on a sample of 520 secondary school students. The tools used are scale of self-efficacy and academic performance test in language. Findings have shown the significant difference in the academic performance in English and self-efficacy of rural and urban students. There were no significant difference in the case of gender and type of management.

In 2015 Pavani and Agrawal studied on Self-Efficacy and Academic Achievement among 60 College Students, having the objectives to see the levels of self-efficacy among various academic achievers that is high, medium, and low. Self-

efficacy scale was the tool used for the study. Results indicated that one who has high self-efficacy possesses high academic achievement.

Mishra and Shanwal (2014) conducted a study to find out the role of family environment in developing self-efficacy, also called as perceived ability of adolescents. 130 respondents having age group 13-18 were analysed in this study to investigate the relationship between family environment and self-efficacy. The findings revealed a positive association between family environment and self-efficacy among adolescents.

Arora et al. (2014) conducted a research having objectives to find out the level of self-efficacy and general well-being of male and female adolescents from Samba district and to make a comparison between self-efficacy and general well-being of adolescents with regard to gender. A total of 100 adolescents (50 boys and 50 girls) from different secondary and senior secondary schools were the sample selected. General Self-Efficacy Scale and Adolescent Well-Being Scale were the tools used for the study. Quantitative and qualitative analysis methods were used in finding mean, standard deviation and t-scores. Findings revealed that boys have higher self-efficacy than girls.

Gafoor and Ashraf (2012) tried to investigate the theorized sources of academic self-efficacy among the higher secondary school students in Kerala. The predictor variables of Academic Self-Efficacy are Mastery Experience in the form of Academic Achievement, vicarious experience in the form of School Image and Social Persuasion in the form of Parental Encouragement. The sample selected in the present study were 700 higher secondary school students of Kerala, by using stratified random sampling technique. The result of the study made confirmation with regard to the

theorized correlation of Academic Self-Efficacy with previous achievement, vicarious experience (school image) and persuasory information (parental encouragement). The result has shown that apart from cultural differences, locale and gender difference also exist in sources of Academic Self-Efficacy. The dominance of School Image over Mastery Experience as predictors of Academic Self-Efficacy is different from that found in the West, theoretically and empirically.

A study on Self-efficacy among the students from biological sciences was conducted by Ravikumar and Manimozhi In 2011. According to the result of the study the medium of instruction, gender difference and the community have no influence on the self -efficacy of biology students but there is positive influence on certain educational environment.

Motlagh et al. (2010) conducted a study to find out the relationship between self-efficacy and academic achievement of secondary school students. A total of 250 students were selected as sample and self-efficacy scale is used as tool for data collection and grade point average for achievement score as statistical technique. findings revealed that self-efficacy has considerable influence on academic achievement.

In 2009 Singh and Udainiya researched the impact of type of family and gender on self- efficacy and well-being of adolescents. The tools of self-efficacy and well-being were administered on a sample of 100 adolescents (50 boys and 50 girls) from joint and nuclear families. Findings revealed a significant impact of type of family and gender on self-efficacy. It was found that the joint interaction of gender and type of family was also significant. The effect of gender or family type on the measure of wellbeing was not significant.

### **Studies Related to Parental Support**

Werang et al. (2024) conducted a study to find out the impact of parental support and school environment on student academic achievement. The study was in a quantitative approach using a survey method. Data collection with regard to parental support and school were by using two survey questionnaires in a total sample of 167 elementary school students drawn by using purposive sampling technique, from diverse groups of Catholic elementary schools in Merauke District, South Papua Province, Indonesia. Data related to academic achievement were collected by using academic transcripts of students. The findings of study revealed that parental support and school environment have a direct impact on student academic achievement, both partially and simultaneously. These results highlight the significance of parental support and the need to create a supportive and positive school environment to improve academic achievement of students.

Padilla et al. (2023) analysed the impact of parental participation in school activities, parental support at home, and family socioeconomic status on student learning in mathematics. The sample is considered as the database of 104,973 third-year secondary education students (50.1% female and 49.9% male) academic achievement assessment in mathematical thinking from 2018. A general model of parental support was proposed to compare the learning of students from the lowest quartile and those from the highest socioeconomic level through Path analysis was employed in structural equation modelling; the model presented was a good fit for each group. The used models showed acceptable adjustments in some criteria; in these models, parental schooling, socioeconomic level and achievement in mathematics have positive and significant associations.

Kapur (2023) conducted a thematic study on 'Lack of Parental Support: Unfavourable in Leading to Progression'. The study advocated that effects of lack of parental support are, remaining unaware regarding various factors, impediments in the achievement of professional goals, problems in management of household responsibilities, inability to hone problem-solving skills, being overwhelmed by psychological problems, being overwhelmed by seclusion and loneliness, experiencing health problems and illnesses, problems in getting settled, impediments in honing skills and abilities, problems in forming an effective social circle, barriers within the course of up-gradation of personality traits and obstacles in promoting enrichment of overall living conditions.

Chacko and Joseph (2023) explored various perspectives and challenges of mothers as parents of adolescents in Kerala, India. The study was conducted on 10 mothers by exploring their lived experiences through in-depth interviews using thematic analysis. The respondents were mothers with lower levels of education, engaged mostly in low-level employments or unemployed in families having two to six children. The result indicated that mothers face multiple challenges in parenting and in need to be conscious of their role as psychologically demanding. These challenges incorporate family dynamics, intrapersonal struggles and socio-economic factors. It is also revealed the positive emotions experienced by the mothers.

Messar, et al. (2023) conducted a study to find out the impact of parental involvement on academic achievement among secondary school students at Deomali Block in Tirap District of Arunachal Pradesh. The study followed a descriptive research method with mixed method of data collection. A total sample of 576 students studying in grades VI - X of secondary schools affiliated to CBSE were selected by

using random sampling technique. The objective of the study was to study the relationship of academic achievement with parental involvement. Data was collected by using a self-developed questionnaire on parental involvement together with school academic records for the academic session 2023-2024 has been taken as scores and record. The result indicated that there is a significant difference in gender between the academic achievement levels of low and high levels of parental involvement. The study indicated that parental involvement has a significant role in academic achievement of students.

Paul et al. (2021) in a study examined whether the absence of parental involvement of Indian children during primary stage ultimately results in school dropout when the children reaches at adolescent period. Investigators used IHDS panel data of children (8–11 years) in round-I who become adolescents (15–18 years) in round-II. Statistica technique like bivariate, multivariable and stratified analyses were done using logistic regression models. The results of the multivariable models show that children with parents who did not participate in PTA meetings, discuss academic progress with schoolteacher and supervise their children's homework in round-I respectively had 1.15 (95% CI: 1.01–1.30), 1.14 (95% CI: 1.01–1.29) and 1.17 (95% CI: 1.01–1.34) times higher risk of school dropout in round-II. Further analysis showed that, a similar relationship was there when hypothesized relationship by gender, type of school attended and type of community of the children were analysed. Among male children, parents' non-participation in PTA meetings was associated with 1.21 (95% CI: 1.02–1.44) times greater odds of school dropout. Children of private schools also had a 2.17 (95% CI: 1.42–3.32) times greater risk of dropout if their parents did not supervise their children in homework These results

emphasised the influential role of parental involvement in the education of children at primary stage, in terms of decreased school dropout. The study recommended programmatic interventions that create awareness and encourage parental participation in the schooling of children.

Kallarakal and Gonsalvez (2021) explored a qualitative study in descriptive approach. The study tries to analyse parenting styles and more specifically the perception of parents and their children on the parental role. Data collection was done by using an interview schedule to collect information on the biopsychic-social, environmental factors that lead to the parenting styles of the subjects directly from the parents and their children. The findings indicated the positive and significant relationship between parental permissive behaviours and their age, between parental permissive behaviours and their education, and there was a positive and significant relationship between parental permissive behaviours and their religion.

Rapheal and Paul (2018) conducted research on parental educational involvement and its influence on the educational stress levels of school going adolescents of Kerala. The participants of the study are 261 adolescents having an average age of 16 years randomly selected from two aided, two private, and two government higher secondary schools of Thrissur district in Kerala state. Three tools namely, Parental Involvement Questionnaire, Perceived Parental Autonomy Support Scale, and Educational Stress Scale for Adolescents were the instruments used for data collection. The findings indicated that there is a significant negative association between various indicators of parental educational involvement and educational stress of adolescents.

Johnsa and Gopakumar (2017) conducted a study to assess the mental health with special emphasis on the depression of parentless girls from poor homes of Thiruvananthapuram Corporation, the capital of Kerala State. The researchers also tried to compare the depression scores, academic factors and other socio-demographic factors of adolescent girls with and without parental care in secondary schools of Thiruvananthapuram Corporation. Cross sectional study involving 130 girl adolescent students of standard 8 to 10 who hailed from families of varied socioeconomic background were selected. Predesigned and pretested semi-structured questionnaire was used to collect data. Study found that parental care has a direct influence in academic performance and extracurricular activities of adolescent girls of Thiruvananthapuram.

Chohan and Khan (2010) researched the influence of parental support on the academic performance and self-concept of the student. The researchers analysed the influence of educational support given by the parents on the academic achievement and the self-concept of grade four public school students. The objectives of the study were to examine the linkage between academic achievement and educational support provided to the child at home and, to find out whether this support directly or indirectly influence self-concept of child. The data regarding parental support, its effects on the Academic achievement and the self-concept were collected from a sample of 305 grade IV students in the urban primary and elementary public schools. The annual school result report and the self-concept scale were used to compare the sample students who have or have not parental support. The result indicated that parent's contribution to their children's education had a consistent and positive influence on academic achievement and on the self-concept.

Das and Patnaik (2007) made a study about Parental support and development of peer social status among children in India. The study was conducted on 150 children in the South Orissa region of India. In this there is a comparison of parental power, love and permissiveness as they influence in developing self-concept and social adjustment of children. The responses of children were rated based on the primary mode of disciplinary practice used by their parents. There is a significant difference in parental support with boys experiencing more permissive forms of discipline. Parent child discussion is used by most parents of boys to correct them, whereas girls' parents followed love withdrawal techniques, such as anger and silence.

### **Studies Related to School Climate**

Jiang and Liu (2024) conducted an empirical study to find out the influencing factors of school climate, used TALIS 2018 principal survey data and used linear regression to analyse the impact of three elements on school climate: external school environment and structure, principal personal characteristics, and principal leadership. Based on the study conducted on 198 principals from Shanghai secondary schools, the three aspects can impact the formation and development of school climate, with each impacting factor acting on different dimensions of school climate. These diverse paths are the mechanisms that impact the school climate in the education system. Furthermore, principal leadership plays a more significant role than the other aspects in influencing school climate. School climate is the situation or atmosphere occurred by a relationship or interaction between the principal and teachers, teachers and teachers, teachers and students, teachers and staffs, or relationships among students who characterize the school that differentiate a school from others. The school climate is considered impact and determine the success of

teaching learning process in school. School climate is an atmosphere or state produced by a relationship or communication between the principal and teachers, teachers and staffs, teachers and teachers, teachers and students, or relationships among students who describe a school that differentiate a school from others. The school climate is believed impact and determine the success of teaching learning process in school. Refining school climate for enhanced quality educational management.

Amsalu and Belay (2024) explored a study to determine the impact of perceived school climate components (leadership, relationships, professional learning-teaching climate, safety, and physical environment) on learning performance of students in upper primary schools. Correlational design including of structural equation modelling with mediation analysis was used. 328 teachers and pupils from upper primary schools of Injibara and Chagni, Awi zone of Ethiopia was the sample selected in the study by using random method of sampling. There is significant influence of academic achievement of students on school leadership and the professional learning-teaching environment. Pupils' academic success has a significant, favourable and direct impact by the overall perceived favourable school climate. Positive professional learning-teaching environment fully mediated impact of physical setting and safety on learning achievement, while it partially mediated the effect of leadership practice of school.

Hammar et al. (2023) initiated a grounded theory approach to study teachers' perspectives on factors impacting the school climate, to better analyse teachers' everyday efforts in impacting the school climate, with obstacles they might experience. Bronfenbrenner's social-ecological theory was used as the overarching theoretical aspect. Data were collected by using 14 semi-structured focus group

interviews with 73 teachers selected from two compulsory schools of southeast Sweden. Results indicated that teachers perceived the school climate in both positively and negatively, impacted a number of internal or external factors, perceived as influenceable or uninfluenceable. Teachers opined, four types of factors influenced the quality of the school climate: social processes and values in school (i.e. influenceable internal factors), external relations (i.e. influenceable external factors), school premises and support structures (i.e. uninfluenceable internal factors, and external means of control (i.e. uninfluenceable external factors).

Wang et al. (2022) conducted a study to find out the effects of cooperative school climate and competitive school climate on the enhancement of the social and emotional skills of underprivileged-background students. The data used in the study is collected from 1739 Chinese underprivileged-background students of the Study on Social and Emotional Skills directed by the Organisation for Economic Cooperation and Development (OECD-SSES2019). The researchers used the ordinary least squares (OLS) method of analysis and the quantile regression (QR) method of analysis. Based on the result of the ordinary least squares (OLS) analysis, it is documented that cooperative school climates enhanced the development of various components of the social and emotional skills of underprivileged-background students, whereas competitive school climates had an impact which is significant and negative on the collaboration and emotional regulation of students having underprivileged-background and had no significant influence on the other three major components, such as engagement with others, open-mindedness, and task performance.

Usha and Thankam (2019) attempted to find out the relationship between School Climate and Teacher Tenacity of 400 special education teachers from Central and Southern parts of Kerala. Data collection was done by using tools such as Scale of School Climate factors in teaching (Usha and Thankam, 2018), Scale on Teacher Tenacity (Usha and Thankam, 2018). Survey method was adopted for the study. Data was analysed by using Mean difference analysis and correlation method. The findings indicated that there is significant correlation between School Climate and Tenacious behaviour of teachers for total sample and subsamples with respect to the locality and type of management of institution. Based on the mean difference analysis, there exist significant difference in urban and rural teacher for both School Climate and Tenacity. Teachers from government and unaided school differ in their perception with respect to School Climate.

Lombardi et al. (2019) attempted to analyse the factors enhancing students' engagement at school and mediating their well-being experience. 153 students (M = 67) attending X grade were selected as sample in this study, used tests and questionnaires to assess individual assets (personality traits, literacy skills), emerging appraisals (school-climate, well-being experience) and emerging actions (school engagement) for data collection, based on the Student Well-Being Model. Path analysis indicated that the best model does exist neither individual assets nor direct effect of school climate on engagement, as the influence of school climate on engagement is supported by well-being experience. The significant finding is that school climate has been confirmed as an important factor to be considered to enhance school engagement.

In a review paper Gairola and Mishra (2019) were attempted to elucidate and identify different patterns in researches and its methodologies while studying school climate and student outcomes especially in the context of India. The main objective of the study was to recognize how there is a need of further research in exploring the relationship of school climate with student outcomes. It analysed how leadership behaviour influence school climate, how teacher behaviour influence school climate, how different types of school climates mould the students' academic achievement of how academic stress, mental health, and school effectiveness were related, and the dynamics of students' perception and adjustment with respect to school climate.

Menon (2018) described in a study the components of school climate and compared those components school-wise, location-wise and management-wise. Four components of climate were selected to measure climate such as Collegial Leadership, Professional Teacher Behaviour, Achievement Press, and Institutional Vulnerability. Data was collected for analysis from teachers of government, aided and unaided schools having representation from both HSS, VHSS in urban and rural areas of selected districts of Kerala by using multi-stage random sampling with proportionate allocation method. The instrument used was Questions on school climate which is adapted from the Organizational Climate Index (OCI) developed by Smith and Sweetland (2002). Three-Way ANOVA was used for analysing data. It is found that teachers' perception with respect to Collegial Leadership, Professional Teacher Behaviour, Achievement Press and Institutional Vulnerability had variations considerably based on type of school, locality, and type of management.

Syahril and Hadiyanto (2018) conducted a thematic study on improving school climate for better quality educational management. Based on the study it is

documented that School climate is a situation or atmosphere existed by a relationship or interaction between the principal and teachers, teachers and staffs, teachers and teachers, teachers and students, or relationships with students who characterize the school that distinguishes the school from others. The school climate was mediated the influence and caused to determine the success of teaching learning process in school.

Prajina and Prem Singh (2014) conducted an empirical study to understand the school environment of ST students based on their perception with special emphasis to Kannur District of Kerala. The researcher used descriptive design with 30 samples 15 boys and 15 girls. Samples were selected by using simple random sampling method from the VIII, IX and X grade students. Researcher administered School Environment Inventory to analyse the school environment as students' perception. The findings indicated that most of ST students are comfortable in their school environment.

### **Studies Related to Career Aspirations and Gender**

Dangwal & Mitra (2024) studied gender effect on career aspirations and self-esteem among undergraduate students. The sample comprised 69 from 3rd year and 49 from 1st year undergraduate students. Career Aspiration Scale developed by Gregor & O'Brien (2015) and Rosenberg's self-esteem scale developed by Rosenberg (1965) was used for data collection of the study. The results revealed that there was no relationship exist between self-esteem and career aspirations. Even though, gender has significant role in the self-esteem and career aspirations of undergraduate students from different years of study.

Gupta et al. (2024) initiated a study to analyse the gender differences of school boys and girls with respect to their career aspirations, self-esteem, and academic

achievement. Purposive sampling was the technique used to select participants of 100 (52 boys and 48 girls) school-aged adolescents. By using a between group design the gender difference was analysed. There is significant gender difference was found among school boys and girls with respect to their career aspirations, also girls having higher aspirations than boys.

Napier et al. (2024) reported results from a qualitative, cross-sectional study on impacts of career development from 18 girls in VIII, X, and XII grades in secondary school programs in three Australian schools. Thematic analysis of data from two rounds of interviews were done with respect to the theories on career development of Gottfredson and Savickas. Result indicated that there is interrelated impact on career values, goals, and choices of (a) perceived personal traits, interests, and strengths (b) relationships and perceptions grounded in home, school, and community contexts.

Barrett (2021) examined is there any changes in adolescent's career aspirations, with respect to the gender and race/ethnicity similarities and variances, utilising data collected from teenagers in age group 13–18 over a two-decade period, from 1992 to 2012. The result highlighted that both genders have their own characteristics.

Sarkar (2021) studied on level of aspirations among male and female adolescents. A total of 800 male and female secondary school students were selected as sample by utelising random sampling method. The tool used in the study was Level of aspiration scale developed by Bhargava & Shah (1987). The findings highlighted that the influence of gender seems to be significant on the level of aspiration of the

adolescents. Male adolescents having higher level of aspirations than female adolescents.

Waeza et al. (2020) conducted a study in 133 ICSE secondary school students with regard to their career aspirations. They found that majority of students had average job aspirations and that gender seem to be no bearing on career aspirations by analysing data through inferential statistics.

Lalrintluangi (2019) conducted a study by using the standardized technique of occupational ambition, the occupational aspiration level among selected 340 higher secondary school students, 145 males and 195 females. Nearly 71.17 percent of respondents were having average occupational aspirations. Performance of students from urban areas were larger than their rural counterparts, but there was no significant difference based on gender in occupational aspirations.

Obura et al. (2012) researched on 1596 students in Kisumu Kenya by using a descriptive survey method. Students distinguished some job goals as stereotypically feminine, while others were stereotypically masculine, and still others were distinguished as neutral. The objective of the study was to identify the career aspirations of each male and female secondary school student in Kisumu Municipality. The sample was selected from eight public secondary schools it was likely to have a combination of students with diverse abilities and therefore likely to have different career aspirations. A representative sample of 237 male, 238 female students and 8 teachers heading career guidance department in the selected schools were elected by using stratified random sampling technique. Student questionnaires and interview schedules were used to collect data. Descriptive and chi-square statistics were the statistical techniques used to analyse the relationships of career aspirations

of students with gender. results of the study highlighted that there were gender differences in career aspirations of secondary school students in Kisumu Municipality. There is statistically significant relationship between students' career aspirations with their gender.

York (2008) researched on career decision making and the influence of gender differences. The study found that parents' and peers' behaviours have strong influence on career decision making. The advancement of perceiving self-efficacy and autonomy can lessen career indecision and supportive interactions may help students develop their autonomy and self-efficacy to enhance their career decision making. The less autonomy supportive and the more controlling the parents and peers, the less positive in students' perceiving self-efficacy and autonomy with respect to career decision-making activities. In turn, the less positive perceptions of students are, the higher their levels of career indecision. In addition, women have greater autonomy and self-efficacy but less career indecision than men had.

Basheer (2006) conducted a study about the professional maturity of Indian adolescents. The sample of the study was 480 students from Raipur, Chhattisgarh's Hindi medium school selected by using stratified random sampling technique. A total of 240 males and 240 females in the age group of 14 to 16. The result indicated that adolescent vocational maturity is influenced by occupational desires and gender. The researcher also concentrated into the influence of gender, vocational inspiration, and self-concept on career maturity. Career maturity variation was predicted by the independent variable and it was found that male individuals have more maturity in their careers than their female counterparts.

Francis (2002) analysed Career aspirations of 14–16-year-old students with respect to the gender. It is indicated that girls' occupational choices have become far more ambitious than was previously they have. Even though, boys' occupational aspirations were high. Yet it was maintained that the boys and girls choices still exhibit a deeply embedded gender dichotomy to some extent, and which is in this sense their choices demonstrate little acknowledgement of changes in the adult labour market.

Mendez and Crawford (2002) tested the career aspirations of gifted early adolescents a total of 95 boys and 132 girls, in the age group 11-14 yrs by using a career aspiration measure that distinguished between the careers that were still being considered by each student versus those that had been ruled out. Findings indicated that girls were interested in a significantly greater number of careers. Girls also had greater gender-role flexibility in their career aspirations than boys had. Boys aspired to careers that need higher education and prestige level than girls. The strength and direction of the relationships between career aspirations and achievement motivation with gender-related personality attributes have variations with respect to gender.

### **Studies Related to Career Aspirations and Self-Efficacy**

Lee et al. (2024) investigated the association between self-efficacy and career exploration of upper secondary students. The study explored the difference between school grades and career exploration also. The researchers adopted quantitative-correlational research with the help of a self-reported survey among secondary students. 219 participants were selected by using stratified random sampling method. Investigation of high career exploration behaviours among secondary school students was done by using descriptive analysis. There is a positive correlation between self-efficacy and career exploration in the analysis of Pearson correlation. Meanwhile, the

result of linear regression analysis revealed that self-efficacy is the significant predictor of career exploration. finally, the ANOVA result indicated that there is a significant difference in the career exploration behaviours of all school grades. The study concluded that self-efficacy had a significant role in predicting career exploration.

Yiming et al. (2024) tried to analyse the relationship of self-efficacy with career development through subjective well-being of students majoring in physical education. Life satisfaction, positive affect, and negative affect were the dimensions of subjective well-being. Sample selected were the 1381 adolescents with major in physical education having age range of 18–22 years. Multiple mediation model was developed by using Hayes PROCESS model. The findings highlighted that higher self-efficacy leads to better career development.

Wahengbam and Sharma (2024) studied to find out the influence of self-efficacy on career aspirations of males and females, data was collected by using two instruments: the General Self-Efficacy Scale developed by Schwarzer (1995), and the Career Aspirations Scale, revised version by Gregor and O'Brien (2015). The Career Aspirations Scale have three primary dimensions: leadership, achievement, and education. A total of 100 participants (50 males and 50 females) aged between 16 and 30 years was selected for the study. The main objective was to identify the distinctions in self-efficacy levels and their impacts on career aspirations across gender lines. The study tried to emphasize the interaction between self-belief and professional goals based on gender by using diverse statistical analysis to explore potential disparities in how self-efficacy enhances career aspirations of males and females. Findings revealed that gender does not have a significant impact on career aspirations, it's the self-

efficacy that influences and shapes one's career aspirations. Moreover, interaction between gender and self-efficacy was not significant, which showed that relationship between self-efficacy and leadership, achievement, and education is consistent with respect to the genders.

Sun (2023) researched on the relationship of self-objectification with career aspirations among young women by utilising the perspective of objectification theory. A total of 439 Chinese undergraduate women had given questionnaires on self-objectification, self-esteem, career decision-making self-efficacy, and career aspirations to collect data. The findings indicated that self-objectification has negative correlation with self-esteem, career decision-making self-efficacy, and career aspirations. Association between self-objectification and career aspirations were mediated by self-esteem and career decision-making self-efficacy, both independently and serially.

Hamzah et al. (2022) tried to investigate the effect of career aspirations and organizational support on subjective career success, and the mediating role of self-efficacy in developing these relationships. The sample comprised of 146 Malaysian women managers who had given an occupational self-efficacy scale, career aspiration scale and perceived organizational support and subjective career success inventory to collect data. The multiple linear regression analysis revealed that those with high levels of career aspirations and perceived organizational support were positively associated with subjective career success. In this association, self-efficacy mediated both relationships.

Naila and Manikandan (2022) conducted a study to analyse the impact of self-efficacy and career maturity on career adaptability of college going students (UG and

PG students) from various colleges in Malappuram and Kozhikode districts of Kerala State. The research tools used were Self-efficacy scale, Career maturity inventory and Career adapt-abilities scale. Correlation and ANOVA were used to analyse data. Based on the result there is a positive correlation between the variables. Likewise, main effect of self-efficacy and career maturity had significant effect on career adaptability and its dimensions of college students.

Al-Bahrani et al. (2021) investigated the mediating role of career decision self-efficacy in the relationship of career locus of control with career aspirations. A total of 2700 grades 10 to 11 studying in high schools were selected as samples and a 9-item Career Aspirations Scale, 31-items Career Locus of Control Scale, and 24-item Career Decision Self-Efficacy Short Form were applied to collect data. Based on the result of path analysis there is a positive direct impact of the internal locus of control on career aspirations and a negative direct impact of powerful others on career aspirations. 43% of the variation in career decision self-efficacy was explained by internal control, luck, and powerful others explained. The findings indicated a positive direct impact of career decision self-efficacy on career aspirations.

Tahira et al. (2019) studied on the impact of career self-efficacy beliefs on educational and career aspirations among bachelor students. The researchers tried to explore the impact of self-efficacy beliefs on educational and career aspirations of university students. Gender differences among students of SE beliefs were also analysed. The instruments used in the study were occupational aspiration scale developed by Garewal in (2002) and career decision making self-efficacy scale developed by Tyler and Betz (1983). 2635 students of B.S. studying in different universities of Punjab, Pakistan were selected as sample and the study followed survey

method. The different statistical measures such as mean score, standard deviation, t-test and ANOVA were used to analyse data. About the different dimensions of occupational self-efficacy beliefs and overall self-efficacy beliefs, it was noted that the mean scores of males and females had significant variances.

Kaur (2018), identified the relationships of occupational aspiration of adolescents with self-efficacy. Random sample of 200 students (100 boys and 100 girls) from different schools of Ludhiana District of Punjab State of India was selected by using simple random sampling technique. The objective of the study was (i) to identify the relationship between Self- efficacy and occupational aspiration and (ii) to explore the gender and locale differences in the selected variables. Self-Efficacy Scale developed by A.K. Singh and S. Nara in (1998) and Occupational Aspiration Scale developed by J.S. Grewal (1975) were used to analyse data with statistical techniques such as correlation and 't' test. The results indicated that (a) self-efficacy have large associations with occupational aspiration of adolescents and (b) there are significant gender and locale differences in the adolescents' occupational aspiration and self-efficacy of. The relationship of self-efficacy with occupational aspiration of adolescents is strong and significant.

Bindu and Padmanabhan (2016) conducted a study to identify the level of self-efficacy and career aspirations of higher secondary school students and to analyse the relationship between these two variables. A self-efficacy scale (Singh & Narain, 2014) and a career aspiration scale (Grewal, 2011) were the instruments used to collect data from a sample of 250 students of various higher secondary schools in Ernakulam district of Kerala state. The findings of the study indicated that the higher secondary school students possess medium levels of self-efficacy and career aspiration. self-

efficacy and career aspirations among higher secondary school students were positively related and the relationship is significant.

### **Studies Related to Career Aspirations and Parental Support**

Basilius et al. (2024) investigated the effect of parental support and school environment on student academic achievement and career aspirations. The researchers used a quantitative survey approach and data with respect to parental support and school were collected by giving two survey questionnaires to a total of 167 elementary school students, selected by using purposive sampling technique from diverse groups of Catholic elementary schools in Merauke District, South Papua Province, Indonesia. Meanwhile, data with respect to academic achievement were collected by taking students' academic transcripts. Inferential statistics analysis technique was applied to analyse data using the software SPSS version 21. The findings of data analysis revealed that parental support and school environment have a direct effect on student academic achievement and career aspirations, both partially and simultaneously. These results highlight the importance of parental support and the need to create a supportive and positive school environment to enhance academic achievement and career aspirations of students.

Bhatia et al. (2023) examined the career aspirations of Indian female undergraduate students, by using a theoretical framework integrating Attachment Theory and Social Cognitive Career Theory (SCCT). 157 female Indian undergraduate students at a Liberal Studies college in India were selected as sample to study the efficiency of self-reported maternal and paternal attachment security in predicting career aspirations. Also, the mediating impacts of student-reported self-esteem and career decision self-efficacy were analysed in the relationship among their

perceptions of maternal and paternal attachment security and career aspirations. Result documented that secure attachment to mothers, but not fathers, can relate to self-esteem and career decision self-efficacy, which in turn predicted career aspirations. The results contribute to the literature about career aspirations of women in India and provide support for the integration of attachment theory and SCCT.

Raychaudhuri (2022) conducted a study on the factors influencing career choice among adolescent girls in Kolkata and found that parental involvement is the significant factor of career choice among adolescent girls. Father's education also has a significant role in girl's career aspirations.

Maravi and Shukla (2022) studied on career aspirations of Chhattisgarh tribal and non-tribal adolescents with parental support. A total of 1000 adolescents were took part in the study in which 500 each were tribal and non-tribal adolescents. Career Aspiration Scale developed by Anand (2013) was used for analysis of the study. The findings of the study noted that higher career aspirations in both tribal and nontribal adolescents however, there were differences in their preferred career choices. Higher preference was shown in traditional and government jobs by tribal adolescents while professional and entrepreneurial careers preferred by non-tribal adolescents. Furthermore, result also showed that nature and degree of parental support differed between tribal and non-tribal adolescents.

Jakhar and Shori (2022) studied on career aspirations of adolescents in relation to parental encouragement. On the basis of random sampling technique 100 students selected for the study in which 50 each were girls and boys. Career Aspiration Scale developed by Rani (2017) and Parental Encouragement Scale developed by Sharma (1988) were used for the analysis of the study. The study recommended that

adolescent boys and girls were same level of career aspirations so that there was no significant difference between boys and girls and no discrimination in encouragement of parents to their children. There was non-significant positive relationship of career aspirations with parental encouragement.

Abdullah et al. (2020) conducted research to study career aspirations and related contextual variables. The researchers conducted this study on 2717 students of X and XI grade students and examined the differences between female and male students and the effect of their math study on their career aspirations. Career aspirations scale was used in this study and after data analysis it was discovered that female students have higher career aspirations than male students. Students who secure high marks in math have high level of career aspirations than those who score, less marks in math. Therefore, there was a significant relation between achievement in math and career aspiration among school students. Based on the study various variables affect career aspirations such as students with low level of career aspirations came from an uneducated family and those with high career aspirations came from educated families.

Kunjachan and Abraham (2020) investigated the relationship of parenting styles with academic achievement of children at Ernakulum district. This study analyzed five types of parenting styles and the academic performance of children. The study followed a quantitative descriptive approach. The data was collected from samples which is selected by using stratified random sampling and lottery technique from one among the municipality of Ernakulum district. The study utilized descriptive statistics and the result of the study has drawn the conclusion that, parents have a

significant role in identifying the talents of their children and guiding them. Positive understanding and close relationship of parents with children were recommended.

In a study Krishnan and Lasitha (2019) tried to assess the impact of parental influence on the career choice of higher secondary students in Kerala. The data collection was based on the gender-wise and home background variables. 100 students from both government and private schools were selected as samples. Questionnaires as tool is used for data collection. Pearson's Correlation Analysis, Regression analysis, Hypothesis test, Time series analysis and sequential plots are the statistical techniques employed. The results of the study indicated that parental involvement in career options of their children has significant influence on their achievement.

Radhika and Ramkumar (2018) researched on parental influence on career aspirations and career choice of college students. The study adopted a descriptive design in which the people's influence on career choices, the significance of parents' qualification and occupation in career aspirations of students have been outlined. Primary data was collected by using structured undisguised questionnaire which was applied to the science students. Various descriptive statistical tools like frequency distribution, simple percentage analysis, mean and average were used for data analysis. Results indicated that career aspirations are closely related with parents' encouragement, education and occupation.

Ginevra et al. (2015) grabbed to view the role of parents' and children's perceptions of parental support in career choices of adolescents using social cognitive career theory (Lent, Brown, & Hackett, 2000). A total of 94 Italian adolescents (30 boys, 64 girls) and both of their parents (N = 188) were the samples selected in the study. The researchers tested a fully mediated model of mothers' and fathers'

perceptions of support and career choice through the indirect impact of adolescents' perceptions of parental support and career self-efficacy. Findings gave support for the model. precisely, both mothers' and fathers' perceptions of support predicted their adolescent children's career choice through the mediating impact of the youths' perceptions of parental support and career self-efficacy.

Shumba and Naong (2012) conducted a study to determine the factors influencing students' career choice and aspirations in South Africa. The study adopted a survey method and a structured questionnaire was used in this study to list out the factors influencing career choice and aspirations among students of South Africa. 133 first- and second-year university students (77 females, 56 males; age range 15 to 30 years) were selected through purposive sampling technique in the study. The Career Aspirations Questionnaire is used to explore the factors that impact career choice and aspirations of medical students. Data analysis was done by using percentages and tables. The result revealed that the parents and teachers have significant influence on career choice and aspirations of students.

Bender (2004) documented the perceptions of XII grade female secondary school students and the factors that impact their career aspirations related with non-traditional or traditional science. Career choices of female students have been found to be significant influence on their parents, older siblings, and work experiences. Female secondary school students were found to have doubts on their academic abilities in this survey.

### **Studies Related to Career Aspirations and School Climate**

Bhat and Geelani, (2023) presented a critical study, to identify the educational knowledge on career choices and present-day careers which may have ample

projections in the globalized world. The researchers also established the various influences which are needed for career aspirations. The findings recommended that schools' ought to set occasional career training and strengthen their advising administrations aiming that understudies can be demonstrated to the various rising and exceedingly encouraging careers in the modern world.

Khatri and Ashutosh (2022) presented a comprehensive review to assess the impact of gender, location, and school type in career aspirations of students. The researchers reviewed research papers thoroughly, most of the reviewed papers indicate that gender, location, and school type have a significant impact in career aspirations. The school environment gives a strong foundation for selecting a suitable career based on their interest and aptitude. The study recommended an urgent need to understand the complexities and significance of career planning and aspiration, as misaligned career operation can lead to other psychosocial issues like depression, anxiety, stress and frustration among adolescents.

Vinothkumar and Perumal (2022) analyzed the career aspirations of XI standard students aiming to identify the career aspirations of XI standard students and to assess the significant difference of career aspirations among XI standard students by considering the sub-groups of variables namely, locality, gender, type of management and academic stream. 265 XI standard students were selected through cluster sampling method. Descriptive survey method is adopted for the study and a Likert scale is used to collect data. The study used differential statistics for data analysis. The result indicated that career aspirations is high among the XI standard students and self-confidence and preparation dimension of career aspirations have significant differences based on gender, locality and the type of management.

Bashir and Kaur (2017) were undertaken a research aiming to study career aspirations of secondary school students with respect to their school environment and to find out the significant differences in career aspirations and school environment of secondary school students based on locality. 400 students studying in secondary schools of Kashmir division was the participants of the study. The findings indicated that there is no significant difference among rural and urban secondary school students in their career aspirations, though school environment is differentiated among rural and urban secondary school students. Further the study indicated that career aspirations of secondary school students were significantly related with school environment.

Roy (2015) investigated the extent of relationship between school kinds (public and private) and career maturity. The study followed descriptive survey method delimited to the 120 secondary stage students. Schools (private and government) were randomly selected from Birbhum district of West Bengal to conduct the study. The Indian version of the career maturity inventory was used for data collection and descriptive and inferential statistics were employed for data analysis and interpretation of data. In comparison of private and government schools, the study clearly showed that the students of private schools have significantly a higher career maturity and career maturity attitude, but there exists no significant impact of management on the secondary school students' career maturity competence.

Kaur (2012) attempted to reveal career maturity of adolescents in the context of their school environment. The study indicated a significant difference in self-appraisal, occupational information, and problem solving when the school climate was high or low. The study was conducted with the purpose of analysing career

maturity of adolescents with respect to their school climate. 800 adolescents studying in secondary schools of Amritsar District was selected as sample of this study. The findings revealed that out of six components of career maturity, only three components namely self-appraisal, occupational information and problem-solving showed significant difference with respect to high, average and low levels of school climate.

### **Summary of Related Studies**

The summary of the reviewed studies is given in the tables below;

#### **Studies Related to Adolescent Girls**

**Table 1**

*Studies Related to Adolescent Girls*

Year	Authors	Findings
2024	George et al.	<ul style="list-style-type: none"> <li>• Positive trend for physical activity among adolescent girls.</li> <li>• More than 70% of the adolescent girls have active involvement in physical activity of moderate-to-vigorous intensity.</li> </ul>
2024	Chirayath et al.	<ul style="list-style-type: none"> <li>• Educational stress and age have no relationship with each other.</li> <li>• Educational stress has significant differences among class of study, day scholar living with parents or grandparents, family type (joint or nuclear), hostellers, area of residence (rural or urban) and school curriculum (state syllabus or CBSE).</li> </ul>
2024	Sardinha et al.	<ul style="list-style-type: none"> <li>• Contextual social, economic, and political factors have relationship with the prevalence of intimate partner violence.</li> </ul>

		<ul style="list-style-type: none"> <li>• Child marriage is considered as an important factor.</li> </ul>
2023	Sreekavya et al.	<ul style="list-style-type: none"> <li>• Socioeconomic status, family types, occupation of mothers and diet of the adolescents had a significant relationship with poor nutritional status.</li> </ul>
2020	George et al.	<ul style="list-style-type: none"> <li>• Need to enhance public health services of adolescents, strengthening the school monitoring system to ensure the health, periodic health check-up, nutrition and wellbeing in largely in aided and governments schools.</li> <li>• Improving mental health, knowledge about contraception and school retention need priority.</li> </ul>
2019	Rose-Clarke et al.	<ul style="list-style-type: none"> <li>• Several steps to enhance adolescent girls' health, nutrition and wellbeing in largely tribal areas of Jharkhand: reducing violence, early marriage and under nutrition, and improving mental health, knowledge about contraception and school retention.</li> </ul>
2016	Maya et al.	<ul style="list-style-type: none"> <li>• Poor baseline adolescence education awareness exists in secondary school students.</li> <li>• Poor baseline knowledge about growing-up changes and a health education intervention programme for adolescents.</li> </ul>
2014	Sathyabama and Eljo	<ul style="list-style-type: none"> <li>• Positive relationship between the family environment and mental health of adolescent girls.</li> </ul>
2011	Wertheim and Paxton	<ul style="list-style-type: none"> <li>• Researcher gives an overview of the nature of body image among adolescent girls, including</li> </ul>

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		factors in relation with the development of body image concerns and the implications of those concerns.
2009	Lloyd and Young	<ul style="list-style-type: none"> <li>• Indication on how proven practices, such as scholarships for girls and the recruitment and training of female teachers, can enhance the number of adolescent girls attending school and highlights the pedagogical approaches that improve learning and employment.</li> </ul>

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**Studies Related to Career Aspirations**

**Table 2**

*Studies Related to Career Aspirations*

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Year	Authors	Findings
2023	Vergheeses and Kumar	<ul style="list-style-type: none"> <li>• Family expectations and community norms play a significant role in steering adolescents towards traditional and prestigious professions such as medicine and engineering.</li> <li>• Educational disparities between urban and rural areas further impact career aspirations, with urban students having greater access to diverse career options and comprehensive career guidance.</li> </ul>
2022	Vinothkumar and Perumal	<ul style="list-style-type: none"> <li>• High Career aspirations among the XI standard students.</li> <li>• Self-confidence and preparation dimensions of career aspirations has significant differences based on gender, locality and the type of management.</li> </ul>

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		<ul style="list-style-type: none"> <li>• Self-confidence, preparation and motivation dimensions of career aspirations also have significant differences based on stream of study among XI standard students.</li> </ul>
2021	Saleem and Vazhayil	<ul style="list-style-type: none"> <li>• Tribal residential school students have career aspirations at an above average level.</li> <li>• There is a significant effect of gender and type of school on career aspirations.</li> </ul>
2019	Pramod and Suresh	<ul style="list-style-type: none"> <li>• The level of vocational aspiration of school-going tribal adolescents was generally low to average.</li> <li>• The vocational aspiration of male school-going tribal adolescents was higher than those of females.</li> <li>• The tribal adolescents of higher secondary schools had higher levels of vocational aspiration than those from secondary schools.</li> </ul>
2019	Dar	<ul style="list-style-type: none"> <li>• 17.83% of participants have shown low career aspirations, 58.33% have moderate and 23.84% have high career aspirations.</li> <li>• Significant difference was found in the components of career aspirations such as achievement aspiration, educational aspiration and overall career aspirations of adolescents based on their academic streams.</li> <li>• There was no significant difference in leadership aspiration in based on their academic streams.</li> </ul>
2018	Jeyalakshmi et al.	<ul style="list-style-type: none"> <li>• Gender and medium of instruction had no significant impact on the professional maturity of higher secondary students.</li> </ul>

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		<ul style="list-style-type: none"><li>• School location is substantially effect their career paths.</li></ul>
2018	Manivannan et al.	<ul style="list-style-type: none"><li>• The mean career maturity scores of governments and private school pupils did not differ significantly.</li><li>• There is no great difference between English medium rural and urban students.</li></ul>
2016	Bindu and Padmanabhan	<ul style="list-style-type: none"><li>• The higher secondary school students possess average level of career aspirations.</li><li>• Demographic variables like gender, locale, and socio-economic status have influence on the level of career aspirations.</li></ul>
2016	Sivakumar and Sridhar	<ul style="list-style-type: none"><li>• Below-average professional maturity together with very low career competency among students of XI grade.</li><li>• There exist no substantial difference among boys and girls with respect to the career maturity and competency.</li><li>• There were no significant differences in career maturity and competency among rural and urban students.</li></ul>
2007	Patton and Creed	<ul style="list-style-type: none"><li>• Differences between occupational aspirations and expectations were documented and the relevance of including career development constructs into these findings was validated.</li><li>• Occupational aspirations have relationship with school achievement, self-esteem, and career maturity.</li><li>• Students who reported good school achievement, who were more career mature, who had more career</li></ul>

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		<p>knowledge and who had higher self-esteem were more likely to aspire for more professional status occupations.</p> <ul style="list-style-type: none"> <li>• Students who had no high academic achievement, had less career knowledge and who had lower self-esteem were more likely to aspire to occupations having skilled or semi-professional status.</li> </ul>
2001	Mathur and Sharma	<ul style="list-style-type: none"> <li>• Both boys and girls have career maturity at an average level.</li> <li>• Boys and girls have difference in attitude toward career choice.</li> </ul>

### Studies Related to Self-Efficacy

**Table 3**

*Studies Related to Self-Efficacy*

Year	Authors	Findings
2023	Sebastian et al.	<ul style="list-style-type: none"> <li>• Both self-efficacy and family environment are significant predictors of resilience.</li> <li>• Self-efficacy explains 38.6% of resilience variance, while family environment explains 1.6%.</li> </ul>
2016	Ahuja	<ul style="list-style-type: none"> <li>• Girls are having statistically significant higher scores in self-efficacy, educational aspiration and academic achievement comparing to boys.</li> <li>• Self-efficacy &amp; educational aspiration, self-efficacy &amp; academic achievement were correlated with each other.</li> </ul>

2015	Meera and Jumana	<ul style="list-style-type: none"> <li>• There exists significant difference in the academic performance of English and self-efficacy among rural and urban students.</li> <li>• There were no significant difference found in the case of gender and type of management.</li> </ul>
2015	Pavani and Agrawal	<ul style="list-style-type: none"> <li>• One who has high self-efficacy possesses high academic achievement.</li> </ul>
2014	Mishra and Shanwal	<ul style="list-style-type: none"> <li>• Positive association between family environment and self-efficacy among adolescents.</li> </ul>
2014	Arora et al.	<ul style="list-style-type: none"> <li>• Boys have higher self-efficacy than girls.</li> </ul>
2012	Gafoor and Ashraf	<ul style="list-style-type: none"> <li>• Academic Self-Efficacy is correlated with previous achievement, vicarious experience (school image) and persuasory information (parental encouragement).</li> <li>• Academic Self-Efficacy has significant differences in the form of cultural differences, locale and gender difference.</li> <li>• The dominance of School Image over Mastery Experience as predictors of Academic Self-Efficacy is different from which is found in the West, theoretically and empirically.</li> </ul>
2011	Ravikumar and Manimozhi	<ul style="list-style-type: none"> <li>• Medium of instruction, gender difference and the community did not impact the self-efficacy of biology students but certain educational institutional environment impact positively.</li> </ul>
2010	Motlagh et al.	<ul style="list-style-type: none"> <li>• Self-efficacy has considerable impact on academic achievement</li> </ul>
2009	Singh and Udainiya	<ul style="list-style-type: none"> <li>• There is a significant influence of type of family and gender on self-efficacy.</li> </ul>

## Studies Related to Parental Support

**Table 4**

*Studies Related to Parental Support*

Year	Authors	Findings
2024	Werang et al.	<ul style="list-style-type: none"> <li>• Parental support and school environment are directly affected student academic achievement, both partially and simultaneously.</li> </ul>
2023	Padilla et al.	<ul style="list-style-type: none"> <li>• Positive and significant relationship exist among parental schooling and socioeconomic level and achievement in mathematics.</li> </ul>
2023	Kapur	<ul style="list-style-type: none"> <li>• Effects of lack of parental support are, remaining unaware regarding various factors, impediments in the achievement of professional goals, problems in management of household responsibilities, inability to hone problem-solving skills, being overwhelmed by psychological problems, being overwhelmed by seclusion and loneliness, experiencing health problems and illnesses, problems in getting settled, impediments in honing skills and abilities, problems in forming an effective social circle, barriers within the course of up-gradation of personality traits and obstacles in promoting enrichment of overall living conditions.</li> </ul>
2023	Chacko and Joseph	<ul style="list-style-type: none"> <li>• Mothers have various challenges in parenting and need to be bothered about their role as psychologically demanding.</li> <li>• These challenges incorporate family dynamics, intrapersonal struggles and socio-economic</li> </ul>

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		factors. The study also noted positive emotions experienced by the mothers.
2023	Messar, et al.	<ul style="list-style-type: none"><li>• There exist significant gender differences of the academic achievement levels of low and high with parental involvement.</li><li>• The study noted that the parental involvement have an significant role in academic achievement of students.</li></ul>
2021	Paul et al.	<ul style="list-style-type: none"><li>• There is a significant role of parental involvement in their children's primary education, in terms of reduced school dropout.</li><li>• Call for programmatic interventions that make awareness and enhance parental participation in their children's schooling.</li></ul>
2021	Kallarakal and Gonsalvez	<ul style="list-style-type: none"><li>• There relationship between parental permissive behaviors and their age, between parental permissive behaviors and their education, and between parental permissive behaviors and their religion are strong and significant.</li></ul>
2018	Rapheal and Paul	<ul style="list-style-type: none"><li>• Significant negative association between various dimensions of parental educational involvement and educational stress of adolescents.</li></ul>
2017	Johnsa and Gopakumar	<ul style="list-style-type: none"><li>• Parental care has a direct influence in academic performance and extracurricular activities of adolescent girls.</li></ul>
2010	Chohan and Khan	<ul style="list-style-type: none"><li>• Parent's contribution to their children's education had effect on academic achievement and self-concept and the effect is positive and consistent.</li></ul>

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2007	Das and Patnaik	<ul style="list-style-type: none"> <li>• Significant differences in parental support and boys having more permissive forms of discipline.</li> <li>• Most of boys' parents used parent child discussion to correct them, whereas girls' parents used love withdrawal techniques, like anger and silence.</li> </ul>
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### **Studies Related to School Climate**

**Table 5**

*Studies Related to School Climate*

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Year	Authors	Findings
		<ul style="list-style-type: none"> <li>• External school environment and structure, principal personal characteristics, and principal leadership influenced the formation and development of school climate, and each influencing factor acting on different dimensions of school climate.</li> </ul>
2024	Jiang and Liu	<ul style="list-style-type: none"> <li>• Principal leadership plays a significant role than the other aspects in predicting school climate.</li> <li>• The school climate influence and determine the success of teaching and learning process in school.</li> <li>• Improving school climate for better quality educational management.</li> </ul>
2024	Amsalu and Belay	<ul style="list-style-type: none"> <li>• School leadership and the professional learning-teaching environment have direct and significant influence on academic achievement of students</li> </ul>

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		<ul style="list-style-type: none"><li>• Students' academic success was significantly and directly influenced by the perceived favorable overall school climate.</li><li>• Positive professional learning-teaching environment have fully mediated effect of physical setting and safety on learning achievement, even though it partially mediated the effect of leadership practice of school.</li></ul>
2023	Hammar et al.	<ul style="list-style-type: none"><li>• Teachers perceived school climate as both positively and negatively, influenced by a number of internal and external factors,</li><li>• Four types of factors impact the quality of school climate: social processes and values in school (i.e. influenceable internal factors), school premises and support structures (i.e. uninfluenceable internal factors, external relations (i.e. influenceable external factors) and external means of control (i.e. uninfluenceable external factors).</li></ul>
2022	Wang et al.	<ul style="list-style-type: none"><li>• Cooperative school climates enhance the development of various components of the social and emotional skills of underprivileged-background students, while competitive school climates made significant negative effects on the collaboration and emotional regulation of underprivileged-background students.</li><li>• No significant effect on the other three major domains, such as engagement with others, open-mindedness, and task performance.</li></ul>

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2019	Usha and Thankam	<ul style="list-style-type: none"> <li>• There is significant correlation among School Climate and Tenacious behavior of teachers for total sample and samples with respect to the locality and type of management of institution.</li> <li>• There is significant difference in urban and rural teachers for both School Climate and Tenacity.</li> <li>• Government and unaided school teachers differ significantly in their perception regarding School Climate.</li> </ul>
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2019	Lombardi et al.	<ul style="list-style-type: none"> <li>• Path analysis indicated that the best model does include neither individual assets nor direct impact of school climate on school engagement, as the impact of school climate on school engagement is mediated by well-being experience.</li> <li>• School climate has been established as a significant factor to be considered to enhance school engagement.</li> </ul>
<hr/>		
2019	Gairola and Mishra	<ul style="list-style-type: none"> <li>• Identified the relationship between school climate and student outcomes in various researches.</li> </ul>
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2018	Menon	<ul style="list-style-type: none"> <li>• Teachers' perception with respect to Collegial Leadership, Professional Teacher Behavior, Achievement Press and Institutional Vulnerability have significant difference considerably based on type of school, locality, and type of management.</li> </ul>
<hr/>		
2018	Syahril and Hadiyanto	<ul style="list-style-type: none"> <li>• School climate is a situation or atmosphere caused by an association or interaction among the principal and teachers, teachers and staffs, teachers and teachers, teachers and students, or</li> </ul>

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		relationships of students who characterize a school that differentiate a school from others.
		<ul style="list-style-type: none"> <li>• The school climate has the effect and determine the success of teaching and learning process.</li> </ul>
2014	Prajina and Preamsingh	<ul style="list-style-type: none"> <li>• Majority of ST students are comfortable in their school environment.</li> </ul>

**Studies Related to Career Aspirations and Gender**

**Table 6**

*Studies Related to Career Aspirations and Gender*

Year	Authors	Findings
2024	Dangwal and Mitra	<ul style="list-style-type: none"> <li>• Gender had significant impact on the career aspirations of undergraduate students from different years of study.</li> </ul>
2024	Gupta et al.	<ul style="list-style-type: none"> <li>• Gender differences among school boys and girls in their career aspirations was significant, and girls having higher aspirations than boys.</li> </ul>
2024	Napier et al.	<ul style="list-style-type: none"> <li>• There is interrelated impact on career values, goals, and choices of (a) perceived personal traits, interests and strengths and (b) relationships and experiences grounded at home, school, and community contexts of girls.</li> </ul>
2021	Barrett	<ul style="list-style-type: none"> <li>• Both genders have unique characteristics in adolescent’s career aspiration.</li> </ul>
2021	Sarkar	<ul style="list-style-type: none"> <li>• Gender has significant influence on the level of aspiration of the adolescents.</li> </ul>

		<ul style="list-style-type: none"> <li>• Male adolescents have high level of aspiration in comparison to female adolescents.</li> </ul>
2020	Waeza et al.	<ul style="list-style-type: none"> <li>• Most of students had average level of job aspirations and gender has no impact on career aspiration.</li> </ul>
2019	Lalrintluangi	<ul style="list-style-type: none"> <li>• About 71.17% of participants were found to have average level of occupational aspiration.</li> <li>• Students from urban areas have higher aspiration than their rural counterparts, but no significant gender difference found in occupational aspiration.</li> </ul>
2012	Obura et al.	<ul style="list-style-type: none"> <li>• There were significant gender differences in career aspirations of secondary school students</li> <li>• There is a statistically significant relationship among career aspirations of students with their gender.</li> </ul>
2008	York, A. E.	<ul style="list-style-type: none"> <li>• Parents' and peers' behaviors strongly influence career decision making.</li> <li>• Women perceived more autonomy and self-efficacy but less career indecision than men perceived.</li> </ul>
2006	Basheer	<ul style="list-style-type: none"> <li>• Adolescent vocational maturity is mostly determined by occupational desires and gender.</li> <li>• Male individuals have more maturity in careers than female counterparts.</li> </ul>
2002	Francis	<ul style="list-style-type: none"> <li>• Occupational choices of girls become more ambitious than previously have.</li> <li>• Boys' have high occupational aspirations.</li> </ul>

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		<ul style="list-style-type: none"> <li>• A deeply embedded gender dichotomy found in girls and boys' choices to some extent.</li> </ul>
		<ul style="list-style-type: none"> <li>• Girls have interest in significantly greater number of careers.</li> <li>• Greater gender-role flexibility found in girls in their career aspirations than boys.</li> </ul>
2002	Mendez and Crawford	<ul style="list-style-type: none"> <li>• Boys have aspiration than girls to careers that requires higher education and prestige level.</li> <li>• Gender has significance in the strength and direction of the relationships of career aspirations with gender-related personality attributes and achievement motivation.</li> </ul>

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**Studies Related to Career Aspirations and Self-Efficacy**

**Table 7**

*Studies Related to Career Aspirations and Self-Efficacy*

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Year	Authors	Findings
2024	Lee et al.	<ul style="list-style-type: none"> <li>• Self-efficacy significantly predicted career exploration.</li> <li>• Significant difference in the career exploration behaviors among all school grades.</li> </ul>
2024	Yiming et al.	<ul style="list-style-type: none"> <li>• Higher self-efficacy leads to better career development.</li> </ul>
2024	Wahengbam and Sharma	<ul style="list-style-type: none"> <li>• Self-efficacy has influence on one's career aspirations.</li> <li>• There is no significant relationship between gender and self-efficacy which reveals that self-efficacy</li> </ul>

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		and leadership, achievement, and education is consistent across genders.
2023	Sun	<ul style="list-style-type: none"> <li>• Self-objectification have negative correlation with self-esteem, career decision-making self-efficacy, and career aspirations.</li> <li>• Self-esteem and career decision-making self-efficacy, both independently and serially, mediated the relationship of self-objectification with career aspirations.</li> </ul>
2022	Hamzah et al	<ul style="list-style-type: none"> <li>• Career aspiration and perceived organizational support were positively related with subjective career success.</li> <li>• Self-efficacy mediated the relationships.</li> </ul>
2022	Naila and Manikandan	<ul style="list-style-type: none"> <li>• Positive correlation among self-efficacy and career maturity o career adaptability.</li> <li>• Self-efficacy and career maturity have significant effect on career adaptability and its components.</li> </ul>
2021	Al-Bahrani et al	<ul style="list-style-type: none"> <li>• Positive direct effect of career decision self-efficacy on career aspiration.</li> </ul>
2019	Tahira et al.	<ul style="list-style-type: none"> <li>• The mean scores of males and females had significant differences in different parameters of occupational self-efficacy beliefs and overall self-efficacy beliefs.</li> </ul>
2018	Kaur	<ul style="list-style-type: none"> <li>• Self-efficacy has significant relationship with occupational aspiration of adolescents.</li> <li>• Occupational aspiration and self-efficacy of adolescents differ significantly with respect to the gender and locale .</li> </ul>

		<ul style="list-style-type: none"> <li>• Self-efficacy and occupational aspiration of adolescents have a Significant positive relationship.</li> </ul>
2016	Bindu and Padmanabhan	<ul style="list-style-type: none"> <li>• Higher secondary school students possess medium level of self-efficacy as well as career aspirations and there exists a significant positive correlation between self-efficacy and career aspirations.</li> </ul>

**Studies Related to Career Aspirations and Parental Support**

**Table 8**

*Studies Related to Career Aspirations and Parental Support*

Year	Authors	Findings
2024	Basilus et al.	<ul style="list-style-type: none"> <li>• Parental support and school environment have a direct influence on academic achievement and career aspirations of students, both partially and simultaneously.</li> </ul>
2023	Bhatia et al.	<ul style="list-style-type: none"> <li>• Secure attachment to mothers, but not fathers, was related to self-esteem and career decision self-efficacy, and predicted career aspirations.</li> </ul>
2022	Raychaudhuri, S.	<ul style="list-style-type: none"> <li>• Parental involvement is a significant factor of career choice of adolescent girls.</li> <li>• Father’s education has a significant role in girl’s career aspiration.</li> </ul>
2022	Maravi and Shukla	<ul style="list-style-type: none"> <li>• Higher career aspirations in both tribal and nontribal adolescents.</li> <li>• There were differences in their preferred career choices.</li> </ul>

		<ul style="list-style-type: none"> <li>• Higher preference was shown in traditional and government jobs by tribal adolescents while professional and entrepreneurial careers preferred by non-tribal adolescents</li> <li>• Nature and degree of parental support has significant differences among tribal and non-tribal adolescents.</li> </ul>
2022	Jakhar and Shori	<ul style="list-style-type: none"> <li>• Adolescent boys and girls have same level of career aspirations and there was no significant difference among boys and girls and there was no discrimination in encouragement of parents to their children.</li> <li>• There was non-significant positive relationship between career aspirations and parental encouragement.</li> </ul>
2020	Abdullah, et al.	<ul style="list-style-type: none"> <li>• Career aspirations have influence on variables like parents' education</li> <li>• Students with low level of career aspirations were from an uneducated family and those with high career aspirations were from educated families.</li> </ul>
2020	Kunjachan and Abraham	<ul style="list-style-type: none"> <li>• Parents have a significant role in recognizing talents of their children and guiding them.</li> </ul>
2019	Krishnan and Lasitha	<ul style="list-style-type: none"> <li>• Parental involvement in career options of their children has significant influence on their achievement.</li> </ul>
2018	Radhika & Ramkumar	<ul style="list-style-type: none"> <li>• Career aspirations have close relationship with parents' encouragement, education and occupation.</li> </ul>

2015	Ginevra et al.	<ul style="list-style-type: none"> <li>• Through the mediating effect of the youths' perceptions of parental support and career self-efficacy both mothers' and fathers' perceptions of support predicted career choice of adolescents.</li> </ul>
2012	Shumba and Naong	<ul style="list-style-type: none"> <li>• Career choice and aspirations of students were influenced by parents and teachers.</li> </ul>
2004	Bender	<ul style="list-style-type: none"> <li>• Female students' career choices have influence on their parents, older siblings, and work experiences.</li> <li>• Female secondary school students were likewise found to have doubts about their academic abilities.</li> </ul>

**Studies Related to Career Aspirations and School Climate**

**Table 9**

*Studies Related to Career Aspirations and School Climate*

Year	Authors	Findings
2023	Bhat and Geelani	<ul style="list-style-type: none"> <li>• Schools' ought to set occasional career training and enhance their administrations with the aim that understudies can be presented to the different careers in the advanced world.</li> </ul>
2022	Khatri and Ashutosh	<ul style="list-style-type: none"> <li>• Gender, location, and school type all have significant impact in career aspiration.</li> <li>• The school environment provides a strong foundation for selecting a suitable career with respect to the interest and aptitude.</li> </ul>

2022	Vinothkumar and Perumal	<ul style="list-style-type: none"> <li>• Career aspiration is high among the XI standard students.</li> <li>• Self-confidence and preparation dimension of career aspiration have significant differences based on gender, locality and the type of management.</li> </ul>
2017	Bashir and Kaur	<ul style="list-style-type: none"> <li>• There is no significant difference in career aspiration of rural and urban secondary school students.</li> <li>• There is significant difference in school environment of rural and urban secondary school students.</li> <li>• There exists a positive significant relationship of career aspirations with school environment among secondary school students.</li> </ul>
2015	Roy	<ul style="list-style-type: none"> <li>• In comparison of private and government schools, students of private schools possess a higher career maturity and career maturity attitude.</li> <li>• There is no significant impact of management on the career maturity competence of secondary school students.</li> </ul>
2012	Kaur	<ul style="list-style-type: none"> <li>• Self-appraisal, occupational information and problem-solving have significant difference with high, average and low levels of school climate.</li> </ul>

### **Conclusion**

A sincere effort made by the investigator to review almost all relevant studies in the present review of literature related to adolescent girls, career aspirations, self-efficacy, parental support and school climate in general and the studies showing the

relationship of career aspirations with self-efficacy, parental support and school climate at national and international levels and some of them are summarized here. This helped the researcher to implement the present study systematically.

Studies in connection with the adolescent girls pointed out that various studies are occurred in the area of physical activity, educational stress, intimate partner violence, nutritional status, health priorities, adolescent education, family environment, body image, educational practices, etc.

Literature in the area of career aspirations showed that adolescents are often guided towards traditional professions like medicine and engineering due to family expectations and societal norms. Urban students have more diverse career options and better guidance compared to their rural counterparts. Career Aspirations varies by gender, locality, and type of school management. Major studies discuss about career and professional maturity and career competency of adolescents. Major studies in the area of career aspirations and gender highlights gender differences and influences on career aspirations among adolescents. Despite some flexibility, there is gender dichotomy in career aspirations. The relationship between career aspirations and gender-related personality traits varies between boys and girls.

Reviews in the area of Self- Efficacy pointed out that studies occurred in various aspects like self- efficacy and resilience, self – efficacy and education, rural and urban differences in self-efficacy, various aspect's impacts on self-efficacy like family environment, gender differences, medium of instruction, etc. Studies in the area of career aspiration and self- efficacy emphasize the relationship between self-efficacy and career development. Self- efficacy significantly predicts career exploration and development, influencing career aspirations and adaptability. Higher self-efficacy leads to better career outcomes.

Studies in the area of parental support highlighted the impact of parental support on students' academic performance. Reviews showed that several studies occurred in challenges in parenting, parental involvement, parental behaviours, parental care, etc. It suggested a need for interventions to increase parental awareness and participation in children's schooling. Studies on the relationship between career aspirations and parental support emphasized the critical role of parental support and school environment in shaping student academic achievement and career aspirations.

Studies on school climate discusses various influencing factors like external environment, academic achievement, impacts on students, teacher perceptions, school engagement, leadership and professional behaviour, etc. Significant relationship is also shown between career aspirations and school climate.

From the several related literatures presented above, it can be concluded that multiple studies have been conducted on career aspirations, self-efficacy, parental support and school climate. All the available studies were reviewed and findings were indicated that there may be no researches have been conducted on career aspirations, self-efficacy, parental support and school climate of adolescent girls all together. So, there is a knowledge gap existing in this area. Keeping this view in the mind, the researcher decided to conduct the study on self-efficacy, parental support and school climate as predictors of career aspirations of adolescent girls in Kerala. Hence the present study is not being the replication of other studies. It differs from earlier studies with respect to essential purpose, region and conditions in which the study was conducted. Population and mode of exploring the relationship between variables were involved.

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*Chapter 3*

**METHODOLOGY**

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- **Variables**
- **Design of the Study**
- **Sample Selected for the Study**
- **Instruments Used**
- **Data Collection Procedure**
- **Statistical Techniques Employed**

Research methodology is the framework of solving a problem in a precise and systematic way. “Research is considered to be the more formal, systematic and intensive process of carrying on a scientific method of analysis. It involves a more systematic structure of investigation, usually resulting in some sort of formal record of procedures and a report of results or conclusions” (Best & Kahn 2000). Research methodology gives exactly what is the method used for study and the logic of choice. Knowledge about methodology is indispensable for all those who either take an active role in the conduct of research (Koul, 2009).

This chapter describes the method followed in the study. The present study focuses on self-efficacy, parental support and school climate to predict career aspirations of adolescent girls. The method adopted, variables under study, participants, instruments, data collection procedure and the statistical techniques used are described in detail under the following headings.

- Variables
- Design of the study
- Sample selected for the study
- Instruments used
- Data collection procedure
- Statistical techniques employed

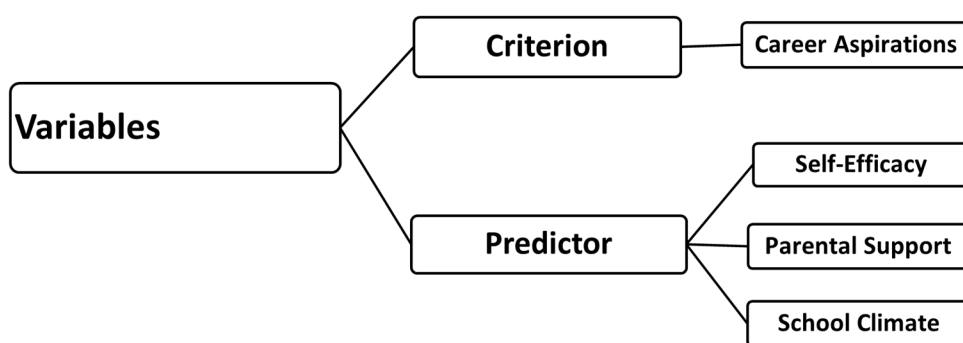
## Variables

The major focus of the present study was to analyse the level of career aspirations of adolescent girls in Kerala and to find its significant relationship with self-efficacy, parental support and school climate. Correlation research with predictive design was employed in the study. The two types of variables in a prediction design are the outcome (criterion) variable and the predictor variables. The present study attempted to predict career aspirations using the variables self-efficacy, parental support and school climate. Hence career aspirations is the outcome (criterion) variable and the predictor variables are self-efficacy, parental support and school climate.

A diagrammatic representation of the variables in the study is given as figure 7.

**Figure 7**

*Diagrammatic representation of the variables in the study*



The brief description of the variables selected for the present study is presented below.

## **Career Aspirations**

Career aspirations can be regarded as the main and indispensable objectives of one's life. It is an individual's orientation towards a desired goal under ideal conditions.

According to Powell and Butterfield (2003), Career Aspiration refers to the individual's desire for future employment. Career aspiration is the "ability to identify and set goals for the future, while being inspired in the present to work toward those goals" (Arulmani, 2014).

In this study, career aspirations refer to the dreams, goals and plans of adolescent girls on future, measured by using the scale on career aspirations under the dimensions, dedication, motivation, self-confidence and preparation.

## **Rationale for Selection of the Predictor Variables**

The present study entitled "Self-Efficacy, Parental Support and School Climate as Predictors of Career Aspirations of adolescent girls in Kerala" aims at finding out the personal, familial and social factors which are the efficient predictors of career aspirations. The investigator made a thorough review of the personal, familial and social factors that may affect career aspirations of adolescent girls and after an elaborate literature review and expert consultation the following variables from personal, familial and social dimensions were included as the predictor variables.

### **Self-Efficacy**

Self-efficacy refers to "an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments" (Bandura, 1977, 1986, 1997). High self-efficacy in specific skills or domains may influence career aspirations towards professions where individuals feel competent and capable.

Individuals with strong self-efficacy tend to set ambitious career goals. Students with strong self-efficacy beliefs were more likely to persist in their career aspirations despite obstacles and setbacks. Self-efficacy is the predictive of career aspiration (Kim & Yun, 2015; Bindu & Padmanabhan, 2016). Hence, the personal variable self-efficacy was selected as a predictor variable.

### **Parental Support**

Parental support has been defined as “parental behaviours toward the child, such as praising, encouraging and giving physical affection, which indicate to the child that he or she is accepted and loved” (Barnes, 2006). Parental support is the emotional, informational, and practical assistance provided by parents to their children. Career aspirations are closely associated with parents’ education, occupation, and their support (Radhika & Ramkumar, 2018; Shumba & Naong, 2012). It will be remarkable if the role of parental support in predicting career aspiration is explored.

### **School Climate**

Social characteristics of a school which include student relationships, relationship between staff or teachers, emphasis on learning and teaching, values and norms and shared approaches and practices is termed as school climate (Rudasill et al., 2018; Thapa et al., 2013; Anderson, 1982). In the present study school climate is perceived as the prevailing atmosphere in the school, which affects the way how students perceive their school and affects their values and attitudes toward school and work.

It is observed that a positive School Climate may improve career aspirations of adolescent girls. (Khatri & Ashutoshd, 2022; Bashir & Kaur, 2017; Roy, 2015)

Hence school climate is a significant variable in studying the predictors of career aspirations.

Categorical variables viz., locale of the school, level of education, parental education and religion also included in the study in order to find out whether career aspirations differ among the subgroups based on these variables.

### **Rationale for Selection of Categorical Variables**

Locale of the school, level of education, parental education and religion will have influence on the career aspirations of adolescent girls. The criterion variable may change from rural to urban area, secondary school and higher secondary level students, based on educational status of parents i.e. below graduation, graduation and above and among different religions viz., Hindu, Christian and Islam. Educational disparities between urban and rural areas impact career aspirations (Vergheeses & Kumar, 2023; Vinothkumar & Perumal, 2022; Jeyalakshmi et al., 2018). Higher secondary school students had higher levels of vocational aspiration than those from secondary schools (Pramod & Suresh, 2019). Parents' education has a significant role in girl's career aspiration (Raychaudhuri, 2022; Abdullah et al., 2020; Radhika & Ramkumar, 2018). Many researchers suggested that spirituality and religion relate positively to career aspirations (Duffy, 2006; Duffy & Blustein, 2005; Duffy & Lent, 2008).

### **Design of the Study**

The investigator adopted descriptive survey method to understand the extent of career aspirations of adolescent girls and to find out whether self-efficacy, parental support and school climate are significant predictors of career aspirations. Survey method is the most widely used and simple method to collect data. Mouly (1970)

states “no category of educational research is more widely used than the type unknown variously as the survey, the formative-survey, status, and descriptive research”. Descriptive survey method helps to describe and interpret what exists in the present situation. The present study is quantitative in nature. For this, correlational research with predictive design was used. In correlational research, the investigator describes the degree of association between the related variables. In a prediction design outcome variable is anticipated by using certain variables as predictors. Using the prediction design the investigator studied the relationship of self- efficacy, parental support and school climate with career aspirations and the efficiency of these variables in predicting career aspirations.

### **Sample Selected for the Study**

The population of the study is adolescent girls in Kerala. According to Good (1973) sample is the “finite number of observations or cases selected from all areas in a particular universe, often assumed to be a representation of the total group or universe of which it's a part”. Sample and sampling techniques play an important role in the research process. The sampling procedure can influence the results of the research. So, the appropriate sampling is decisive for valid and reliable outcome.

The study was delimited to adolescent girls who are in tenth and twelfth standard studying in government and aided schools of Kerala with the assumption that students of X and XII standards are at crucial points in their academic journey where critical decisions about future careers, streams, and higher education pathways are made. Schools from Northern, Central and Southern part of the Kerala state were included in order to get a cross section of the Kerala state. Various sampling techniques are available to draw the sample from the population. Stratified sampling

technique was used to select the participants of the study based on the nature of sample. The participants were selected from 21 schools of six districts of Kerala state. Three schools from Kasaragod, four from Kozhikode, four from Malappuram, three from Thrissur, three from Kollam and four from Thiruvananthapuram were selected randomly. Care was taken to include schools from urban and rural areas, secondary school and higher secondary schools and girls' students from Hindu, Christian and Islam religion. The list of schools is presented as appendix I.

The basal sample included 1177 X and XII standard female students from 21 schools of six districts of Kerala state. From each school a randomly assigned X and XII class was taken and the female students of those classes were included in the sample.

**Table 10**

*Details of Basal Samples Selected for the Study*

Category	Samples	N	Total
Locale of the School	Rural	681	1177
	Urban	496	
Level of education	HS	694	1177
	HSS	483	
Parental Education	Below Graduation	629	1177
	Graduation & Above	548	
Religion	Hindu	461	1177
	Christian	325	
	Muslim	391	

### **Instruments Used**

Data collection is an important aspect of any research work. Selection of suitable instrument for collecting data has vital importance for successful research. A researcher is expected to select an appropriate instrument among the available instruments. If no such instrument with quality is available, researcher is expected to construct a new one.

In the present study, the researcher has to measure the criterion variable career aspirations and the predictor variables self-efficacy, parental support and school climate. Instruments to measure career aspirations, self-efficacy and parental support were developed and standardised by the researcher with the help of supervising teacher. Standardized tool is adopted to measure school climate. The list of instruments used in the study is given below;

1. Scale on Career Aspirations (Raseena & Rekha, 2023)
2. Scale on Self-Efficacy (Raseena & Rekha, 2023)
3. Scale on Parental Support (Raseena & Rekha, 2023)
4. School Climate Scale (Sini & Vijayakumari, 2019)

Planning and preparation of each instrument is given below;

#### **1. Scale on Career Aspirations (Raseena & Rekha, 2023)**

Career aspiration is essential to achieve a high position in education and employment. Career aspiration is defined as "career-related desires and ambitions that provide an impulse for career-related behaviour leading to career success" (Rojewski, 2005). For this study, the Scale on Career Aspirations (Raseena & Rekha, 2023) is developed and standardized by the investigator under the guidance of supervising

teacher, to measure the career aspirations of adolescent girls. Detailed description of the construction of the tool is given below.

### ***Planning of the Scale***

The available literature on career aspirations is reviewed in detail for the development of the Scale on Career Aspirations. An elaborated study of the career aspirations indicated that the most used instrument to measure carrier aspirations was career aspiration scale by O'Brien (2012). The three components used to measure career aspirations were achievement aspiration, educational aspiration, and leadership aspiration. But the above-mentioned components of the tool were not suitable for the present study and the selected sample. Since this study is aimed at specific area and does not have common characteristics for such studies, there is currently no available tool to achieve the objective of the study. The researcher decided to develop a new instrument for the present study. Anand (2013) and Muneer and Saleem (2020) published Career Aspiration Scale, the tool covers five dimensions such as dedication, motivation, realization, self-confidence, and preparation. Since the components of the tool were suitable for the present study and the selected sample, the researcher decided to select four components from it i.e., dedication, motivation, self-confidence and preparation for the development of the scale on career aspirations. Brief descriptions of the selected components are given below.

**Dedication:** Dedication is the act of devoting oneself fully to a particular task, goal, or endeavour. Dedication is essential for achieving success in career (Anand, 2013).

**Motivation:** Motivation is the driving force that initiates and sustains goal-oriented behavior. It propels individuals to pursue their career goals and ambitions (Anand, 2013).

**Self-confidence:** Self-confidence is the trust and belief in one's own abilities and skills to achieve goals, succeed, and handle challenges. Self-confidence is a crucial element of career aspiration, as it enables individuals to fully realize their potential, achieve success, and find fulfilment in their professional lives (Anand, 2013).

**Preparation:** Preparation refers to the process of equipping oneself with the necessary skills, knowledge and experiences to the success of an activity. Preparation is the key to achieving career aspirations, as it enables individuals to stay focused and motivated on their career goals (Anand, 2013).

### ***Preparation of the Scale***

After selecting the tool next stage is preparation of items. While writing items for the scale based on the above dimensions, much care was given to make it clear and simple. With respect to the four dimensions selected, 45 statements were written and have undergone discussion with experts. It is a Likert type five-point scale with responses; strongly agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD). Based on the suggestions from experts some items were discarded and some items were modified. Thus 30 items were selected for the draft scale. The dimension, number of items (positive and negative) in each dimension and sample items are given in table 11.

**Table 11**

*Dimensions and Number of Items under Each Dimension of Scale on Career Aspirations*

Dimensions	No. of Items			Sample Items	
	Positive	Negative	Total	Positive	Negative
Dedication	5	3	8	Need to be excellent in studies which help to achieve higher standards in career.	My career goals are decided by my parents
Motivation	3	3	6	I feel respect for those who work in higher positions.	I believe that we should only engage in the work that society assigns to us
Self-confidence	4	3	7	I am confident to achieve a high-salaried job which is needed for new living conditions.	I feel mentally exhausted when others make fun of my career goals.
Preparation	6	3	9	Preparation for getting a better job is done along with studies.	I never discuss the future courses with teachers and others.

**Try out**

The draft scale was administered on a sample of 370 adolescent girls of X and XII standard selected through stratified sampling technique. For the try out, the investigator sought permission from the head of the institutes and administered the scale in the students of assigned class. Proper instructions were given with respect to the procedure, especially the method of responding. Doubts were clarified while the administering the scale. When the students finished their responses, the response sheets were collected back and scored as per the scoring procedure. The 370 response sheets collected were scored and the total score for each sheet was calculated. Then these sheets were arranged in descending order of the total score and the lowest and highest 27 percent of the 370 sheets (100 sheets each) were separated. The mean and standard deviation obtained for each item for the lower and higher groups were calculated separately. The critical ratio for testing significance of difference between two means for large independent groups was calculated for each item 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,

$\bar{X}_1$  = Mean of the Group I

$\bar{X}_2$  = Mean of the Group II

$\sigma_1$  = Standard Deviation of Group I

$\sigma_2$  = Standard Deviation of Group II

$N_1$  = Sample size of Group I

$N_2$ = Sample size of Group II (Best & Kahn, 2011)

Obtained Mean, standard deviation and critical ratio for each item are presented in table 12. Size of the sample was 100. After calculating critical ratio, items having critical ratio greater than or equal to 2.58 were included in the final scale. The details of item analysis of Scale on Career Aspirations are given in table 12.

**Table 12**

*Data and Results of Item Analysis of Scale on Career Aspirations*

Item No.	Higher Group		Lower Group		t-value	Remarks
	$\bar{X}_1$	SD <sub>1</sub>	$\bar{X}_2$	SD <sub>2</sub>		
1	4.47	1.29	3.87	1.49	2.04	Rejected
2	4.98	.14	3.78	1.52	5.27	Selected
3	4.11	1.21	3.27	1.40	3.06	Selected
4	4.84	.47	3.40	1.51	6.10	Selected
5	4.89	.31	3.47	1.42	6.54	Selected
6	3.16	1.36	2.57	1.37	2.00	Rejected
7	4.93	.25	3.66	1.41	5.91	Selected
8	4.98	.15	3.73	1.64	5.06	Selected
9	4.87	.34	3.71	1.42	5.29	Selected
10	4.29	1.10	3.20	1.32	4.24	Selected
11	4.53	1.09	3.04	1.53	5.28	Selected
12	4.71	.50	4.04	1.18	3.46	Selected
13	4.78	.56	3.36	1.57	5.727	Selected
14	3.26	1.42	2.77	1.42	1.62	Rejected
15	4.68	.59	3.15	1.47	6.46	Selected
16	4.46	.91	3.53	1.48	3.58	Selected
17	4.55	.75	3.22	1.41	5.58	Selected

Item No.	Higher Group		Lower Group		t-value	Remarks
	$\bar{X}_1$	SD <sub>1</sub>	$\bar{X}_2$	SD <sub>2</sub>		
18	4.20	1.39	2.62	1.58	5.01	Selected
19	4.86	.34	3.15	1.34	8.25	Selected
20	4.46	1.15	2.68	1.41	6.52	Selected
21	4.53	.81	3.33	1.36	5.06	Selected
22	4.53	.75	3.35	1.40	4.96	Selected
23	4.02	.81	2.75	1.33	5.44	Selected
24	4.60	.88	3.37	1.23	5.40	Selected
25	4.04	1.24	2.95	1.41	3.88	Selected
26	4.84	.36	3.77	1.14	5.94	Selected
27	4.55	.75	3.33	1.38	5.20	Selected
28	4.80	.45	3.42	1.55	5.68	Selected
29	4.57	.72	3.42	1.43	4.85	Selected
30	4.57	.75	2.93	1.51	6.52	Selected

The items with critical ratio, 't' greater than 2.58, the tabled value of 't' required for significance at .01 level were selected for the final scale. Thus item no.1, 6 and 14 were rejected.

As a second step of item analysis, item- total correlation was calculated. The details are given as table 13

**Table 13***Item- total Correlation Coefficients for Items in Scale on Career Aspirations*

Item No.	Item Total Correlation	Item No.	Item Total Correlation
1	.256*	16	.275*
2	.670*	17	.573*
3	.198	18	.351*
4	.636*	19	.636*
5	.700*	20	.419*
6	.049	21	.449*
7	.665*	22	.456*
8	.596*	23	.445*
9	.639*	24	.576*
10	.222*	25	.462*
11	.428*	26	.606*
12	.435*	27	.348*
13	.556*	28	.552*
14	.092	29	.581*
15	.531*	30	.593*

\*Denotes items with correlation coefficient greater than 0.2

The item-total correlation was calculated for each item for a random sample of 100 students and the items having a correlation coefficient less than 0.2 were excluded. Thus items 3, 6 and 14 were removed, as they have a correlation coefficient less than 0.2. Thus, the final scale consisted of 26 items among which 16 are positively stated and 10 negatively stated.

The details of the items under each component are given in table 14.

**Table 14**

*No. of Positive and Negative Items under each Component of Scale on Career Aspirations*

Component	Number of Items	
	Positive	Negative
Dedication	1,5,13,20	7,17,25
Motivation	9,10,21	8,12
Self- confidence	6,11,22	2,24
Preparation	3,4,15,18,19,26	14,16,23

### ***Scoring Procedure***

Each statement of the scale has five possible responses viz., Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD). Positive items were given the scores 5, 4, 3, 2 and 1 for responses SA, A, U, D and SD respectively. For a negative item the scoring pattern is 1, 2, 3, 4 and 5 for responses SA, A, U, D and SD respectively. The minimum score obtainable in the scale is 26 and maximum is 130.

### ***Reliability***

The internal consistency of the scale was established by calculating Cronbach's alpha coefficient. Cronbach's alpha evaluates how the items were interrelated with each factor and it is the most preferred indicator of reliability (Cohen et.al. 2003). The value obtained is 0.88 and hence the scale can be considered as a reliable one. The reliability of the scale was also established through test-retest method. For this the scale was administered on a sample of 40 students and after one

month the same scale was administered for the same set of students. After scoring, the total scores obtained for the first and second administration were correlated; the Pearson's Coefficient of Correlation obtained is 0.82. This value shows that the scale is a reliable one.

### ***Validity***

The validity of the scale was ensured through face validity, content validity and concurrent validity. The items in the present scale were phrased in the least ambiguous way and the meaning of all the terms were clearly defined, so that the subjects responded to the items without difficulty and misunderstanding. Hence the scale possesses face validity. Content validity of the scale was ensured by taking much care in framing items for the scale. Suggestions from experts in the field were incorporated while preparing the scale. Concurrent validity of Scale on Career Aspirations was estimated by correlating with the score obtained by 30 students in the Career Aspirations Scale developed by Vinothkumar and Perumal (2022). The correlation coefficient obtained is 0.79 indicating that the scale is valid to measure career aspirations of adolescent girls.

Copy of the draft and final scales in English and Malayalam language are given as appendix No. II, III, IV and V.

## **2. Scale on Self-Efficacy (Raseena & Rekha, 2023)**

To measure the variable Self-Efficacy, a Scale on Self-Efficacy was developed by the investigator with the help of supervising teacher. The scale is a five-point Likert scale with five responses: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD). Before preparing the items of the Scale on Self-Efficacy, the investigator thoroughly gone through the available standardized tools of

self-efficacy, especially Banduras' and also referring his book *Self-Efficacy Beliefs of Adolescence: Guide for Constructing Self-Efficacy Scales* (2006).

### ***Planning of the Scale***

Based on the relevant theories and literature the investigator identified five dimensions on self-efficacy. They are:

**Academic Self-Efficacy:** Academic self-efficacy is the confidence in one's ability to successfully complete academic tasks and effectively regulate their own learning process. (Jumana & Meera, 2016) The sample items for academic self-efficacy mentioned by Bandura (2006) are given below;

- Skill of learning various subjects.
- Finish my home works by deadlines.
- Get myself to study when there are other interesting things to do.
- Always concentrate on school subjects during class.
- Take good notes during class instruction.
- Use the library to get information for class assignments.
- Plan my work for the day.
- Get myself to do school work.

**Self-Efficacy to Meet Others' Expectations:** It denotes the confidence in one's ability to meet the expectation, standards or demands of others such as parents, teachers, peers, etc. (Jumana & Meera, 2016). The sample items for self-efficacy to meet others expectations mentioned by Bandura (2006) are given below;

- Live up to what my parents expect of me.
- Live up to what my teachers expect of me.

- Live up to what my peers expect of me.
- Live up to what I expect of myself.

**Social Self-Efficacy:** Social self-efficacy is the confidence in one's ability to effectively interact with others, build and maintain relationship, etc. (Jumana & Meera, 2016). The sample items for social self-efficacy mentioned by Bandura (2006) are given below;

- Make and keep friends of the opposite sex
- Make and keep friends of the same sex.
- Carry on conversation with others.
- Work well in a group.

**Problem-Solving Self-Efficacy:** Problem solving self-efficacy is the confidence in one's ability to effectively solve problems, overcome obstacles, etc. (Jumana & Meera, 2016). The sample item for problem solving self-efficacy mentioned by Bandura (2006) is given below;

- Rate how certain you are that you can solve the academic problems at each of the levels

**Self-Regulatory Efficacy:** Self-regulatory efficacy is the confidence in the ability to regulate one's own thoughts, feelings and behaviours in order to achieve their goals and meet the demands of different situations (Jumana & Meera, 2016). The sample items for self-regulatory efficacy mentioned by Bandura (2006) are given below;

- Resist peer pressure to do things in school that can get me into trouble
- Stop myself from skipping school when I feel bored or upset
- Resist peer pressure to smoke cigarettes
- Resist peer pressure to drink beer, wine, or liquor

- Resist peer pressure to use pills (uppers, downers)
- Resist peer pressure to have sexual intercourse
- Control temper

### ***Construction of the Items***

It was decided to measure the self-efficacy of adolescent girls using self-efficacy scale. The investigator prepared statements based on the identified dimensions. The investigator initially prepared a total of 75 statements based on each dimension. After examining each statement, the investigator cut short it in to 50. The investigator removed lengthy, irrelevant and ambiguous statements again to reduce the practical difficulty of applying the tool. At last, the items were reduced to 34. So, the final draft tool consisted of 34 items. The dimension, number of items (positive and negative) in each dimension and sample items are given in table 15.

**Table 15**

*Dimensions and Number of Items under each Dimension of Scale on Self-Efficacy*

Dimensions	No. of Items			Sample Items	
	Positive	Negative	Total	Positive	Negative
Academic Self-Efficacy	7	2	9	I am so confident on my capabilities that I can finish academic tasks on time.	I avoid learning new things, while it is too difficult to me.
Self-Efficacy to meet others' expectations	3	3	6	I am confident to achieve what my parents expect of me	I am a failure in making plans for my future which is expected by others

Dimensions	No. of Items			Sample Items	
	Positive	Negative	Total	Positive	Negative
Social Self-Efficacy	3	2	5	I do participate in the social club activities and services	I can't work well in a group
Problem-Solving Self-Efficacy	4	5	9	Failure just makes me try harder.	I am unable to handle the unexpected difficulties
Self-Regulatory Efficacy	2	3	5	I can keep me cool even when others try to take up fight with me	I cannot resist peer pressure to do things in schools that can get me into trouble

### ***Try out***

The draft scale was administered on a sample of 370 adolescent girls. For the try out, the investigator sought permission from the concerned authorities and administered the scale in the assigned class. Proper instructions were given regarding the procedure, especially the method of responding. Doubts were clarified during the administration of the scale. When the students completed their responses, the sheets were collected back and scored as per the scoring procedure. The 370 response sheets obtained were scored and the total score for each sheet was calculated. Then these sheets were arranged in descending order of the total score and the lowest and highest 27 percent of the 370 sheets (100 sheets each) were separated. The mean and standard deviation obtained for each item for the lower and higher groups were calculated

separately. The critical ratio for testing significance of difference between two means for large independent groups was calculated for each item 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,

$\bar{X}_1$  = Mean of the Group I

$\bar{X}_2$  = Mean of the Group II

$\sigma_1$  = Standard Deviation of Group I

$\sigma_2$  = Standard Deviation of Group II

$N_1$  = Sample size of Group I

$N_2$  = Sample size of Group II (Best & Kahn, 2011)

Obtained Mean, standard deviation and critical ratio for each item are presented in table 16.

$N_1 = N_2 = 100$

After calculating critical ratio, items having critical ratio greater than or equal to 2.58 were included in the final scale. The details of item analysis of Scale on Self-Efficacy are given in table 16.

**Table 16***Data and Results of Item Analysis of Scale on Self-Efficacy*

Item No.	Higher Group		Lower Group		t-value	Remarks
	$\bar{X}_1$	SD <sub>1</sub>	$\bar{X}_2$	SD <sub>2</sub>		
1	4.31	0.82	3.26	1.23	4.73	Selected
2	4.46	0.75	3.35	1.69	4.01	Selected
3	3.88	1.30	3.17	1.43	2.46	Rejected
4	4.57	0.78	3.28	1.40	5.36	Selected
5	5.04	4.48	2.68	1.27	3.39	Selected
6	4.66	0.63	2.88	1.28	8.31	Selected
7	3.57	1.30	2.66	1.06	3.62	Selected
8	4.11	0.83	2.60	1.37	6.31	Selected
9	3.95	1.08	2.93	1.35	3.94	Selected
10	4.28	0.96	2.46	1.35	7.32	Selected
11	4.31	1.06	2.64	1.35	6.50	Selected
12	4.60	0.78	2.46	1.45	8.66	Selected
13	4.42	0.81	2.93	1.37	6.26	Selected
14	4.48	0.89	2.66	1.39	7.36	Selected
15	4.82	0.53	3.57	1.52	5.15	Selected
16	3.88	1.13	2.31	1.22	6.35	Selected
17	4.80	0.58	3.53	1.50	5.27	Selected
18	4.66	0.60	3.11	1.41	6.77	Selected
19	3.71	1.19	2.97	1.38	2.68	Selected
20	4.44	0.96	2.53	1.37	7.60	Selected
21	4.40	0.98	3.02	1.54	5.04	Selected
22	3.86	0.96	2.84	1.50	3.82	Selected
23	3.97	1.07	3.06	1.25	3.70	Selected
24	4.53	0.69	3.11	1.49	5.78	Selected
25	4.73	0.65	2.91	1.56	7.21	Selected
26	3.51	0.89	2.95	1.33	2.32	Rejected
27	3.95	0.95	2.64	1.26	5.55	Selected

Item No.	Higher Group		Lower Group		t-value	Remarks
	$\bar{X}_1$	SD <sub>1</sub>	$\bar{X}_2$	SD <sub>2</sub>		
28	4.28	0.94	3.44	1.37	3.39	Selected
29	4.91	0.41	2.77	1.34	10.15	Selected
30	4.11	1.15	2.80	1.34	4.97	Selected
31	4.13	0.91	2.86	1.35	5.45	Selected
32	3.24	1.52	2.42	1.28	2.76	Selected
33	3.66	1.39	3.15	1.18	1.87	Rejected
34	3.82	1.26	2.73	1.37	3.91	Selected

The items with critical ratio, 't' greater than 2.58, the tabled value of 't' required for significance at .01 level were selected for the final scale. Three items (item 3, 26 and 33) were rejected.

As a second step of item analysis, item- total correlation was calculated. The details are given as table 17.

**Table 17**

*Item- total Correlation Coefficients for Items in Scale on Self-Efficacy*

Item No.	Item total correlation	Item No.	Item total correlation
1	.372*	18	.548*
2	.398*	19	.254*
3	.167	20	.442*
4	.483*	21	.358*
5	.333*	22	.312*
6	.578*	23	.396*
7	.328*	24	.507*
8	.382*	25	.524*
9	.317*	26	.255*
10	.516*	27	.388*
11	.459*	28	.358*

Item No.	Item total correlation	Item No.	Item total correlation
12	.542*	29	.522*
13	.465*	30	.396*
14	.556*	31	.429*
15	.442*	32	.260*
16	.405*	33	.183
17	.479*	34	.285*

\*Denotes items with correlation coefficient greater than 0.2

The item-total correlation was calculated for each item and the items having a correlation coefficient less than 0.2 were excluded. Thus, items 3 and 33 were removed, as they have a correlation coefficient less than 0.2. Thus, the final scale consists of 31 items among which 17 are positively stated and 14 negatively stated.

The details of the items under each component are given in table 18.

**Table 18**

*No. of Positive and Negative Items under each Dimension of Scale on Self-Efficacy*

Dimensions	Number of Items	
	Positive	Negative
Academic Self-Efficacy	1,3,4,5,6,14	7,8
Self- Efficacy to meet others expectation	16,17,18	13,19,20
Social Self-Efficacy	21,22,23	15,24
Problem solving Self-Efficacy	2,9,26	10,11,12,25,29
Self-regulatory Efficacy	30	27,28,31

### ***Scoring Procedure***

Each statement of the scale has five possible responses viz., Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD). Positive items were given the scores 5,4,3,2 and 1 for responses SA, A, U, D and SD

respectively. For a negative item the scoring pattern is 1,2,3,4 and 5 for responses SA, A, U, D and SD respectively. The minimum score obtainable in the scale is 31 and maximum is 155.

### ***Reliability***

The internal consistency of the scale was established by calculating Cronbach alpha coefficient. The value obtained is 0.84 and hence the scale can be considered as a reliable one. The reliability of the scale was also established through test-retest method. For this the scale was administered on a sample of 30 students and after one month the same scale was administered for the same set of students. After scoring, the total scores obtained for the first and second administration were correlated. The Pearson's Coefficient of Correlation obtained is 0.72. This value shows that the scale is a reliable one.

### ***Validity***

Here face validity, construct validity and concurrent validity were established. Face validity was established by consulting experts in the field of Education and Psychology. Items in the self-efficacy scale were carefully prepared and chosen reflecting on the theoretical baseline of the strategy, related studies reviewed and consultation with experts in the field. Hence, theoretically the scale is considered to be valid. Further elements of the self-efficacy (Bandura 1997) provided the backing for statements in the scale. Construct validity of the scale is thereby established. Concurrent validity of the scale was estimated by correlating with the score obtained by 40 students in the Scale of Self-Efficacy (Meera & Jumana, 2013). The correlation coefficient obtained is 0.76 indicating that the scale is valid to measure Self-Efficacy among adolescent girls.

Copy of the draft and final scales in English and Malayalam are given as Appendix no. VI, VII, VIII, and IX.

### **3. Scale on Parental Support (Raseena & Rekha, 2023)**

Scale on Parental Support developed by the investigator with the help of supervising teacher was used to measure the variable parental support. The scale was developed as per the theories and dimensions of parental support proposed by Gala and Cullen (1994) and Burke, et al., (2023).

#### ***Planning of the Scale***

Parental support comprised of four sub-categories, which included instrumental, informational, emotional, and appraisal support. Brief descriptions of the selected components are given below.

**Instrumental Support.** Instrumental support involves tangible assistance and resources provided by parents to meet practical needs. Examples include helping with homework, providing financial assistance, or arranging educational opportunities. Instrumental support from parents can facilitate children's educational attainment, skill development, and career exploration by removing barriers and providing necessary resources (Burke, et al., 2023).

**Informational Support.** Informational support involves providing advice, guidance, and information relevant to a child's educational and career pursuits. Parents who offer informational support can provide insights into different educational paths, job opportunities, and the necessary steps to achieve specific career goals. Such support helps children make informed decisions and develop realistic expectations about their educational and career journeys (Burke, et al., 2023).

**Emotional Support.** Emotional support refers to the provision of empathy, care, and understanding during challenging times. Parents who offer emotional support create a safe and nurturing environment where children feel valued, loved, and understood. This form of support helps children develop a sense of self-worth, emotional regulation skills, and the ability to cope with stress and adversity (Burke, et al.,2023).

**Appraisal Support.** Appraisal support refers to providing feedback, encouragement, and constructive evaluation. Parents who offer appraisal support play a critical role in helping children develop a realistic understanding of their strengths, weaknesses, and potential career paths. Constructive feedback and encouragement can boost children's self-confidence, motivation, and resilience in pursuing their career aspirations (Burke, et al.,2023).

### ***Construction of the Items***

It was decided to measure the parental support for adolescent girls using the scale on parental support. The investigator initially prepared a total of 55 statements based on each dimension and finally removed lengthy, irrelevant and ambiguous statements to reduce the practical difficulty of applying the tool. The final draft tool consisted of 36 items. The dimension, number of items (positive and negative) in each dimension and sample items are given as table 19.

**Table 19***Dimensions and Number of Items under each Dimension of Scale on Parental Support*

Dimensions	No. of Items			Sample Items	
	Positive	Negative	Total	Positive	Negative
Instrumental Support	5	2	7	My parents support my studies by providing material goods to the best of their financial capacities.	My parents never give priority to the completion of my academic activities
Informational Support	8	1	9	My parents try to give relevant information about career options after schooling.	My parents never support me while facing difficulties in doing school assignments
Emotional Support	4	5	9	When I am depressed, I feel the love and care of my parents	My parents get angry to the changing moods of me.
Appraisal Support	6	5	11	My parents create atmosphere to correct the mistakes and learn	My parents never encourage the efforts I am taking

***Try out***

The draft scale was administered on a sample of 370 adolescent girls of X and XII standard selected through stratified sampling technique. The 370 response sheets obtained were scored and the total score of each sheet was calculated. Then these sheets were arranged in descending order of the total score and the lowest and highest

27 percent of the 370 sheets (100 sheets each) were separated. The mean and standard deviation obtained for each item for the lower and higher groups were calculated separately. The critical ratio for testing significance of difference between two means for large independent groups was calculated for each item 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,

$\bar{X}_1$  = Mean of the Group I

$\bar{X}_2$  = Mean of the Group II

$\sigma_1$  = Standard Deviation of Group I

$\sigma_2$  = Standard Deviation of Group II

$N_1$  = Sample size of Group I

$N_2$  = Sample size of Group II (Best & Kahn, 2011)

$N_1 = N_2 = 100$

Obtained Mean, standard deviation and critical ratio for each item are presented in table 20.

After calculating critical ratio, items having critical ratio greater than or equal to 2.58 (z- score at 0.01 level) were included in the final scale. The details of item analysis of Scale on Self-Efficacy are given in table 20.

**Table 20***Data and Results of Item Analysis of Scale on Parental Support*

Item No.	Higher Group		Lower Group		t-value	Remarks
	$\bar{X}_1$	SD <sub>1</sub>	$\bar{X}_2$	SD <sub>2</sub>		
1	2.95	0.42	2.15	0.73	6.31	Selected
2	2.80	0.54	2.02	0.49	7.03	Selected
3	3.04	0.29	2.44	0.69	5.33	Selected
4	2.88	0.48	2.11	0.61	6.67	Selected
5	3.00	0.42	2.42	0.72	4.61	Selected
6	2.64	0.67	2.04	0.76	3.92	Selected
7	3.02	0.33	2.28	0.75	5.93	Selected
8	2.91	0.51	2.40	0.61	4.26	Selected
9	2.86	0.50	2.31	0.63	4.60	Selected
10	3.04	0.29	2.00	0.63	9.92	Selected
11	2.82	0.53	2.08	0.73	5.42	Selected
12	2.93	0.44	2.64	0.60	2.56	Rejected
13	2.71	0.62	2.17	0.68	3.85	Selected
14	2.82	0.44	2.26	0.65	4.72	Selected
15	2.95	0.42	2.02	0.69	7.72	Selected
16	2.86	0.58	2.15	0.76	4.93	Selected
17	2.93	0.33	2.26	0.80	5.11	Selected
18	3.02	0.33	2.26	0.75	6.16	Selected
19	2.84	0.52	2.00	0.70	6.45	Selected
20	2.60	0.63	1.86	0.69	5.68	Selected
21	2.57	0.69	2.17	0.64	2.83	Selected
22	2.91	0.46	2.11	0.64	6.71	Selected
23	2.84	0.56	1.93	0.71	6.69	Selected
24	2.62	0.61	1.93	0.75	4.76	Selected
25	2.95	0.42	2.11	0.77	6.41	Selected
26	2.95	0.42	2.15	0.73	6.31	Selected
27	3.02	0.33	2.15	0.73	7.17	Selected

Item No.	Higher Group		Lower Group		t-value	Remarks
	$\bar{X}_1$	SD <sub>1</sub>	$\bar{X}_2$	SD <sub>2</sub>		
28	3.04	0.29	1.91	0.66	10.39	Selected
29	3.00	0.42	1.86	0.62	10.046	Selected
30	2.24	0.88	1.64	0.71	3.548	Selected
31	2.95	0.47	2.02	0.75	7.03	Selected
32	2.91	0.59	1.71	0.62	9.31	Selected
33	2.82	0.61	2.02	0.75	5.52	Selected
34	2.97	0.45	2.02	0.69	7.76	Selected
35	3.04	0.29	1.84	0.67	10.94	Selected
36	2.86	0.40	2.28	0.66	4.99	Selected

The items with critical ratio, 't' greater than 2.58, the tabled value of 't' required for significance at 0.01 level were selected for the final scale. Only one item (item no.12) is rejected.

As a second step of item analysis, item- total correlation was calculated. The details are given in table 21

**Table 21**

*Item- total Correlation Coefficients for Items in Scale on Parental Support*

Item No.	Item total correlation	Item No.	Item total correlation
1	.523*	19	.507*
2	.542*	20	.490*
3	.551*	21	.357*
4	.493*	22	.517*
5	.514*	23	.555*
6	.238*	24	.466*
7	.578*	25	.517*
8	.470*	26	.554*
9	.446*	27	.514*

Item No.	Item total correlation	Item No.	Item total correlation
10	.602*	28	.595*
11	.483*	29	.577*
12	.343*	30	.393*
13	.421*	31	.553*
14	.272*	32	.588*
15	.553*	33	.473*
16	.451*	34	.521*
17	.366*	35	.644*
18	.564*	36	.259*

\*Denotes items with correlation coefficient greater than 0.2

The item-total correlation was calculated for each item and it was found that all the items have correlation coefficient more than 0.2.

Thus, the final scale consisted of 35 items among which 23 are positively stated and 13 negatively stated.

The details of the items under each component are given in table 22.

**Table 22**

*No. of Positive and Negative Items under each Dimension of Scale on Parental Support*

Dimensions	Number of Items	
	Positive	Negative
Instrumental Support	4,5,6,7,9	10,30
Informational Support	2,8,13,14,16	15,33
Emotional Support	1,17,18,20,25	21,22,23,28
Appraisal Support	3,11,12,19,24,26,29,35	27,31,32,34

### ***Scoring Procedure***

The Scale on Parental Support is a three-point Likert type scale with responses, Never, Sometimes and Always. For the positive items a score of three was given for a response Always, two for Sometimes and one for Never. For the negative items the scoring is done in the reverse order. The minimum score obtainable in the scale was 35 and maximum was 105.

### ***Reliability***

The internal consistency of the scale was established by calculating Cronbach alpha coefficient. The value obtained is 0.91 and hence the scale can be considered as a reliable one. The reliability of the scale was also established through test-retest method. For this the scale was administered on a sample of 30 students and after one month the same scale was administered for the same set of students. After scoring, the total scores obtained for the first and second administration were correlated; the Pearson's Coefficient of Correlation obtained was 0.79. This value shows that the scale is a reliable one.

### ***Validity***

To ensure validity of the instrument, face validity, construct validity and concurrent validity were established. Face validity was established by consulting experts in the field of Education and Psychology. Items in the Scale on Parental Support were carefully prepared and chosen reflecting on the theoretical baseline of the strategy, related studies reviewed and consultation with experts in the field. Hence, theoretically the scale is considered as valid. Further elements of the social support theory by Gala and Cullen (1994) provided the backing for statements in the scale. Construct validity of the scale is thereby established. Concurrent validity is

established by correlating with the score obtained by 30 students in the perceived parental support scale (Deo & Ram, 2017). The correlation coefficient obtained was 0.91 indicating that the scale is valid to measure parental support among adolescent girls.

Copy of the draft and final scales in English and Malayalam language are given as appendix no. X, XI, XII and XIII.

#### **4. School Climate Scale (Sini & Vijayakumari, 2019)**

School Climate Scale developed by Sini and Vijayakumari (2019) was used to measure the variable School Climate. The scale was developed on the basis of National School Climate Centre model in 2007. The authors of the scale adopted five domains of school climate viz., Safety, Teaching and learning, Interpersonal relationships, Environment and Staff relations. The tool consisted of 40 items among which 19 were positively stated and 21 negatively stated.

##### ***Scoring Procedure***

Each statement of the scale has five possible responses viz., Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD). Positive statements were given the scores 5, 4, 3, 2 and 1 for responses SA, A, U, D and SD respectively. For a negative statement the scoring pattern is 1, 2, 3, 4 and 5 for responses SA, A, U, D and SD respectively.

##### ***Reliability***

The authors of the scale claim that the scale is reliable; the reliability of the scale was established by test-retest method and by calculating Cronbach Alpha Coefficient. The coefficient of correlation obtained for the scores on School Climate Scale for the first administration and the second administration after three weeks is

0.86. The Cronbach Alpha Coefficient obtained is 0.84. These values show that the scores of items in the scale have internal consistency and are consistent over time. Thus, the scale can be considered as a reliable one.

### ***Validity***

The face validity and construct validity of the scale are claimed by the authors as the scale was developed based on the dimensions suggested by NSCC (2007) and much care was taken during item preparation and editing. The criterion validity of School Climate Scale was ensured by comparing the scores of School Climate Scale and School Environment Scale developed by Mumthas and Jayadevan (2011). The obtained value for Pearson's Coefficient of Correlation is 0.86 which shows that the scale is valid to measure the variable School Climate.

Copy of the School Climate Scale in English and Malayalam language are given as Appendix no. XIV and XV.

To collect details from the respondents regarding the categorical variables viz., locale of the school, level of education, parental education and religion, a personal information schedule was prepared along with the response sheet by the investigator. The personal data sheet, response sheets for Scale on Career Aspirations, Scale on Self-Efficacy, Scale on Parental Support and School Climate Scale are given as appendix no. XVI, XVII, XVIII, XIX and XX.

### **Data Collection Procedure**

The process of data collection, scoring and consolidation were carefully done to ensure accuracy of the objectives of the study. This section outlines the methods

employed for gathering data, the procedures followed for scoring and interpreting responses and the steps taken to organise and consolidate the data for analysis.

### **Data Collection Procedure**

Population of the study was the adolescent girls in Kerala. Before data collection, a detailed plan of action was made by the investigator. The sample frame consisted of 21 schools from six districts of Kerala randomly selected to cover the northern, central and southern geographical regions of Kerala. The list of secondary and higher secondary schools of the select districts was collected from the Deputy Director of Education. These schools were classified into subgroups on the basis of locale. Out of the 21 schools selected, 14 schools are from rural area and 7 are from urban area. After completing the sample frame, the investigator visited the schools concerned and obtained permission from the heads of the institution in an official manner, for collecting data from the students. The concerned class teachers were contacted to ensure their cooperation in data collection procedure. The students were informed about the nature and purpose of data collection and the investigator assured the confidentiality of their responses. After giving proper instructions regarding the procedure of responding and mock answering sessions, each tool was administered separately. After completing each instrument, the response sheets were collected back and utmost care was taken to ensure the uniformity of data collection procedure among various groups.

### **Scoring and Consolidation of Data**

The response sheets were sorted and arranged in a way to make them a single set for a particular respondent. The incomplete and ambiguous response sheets were rejected and the data sheets were scored according to the scoring procedure of each

instrument. Thus, the final sample consisted of 1097 adolescent girls. For the purpose of analysis and interpretation, the data consolidation was done in MS Office Excel Spreadsheet. With the help of SPSS, statistical analysis was done. The breakup of the final sample is given as table 23

**Table 23***The Breakup of the Final Sample*

Category	Samples	N	Total
Locale of the School	Rural	615	1097
	Urban	482	
Level of education	HS	614	1097
	HSS	483	
Parental Education	Below Graduation	554	1097
	Graduation & above	543	
Religion	Hindu	396	1097
	Christian	325	
	Muslim	376	

**Statistical Techniques**

The data collected was systematically tabulated, consolidated and subjected to suitable statistical analysis. This part deals with a detailed description of statistical techniques employed to test the tenability of the hypothesis formulated for the present study. Statistical techniques used for the present study are explained below;

**Basic Descriptive Statistics**

The descriptive statistical constants like mean, median, mode, standard deviation, skewness and kurtosis for the score distribution of criterion and predictor variables were determined.

### **Percentile Analysis**

Deciles of career aspirations and its components dedication, motivation, self-confidence and preparation for the total sample were calculated to get clarity in distribution of data and the positional average of career aspirations and its components of adolescent girls in Kerala.

### **One Sample t- test**

One-sample t-test is a parametrical statistical technique used to test whether the mean of a single sample is significantly different from a known or hypothesized population mean. One sample ‘t’ test was used for testing the hypothesis ‘the extent of career aspirations and its components of adolescent girls in Kerala. ‘t’ is calculated by using the equation given below;

$$t = \frac{\bar{x} - \mu_0}{(s / \sqrt{n})} \quad (\text{Field, 2018}).$$

Where;

- $\bar{x}$  = sample mean
- $\mu_0$  = hypothesized population mean
- $s$  = sample standard deviation
- $n$  = sample size

### **Two Tailed Test of Significance of Difference between Means for Large Independent Groups**

Two tailed test of significance of difference between means for large independent groups was used to compare the mean scores of the variable career aspirations and its components of adolescent girls for the subgroups based on locale of the school, level of education and parental education. The t- test was done using the following formula;

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}} \quad (\text{Best \& Kahn, 2011})$$

Where;

$\bar{X}_1$  = Mean of the Group I

$\bar{X}_2$  = Mean of the Group II

$\sigma_1$  = Standard Deviation of Group I

$\sigma_2$  = Standard Deviation of Group II

$N_1$  = Sample size of Group I

$N_2$  = Sample size of Group II

### **One-Way ANOVA**

One-way ANOVA (Analysis of Variance) is a statistical technique used to find out whether there are significant differences in the means of three or more independent

groups by comparing the amount of variation ‘between groups’ to the variation ‘within groups’. One -way ANOVA was done to find out the significant difference in career aspirations and its components of adolescent girls based on relevant sub group religion. F- value is the statistic that tells us whether the group means are significantly different from each other. The F- ratio is computed by using the formula;

$$F = \frac{V_b}{V_w} = \frac{(\text{between group variance})}{(\text{within group variance})} \quad (\text{Best \& Kahn, 2011})$$

Scheffe’s post-hoc test was further used to find out which pairs of means significantly differ of the categories of which F value is significant.

### **Pearson’s Product Moment Coefficient of Correlation**

Pearson’s correlation coefficient is the test statistics that measures the statistical relationship between two continuous variables. It gives information about the magnitude of the correlation, as well as the direction of the relationship. Pearson’s Product Moment Coefficient of Correlation ‘r’ was used to estimate the extent of relationship of career aspirations and its components with self-efficacy, parental support and school climate. The coefficient of correlation was calculated using the following formula;

$$r = \frac{N\sum xy - \sum x \sum Y}{\sqrt{[N\sum x^2 - (\sum X)^2 (N\sum y^2 - (\sum Y)^2)]}} \quad (\text{Garret, 1966})$$

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'

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. According to Garret (1966) the coefficient of correlation is interpreted as follows;

'r' from 0.00 to  $\pm 0.20$  as indifferent or negligible relationship

'r' from 0.20 to  $\pm 0.40$  as low or slight relationship

'r' from 0.40 to  $\pm 0.70$  as marked or substantial relationship

'r' from 0.70 to  $\pm 1.00$  as high or very high relationship

### **Multiple Regression Analysis**

The regression analysis deals with estimating a criterion variable from some combination of predictor variables. Multiple regression equation for predicting

criterion variable career aspirations with predictor variables self-efficacy, parental support and school climate was developed.

Multiple regression analysis is used to explain the relative efficiency of two or more independent variables in predicting one dependent variable. A dependent variable is formed as a function of several independent variables with corresponding coefficients, along with the constant term. A regression equation is developed to predict the dependent variable from the select independent variables. The multiple regression equation can be explained as;

$$Y=b_1X_1 + b_2X_2 + \dots + b_nX_n + C$$

Here,  $b_1$ ,  $b_2$ , ----  $b_n$  are the regression coefficients, which denotes the value at which the criterion variable changes when the predictor variable changes. The  $b$ -values explain the degree at which each predictor variable affects the criterion variable when the effects of all other predictor variables are kept constant.

Multiple regression analysis was used for the present study to predict individual and joint effect of the variables self-efficacy, parental support and school climate on career aspirations.

Regression analysis being a parametric test has to satisfy some assumptions like assumptions on homoscedasticity, autocorrelation, multicollinearity and normality of the residuals.

Homoscedasticity indicates equality of the variance of the residuals at each level of the independent variables. The assumption of homoscedasticity can be tested

through Levene's test or can be interpreted from the data through scatter plot of standardised residuals against standardised predicted values.

Autocorrelation means that when regression is performed on data taken over successive time intervals, the residuals are often correlated. Assumption of independent error or absence of autocorrelation can be tested by calculating Durbin Watson statistics. The value varies from zero to four, as a rule of thumb; it is accepted that a value less than one or greater than three indicates lack of autocorrelation. A value greater than one, near to two indicates lack of autocorrelation.

Multicollinearity is the existence of linear relationship between two or more independent variables. The presence of multicollinearity between variables causes some difficulties with the regression analysis. So, it should be ensured that the data do not show multicollinearity. The assumption of multicollinearity can be tested using Variance Inflation Factors (VIF). VIF less than 10 and tolerance statistics greater than 0.2 indicate absence of linear relation between the predictor variables.

The assumption of normality determined by underline residuals are normally distributed and is tested by Shapiro-Wilk test. It is assumed that the residuals are random variables that are normally distributed with mean zero.

The results of multiple regression analysis can be interpreted through the following values.

***Regression Coefficients (b-values):***

The coefficients of the predictor variables in the regression equation developed are known as regression coefficients or b-values. A positive b value

indicates a positive relation between that predictor variable and the criterion variable, whereas a negative b-value indicates a negative relationship between the variables. It indicates the degree of the effect of the predictor variable on the criterion variable; the effects of the other variables being considered as constant. The t-values calculated for each b-values gives idea about whether the b-value is significantly different from zero. Variables with a non-zero b-value are taken as significant predictors of the criterion variable.

***Standardized Regression Coefficients ( $\beta$ - values):***

The  $\beta$ - values are the standardised b- values which are independent of the units of measurement. The  $\beta$ - value denotes the number of standard deviations that the criterion variable will change as the result of change in the predictor variable by one standard deviation.

***Structure Coefficient:***

It is the coefficient obtained by dividing the bivariate correlation coefficient between the predictor variable and the criterion variable by the multiple correlations. A squared value of structure coefficient gives information on how much variance of R square effect, the predictor can explain or the explained variance accounted for by the predictor variable (Ziglari, 2017).

***R and R square:***

R indicates the correlation between the observed and the predicted values of the dependent variable. R square indicates how close the observed data are to the fitted

regression line. It is the percentage of variation or the amount of variance in the data explained by the model.

***Adjusted R square:***

It refers to the amount of variance in Y accounted for by the model if it is derived from the population than the sample values. A negligible difference between R square and adjusted R square shows the model is valid to predict the criterion variable. That is adjusted R square is calculated to cross validate the regression model.

The analysis of the data, its results and interpretations are given in the next chapter.

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*Chapter 4*

**ANALYSIS AND INTERPRETATION**

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- **Preliminary Analysis**
- **Percentile Analysis**
- **Mean Difference Analysis**
- **Correlation Analysis**
- **Multiple Regression Analysis**

Data collected through appropriate techniques using valid and reliable instruments are to be analysed statistically in order to arrive at specific conclusions. Analysis of data helps the researcher to answer research questions and it constitutes an important part of the research work. Present chapter gives a detailed description of the analysis done based on the objectives of the study which are given below;

1. To find out the extent of career aspirations and its components among adolescent girls in Kerala.
2. To find out whether there exist any significant difference in the extent of career aspirations and its components among adolescent girls in the relevant sub groups based on;
  - Locale of the school.
  - Level of education.
  - Parental education.
  - Religion.
3. To find out whether self-efficacy is significantly related to career aspirations and its components among adolescent girls in Kerala.
4. To find out whether parental support is significantly related to career aspirations and its components among adolescent girls in Kerala.
5. To find out whether school climate is significantly related to career aspirations and its components among adolescent girls in Kerala.
6. To find out the relative efficiency of self-efficacy, parental support and school climate in predicting career aspirations of adolescent girls in Kerala.

7. To develop a regression equation for predicting career aspirations of adolescent girls in Kerala with self-efficacy, parental support and school climate.

The details of analysis done are given under five sections;

- Preliminary Analysis
- Percentile Analysis
- Mean difference Analysis
- Correlation Analysis
- Multiple Regression Analysis

### **Preliminary Analysis**

Preliminary analysis was conducted to gain an initial understanding of the data set and ensure suitability of the data for further statistical testing.

### **Basic Descriptive Statistics of the variable Career Aspirations and its Components**

It is essential to ensure normality of the data collected before they are subjected to statistical analysis. Hence, as the initial step of analysis, attempts were made to calculate important statistical constants such as Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis with respect to the variable career aspirations and its components viz., dedication, motivation, self-confidence and preparation for the total sample. The details have been presented in Table 24.

**Table 24**

*Descriptive Statistics of Career Aspirations and its Components(N=1097)*

Variable	Mean	Median	Mode	Standard Deviation	Skewness	Kurtosis
Career Aspirations	95	99	100	14.43	-0.90	0.68
Dedication	23	24	26	4.48	-0.49	-0.34
Motivation	21	21	22	3.18	-0.98	0.72
Self-Confidence	20	21	20	3.19	-0.96	0.65
Preparation	30	32	32	4.86	-0.90	0.89

The mean score obtained for the variable career aspirations on a sample of 1097 adolescent girls is 95 with a standard deviation of 14.43. The median and mode are 99 and 100 respectively. The value of skewness is -0.90 and the value of kurtosis is 0.68.

A comparatively low value of mean compared to median and mode shows that the distribution is negatively skewed, but the value of skewness is in between -1 and +1. This shows that the distribution is almost symmetrical in nature. The value of kurtosis shows the distribution is slightly leptokurtic.

The values obtained for mean, median and mode for the variable dedication are 23, 24 and 26 respectively. The standard deviation is 4.48. The value of skewness is -0.49 indicating the symmetry of the distribution (value less than 1). A value of 0.341 for kurtosis indicates the distribution is being mesokurtic.

The mean score obtained for motivation is 21, the median being 21 and mode 22. The standard deviation is 3.18. The value of skewness is -0.98 indicating moderate symmetry of the distribution. The value of kurtosis is 0.72, which shows the distribution is slightly leptokurtic.

For the variable self-confidence, the mean value obtained is 20 with median 21 and mode 20. Here, the values of mean, median and mode almost coincide, which is a condition for normality of distribution. The standard deviation is 3.19. The value of skewness is -0.96 indicating a negative skewness, but a value less than 1 indicates the distribution can be considered as symmetrical. The value of kurtosis is 0.65, indicating that the distribution is slightly leptokurtic.

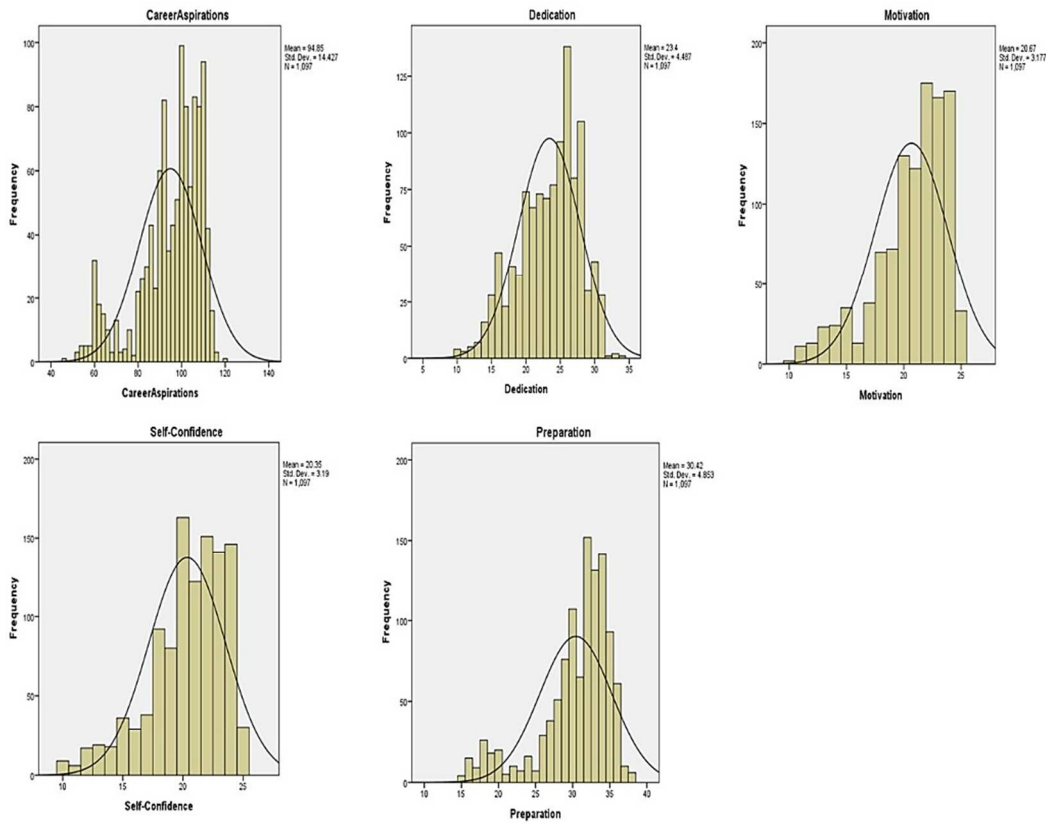
The mean score obtained for the variable preparation is 30, the median being 32 and mode 32. The standard deviation is 4.86. The value of skewness is -0.90 indicating the distribution is negatively skewed. The value of kurtosis is 0.89, which shows the distribution is slightly leptokurtic.

From the values obtained, it can be ensured that the distribution is not deviating remarkably from normality.

Figure 8 shows the smoothed frequency curve of career aspirations and its components dedication, motivation, self-confidence and preparation of adolescent girls for the total sample.

**Figure 8**

*Smoothed Frequency Curve of career aspirations and its components of adolescent girls for the total sample*



The histograms show that the students with high score in career aspirations, dedication, motivation, self-confidence and preparation are comparatively higher than students with low score.

**Statistical Constants for the Distribution of Predictor Variables**

Preliminary analysis of the scores of predictor variables of the study was done to identify the basic properties of distribution of these variables. The important statistical indices namely mean, median, mode, standard deviation, skewness and

kurtosis of the distribution of the predictor variables were calculated and presented in Table 25.

**Table 25**

*Descriptive Statistics of Predictor Variables(N=1097)*

Variable	Mean	Median	Mode	Standard Deviation	Skewness	Kurtosis
Self-Efficacy	116	120	122	14.07	-1.0	0.65
Parental Support	84	85	85	6.93	-0.17	-0.37
School Climate	122	124	125	9.18	-0.32	-0.10

The mean score obtained for the variable self-efficacy on a sample of 1097 adolescent girls is 116 with a standard deviation 14.07. The median and mode are 120 and 122 respectively. The value of skewness is -1.00 and the value of kurtosis is 0.65. A comparatively low value of mean compared to median and mode shows that the distribution is negatively skewed, but the value of skewness is in between -1 and +1. This shows that the distribution is almost symmetrical in nature. The value of kurtosis 0.65 which is greater than 0.263 indicates the distribution is slightly leptokurtic.

For the variable parental support, the mean value obtained is 84 with median and mode 85. Here, the values of mean, median and mode almost coincide, which is a condition for normality of distribution. The standard deviation is 6.93. The value of skewness is -0.17 indicating a negative skewness, but a value less than 1 indicates the distribution can be considered as symmetrical. The value of kurtosis is -0.37, indicating that the distribution is almost mesokurtic.

The mean score obtained for school climate is 122, the median being 124 and mode 125. The standard deviation is 9.18. The value of skewness is -0.32 indicating

symmetry of the distribution. The value of kurtosis is -0.1, which shows the distribution is almost mesokurtic.

From the values obtained, it can be ensured that the distribution is not deviating remarkably from normality.

### **Percentile Analysis**

To get the clear picture of the distribution of data and positional average, deciles of career aspirations and its components dedication, motivation, self-confidence and preparation were calculated for the total sample. They are presented in table 26.

**Table 26**

*Deciles of Career Aspirations and its Components for the Total Sample*

Variable	Deciles								
	D <sub>1</sub>	D <sub>2</sub>	D <sub>3</sub>	D <sub>4</sub>	D <sub>5</sub>	D <sub>6</sub>	D <sub>7</sub>	D <sub>8</sub>	D <sub>9</sub>
Career Aspirations	70	86	90	94	99	102	104	108	110
Dedication	16	20	21	23	24	25	26	27	28
Motivation	16	18	20	21	21	22	23	23	24
Self-Confidence	16	18	19	20	21	22	22	23	24
Preparation	23	28	29	31	32	33	33	34	35

Table 26 gives the values of the deciles calculated for the variable career aspirations for the total group as P10 (D1) 70, P20 (D2) 86, P30 (D3) 90, P40 (D4) 94, P50 (D5) 99, P60 (D6) 102, P70 (D7) 104, P80 (D8) 108 and P90 (D9) 110. The tenth percentile score of career aspirations for adolescent girls in Kerala is 70 which mean that ten percent of adolescent girls in Kerala are having career aspirations scores is less than 70. The score of 86 as P20 means that 20 percent of adolescent girls in Kerala have a score on career aspirations less than 86. The score of 90 as P30 indicates

that 30 percent of adolescent girls in Kerala have a score on career aspirations less than 90. The score of 94 as P40 means that 40 percent of adolescent girls in Kerala have score on career aspirations less than 94. The score of 99 as P50 indicates that 50 percent of adolescent girls in Kerala have score on career aspirations less than 99. The score of 102 as P60 means that 60 percent of adolescent girls in Kerala have score on career aspirations less than 84. The score of 104 as P70 indicates that 70 percent of adolescent girls in Kerala have score on career aspirations less than 104. P80 is 108 indicating that 80 percent of the adolescent girls in Kerala have score on career aspirations less than 108. P90 as 110 indicates that ten percent of the population has score on career aspirations greater than 110. Thus, it can be concluded that adolescent girls in Kerala are having a moderate level of career aspirations.

Table 26 indicates that the 50<sup>th</sup> percentile of dedication for the total sample is 24. This means that 50 percent of the adolescent girls have scores less than 24. From the table it is also revealed that 90<sup>th</sup> percentile of dedication for the total sample is 28. This means that only 10 percent of the adolescent girls have scores above 28. In the same way other percentiles can be interpreted. Thus, adolescent girls in Kerala are having a moderate level of dedication.

50<sup>th</sup> percentile of motivation for the total sample is 21. This means that 50 percent of the adolescent girls have scores less than 21. From the table it is also revealed that 90<sup>th</sup> percentile of motivation for the total sample is 24. This means that 10 percent of the adolescent girls have scores above 24. In the same way other percentiles can be interpreted. Thus, it can be concluded that adolescent girls in Kerala are having a moderate level of motivation.

50<sup>th</sup> percentile of self-confidence for the total sample is 21. This means that 50 percent of the adolescent girls have scores less than 21. From the table it is also revealed that 90th percentile of self-confidence for the total sample is 24. This means that 10 percent of the adolescent girls have scores above 24. In the same way other percentiles can be interpreted. Thus, adolescent girls in Kerala are having moderate level of self-confidence.

50<sup>th</sup> percentile of the variable preparation for the total sample is 32. This means that 50 percent of the adolescent girls have scores less than 32. From the table it is also revealed that 90th percentile of preparation for the total sample is 35. This means that only 10 percent of the adolescent girls have scores above 35. In the same way other percentiles can be interpreted. Thus, it can be concluded that adolescent girls in Kerala are having a moderate level of preparation.

### **Extent of Career Aspirations and its Components of Adolescent Girls in Kerala**

The first objective of the study was to find out the extent of career aspirations and its components among adolescent girls in Kerala. In order to realize this objective, one sample t-test was used. The reference values for the t –test were 78 and 104 for career aspirations, 21 and 28 for dedication, 15 and 20 for motivation, 15 and 20 for self-confidence and 27 and 36 for preparation. The details of the test are given in table 27.

**Table 27***Details of One Sample t-tests for Career Aspirations and its Components(N=1097)*

Variable	Mean Score	SD	Test Value	t	Test Value	t
Career Aspirations	95	14.43	78	38.68**	104	21.01**
Dedication	23	4.48	21	17.44**	28	33.92**
Motivation	21	3.18	15	59.10**	20	6.97**
Self-Confidence	20	3.19	15	55.56**	20	3.65**
Preparation	30	4.86	27	23.36**	36	38.05**

\*\*P $\geq$ .01

The mean score obtained for career aspirations is 95. In the Scale on Career Aspirations, the minimum score obtainable is 26 and maximum is 130. The mean score obtained was compared with the middle score on the scale ( $26 \times 3 = 78$ ). The null hypothesis was that the mean score is less than or equal to 78 and the alternate hypothesis was that the mean score is greater than 78. The critical ratio obtained is 38.68 which is greater than 2.58, the value required for significance at 0.01 level (one tailed test). Hence the adolescent girls have a mean score which is significantly greater than the middle score indicating that, adolescent girls' career aspirations are not low.

The mean score was again compared with the scale value 104 ( $26 \times 4$ , a high level of career aspirations) with the null hypothesis that the mean score is less than or equal to 104 against the alternate hypothesis the mean score is greater than 104. The critical ratio obtained is 21.01 indicating that the null hypothesis is failed to reject as the obtained critical ratio belongs to the acceptance region. That is the mean score on career aspirations of adolescent girls is not significantly greater than the scale value indicating a high level of career aspirations. Hence, adolescent girls of Kerala are not having a high level of career aspirations.

Thus, it can be concluded that adolescent girls in Kerala are having a moderate level of career aspirations.

The variable dedication has a mean score of 23. The minimum score for this variable is 7 and the maximum score is 35. The middle score on the scale is 21 ( $7 \times 3$ ) and the obtained mean score was compared with this value. Here the null hypothesis tested is the mean score is less than or equal to 21, with the alternate hypothesis, the mean score is greater than 21. The critical ratio obtained is 17.44 which is greater than 2.58, the value required for significance at 0.01 level. Thus, the mean score obtained for dedication is greater than the middle score which shows that dedication of adolescent girls is not low.

In order to find out whether adolescent girls have a high level of dedication, the hypothesis 'mean score of dedication is less than or equal to 28 with the alternate hypothesis, the mean score is greater than 28' was tested (the scale value is  $7 \times 4 = 28$ , representing a high level of career aspirations). Here, the null hypothesis is failed to reject as the critical ratio obtained is 33.92. So, the dedication of adolescent girls of Kerala is not high.

That is, adolescent girls in Kerala are having dedication at a moderate level.

For the variable motivation, the mean score is 21. The minimum score obtainable for the variable motivation is 5 and the maximum score is 25. A comparison was made between the mean score obtained and the middle score on the scale 15 ( $5 \times 3 = 15$ ). The null hypothesis is 'the mean score is less than or equal to 15 with the alternate hypothesis that the mean score is greater than 15'. The critical ratio for the variable motivation is 59.10 which is greater than 2.58, the value required for

significance at .01 level. Thus, adolescent girls' motivation is not low because the mean score of motivation is significantly greater than the middle score.

In order to know whether motivation of adolescent girls is high, the mean score is compared with the scale value 20 ( $5 \times 4 = 20$ ). The null hypothesis tested is that the mean score is less than or equal to 20 with the alternate hypothesis, the mean value is greater than 20. The critical ratio is 6.97 and the null hypothesis is failed to reject. It shows that motivation of adolescent girls in Kerala is not high.

So, it can be concluded that a moderate level of motivation is found among adolescent girls in Kerala.

Self-confidence has a mean score of 20.35. Here, the minimum score that can be obtained is 5 and maximum is 25. A comparison was made between the mean score obtained and the middle score on the scale 15 ( $5 \times 3 = 15$ ). The null hypothesis is 'mean score is less than or equal to 15 with alternate hypothesis, the mean score is greater than 15'. The critical ratio obtained is 55.56 and it is greater than 2.58, the value required for significance at 0.01 levels. The null hypothesis is not accepted and hence the hypothesis that the mean score on self-confidence is greater than 15 is accepted. Thus, a mean score which is significantly greater than the middle score indicates that self-confidence of adolescent girls is not low.

In order to find out whether a high level of self-confidence prevails among adolescent girls, the hypothesis 'mean score of self-confidence is less than or equal to 20 ( $5 \times 4 = 20$ ) with the alternate hypothesis, the mean score is greater than 20 was tested. A value of critical ratio (3.65) indicates significance and the null hypothesis is failed to reject. So, the self-confidence of adolescent girls in Kerala is not high.

Hence it can be concluded that a moderate level of self-confidence is found among adolescent girls in Kerala.

The mean score obtained for preparation is 30. The mean score obtained was compared with the middle score on the scale ( $9 \times 3 = 27$ ). The null hypothesis was that the mean score is less than or equal to 27 and the alternate hypothesis was that the mean score is greater than 27. The critical ratio obtained is 23.36 which is greater than 2.58, the value required for significance at .01 level (one tailed test). Hence, the adolescent girls have a mean score which is significantly greater than the middle score indicating that, adolescent girls' preparation is not low.

The mean score was again compared with the scale value 36 ( $9 \times 4$ , a high level of preparation) with the null hypothesis that the mean score is less than or equal to 36 against the alternate hypothesis the mean score is greater than 36. The critical ratio obtained is 38.05 indicating that the null hypothesis is failed to reject as the obtained critical ratio belongs to the acceptance region. That is the mean score on preparation of adolescent girls is not significantly greater than the scale value indicating a high level of preparation. Hence, adolescent girls of Kerala are not having a high level of preparation.

Thus, it can be concluded that adolescent girls in Kerala are having a moderate level of preparation.

### **Discussion of Results**

Career aspirations as well as its components dedication, motivation, self-confidence and preparation among adolescent girls in Kerala are found to be moderate as the results of one sample t test and percentile analysis. It showed that the level of career aspirations and its components dedication, motivation, self-confidence and

preparation are not low or high among adolescent girls. Vinothkumar and Perumal (2022) reported that the career aspirations is high among the XI standard students. Another study by Bindu and Padmanabhan (2016) reported that higher secondary school students possess average level of career aspirations. The findings of the study by Mathur and Sharma (2001) revealed that both adolescent boys and girls have average level of career aspirations. The findings of the present study that adolescent girls in Kerala have moderate level of career aspirations and its components dedication, motivation, self-confidence and preparation is almost the same as reported by the above studies (Bindu & Padmanabhan, 2016; Mathur & Sharma, 2001) but not as per some studies (Vinothkumar & Perumal, 2022). Kerala is one among the states with an efficient education system in India. Despite the Kerala's high literacy rate, adolescent girls have limited exposure to diverse career paths beyond conventional choices. Even though there is proper career counselling and mentorship in schools, students have confusion and uncertainty about future career paths. The education system still concentrates heavily towards rote learning and academic scores, which may limit creativity and ambition among students. While Kerala has produced notable figures, there may still be a lack of visible, accessible role models especially for adolescent girls in emerging fields like tech innovation, media, entrepreneurship, etc.

### **Mean Difference Analysis**

Mean difference analysis is a statistical approach used to determine whether there is significant difference between means of two or more groups; often through tests such as t-test or ANOVA.

**Significance of Difference in Career Aspirations and its Components among Subgroups based on Locale of the School, Level of Education, Parental Education and Religion.**

In order to compare the mean scores of career aspirations and its components of the subgroups based on locale of the school, level of education and parental education, independent sample t-test for large groups was used. In the case of religion, one-way ANOVA was done.

The critical ratio calculated on the basis of locale of the school is given in table 28.

**Table 28**

*Details of t-test of Career Aspirations and its Components for the Subgroup based on Locale of the School*

Variable	Group	Mean	Standard Deviation	N	t-value
Career Aspirations	Rural	92.12	16.39	581	6.79**
	Urban	97.92	11.05	516	
Dedication	Rural	22.74	4.88	581	5.27**
	Urban	24.15	3.86	516	
Motivation	Rural	20.12	3.53	581	6.17**
	Urban	21.29	2.59	516	
Self-confidence	Rural	19.74	3.59	581	6.84**
	Urban	21.04	2.49	516	
Preparation	Rural	29.51	5.65	581	6.71**
	Urban	31.45	3.48	516	

\*\*P<sub>≥</sub>.01

The critical ratio obtained for the variable career aspirations is 6.79 which is greater than 2.58, the tabled value for significance at 0.01 level. Hence, there is a

significant difference between adolescent girls from rural and urban schools in the mean scores of career aspirations. A close observation of mean scores on career aspirations of adolescent girls from rural and urban schools shows that adolescent girls from urban schools ( $M=97.92$ ) are having higher career aspirations than those from rural schools ( $M=92.12$ ).

Adolescent girls from rural and urban schools differ significantly in their mean scores on dedication (the level of significance being 0.01), as the calculated critical ratio (5.27) is greater than 2.58. The mean score on dedication of adolescent girls from rural schools is 22.74 and that of urban is 24.15 which means adolescent girls from urban schools are having higher dedication than rural.

The critical ratio obtained for the variable motivation is 6.17 which is greater than 2.58, the value for significance at 0.01 levels. That is, the difference in the mean scores of adolescent girls from rural and urban schools for the variable motivation is significant at 0.01 level. As the mean score of adolescent girls from urban schools ( $M=21.29$ ) is slightly greater than that of rural ( $M=20.12$ ), motivation of adolescent girls from urban schools is better than those from rural schools.

In the case of self-confidence, the critical ratio obtained is 6.84 which is greater than 2.58, indicating a significant difference in self-confidence between adolescent girls from rural and urban schools. That is adolescent girls from rural and urban schools differ significantly in their self-confidence. A close observation of mean scores on self-confidence of adolescent girls from rural and urban schools shows that of adolescent girls from urban schools ( $M=21.04$ ) are having higher self-confidence than those from rural schools ( $M=19.74$ ).

The critical ratio obtained for the variable preparation is 6.71 which is greater than 2.58, the value for significance at 0.01 level. Thus, the difference in the mean scores of adolescent girls from rural and urban schools in the variable preparation is significant at 0.01 level. As the mean score of adolescent girls from urban schools (M=31.45) is greater than that of rural (M=29.51), preparation of adolescent girls from urban schools is better than those from rural schools.

Details of test of significant difference between means of career aspirations and its components for the subgroup based on Level of Education is given in the table 29.

**Table 29**

*Details of t-test of Career Aspirations and its Components for the Subgroup Based on Level of Education*

Variable	Group	Mean	Standard Deviation	N	t-value
Career Aspirations	HS	93.63	16.34	598	3.39**
	HSS	96.43	13.08	499	
Dedication	HS	23.10	4.66	598	0.25
	HSS	23.77	4.24	499	
Motivation	HS	20.46	3.36	598	0.31
	HSS	20.99	2.91	499	
Self-confidence	HS	20.05	3.37	598	0.34
	HSS	20.71	2.93	499	
Preparation	HS	29.97	5.32	598	3.37**
	HSS	30.96	4.16	499	

\*\*P $\geq$ .01

The critical ratio of the variable career aspirations is 3.39 which is greater than 2.58, the tabled value for significance at 0.01 level. So, there is significant difference

between adolescent girls from secondary school and higher secondary level in the mean scores of career aspirations. As we look on to the mean score, adolescent girls from higher secondary level ( $M=96.43$ ) are found to have better career aspirations than those from HS level ( $M=93.63$ ).

The critical ratio obtained for the variable dedication is 0.25 which is less than 2.58, the value for significance at 0.01 level and 1.96, the value for significance at 0.05 level. That is, the difference in the mean scores of adolescent girls from secondary school and higher secondary level in the variable dedication is not significant.

In the case of motivation, the critical ratio obtained is 0.31 which is less than 2.58, the tabled value for significance at 0.01 level and 1.96, the value for significance at 0.05 level. Thus, there is no significant difference in the mean score of motivation of HS level and HSS level adolescent girls.

In the case of self-confidence, the critical ratio obtained is 0.34 which is less than 2.58, the tabled value for significance at 0.01 level and 1.96, the value for significance at 0.05 level indicating no significant difference in self-confidence between HS level and HSS level adolescent girls. That is adolescent girls of HS level and HSS level are not differ significantly in their self-confidence.

The variable preparation is having a critical ratio of 3.37 which is greater than 2.58, the tabled value for significance at 0.01 level. So, there is significant difference between adolescent girls from secondary school and higher secondary level in the mean score of variable preparation. As we look on to the mean score, adolescent girls from higher secondary level ( $M=30.96$ ) are found to have slight better preparation than those from secondary school level ( $M=29.97$ ).

Details of test of significant difference between means of career aspirations and its components for the subgroup based on Parental Education is given in the table 30.

**Table 30**

*Details of t-test of Career Aspirations and its Components for the Subgroup Based on Parental Education*

Variable	Group	Mean	Standard Deviation	N	t-value
Career Aspirations	Below Graduation	85.84	14.28	554	26.92**
	Graduation & Above	104.04	6.71	543	
Dedication	Below Graduation	20.63	3.88	554	28.14**
	Graduation & Above	26.34	2.73	543	
Motivation	Below Graduation	18.99	3.37	554	20.86**
	Graduation & Above	22.38	1.72	543	
Self-confidence	Below Graduation	18.82	3.26	554	21.66**
	Graduation & Above	22.12	1.88	543	
Preparation	Below Graduation	27.69	5.19	554	22.85**
	Graduation & Above	33.21	2.17	543	

\*\* $P \geq .01$

The critical ratio of variable career aspirations is 26.92 which is greater than 2.58, the tabled value for significance at 0.01 level. So, there is significant difference between adolescent girls with parents whose qualification is 'below graduation' and 'graduation and above', in the mean scores of career aspirations. As we look on to the mean score, adolescent girls having parents whose qualification is 'graduation and above' (M=104.04) are found to have far better career aspirations than those have parents whose qualification 'below graduation' (M=85.84).

In the case of dedication, critical ratio obtained is 28.14 which is greater than 2.58, the tabled value for significance at 0.01 level. So, there is significant difference between adolescent girls having parents whose qualification is 'below graduation' and 'graduation and above', in the mean score of dedication at 0.01 level. A close observation of mean scores on dedication, adolescent girls having parents whose qualification is 'graduation and above' (M=26.34) are found to have better dedication than those have parents whose qualification 'below graduation' (M=20.63).

For the variable motivation, critical ratio obtained is 20.86 which is greater than 2.58, the tabled value for significance at 0.01 level. So, there is significant difference between adolescent girls having parents whose qualification is 'below graduation' and 'graduation and above', in the mean score of motivation. A close observation of mean scores on motivation, adolescent girls having parents whose qualification is 'graduation and above' (M=22.38) are found to have better motivation than those have parents whose qualification 'below graduation' (M=18.99).

For the variable self-confidence, critical ratio obtained is 21.66 which is greater than 2.58, the tabled value for significance at 0.01 level. So, there is significant difference between adolescent girls having parents whose qualification is 'below graduation' and 'graduation and above', in the mean scores of self-confidences. A close observation of mean scores on self-confidence, adolescent girls having parents whose qualification is 'graduation and above' (M=22.12) are found to have better self-confidence than those have parents whose qualification 'below graduation' (M=18.82).

For the variable preparation, critical ratio obtained is 22.85 which is greater than 2.58, the tabled value for significance at 0.01 level. So, there is significant

difference between adolescent girls having parents whose qualification is ‘below graduation’ and ‘graduation and above’, in the mean score of preparation at 0.01 level. A close observation of mean scores on preparation, adolescent girls having parents whose qualification is ‘graduation and above’ (M=33.21) are found to have better preparation than those have parents whose qualification ‘below graduation’ (M=27.69).

In order to check whether there exists any significant difference in the career aspirations and its components based on religion, one-way ANOVA was done. Data and results of the test of one-way ANOVA of career aspirations and its components viz., dedication, motivation, self-confidence and preparation for the subgroup based on religion viz, Hindu, Christian and Muslim are presented in the Table 31.

**Table 31**

*Summary of One-way ANOVA of Career Aspirations and its Components for the Subgroup Based on Religion*

Variables		Sum of squares	df	Mean square	F	Sig.
Career Aspirations	Between groups	45119.208	2	22559.60	134.86	.000
	Within groups	182993.67	1094	167.27		
	Total	228112.881	1096			
Dedication	Between groups	4802.770	2	2491.385	152.17	.000
	Within groups	17263.334	1094	15.785		
	Total	22065.104	1096			
Motivation	Between groups	1528.593	2	754.291	87.71	.000
	Within groups	9532.380	1094	8.713		
	Total	11060.882	1096			

Variables		Sum of squares	df	Mean square	F	Sig.
Self-confidence	Between groups	1789.229	2	894.514	104.53	.000
	Within groups	9362.950	1094	8.558		
	Total	11152.179	1096			
Preparation	Between groups	3862.270	2	1931.135	96.24	.000
	Within groups	21951.524	1094	20.065		
	Total	25813.894	1096			

Table 31 shows that the F value obtained for variables career aspirations, dedication, motivation, self-confidence and preparation of adolescent girls for the subgroup based on religion is 134.869, 152.179, 87.711, 104.530 and 96.242 respectively. All the F values obtained are greater than the tabled value of F (4.61) for (2, 1096) df at 0.01 level of significance. Hence there exists significant difference in the mean scores of career aspirations, dedication, motivation, self-confidence and preparation among adolescent girls for the subgroup based on religion. This prompted for the Post Hoc test. In order to know which group differs in their mean scores of variable, Scheffe's Post Hoc comparison was carried out for subgroup based on religion.

The details of Scheffe's Post Hoc comparison for the variable career aspirations is given in the table 32.

**Table 32**

*Result of Scheffe's Post Hoc Comparison of Career Aspirations of Adolescent Girls based on Religion*

(I) Religion	(J) Religion	Mean Difference I-J	Std. Error	Sig.
Hindu (M=93.99)	Christian	9.922*	.968	.000
Christian (M=103.92)	Muslim	16.007*	.980	.000
Muslim (M=87.91)	Hindu	6.085*	.931	.000

\*Indicates significance at 0.05 level

There is significant difference in the mean scores of career aspirations between Hindu and Christian, Christian and Muslim, and Muslim and Hindu adolescent girls. Further analysis of mean scores revealed that Christian adolescent girls (M=103.92) have higher career aspirations than Hindu adolescent girls (M= 93.99), Christian adolescent girls (M=103.92) have higher career aspirations than Muslim adolescent girls (M= 87.91) and Hindu adolescent girls (M=93.99) have higher career aspirations than Muslim adolescent girls (M= 87.91).

The details of Scheffe's Post Hoc comparison for the variable dedication are given the table 33.

**Table 33**

*Result of Scheffe's Post Hoc Comparison of Dedication of Adolescent Girls based on Religion*

(I) Religion	(J) Religion	Mean Difference I-J	Std. Error	Sig.
Hindu (M=23.06)	Christian	3.338*	.297	.000
Christian (M=26.39)	Muslim	5.208*	.301	.000
Muslim (M=21.19)	Hindu	1.869*	.286	.000

\*Indicates significance at 0.05 level

From the table it is evident that there is significant difference in the mean scores of dedication between Hindu and Christian, Christian and Muslim, and Muslim and Hindu adolescent girls. Further analysis of mean scores revealed that Christian adolescent girls (M=26.39) have higher dedication than Hindu adolescent girls (M=23.06), Christian adolescent girls (M=26.39) have higher dedication than Muslim adolescent girls (M= 21.19) and Hindu adolescent girls (M=23.06) have higher dedication than Muslim adolescent girls (M= 21.19).

The details of Scheffe's Post Hoc comparison for the variable motivation is given in the table 34.

**Table 34**

*Result of Scheffe's Post Hoc Comparison of Motivation of Adolescent Girls based on Religion*

(I) Religion	(J) Religion	Mean Difference I-J	Std. Error	Sig.
Hindu (M=20.48)	Christian	1.877*	.221	.000
Christian (M=22.35)	Muslim	2.939*	.224	.000
Muslim (M=19.41)	Hindu	1.062*	.213	.000

\*Indicates significance at 0.05 level

Table 34 reveals that there is significant difference in the mean scores of motivation between Hindu and Christian, Christian and Muslim, and Muslim and Hindu adolescent girls. Further analysis of mean scores revealed that Christian adolescent girls (M=22.35) have higher motivation than Hindu adolescent girls (M=20.48), Christian adolescent girls (M=22.35) have higher motivation than Muslim adolescent girls (M= 19.41) and Hindu adolescent girls (M=20.48) have higher motivation than Muslim adolescent girls (M= 19.41).

The details of Scheffe’s Post Hoc comparison for the variable self-confidence is given in the table 35.

**Table 35**

*Result of Scheffe’s Post Hoc Comparison of Self-Confidence of Adolescent Girls based on Religion*

(I) Religion	(J) Religion	Mean Difference I-J	Std. Error	Sig.
Hindu (M=20.05)	Christian	2.159*	.219	.000
Christian (M=22.21)	Muslim	3.154*	.222	.000
Muslim (M=19.06)	Hindu	.995*	.211	.000

\*Indicates significance at 0.05 level

There is significant difference in the mean score of self-confidence between Hindu and Christian, Christian and Muslim adolescent girls and Muslim and Hindu adolescent girls. Further analysis of mean scores revealed that Christian adolescent girls (M=22.21) have higher self-confidence than Hindu adolescent girls (M= 20.05), Christian adolescent girls (M=22.21) have higher self-confidence than Muslim adolescent girls (M= 19.06) and Hindu adolescent girls (M=20.05) have higher self-confidence than Muslim adolescent girls (M= 19.06).

The details of Scheffe’s Post Hoc comparison for the variable preparation is given in the table 36.

**Table 36**

*Result of Scheffe's Post Hoc Comparison of preparation of Adolescent Girls based on Religion*

(I) Religion	(J) Religion	Mean Difference I-J	Std. Error	Sig.
Hindu (M=30.41)	Christian	2.548*	.335	.000
Christian (M=32.96)	Muslim	4.707*	.339	.000
Muslim (M=28.25)	Hindu	2.159*	.323	.000

\*Indicates significance at 0.05 level

Table 36 indicates that there is significant difference in the mean score of preparation between Hindu and Christian, Christian and Muslim, and Muslim and Hindu adolescent girls. Further analysis of mean scores revealed that Christian adolescent girls (M=32.96) have higher preparation than Hindu adolescent girls (M=30.41), Christian adolescent girls (M=32.96) have higher preparation than Muslim adolescent girls (M=28.25) and Hindu adolescent girls (M=30.41) have higher preparation than Muslim adolescent girls (M=28.25).

### **Discussion of Result**

Significant difference is found in career aspirations and its components viz., dedication, motivation, self-confidence and preparation among subgroups based on locale of the school, parental education and religion. In the case of level of education, adolescent girls differ significantly for the variable career aspirations and its component preparation, but not differ significantly for the components, dedication, motivation and self-confidence. Adolescent girls from urban schools are having higher career aspirations and its components than those from rural schools may be due to plenty of role models, more access to information, and weaker traditional norms

compared to those in rural areas. Adolescent girls from higher secondary level are found to have better career aspirations and its component preparation than those from secondary school level may be due to students' transition from secondary to higher secondary, their awareness of career paths, decision-making autonomy, and planning behaviour improves significantly. Adolescent girls with parents whose qualification is 'graduation and above' are found to have far better career aspirations and its components than girls with parents whose qualification is 'below graduation' may be due to better exposure, encouragement, and access to resources. The Comparison of career aspirations and its components among Christian, Hindu and Muslim adolescent girls shows that Christian adolescent girls have the higher career aspirations and its components, followed by Hindu adolescent girls and with Muslim adolescent girls having the lowest. This result may be due to Muslim girls' traditional family structures, religious conservatism, and limitations on female mobility, in contrast to Hindu and Christian girls who may have more educational and vocational freedom in the Kerala context. In the context of Kerala, Christian girls were found to have relatively higher educational aspirations due to strong missionary school presence and community emphasis on education, while Muslim girls were often limited by patriarchal misinterpretations of religious norms.

These findings are concomitant with the findings of Vergheeses and Kumar (2023) and Vinothkumar and Perumal (2022) that educational disparity between urban and rural areas impact career aspirations; The findings of Pramod and Suresh (2019) that adolescents of higher secondary schools had higher levels of vocational aspiration than those from secondary schools; Findings of Raychaudhuri (2022) and Abdullah et al. (2020) that parent's education has a significant role in girl's career aspirations.

Parent's education becomes factors that determine children's career aspirations, especially that of girls (Pfungst, 2015; Radhika, 2016; Rainey, 1997). Many researchers suggested that spirituality and religion relate positively to career aspirations (Duffy, 2006; Duffy & Blustein, 2005; Duffy & Lent, 2008).

### **Correlation Analysis**

Corelation analysis is a statistical method used to evaluate the strength and direction of the relationship between two or more variables.

### **Relationship of Career Aspirations and its Components with Self-Efficacy, Parental Support and School Climate**

For the purpose of analysing the relationship of career aspirations and its components with self-efficacy, parental support and school climate of adolescent girls, Pearson's Product Moment Coefficient of Correlation was used. The coefficient of correlation was calculated for each predictor variable with career aspirations and its components viz., dedication, motivation, self-confidence and preparation. The details are presented in the table 37.

**Table 37**

*Pearson's Product Moment Coefficient of Correlation (r) for Career Aspirations and its Components with Self-Efficacy, Parental Support and School Climate*

Variable	Self-Efficacy	Parental Support	School Climate
Career Aspirations	0.95**	0.87**	0.79**
Dedication	0.87**	0.77**	0.76**
Motivation	0.88**	0.79**	0.74**
Self-confidence	0.85**	0.75**	0.72**
Preparation	0.89**	0.87**	0.72**

\*\* Correlation is significant at 0.01 level (2-tailed).

The correlation coefficient obtained for career aspirations and self-efficacy is 0.95. The value shows that the correlation between the variables is significant at 0.01 level. A positive coefficient of correlation denotes the relationship is positive. A value of 0.95 indicates a strong correlation between the variables. In the case of parental support, the correlation coefficient is 0.87 which indicates a significant (0.01 level), positive and strong relationship between career aspirations and parental support. School climate has a correlation coefficient 0.79 which shows a significant (0.01 level), positive, and strong relationship between career aspirations and school climate.

The correlation coefficient obtained for dedication and self-efficacy is 0.87 which is significant at 0.01 level. It indicates a positive, significant (0.01 level), and strong relationship between dedication and self-efficacy. For the variables dedication and parental support, the obtained correlation coefficient is 0.77 which shows a significant relationship between the two variables and the relationship is positive and strong. The value obtained for the variables dedication and school climate is 0.76. It shows a significant (0.01 level), positive, and strong relationship between the two variables.

Motivation and self-efficacy are having a correlation coefficient of 0.88 indicating a significant (0.01 level), positive, and strong relationship between the motivation and self-efficacy. The correlation coefficient obtained for the variables motivation and parental support shows that there is significant strong and positive relationship between the two variables as the value obtained is 0.79. The correlation coefficient obtained for that of motivation and school climate is 0.74 indicating strong significant relationship between the two variables.

The correlation coefficient for self-confidence and self-efficacy is 0.85. It denotes that the relationship between the two variables is significant (0.01 level), positive and strong. In the case of self-confidence and parental support, the coefficient of correlation is 0.75 which is significant at 0.01 level. It shows a strong, positive relationship between self- confidence and parental support. The correlation coefficient obtained for self-confidence and school climate is 0.72. The correlation between the variables is significant (0.01 level), and strong as per the value obtained.

The coefficient of correlation for the variables preparation and self-efficacy is 0.89 which shows the presence of a significant (0.01 level), positive and strong relationship between the two variables. In the case of preparation and parental support, the obtained correlation coefficient is 0.87 indicating a significant (0.01 level), positive, and strong relationship between the variables. The coefficient of correlation obtained for preparation and school climate is 0.72 which shows a significant, positive and strong relationship between the variables.

### **Discussion of Result**

Career aspirations and its components are found to be positively related to self-efficacy, parental support and school climate and the relationship in each case are strong and significant. Researchers like Lee et al. (2024), Yiming et al. (2024), Wahengbam and Sharma (2024) and many others also reported the relationship between career aspirations and self-efficacy. Findings of the studies by Basilius et al. (2024), Bhatia, et al. (2023), Raychaudhuri (2022), etc. have shown the same result of the study ie. the significant relationship between career aspirations and parental support. Khatri and Ashutosh (2022), and Bashir and Kaur (2017) also reported the significant relationship between career aspirations and school climate.

### Multiple Regression Analysis

Multiple regression analysis is used to estimate a criterion variable from some combination of predictor variables.

#### Efficiency of the Predictor Variables in Predicting Career Aspirations

Multiple regression analysis was done to develop a model to predict values of career aspirations from the predictor variables, self-efficacy, parental support and school climate. Basic input of regression analysis is the correlation matrix. The correlation coefficients for the self-efficacy, parental support and school climate with career aspirations were calculated and the matrix is presented in table 38.

**Table 38**

*Correlation Matrix of the Self-Efficacy, Parental Support and School Climate with Career Aspirations (N=1097)*

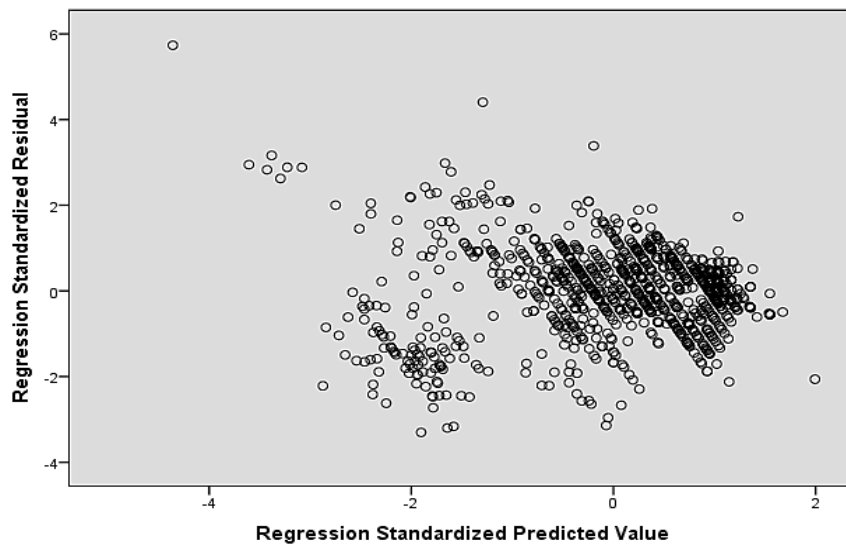
Variables	Career Aspirations	Self-Efficacy	Parental Support	School Climate
Career Aspirations	-			
Self-Efficacy	.954**	-		
Parental Support	.879**	.830**	-	
School Climate	.795**	.815**	.634**	-

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Regression analysis being a parametric test has to satisfy some basic assumptions like homoscedasticity and absence of autocorrelation for the predictor variables, no multicollinearity among predictor variables and normality of the residuals. The assumption of homoscedasticity was satisfied by the data as the scatter plot of standardised residuals against standardised predicted values (Figure 9) shows that the data are randomly and evenly dispersed throughout the plot.

**Figure 9**

*Scatter Plot of Standardised Residuals against Standardised Predicted Values of Career Aspirations*



The scatter plot shows that the data are randomly and evenly dispersed throughout the plot and hence the assumption of homoscedasticity is satisfied. Assumption of absence of autocorrelation was tested using Durbin Watson method. The details are given as table 39.

**Table 39**

*Statistics for Ensuring Absence of Autocorrelation*

Autocorrelation	DW Statistic	P
.258	1.484	<.01

Durbin Watson test statistic comes in between 1 and 2 indicates that the autocorrelation in the set of data can be neglected.

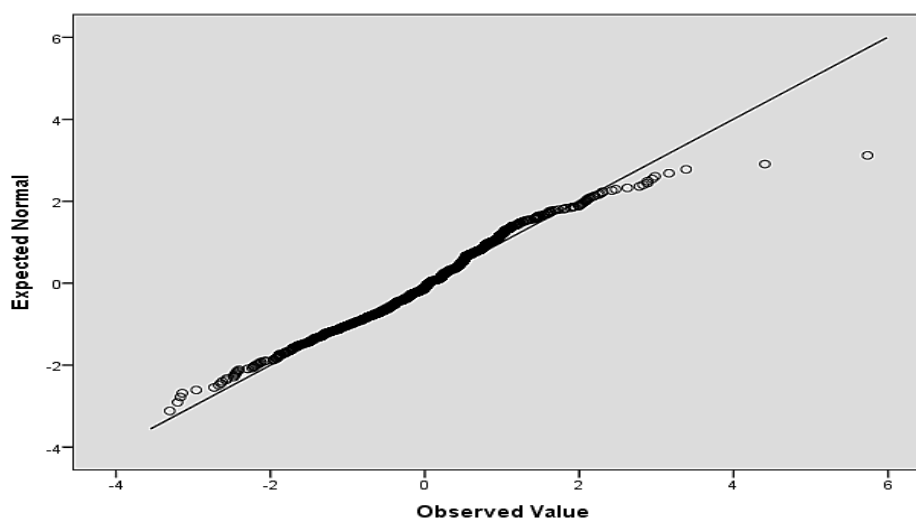
The assumption of multicollinearity was tested using Variance Inflation Factors (VIF) and the values are given in table 40.

**Table 40***Variation Inflation factor of the predictor variables*

Variable	VIF	Tolerance
Self-Efficacy	1.00	.996
Parental Support	1.00	.996
School Climate	1.00	1.000

The values of VIF for the variables are 1 and the tolerance values are greater than 0.4. Hence there is low level of multicollinearity between the predictor variables or the correlation of each predictor variable with other predictor variables is negligible. That is, multicollinearity of the predictor variables is not remarkable and hence the assumption of multicollinearity is satisfied.

The normality of the residuals was tested using Shapiro – Wilk test, the value obtained is .979 ( $p \leq .05$ ) which shows a deviation from normality. As the sample size is large, even a small variation from normality will be marked as significant by the test. A Q-Q plot was drawn to depict the distribution and is given as figure 10.

**Figure 10***Normal Q-Q Plot for the Scores of Career Aspirations*

The points lie on the line indicating the normality of the data but at the ends of the line, points are deviating from the line which can be considered as outliers. But a large sample (N=1097) ensures normality of the distribution and the descriptive statistics also confirm the normality.

To find out the efficiency of the variables self-efficacy, parental support and school climate to predict career aspirations, multiple regression analysis was used. Stepwise multiple regression analysis was executed with the criterion variable career aspirations and the predictor variables self-efficacy, parental support and school climate which are found to be significantly correlated with career aspirations.

The model description is given in table 41.

**Table 41**

*Details of Regression Models for Predicting Career Aspirations in Stepwise Multiple Regression Analysis*

Model	Predictors	R	R Square	Adjusted R Square	R Square Change
1	Self-Efficacy	.954	.910	.910	.910
2	Self-Efficacy, Parental Support	.967	.935	.934	.025
3	Self-Efficacy, Parental Support, School Climate.	.968	.937	.937	.003

Table 41 shows that R Square value for the model developed with self-efficacy is .910. It means that 91 percent of variance in career aspirations is explained by the regression model developed with the variable self-efficacy. The adjusted R Square is having a value of .910 which shows that there is no difference between R Square and adjusted R Square. It means that instead of the sample if the model was derived from

population, no variance will be there in the outcome variable career aspirations. The regression model is cross validated as there is no difference between R square and adjusted R square. The R square change in this model is .910 which means that 91 percent of variance in career aspirations is accounted for the variance in self-efficacy.

An R square value of .935 is obtained for the model developed with self-efficacy and parental support. Here, 93 percent variance in career aspirations is explained by the regression model developed with self-efficacy and parental support. The adjusted R Square is having a value of .934 which shows that there is no difference between R Square and adjusted R Square. It means that instead of the sample if the model was derived from population, no variance will be there in the outcome variable career aspirations. The regression model is cross validated as there is no difference between R square and adjusted R square. In the first model, self-efficacy was the only predictor. When parental support was introduced as the second predictor variable, the change is obtained as .025 which is contributed by parental support.

The R square value for the model developed with self-efficacy, parental support and school climate is .937. Here, 93 percent variance in career aspirations is explained by the regression model developed with self-efficacy, parental support and school climate. The adjusted R square is having a value of .937 which shows that there is no difference between R square and adjusted R square. It means that instead of the sample if the model was derived from population, no variance will be there in the outcome variable career aspirations. The regression model is cross validated as there is no difference between R square and adjusted R square. In the second model, the predictor variables were self-efficacy and parental support. The third model used

school climate as the next predictor variable and the change is obtained as .003 which shows the contribution of school climate.

In order to find whether the variables included in the model are significant predictors of career aspirations, the regression coefficients and t values were calculated and the details are given in table 42.

**Table 42**

*Details of Test of Significance of Regression Coefficients of the Variables in the Regression Model for Career Aspirations*

Model	Unstandardized Coefficients (b)	Standardized Coefficients ( $\beta$ )	t value	Structure Coefficient (r/R)	Contribution (%) ( $\beta x r$ )100
(Constant)	64.194		23.47		
Self-Efficacy	.665	.636	34.86	.985	60.67
Parental Support	.632	.294	21.49	.908	25.86
School Climate	.145	.090	6.86	.821	7.15

For the variable self-efficacy, the unstandardized regression coefficient is 0.665, the t-value being 34.86. The obtained t-value is greater than 2.58, hence the b-coefficient differ significantly from zero ( $p \leq .01$ ). Therefore, self-efficacy is a significant predictor of career aspirations. The structure coefficient for the variable self-efficacy is 0.985 and the square of this value is 0.970. It means that 97 percent of the explained variance in career aspirations by the model is accounted for by the variable self-efficacy. The individual contribution of the variable self-efficacy to the model is 60.67%.

The variable parental support has an unstandardised regression coefficient 0.632 and the t-value is 21.49. Since the obtained t-value is greater than 2.58, the b-coefficient has a significant difference from zero ( $p \leq .01$ ), which shows that parental support is a significant predictor of career aspirations. The structure coefficient for the variable parental support is 0.908 and the square of this value is 0.824. It shows that 82 percent of the explained variance in career aspirations by the model is accounted for by the variable parental support. The variable parental support makes a contribution of 25.86% to this model.

School climate has an unstandardised regression coefficient 0.145, the t value being 6.86. The b-coefficient differs significantly from zero ( $p \leq .01$ ) as the t value obtained is greater than 2.58. Hence school climate is a significant predictor of career aspirations. The variable school climate has a structure coefficient of 0.821. It has a square value of 0.674 which means that 67 percent of the explained variance in career aspirations by the model is accounted for by the variable school climate. The individual contribution of the variable school climate to this model is 7.15%.

Based on the regression model developed for predicting career aspirations, the regression equation can be written as  $Y' = 64.194 + .665 X_1 + .632 X_2 + .145 X_3$

Where Y' is the predicted value of career aspirations,  $X_1$ , the score on self-efficacy,  $X_2$  the score on parental support and  $X_3$  the score on school climate.

Self-efficacy is having a b-weight of 0.665 and it shows that 0.665 units of change in career aspirations will occur for a change of one unit in self-efficacy. It shows that for an increase of one unit in self-efficacy, 0.665 units of increase will occur in career aspirations, when the effects of parental support and school climate

are kept constant. A positive sign of b value shows that the changes in two variables are in the same direction.

In the case of parental support, the b-weight 0.632 indicates that for a change of one unit in parental support, 0.632 units change will occur in career aspirations. This shows that career aspirations will increase by 0.632 units with an increase of one unit in parental support, when the effects of self-efficacy and school climate are kept constant.

For a change of one unit in school climate, 0.145 units change will occur in career aspirations, as the b weight obtained is 0.145, which means that career aspirations will increase by 0.145 units with an increase of one unit in school climate, when the effects of self-efficacy and parental support are kept constant.

Using the standardised regression coefficients ( $\beta$ ), an equation was derived for predicting the standard score of career aspirations as below

$$Z' = .636Z_1 + .294Z_2 + .090Z_3$$

Where  $Z'$  is the predicted standardised score of career aspirations,  $Z_1$  is the standardised score on self-efficacy,  $Z_2$  is the standardised score on parental support and  $Z_3$  is the standardised score on school climate.

A  $\beta$ -weight of 0.636 for the variable self-efficacy shows that for an increase of one standard deviation in self-efficacy, there will be 0.636 standard deviation increase in career aspirations, when the other two predictors are kept constant.

The  $\beta$ -value obtained for the variable parental support is 0.294 which indicates that for an increase of one standard deviation in parental support, there will be 0.294 standard deviation increase in career aspirations, when the predictors self-efficacy and school climate are kept constant.

A  $\beta$  value of 0.090 for the variable school climate indicates that for an increase of one standard deviation in school climate, there will be 0.090 standard deviation increase in career aspirations, when the predictors self-efficacy and parental support are kept constant.

### **Discussion of Results**

93.7 percent of variation in Career Aspirations is predicted by the model with the predictor variables, self-efficacy, parental support and school climate. The predictor variables in the order of their relative efficiency in predicting career aspirations can be listed as self-efficacy, parental support and school climate. Self-efficacy is found to be the best predictor of career aspirations of adolescent girls. The second dominant predictor is parental support and the third predictor is school climate. The girls with high self-efficacy are more likely to pursue ambitious career goals, overcome challenges and actively look for opportunities that align with their unique interests. This result is concomitant with other studies of Cheung, F. (2024), Kleine, et al., (2022), Song et al. (2022), Zhao, et al., (2024) and Pandey, et al. (2023).

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*Chapter 5*

**SUMMARY, FINDINGS AND  
CONCLUSION**

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- **Study in Retrospect**
- **Major Findings of the Study**
- **Tenability of Hypotheses**
- **Conclusion**

This chapter provides a bird's eye-view of the study under the headings Study in Retrospect, Major Findings of the Study, Tenability of Hypotheses and Conclusion of the Study.

### **Study in Retrospect**

It gives an outline of the different stages and aspects of the present investigation which include the Title, Variables, Objectives, Hypotheses and Methodology used which are viewed retrospectively.

### **Restatement of the Problem**

The study was carried to find out the efficiency of self-efficacy, parental support and school climate in predicting career aspirations of adolescent girls in Kerala. The title of the study was **“Self-Efficacy, Parental Support and School Climate as Predictors of Career Aspirations of Adolescent Girls in Kerala”**.

### **Variables Selected for the Study**

The main aim of the study was to find out the efficiency of the self-efficacy, parental support and school climate in predicting career aspirations of adolescent girls in Kerala. ‘Career aspirations’ was the criterion or outcome variable and the self-efficacy, parental support and school climate were selected as predictor variables. The categorical variables like locale of the school, level of education, parental education and religion were also included in the study.

### **Objectives**

The objectives of the study are the following;

1. To find out the extent of career aspirations and its components among adolescent girls in Kerala.

2. To find out whether there exist any significant difference in the extent of career aspirations and its components among adolescent girls in the relevant sub groups based on;
  - Locale of the school.
  - Level of education.
  - Parental education.
  - Religion.
3. To find out whether self-efficacy is significantly related to career aspirations and its components among adolescent girls in Kerala.
4. To find out whether parental support is significantly related to career aspirations and its components among adolescent girls in Kerala.
5. To find out whether school climate is significantly related to career aspirations and its components among adolescent girls in Kerala.
6. To find out the relative efficiency of self-efficacy, parental support and school climate in predicting career aspirations of adolescent girls in Kerala.
7. To develop a regression equation for predicting career aspirations of adolescent girls in Kerala with self-efficacy, parental support and school climate.

### **Hypotheses**

The hypotheses of the study are the following.

1. Adolescent girls in Kerala have high level of career aspirations and its components dedication, motivation, self-confidence and preparation.
2. There exists no significant difference in the mean scores of career aspirations and its components among adolescent girls based on locale of the school.

3. There exists no significant difference in the mean scores of career aspirations and its components among adolescent girls based on level of education.
4. There exists no significant difference in the mean scores of career aspirations and its components among adolescent girls based on parental education.
5. There exists no significant difference in the mean scores of career aspirations and its components among adolescent girls based on religion.
6. Self-efficacy is significantly related to career aspirations and its components among adolescent girls in Kerala.
7. Parental support is significantly related to career aspirations and its components among adolescent girls in Kerala.
8. School climate is significantly related to career aspirations and its components among adolescent girls in Kerala.
9. Self-efficacy, parental support and school climate are significant predictors of career aspirations among adolescent girls in Kerala.

### **Methodology**

The investigator adopted descriptive survey method in quantitative approach to understand the extent of career aspirations of adolescent girls and to find out whether self-efficacy, parental support and school climate are significant predictors of career aspirations. For this, correlational research with predictive design was used.

### **Sample Selected for the Study**

Population under study was adolescent girls in Kerala. The sample constituted 1097 adolescent girls from Kasargod, Kozhikode, Malappuram, Thrissur, Kollam and Thiruvananthapuram districts of Kerala. The relevant subgroups of the population, locality of the school, level of education and religion were given due representation

during sample selection. Stratified sampling technique was used for selecting the sample.

### **Instruments Used for the Study**

The following instruments were used for collecting data from the sample

1. Scale on Career Aspirations (Raseena & Rekha, 2023)
2. Scale on Self-Efficacy (Raseena & Rekha, 2023)
3. Scale on Parental Support (Raseena & Rekha, 2023)
4. School Climate Scale (Sini & Vijayakumari, 2019)

### **Statistical Techniques Used**

The following statistical techniques were used for the conduct of the study;

#### ***Preliminary Analysis***

Measures of descriptive statistics such as mean, standard deviation, skewness and kurtosis of the scores on criterion variable career aspirations and its components dedication, motivation, self-confidence and preparation and predictor variables self-efficacy, parental support and school climate were calculated for the total sample.

#### ***Percentile Analysis***

Deciles of career aspirations and its components for the total sample were calculated to get the positional average of career aspirations and its components dedication, motivation, self-confidence and preparation of adolescent girls in Kerala.

#### ***Test of Significance of Difference between Means***

One sample t- test was used to test the significance of difference between mean score and scale values determining low and high level of career aspirations and its components dedication, motivation, self-confidence and preparation.

Test of significance of difference between means for large independent groups was used to test the significant difference between means in career aspirations and its components viz., dedication, motivation, self-confidence and preparation among adolescent girls between subgroups based on locale of the school, level of education and parental education.

### ***One-Way ANOVA***

One –way ANOVA was done to find out the significant difference in career aspirations and its components dedication, motivation, self-confidence and preparation among adolescent girls based on relevant sub group religion. Scheffés post-hoc test was further used to find out which pairs of means significantly differ of the categories of which F value is significant.

### ***Pearson’s Product Moment Coefficient of Correlation***

Pearson’s product moment coefficient of correlation ‘r’ was calculated to estimate the extent of relationship of career aspirations and its components viz., dedication, motivation, self-confidence and preparation among adolescent girls with self-efficacy, parental support and school climate.

### ***Multiple Regression Analysis***

To know the efficiency of the predictor variables viz., self-efficacy, parental support and school climate to predict criterion variable career aspirations of adolescent girls, multiple regression analysis was used.

### **Major Findings of the Study**

Major findings of the study were summarised under following headings such as One sample t- test, Two tailed test of significance of difference between means for large independent groups, One-Way ANOVA, Correlation analysis, Multiple regression analysis.

#### **One Sample t-Test**

- Analysis of the level of career aspirations of adolescent girls indicated a significant difference between the mean score of career aspirations of adolescent girls and test value of the scale. Further analysis of mean score of career aspirations indicated that adolescent girls in Kerala have moderate level of career aspirations.

[Table 26 & 27, P50=99, Mean = 95, SD = 14.43,  $t = 38.68$  (test value =78),  $t = 21.01$  (test value =104)]

- Analysis of the level of dedication of adolescent girls indicated a significant difference between the mean score of dedication of adolescent girls and test value of the scale. Further analysis of mean score of dedication indicated that adolescent girls in Kerala have dedication at moderate level.

[Table 26 & 27, P50=24, Mean = 23, SD = 4.48,  $t = 17.44$  (test value =21),  $t = 33.92$  (test value= 28)]

- Analysis of the level of motivation of adolescent girls have shown that there is a significant difference between the mean score of motivation of adolescent girls and test value of the scale. Further analysis of mean score of motivation

indicated that a moderate level of motivation is found among adolescent girls in Kerala.

[Table 26 & 27,  $P_{50}=21$ , Mean = 21, SD = 3.17,  $t = 59.10$  (test value =15),  $t = 6.97$  (test value =20)]

- Analysis of the level of self-confidence of adolescent girls indicated a significant difference between the mean score of self-confidence of adolescent girls and test value of the scale. Further analysis of mean score of self-confidence indicated that self-confidence of adolescent girls in Kerala is at moderate level.

[Table 26 & 27,  $P_{50}=21$ , Mean = 20, SD = 3.19,  $t = 55.56$  (test value 15),  $t = 3.65$  (test value =20)]

- By analysing the level of preparation of adolescent girls, it is found that a significant difference between the mean score of preparation of adolescent girls and test value of the scale. Further analysis of mean score of preparation indicated that adolescent girls in Kerala are having a moderate level of preparation.

[Table 26 & 27,  $P_{50}=32$ , Mean = 30, SD = 4.85,  $t = 23.36$  (test value =27),  $t = 38.05$  (test value= 36)]

### **Two Tailed Test of Significance of Difference between Means for Large Independent Groups**

- Comparison of mean scores of career aspirations and its components viz., dedication, motivation, self-confidence and preparation among adolescent girls based on locale of the school indicated that significant difference is found in mean scores of career aspirations and its components dedication,

motivation, self-confidence and preparation among adolescent girls based on subgroup locale of the school.

[Table 28, t (Career Aspirations) = 6.79, t (Dedication) = 5.27, t (Motivation) = 6.17, t (Self-confidence) = 6.84, t (Preparation) = 6.71]

- Adolescent girls from urban schools are having higher mean scores of career aspirations and its components dedication, motivation, self-confidence and preparation than girls from rural schools. It indicates that adolescent girls from urban schools have higher career aspirations (M= 97.92) and its components dedication (M=24.15), motivation (M=21.29), self-confidence (M=21.04) and preparation (M=31.45) than those from rural schools.
- Comparison of mean scores of career aspirations and its components dedication, motivation, self-confidence and preparation among adolescent girls based on level of education such as HS and HSS indicated that mean scores of career aspirations and its component preparation differ significantly among secondary and higher secondary level adolescent girls.  
[Table 29, t (Career Aspirations) = 3.39, t (Preparation) = 3.37]
- Adolescent girls from higher secondary level are found to have better mean scores in career aspirations and its component 'preparation' than those from secondary school level, which indicate that adolescent girls from higher secondary level have better career aspirations (M= 96.43) and its component preparation (M=30.96) than those from secondary level.
- Comparison of mean scores of career aspirations and its components dedication, motivation, self-confidence and preparation among adolescent girls based on level of education indicated that the mean scores of the

components of the variable career aspirations viz. dedication, motivation and self-confidence did not differ significantly among secondary and higher secondary level adolescent girls.

[Table 29, t (Dedication) = 0.25, t (Motivation) = 0.31, t (Self- confidence) = 0.34]

- Comparison of mean scores of career aspirations and its components dedication, motivation, self-confidence and preparation among adolescent girls based on parental education indicated that adolescent girls with parents whose qualification is 'below graduation' and 'graduation and above' have a significant difference in mean scores in career aspirations and its components dedication, motivation, self-confidence and preparation.

[Table 30, t (Career Aspirations) = 26.92, t (Dedication) = 28.14, t (Motivation) = 20.86, t (Self-confidence) = 21.66, t (Preparation) = 22.85]

- Adolescent girls with parents whose qualification is 'graduation and above' are found to have far better mean scores in career aspirations and its components than those have parents whose qualification is 'below graduation'. This indicates that adolescent girls with parents whose qualification is 'graduation and above' have better career aspirations (M=104.04) and its components dedication (M=26.34), motivation (M=22.38), self-confidence (M=22.12) and preparation (M=33.21) than those have parents whose qualification is 'below graduation'.

### **One-Way ANOVA**

- Comparison of mean scores of career aspirations and its components dedication, motivation, self-confidence and preparation among Hindu,

Christian and Muslim adolescent girls have shown that there is a significant difference in mean scores of career aspirations and its components based on Hindu, Christian and Muslim religion.

[Table 31, F (Career Aspirations) = 134.86, F (Dedication) = 152.17, F (Motivation) = 87.71, F (Self-confidence) = 104.53, F (Preparation) = 96.24]

- Christian adolescent girls have the higher mean scores in career aspirations and its components dedication, motivation, self-confidence and preparation followed by Hindu adolescent girls and Muslim adolescent girls having the lowest. It indicates that Christian adolescent girls have higher career aspirations (M= 103.92) and its components dedication (M=26.39), motivation (M=22.35), self-confidence (M=22.21) and preparation (M=32.96) followed by Hindu adolescent girls and Muslim adolescent girls having the lowest.

### **Correlation Analysis**

- Correlation analysis indicated that career aspirations and its components dedication, motivation, self-confidence and preparation among adolescent girls are found to be positively related to self-efficacy and the relationship is strong and significant in each case.

[Table 37, r (Career Aspirations) = 0.95, r (Dedication) = 0.87, r (Motivation) = 0.88, r (Self-confidence) = 0.85, r (Preparation) = 0.89,  $p \leq .01$ ]

- Correlation analysis indicated that parental support has a significant positive and strong relationship with career aspirations and its components dedication, motivation, self-confidence and preparation among adolescent girls.

[Table 37, r (Career Aspirations) = 0.87, r (Dedication) = 0.77, r (Motivation) = 0.79, r (Self-confidence) = 0.75, r (Preparation) = 0.87,  $p \leq .01$ ]

- Correlation analysis indicated that the relationship of career aspirations and its components dedication, motivation, self-confidence and preparation among adolescent girls with school climate is positive, strong and significant.

[Table 37, r (Career Aspirations) = 0.79, r (Dedication) = 0.76, r (Motivation) = 0.74, r (Self-confidence) = 0.72, r (Preparation) = 0.72,  $p \leq .01$ ]

### **Multiple Regression Analysis**

- The regression analysis indicated that 93.7 percent of variation in criterion variable Career Aspirations is predicted by the model with the predictor variables, self-efficacy, parental support and school climate.

[Table 41,  $R = .968$ ,  $R^2 = .937$ ].

- The Variables in the order of individual contribution in predicting career aspirations of adolescent girls are self-efficacy, parental support and school climate.

[Table 42, Self-efficacy - 60.67%, Parental support – 25.86%, School climate – 7.15%]

- The prediction equations developed for predicting Career Aspirations are

$$Y' = 64.194 + .665 X_1 + .632 X_2 + .145 X_3 \text{ (Unstandardized) or}$$

$$Z' = .636Z_1 + .294Z_2 + .090Z_3 \text{ (Standardised)}$$

### **Tenability of Hypotheses**

In accordance with the analysis carried out and its results, the tenability of hypotheses was examined.

#### **Hypothesis 1**

The first hypothesis states that ‘adolescent girls in Kerala have high level of career aspirations and its components’. The study found that career aspirations and its components of adolescent girls are at moderate level. **Hence the first hypothesis is not substantiated.**

#### **Hypothesis 2**

The second hypothesis is ‘there is no significant difference in the mean scores of career aspirations and its components among adolescent girls based on locale of the school’. The study indicated that the adolescent girls studying in urban schools differ significantly in career aspirations and its components than rural schools students. Therefore, the **second hypothesis is not substantiated.**

#### **Hypothesis 3**

The third hypothesis is ‘there is no significant difference in the mean scores of career aspirations and its components among adolescent girls based on level of education’. The study reported the significant difference in career aspirations and its component preparation between secondary and higher secondary level adolescent girls. The findings also revealed that, for the components, dedication, motivation and self-confidence there is no significant difference between secondary and higher secondary level adolescent girls. So, **the third hypothesis is not fully substantiated.**

#### **Hypothesis 4**

The fourth hypothesis is ‘there is no significant difference in the mean scores of career aspirations and its components among adolescent girls based on parental education’. According to the results of the study adolescent girls with parents whose qualification is ‘below graduation’ and ‘graduation and above’ have a significant difference in career aspirations and its components. **Hence the fourth hypothesis is not substantiated.**

#### **Hypothesis 5**

The fifth hypothesis states that ‘there is no significant difference in the mean scores of career aspirations and its components among adolescent girls based on religion’. In the study it was found that there is a significant difference in career aspirations and its components among adolescent girls based on Hindu, Christian and Muslim religion. Therefore, **the fifth hypothesis is not substantiated.**

#### **Hypothesis 6**

The sixth hypothesis is ‘self-efficacy is significantly related to career aspirations and its components among adolescent girls in Kerala’. The study found that a significant, positive and strong relationship exists between self-efficacy, career aspirations and its components among adolescent girls in Kerala. **Hence the sixth hypothesis is substantiated.**

#### **Hypothesis 7**

The seventh hypothesis states that ‘Parental support is significantly related to career aspirations and its components among adolescent girls in Kerala’. The study found that parental support has a significant, positive and strong relationship with

career aspirations and its components among adolescent girls. So, **the seventh hypothesis is substantiated.**

#### **Hypothesis 8**

The eighth hypothesis is 'school climate is significantly related to career aspirations and its components among adolescent girls in Kerala'. It was found that school climate has a positive strong and significant relationship with career aspirations and its components. **Hence the eighth hypothesis is substantiated.**

#### **Hypothesis 9**

Ninth hypothesis is 'self-efficacy, parental support and school climate are significant predictors of career aspirations of adolescent girls in Kerala'. The findings of the study showed that self-efficacy, parental support and school climate are significant predictors of career aspirations of adolescent girls in Kerala. **Therefore, the ninth hypothesis is substantiated.**

### **Conclusion**

The present study focused on the extent of career aspirations and its components viz., dedication, motivation, self-confidence and preparation among adolescent girls in Kerala, the relationship of career aspirations and its components with the self-efficacy, parental support and school climate and the efficiency of these variables to predict career aspirations of adolescent girls in Kerala. As per the results of analysis of data, it was found that adolescent girls in Kerala are having a moderate level of career aspirations and its components viz., dedication, motivation, self-confidence and preparation. Significant difference is found in career aspirations and its components dedication, motivation, self-confidence and preparation among

adolescent girls based on the subgroups locale of the school, level of education, parental education and religion. The relationship of career aspirations and its components among adolescent girls with self-efficacy, parental support and school climate is positive strong and significant. Self-efficacy is found to be the best predictor of career aspirations of adolescent girls. The second dominant predictor is parental support and the third predictor is school climate.

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*Chapter 6*

**RECOMMENDATIONS**

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- **Educational Implications of the Study**
- **Suggestions for Further Researches**

The results of a study help the researcher to arrive at some conclusions either contributing to the theory or applicable to improve the area under study or the subjects studied. These implications can be considered as the implicit outcomes of the research which highlights the findings of the study. Based on these findings, the gap in the concerned area can be identified by the researcher and recommended educational implications and suggestions for further researches.

### **Educational Implications of the Study**

Present study revealed that adolescent girls in Kerala are having a moderate level of career aspirations and its components viz., dedication, motivation, self-confidence and preparation. Significant difference is found in career aspirations and its components dedication, motivation, self-confidence and preparation among adolescent girls based on the subgroups, locale of the school, level of education, parental education and religion. The relationship of career aspirations and its components among adolescent girls with self-efficacy, parental support and school climate is positive, strong and significant. Self-efficacy is found to be the best predictor of career aspirations of adolescent girls. The second dominant predictor is parental support and the third predictor is school climate. These findings carry important educational implications. Here are some points to consider;

#### **Enhancing the Level of Adolescent Girls' Career Aspirations**

The findings of the study indicated that adolescent girls in Kerala have only moderate level of career aspirations even though the existing system of school education has given various provisions related to the career development of students. Government level interventions are needed in creation of well-resourced career

guidance cells in every institution from secondary stage itself as mandatory. The government should ensure to make policies, offer trained career counsellors and financial support to the occasional arrangement of appropriate guidance and counselling regarding career choices, choice of subjects and educational streams especially for adolescent girls. Educational curriculum should incorporate programs including personalised career counselling sessions for adolescents. It is recommended that schools regularly host seminars on career options and development of career aspirations so that students can obtain trustworthy information related with future occupations and employment options from apt sources like various professionals and their interactions. Schools should conduct workshops on career planning, goal setting, and decision-making for those students who are not ambitious of their future and hands on experiences equip them to take early decisions and make plan of it. All these programmes should give a special focus to adolescent girls as they need more concern in this regard. School teachers and local mentors should be the resource person for delivering basic career related information. It is highly recommended to show case female role models from similar backgrounds to share experiences about their career journeys for the improvement of self-confidence among adolescent girls.

Provision for skill training and apprenticeship can be incorporated in the curriculum, as a preparation for future career which provide the adolescent girls a chance to 'earn while learn', as suggested by NEP, 2020. Relate lessons to real-world applications and career exposures helping girl students realise the relevance and significance of what they are learning and what they are aspired for. When students understand the relevance and purpose of their studies, they are more likely to engage deeply and persist in the face of obstacles and challenges to achieve their career goals.

Promoting gender equity in career selection and choices by celebrating stories that defy gender roles and highlight achievements by people of all genders in text book and course content. Address gender stereotypes that may limit girl's aspirations like discouraging STEM or leadership roles. Encourage participation in entrepreneurial clubs and start up activities that build confidence in developing innovative ventures and broaden horizons of entrepreneurial intentions. Create an inclusive classroom environment where every adolescent girl feels valued and respected regardless of their background, abilities, or interests to develop their aspirations and plan for achievements.

### **Eliminate Rural and Urban Disparities**

The result indicated the difference in career aspirations of adolescent girls from rural and urban localities. Multi-level interventions such as institutional level, community or societal level are required to improve the career aspirations of adolescent girls from rural areas, that specifically address socio-cultural, economic, educational and infrastructural barriers. Specially consider the unique needs, resources and challenges of adolescent girls from rural localities especially they lack on cite experiences of various institutes such as court, multi-speciality hospitals, industries, higher educational institutes, airport, railway stations, bank, etc. which promote adolescent's career dreams. Even though there exist equal provision of policies from government at rural and urban level the executional aspects should be updated. Local resources, facilities and exposures for adolescent girls at rural level should be enhanced through government level or local organisational level interventions.

**Secondary to Higher Secondary Level**

As per the findings of the study, career aspirations of adolescent girls is differentiated among secondary and higher secondary level. To minimise this disparity in career aspirations between secondary and higher secondary levels, it is highly recommended that structured career exploration programmes be introduced from eight standard onwards. Age-appropriate activities such as career awareness sessions, interest and aptitude assessments and exposure to diverse career paths should be included in the programmes. Early guidance from secondary school onwards can help students make informed decisions regarding subject choice and long-term career planning. Incorporate career education into the curriculum from secondary stage itself and integrate practical career guidance activities which may focus modules on career possibilities and skill requirements. Diverse activities like project-based learning, subject specific career modules, and cross disciplinary themes that link academic content with real world of careers can incorporate within the school curriculum. The structured transition support mechanism including the bridge programmes during the summer vacation, subject selection guidance and individualised orientation sessions should be established to ensure continuity of aspirations beyond class 10 and to help girls maintain clarity and motivation as they enter higher secondary education.

Identifying the purpose of learning, its outcomes and relevance of understanding their aspirations in each class is very essential for students to maintain vocational interest which can promote the career aspirations of students at each level. So, induction programmes which are common at higher education levels can be conducted at secondary and higher secondary level also to make the students aware

of the learning objectives, its need and significance of developing career aspirations based on their unique interest and skills.

### **Disparities due to Different Religious Background**

Based on the findings of the study career aspirations of adolescent girls is varied among different religious groups viz. Hindu, Christian and Muslim. Career counselling programmes must ensure the presence of students and parents irrespective of all religious background and acknowledge cultural and religious values without reinforcing stereotypes. Acknowledge religious leaders about backwardness in career achievement of their community and ensure their support and collaboration in conducting career development programmes. Integrate examples of successful women professionals from diverse religious background to foster aspirations and identification. The government and other stakeholders should address the economic barriers by offering scholarship, remedial classes or mentorship programmes that disproportionately affect educationally backward religious groups. Foster an environment of mutual respect and understanding among students of different faith or religious background to challenge stereotypes and enhance collective motivation.

### **Role of Parental Education and Parental Support**

The result indicated that parental support has role in developing career aspirations of adolescent girls and there is difference in career aspirations occurred based on the educational status of parents. To improve the career aspirations of adolescent girls whose parents have low educational status, it is essential to conduct comprehensive school-based career counselling programmes and ensure the presence of parents with low educational status in this programme to stress the importance of girls' education. Special provisions from institutional or organisational level should

be given to support directing subject choices, higher education options, vocational training, mentoring and support systems, so that all girls regardless of their home background can aspire confidently and realistically toward meaningful careers.

Educate parents about the importance of supporting daughters' career development through distribution of pamphlets, exhibiting documentaries and orientation sessions for parents at the school or community level. Organize family counselling sessions at school level and home visit by career guidance stakeholders to break gender stereotypes and encourage equal opportunities. Provide parents with updated information regarding modern career possibilities, scholarship opportunities, and the importance of girls' continued education. Arrange parent education programmes through PTA on creating tension free and supportive environment at home and not imposing their attitudes and expectations on their girl children which will improve adolescent girls career aspirations.

### **Strengthening Self-Efficacy**

Based on the findings of the study self-efficacy is an important predictor of career aspirations of adolescent girls. Train teachers and school counsellors to diagnose low self-efficacy and aspiration gaps among students especially girls as part of their formative evaluation. Motivation programmes should arrange occasionally which help adolescents to acknowledge belief in their own potential and helpful to solve the mental distractions. Create mentorship programs pairing girls with successful women role models from diverse professions who are differently abled, which will boost confidence level of girls. Conduct life skill training sessions focusing on communication, leadership, and problem-solving to overcome fear of failure and parental or societal pressures especially girls. Encourage adolescent girls to choose

topics of interest, select courses of choice, set personal goals and have control over their learning process. Multi-level educational support from different educational organisations or stakeholders should be available to the adolescent girls to feel a sense of autonomy which leads to be intrinsically motivated to improve their self-efficacy and achieve their career dreams. Career counsellors should help adolescent girls, set realistic, challenging and achievable career goals that align with their strengths, weaknesses, abilities, skills and interests with the help of innovative assessment strategies.

### **Creating Supportive School Climate**

The study indicated that school climate also is a predictor of career aspirations of adolescent girls. Ensure safe school environments free from harassment and discrimination which determines the educational and vocational future of adolescent girls. Adolescent girls can be motivated by establishing peer support groups where girls can share experiences and motivate each other. Create gender-sensitive policies and enforce codes of conduct that protect girls' dignity and encourage their full participation in educational endeavours. Use various need assessment strategies like school climate surveys and student satisfaction feedback to identify adolescent girls' unique needs and requirements. Safe and supervised physical, infrastructural and digital learning environments within schools should be arranged. Enhancing the institutional support through various facilities such as provision of scholarships, educational support and travel facilities including transportation. Schools should be awarded and honoured for practicing gender equality and inclusiveness in career exploration activities.

### **Suggestions for Further Researches**

While studying the factors predicting career aspirations, the investigator identified new avenues on career aspirations which have to be explored. This will help the future researchers to open the doors of different areas of research in career aspirations and related variables. The following are some such felt problems and areas which are to be unveiled.

1. The study indicated that the career aspirations of adolescent girls is at moderate level. Further studies can be conducted among adolescent girls to identify the factors for enhancing career aspirations among adolescent girls.
2. The study was conducted only among adolescent girls, the same can be replicated among adolescent boys also. It is recommended to study the gender differences in career related aspects of adolescents.
3. The population under study was adolescent girls studying in secondary and higher secondary section following Kerala State syllabus in aided or government schools of Kerala. It will be relevant to study the level of career aspirations and its predictors and whether self-efficacy is the most efficient predictor of career aspirations among students of higher education. It is also relevant to conduct the study among secondary and higher secondary school students studying in schools under various boards of education other than that of Kerala.
4. Longitudinal studies be conducted to track students career aspirations over time and identify factors related with their aspirations, as well as the implementation of intervention programmes aimed at increasing career related

aspirations among students. Further investigation may attempt whether boys and girls experience and cope with challenges differently and explore the implications for intervention strategies.

5. The study indicated that adolescent girls from rural localities have low level of career aspirations than from urban localities. Hence further studies are needed to tackle the problems of students from rural localities and to explore strategies to enhance career aspirations of adolescents from rural localities. Several interventions can be researched to eliminate rural and urban disparities.
6. The sample of the study had only minimal representation from various communities and classes, but an analysis of other group's career aspirations or its predictors were not under the purview of the present study. So, a study on career aspirations and its predictors can be conducted among socially and educationally deprived or differentiated groups.
7. Case studies can be conducted on girls of different backward classes to identify the barriers of developing career aspirations and the related factors.
8. Future research endeavors could center on career aspirations of adolescent girls focusing on the involvement of community organizations, religious institutions and other local resources is to be carried out.
9. Qualitative studies can be conducted to identify the home related and school related factors related with the career development of adolescent girls.
10. Self-efficacy was identified as the best predictor of career aspirations among the select variables. It will be relevant to identify the variables that moderate the relationship between self-efficacy and career aspirations.

11. The present study identified self-efficacy as the most efficient predictor of career aspirations, the other predictors being parental support and school climate. Studies on predictors of career aspirations can be done including other individual, familial and social variables.
12. The study can be replicated and the model developed may be verified through path analysis.
13. Career aspirations of adolescent girls can be analyzed with respect to responses from teachers and parents and other stakeholders.
14. Studies can be conducted by selecting other aspects which indicate the social and academic development of adolescent girls.

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# **APPENDICES**

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**APPENDIX – I****List of Schools from which Sample is Selected**

<b>District</b>	<b>Name of the School</b>	<b>Locale</b>
<b>Kasargod</b>	G.V.H.S.S. for girls Kasargod	Rural
	G.H.S.S. Attenganam	Rural
	Rajah's H.S.S. Nileshwaram	Urban
<b>Kozhikode</b>	Calicut Girls Vocational & H.S.S.	Urban
	G.H.S.S. Balussery	Rural
	G.V.H.S.S. Thamarassery	Rural
	F.H.S.S. Farook College	Rural
<b>Malappuram</b>	G.G.H.S.S. Malappuram	Urban
	Devadar G.H.S.S. Tanur	Rural
	M.S.M. H.S.S. Kallingalparamba	Rural
	S.N.M.H.S.S. Parappanangadi	Rural
<b>Thrissur</b>	G.H.S.S. Villadam	Rural
	G.G.H.S.S. Kodungallur	Urban
	St.Marys H.S.S. Vadakkumuri	Rural
<b>Kollam</b>	Vimala Hrdaya H.S.S. for Girls	Urban
	G.V.H.S.S. Thazhava	Rural
<b>Thiruvananthapuram</b>	N.S.S.H.S. Chathannoor	Rural
	Govt. H.S.S. for girls Cotton hill	Urban
	G.V.H.S.S. Manacaud	Urban
	VVHSS Nemom	Rural
	VPM HS Vellarada	Rural

**SCALE ON CAREER ASPIRATIONS  
DRAFT SCALE  
(ENGLISH VERSION)**

**Raseena M.K.**  
Full Time Research Scholar  
Farook Training College

**Dr. Rekha P.**  
Associate Professor  
Farook Training College

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**Instructions:**

Following are some statements related to your career aspirations. Each statement has five possible responses viz., "Strongly Agree" (SA), "Agree" (A), "Undecided" (UD), "Disagree" (D), and "Strongly Disagree" (SD). Kindly go through the statements and indicate your responses with a cross (X) in the columns provided. The data collected will be kept confidentially and will be used for research only. Responses are mandatory for all items.

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1. I can't achieve a successful career.
2. I plan to get highest level of education
3. I feel mentally exhausted when others make fun of my career goals.
4. I focus more on learning to achieve my career goals.
5. I am interested to learn new things which are helpful for my career fulfilment.
6. I am worried about my future career.
7. I wish to develop the skills needed to get the job I want.
8. My goal is to become self-sufficient by achieving the desired job.
9. I am confident to achieve a high-salaried job which is needed for new living conditions.
10. I am willing to accept any career path to earn money.
11. I do not believe that a career is essential in life.
12. I feel respect for those who work in higher positions.
13. I want to have a career that is respected by others.
14. I think employed and the unemployed are not equal.
15. I am confident to reach the highest level in any field of work.
16. I believe that we should only engage in the work that society assigns to us.
17. All ways are searched to reach a career.
18. I didn't believe that better education leads to better career.
19. I am on the right track to reach my career goals.
20. I have no clear idea of what I want to become after my studies.
21. My career goals are decided by my parents.

22. I am interested to know about each course in detail.
23. I make time to gather much information regarding career guidance.
24. I need to be excellent in studies which helps to achieve higher standards in career.
25. I give priority to get a socially recognized job.
26. I will be a role model in my field of work.
27. I never discuss the future courses with teachers and others.
28. I feel like I am forced to learn by others.
29. I choose my friends' preferences.
30. Preparation for getting a better job is done along with studies.

**SCALE ON CAREER ASPIRATIONS  
DRAFT SCALE  
(MALAYALAM VERSION)**

**Raseena M.K.**  
Full Time Research Scholar  
Farook Training College

**Dr. Rekha P.**  
Associate Professor  
Farook Training College

**നിർദ്ദേശങ്ങൾ:**

നിങ്ങളുടെ തൊഴിൽ അഭിലാഷങ്ങളുമായി ബന്ധപ്പെട്ട ചില പ്രസ്താവനകളാണ് താഴെ കൊടുത്തിരിക്കുന്നത്. ഓരോ പ്രസ്താവനയും വായിച്ചശേഷം നിങ്ങൾ അതിനോട് ശക്തിയായി യോജിക്കുന്നുണ്ടെങ്കിൽ 'SA' എന്ന കോളത്തിലും യോജിക്കുന്നുവെങ്കിൽ 'A' എന്ന കോളത്തിലും അറിയില്ല എങ്കിൽ 'U' എന്ന കോളത്തിലും യോജിക്കുന്നില്ല എങ്കിൽ 'D' എന്ന കോളത്തിലും ശക്തിയായി വിരോധിക്കുന്നുവെങ്കിൽ 'SD' എന്ന കോളത്തിലും 'X' ചിഹ്നം ഉപയോഗിച്ച് പ്രതികരണം രേഖപ്പെടുത്തുക. നിങ്ങളുടെ പ്രതികരണങ്ങൾ ഗവേഷണ ആവശ്യങ്ങൾക്ക് മാത്രമേ ഉപയോഗിക്കുകയുള്ളൂ എന്ന് ഉറപ്പു നൽകുന്നു. എല്ലാ പ്രസ്താവനകൾക്കും പ്രതികരണം രേഖപ്പെടുത്തേണ്ടതാണ്.

1. വിജയകരമായ ഒരു കരിയർ നേടാൻ എനിക്ക് കഴിയില്ല.
2. ഏറ്റവും മികച്ച വിദ്യാഭ്യാസം നേടാനാണ് ഞാൻ ആഗ്രഹിക്കുന്നത്.
3. എന്റെ കരിയർ ലക്ഷ്യങ്ങൾ കേട്ട് മറ്റുള്ളവർ പരിഹസിക്കുമ്പോൾ ഞാൻ മാനസികമായി തളർന്നു പോവാറുണ്ട്.
4. എന്റെ കരിയർ ലക്ഷ്യങ്ങൾ കൈവരിക്കുന്നതിന് ഏറ്റവും മികച്ച രീതിയിൽ പഠിക്കുക എന്നതിനാണ് ഞാൻ കൂടുതൽ ശ്രദ്ധ കൊടുക്കുന്നത്.
5. എന്റെ കരിയർ പൂർത്തീകരണത്തിന് സഹായകമായ പുതിയ കാര്യങ്ങൾ പഠിക്കാൻ എനിക്ക് താൽപ്പര്യമുണ്ട്.
6. എന്റെ കരിയർ ഭാവിയെക്കുറിച്ച് എനിക്ക് ആശങ്കയുണ്ട്.
7. ഞാൻ ആഗ്രഹിക്കുന്ന ജോലി നേടുന്നതിന് ആവശ്യമായ കഴിവുകൾ വികസിപ്പിക്കാൻ ഞാൻ ആഗ്രഹിക്കുന്നു.
8. ആഗ്രഹിച്ച ജോലി നേടി സ്വയം പര്യാപ്തത കൈവരിക്കലാണ് എന്റെ ലക്ഷ്യം.
9. പുതിയ ജീവിതസാഹചര്യങ്ങൾക്ക് ആവശ്യമായ ഉയർന്ന ശമ്പളമുള്ള ഒരു ജോലി നേടാൻ എനിക്ക് കഴിയും എന്ന ആത്മവിശ്വാസമുണ്ട്.
10. പണം സമ്പാദിക്കാൻ ഏതു തൊഴിൽ മാർഗം സ്വീകരിക്കാനും ഞാൻ തയ്യാറാണ്.
11. ജീവിതത്തിൽ ഒരു തൊഴിൽ അനിവാര്യമാണെന്ന് ഞാൻ വിശ്വസിക്കുന്നില്ല.
12. ഉയർന്ന പദവിയിൽ ജോലി ചെയ്യുന്നവരോട് എനിക്ക് ബഹുമാനം തോന്നാറുണ്ട് .
13. മറ്റുള്ളവരാൽ ആദരവ് ലഭിക്കുന്ന ഒരു തൊഴിൽ നേടണമെന്ന് ഞാൻ ആഗ്രഹിക്കാറുണ്ട് .

14. തൊഴിലുള്ളവരും തൊഴിൽരഹിതരും തുല്യരല്ല എന്ന് ഞാൻ കരുതുന്നു.
15. ഏത് തൊഴിൽ മേഖലയിലും ഏറ്റവും ഉയർന്ന തലത്തിലെത്താമെന്ന ആത്മവിശ്വാസമുണ്ട്.
16. സമൂഹം നമുക്ക് നിശ്ചയിച്ചു തന്ന ജോലിയിൽ മാത്രമേ ഏർപ്പെടാവൂ എന്ന് വിശ്വസിക്കുന്നു.
17. ഒരു തൊഴിലിൽ എത്തിച്ചേരാനുള്ള എല്ലാ മാർഗങ്ങളും അന്വേഷിക്കാറുണ്ട്.
18. മികച്ച വിദ്യാഭ്യാസം മികച്ച തൊഴിലിലേക്കുള്ള വഴിയാണെന്ന് ഞാൻ വിശ്വസിക്കുന്നില്ല.
19. എന്റെ കരിയർ ലക്ഷ്യത്തിലെത്തിച്ചേരാനുള്ള കൃത്യമായ വഴിയിലാണ് ഞാൻ സഞ്ചരിക്കുന്നത്.
20. പഠന ശേഷം എന്തായിത്തീരണമെന്നു വ്യക്തമായ ബോധ്യം എനിക്കില്ല.
21. രക്ഷിതാക്കളാണ് എന്റെ കരിയർ ലക്ഷ്യങ്ങൾ തീരുമാനിക്കുന്നത് .
22. ഓരോ കോഴ്സിനെക്കുറിച്ചും വിശദമായി അറിയാൻ താല്പര്യം കാണിക്കാറുണ്ട് .
23. കരിയർ ഗൈഡൻസുമായി ബന്ധപ്പെട്ട വിവരങ്ങൾ പരമാവധി ശേഖരിക്കാൻ സമയം കണ്ടെത്താറുണ്ട്.
24. കരിയറിൽ ഉയർന്ന നിലവാരം കൈവരിക്കാൻ സഹായിക്കുന്ന പഠനരംഗത്തു ഞാൻ മികച്ചവനായിരിക്കണം.
25. സമൂഹത്തിൽ അംഗീകാരം ലഭിക്കുന്ന തൊഴിൽ നേടുക എന്നതിനാണ് ഞാൻ പ്രാമുഖ്യം നൽകുന്നത്.
26. എന്റെ തൊഴിൽ മേഖലയിൽ ഞാൻ ഒരു മാതൃകയായിരിക്കും.
27. അധ്യാപകരോടും മുതിർന്നവരോടും ഭാവിയ്ക്കൽ തെരഞ്ഞെടുക്കേണ്ട കോഴ്സുകളെക്കുറിച്ച് ചർച്ച ചെയ്യാറില്ല.
28. മറ്റുള്ളവരുടെ നിർബന്ധത്താലാണ് ഞാൻ പഠിക്കുന്നതെന്നു തോന്നാറുണ്ട്.
29. കൂട്ടുകാരുടെ ഇഷ്ടങ്ങളാണ് ഞാനും തെരഞ്ഞെടുക്കുക.
30. മികച്ച തൊഴിൽ നേടാനുള്ള തയ്യാറെടുപ്പുകൾ പഠനത്തോടൊപ്പം തന്നെ നടത്താറുണ്ട്.

**SCALE ON CAREER ASPIRATIONS  
FINAL SCALE  
(ENGLISH VERSION)**

**Raseena M.K.**

Full Time Research Scholar  
Farook Training College

**Dr. Rekha P.**

Associate Professor  
Farook Training College

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**Instructions:**

Following are some statements related to your career aspirations. Each statement has five possible responses viz., "Strongly Agree" (SA), "Agree" (A), "Undecided" (UD), "Disagree" (D), and "Strongly Disagree" (SD). Kindly go through the statements and indicate your responses with a cross (X) in the columns provided. The data collected will be kept confidentially and will be used for research only. Responses are mandatory for all items.

---

1. I plan to get highest level of education.
2. I feel mentally exhausted when others make fun of my career goals.
3. I focus more on learning my level best to achieve my career goals.
4. I wish to develop the skills needed to get the job I want.
5. My goal is to become self-sufficient by achieving the desired job.
6. I am confident to achieve a high-salaried job which is needed for new living conditions.
7. I am willing to accept any career path to earn money.
8. I do not believe that a career is essential in life.
9. I feel respect for those who work in higher positions.
10. I want to have a career that is respected by others.
11. I am confident to reach the highest level in any field of work.
12. I believe that we should only engage in the work that society assigns to us.
13. All ways are searched to reach a career.
14. I didn't believe that better education leads to better career.
15. I am on the right track to reach my career goals.
16. I have no clear idea of what I want to become after my studies.
17. My career goals are decided by my parents.
18. I am interested to know about each course in detail.
19. I make time to gather much information regarding career guidance.

20. I need to be excellent in studies which helps to achieve higher standards in career.
21. I give priority to get a socially recognized job.
22. I will be a role model in my field of work.
23. I never discuss the future courses with teachers and others.
24. I feel like I am forced to learn by others.
25. I choose my friends' preferences.
26. Preparation for getting a better job is done along with studies.

**SCALE ON CAREER ASPIRATIONS  
FINAL SCALE  
(MALAYALAM VERSION)**

**Raseena M.K.**  
Full Time Research Scholar  
Farook Training College

**Dr. Rekha P.**  
Associate Professor  
Farook Training College

**നിർദ്ദേശങ്ങൾ:**

നിങ്ങളുടെ തൊഴിൽ അഭിലാഷങ്ങളുമായി ബന്ധപ്പെട്ട ചില പ്രസ്താവനകളാണ് താഴെ കൊടുത്തിരിക്കുന്നത്. ഓരോ പ്രസ്താവനയും വായിച്ചശേഷം നിങ്ങൾ അതിനോട് ശക്തിയായി യോജിക്കുന്നുണ്ടെങ്കിൽ 'SA' എന്ന കോളത്തിലും യോജിക്കുന്നുവെങ്കിൽ 'A' എന്ന കോളത്തിലും അറിയില്ല എങ്കിൽ 'U' എന്ന കോളത്തിലും യോജിക്കുന്നില്ല എങ്കിൽ 'D' എന്ന കോളത്തിലും ശക്തിയായി വിരോധിക്കുന്നുവെങ്കിൽ 'SD' എന്ന കോളത്തിലും 'X' ചിഹ്നം ഉപയോഗിച്ച് പ്രതികരണം രേഖപ്പെടുത്തുക. നിങ്ങളുടെ പ്രതികരണങ്ങൾ ഗവേഷണ ആവശ്യങ്ങൾക്ക് മാത്രമേ ഉപയോഗിക്കുകയുള്ളൂ എന്ന് ഉറപ്പു നൽകുന്നു. എല്ലാ പ്രസ്താവനകൾക്കും പ്രതികരണം രേഖപ്പെടുത്തേണ്ടതാണ്.

1. ഏറ്റവും മികച്ച വിദ്യാഭ്യാസം നേടാനാണ് ഞാൻ ആഗ്രഹിക്കുന്നത്.
2. എന്റെ കരിയർ ലക്ഷ്യങ്ങൾ കേട്ട് മറ്റുള്ളവർ പരിഹസിക്കുമ്പോൾ ഞാൻ മാനസികമായി തളർന്നു പോവാറുണ്ട്.
3. എന്റെ കരിയർ ലക്ഷ്യങ്ങൾ കൈവരിക്കുന്നതിന് ഏറ്റവും മികച്ച രീതിയിൽ പഠിക്കുക എന്നതിനാണ് ഞാൻ കൂടുതൽ ശ്രദ്ധ കൊടുക്കുന്നത്.
4. ഞാൻ ആഗ്രഹിക്കുന്ന ജോലി നേടുന്നതിന് ആവശ്യമായ കഴിവുകൾ വികസിപ്പിക്കാൻ ഞാൻ ആഗ്രഹിക്കുന്നു.
5. ആഗ്രഹിച്ച ജോലി നേടി സ്വയം പര്യാപ്ത കൈവരിക്കലാണ് എന്റെ ലക്ഷ്യം .
6. പുതിയ ജീവിതസാഹചര്യങ്ങൾക്ക് ആവശ്യമായ ഉയർന്ന ശമ്പളമുള്ള ഒരു ജോലി നേടാൻ എനിക്ക് കഴിയും എന്ന ആത്മവിശ്വാസമുണ്ട്.
7. പണം സമ്പാദിക്കാൻ ഏതു തൊഴിൽ മാർഗം സ്വീകരിക്കാനും ഞാൻ തയ്യാറാണ്.
8. ജീവിതത്തിൽ ഒരു തൊഴിൽ അനിവാര്യമാണെന്ന് ഞാൻ വിശ്വസിക്കുന്നില്ല.
9. ഉയർന്ന പദവിയിൽ ജോലി ചെയ്യുന്നവരോട് എനിക്ക് ബഹുമാനം തോന്നാറുണ്ട്.
10. മറ്റുള്ളവരാൽ ആദരവ് ലഭിക്കുന്ന ഒരു തൊഴിൽ നേടണമെന്ന് ഞാൻ ആഗ്രഹിക്കാറുണ്ട്.
11. ഏത് തൊഴിൽ മേഖലയിലും ഏറ്റവും ഉയർന്ന തലത്തിലെത്താമെന്ന ആത്മവിശ്വാസമുണ്ട്.
12. സമൂഹം നമുക്ക് നിശ്ചയിച്ചു തന്ന ജോലിയിൽ മാത്രമേ ഏർപെടാവൂ എന്ന് വിശ്വസിക്കുന്നു.
13. ഒരു തൊഴിലിൽ എത്തിച്ചേരാനുള്ള എല്ലാ മാർഗങ്ങളും അന്വേഷിക്കാറുണ്ട്.

14. മികച്ച വിദ്യാഭ്യാസം മികച്ച തൊഴിലിലേക്കുള്ള വഴിയാണെന്ന് ഞാൻ വിശ്വസിക്കുന്നില്ല.
15. എന്റെ കരിയർ ലക്ഷ്യത്തിലെത്തിച്ചേരാനുള്ള കൃത്യമായ വഴിയിലാണ് ഞാൻ സഞ്ചരിക്കുന്നത്.
16. പഠന ശേഷം എന്തായിത്തീരണമെന്നു വ്യക്തമായ ബോധ്യം എനിക്കില്ല.
17. രക്ഷിതാക്കളാണ് എന്റെ കരിയർ ലക്ഷ്യങ്ങൾ തീരുമാനിക്കുന്നത്.
18. ഓരോ കോഴ്സിനെക്കുറിച്ചും വിശദമായി അറിയാൻ താല്പര്യം കാണിക്കാറുണ്ട്.
19. കരിയർ ഗൈഡൻസുമായി ബന്ധപ്പെട്ട വിവരങ്ങൾ പരമാവധി ശേഖരിക്കാൻ സമയം കണ്ടെത്താറുണ്ട്.
20. കരിയറിൽ ഉയർന്ന നിലവാരം കൈവരിക്കാൻ സഹായിക്കുന്ന പഠനരംഗത്തു ഞാൻ മികച്ചവനായിരിക്കണം.
21. സമൂഹത്തിൽ അംഗീകാരം ലഭിക്കുന്ന തൊഴിൽ നേടുക എന്നതിനാണ് ഞാൻ പ്രാമുഖ്യം നൽകുന്നത്.
22. എന്റെ തൊഴിൽ മേഖലയിൽ ഞാൻ ഒരു മാതൃകയായിരിക്കും.
23. അധ്യാപകരോടും മുതിർന്നവരോടും ഭാവിയിൽ തെരഞ്ഞെടുക്കേണ്ട കോഴ്സുകളെക്കുറിച്ച് ചർച്ച ചെയ്യാറില്ല.
24. മറ്റുള്ളവരുടെ നിർബന്ധത്താലാണ് ഞാൻ പഠിക്കുന്നതെന്നു തോന്നാറുണ്ട്.
25. കൂട്ടുകാരുടെ ഇഷ്ടങ്ങളാണ് ഞാനും തെരഞ്ഞെടുക്കുക.
26. മികച്ച തൊഴിൽ നേടാനുള്ള തയ്യാറെടുപ്പുകൾ പഠനത്തോടൊപ്പം തന്നെ നടത്താറുണ്ട്.

**SCALE ON SELF-EFFICACY**  
**DRAFT SCALE**  
**(ENGLISH VERSION)**

**Raseena M.K.**  
Full Time Research Scholar  
Farook Training College

**Dr. Rekha P.**  
Associate Professor  
Farook Training College

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**Instructions:**

Following are some statements related to your self-efficacy. Each statement has five possible responses viz., "Strongly Agree" (SA), "Agree" (A), "Undecided" (UD), "Disagree" (D), and "Strongly Disagree" (SD). Kindly go through the statements and indicate your responses with a cross (X) in the columns provided. The data collected will be kept confidentially and will be used for research only. Responses are mandatory for all items.

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1. I am so confident on my capabilities that I can finish academic tasks on time.
2. Failure just makes me try harder.
3. I avoid learning new things, while it is too difficult to me.
4. I am interested to learn new knowledge, suited to my career dream.
5. I can take notes during class instruction.
6. I have the ability to study subjects which are taught from school.
7. I am concentrating on curricular subjects during my school days
8. I can't finish my homework assignments on time.
9. I can't recollect the information presented in the class.
10. I can study well by overcoming distractions around me.
11. I have no self-confidence to finish difficult academic task.
12. Usually, I am unable to set any targets.
13. I give up many plans before completing them.
14. I am a failure in making plans for my future which is expected by others.
15. I feel that I can achieve my future career which I dreamed.
16. I cannot understand others' advices.
17. I am confident to achieve what my parents expect of me.
18. I can achieve what my teachers expect of me.
19. I can behave what my peers expect of me.
20. I can't work well in a group.
21. It is difficult for me to make and keep friends.

22. I do participate in the social club activities and services.
23. I can seek help from teachers when I get struck on school work.
24. I can seek help from my friends when I have a problem.
25. I try to keep away from other students.
26. I can always manage difficult problems.
27. I am unable to handle the unexpected difficulties.
28. I have my own approach in facing difficulties.
29. I cannot resist peer pressure to do things in schools that can get me into trouble.
30. I cannot keep self-control at difficult times.
31. I am unable to face difficulties without any help and support.
32. I can keep me cool even when others try to take up fight with me.
33. I can resist others pressure to do unsocial activities.
34. I am unable to control my temper.

**SCALE ON SELF-EFFICACY  
DRAFT SCALE  
(MALAYALAM VERSION)**

**Raseena M.K.**  
Full Time Research Scholar  
Farook Training College

**Dr. Rekha P.**  
Associate Professor  
Farook Training College

**നിർദ്ദേശങ്ങൾ:**

നിങ്ങളുടെ സ്വയംവിശ്വാസത്തോടുമായി ബന്ധപ്പെട്ട ചില പ്രസ്താവനകളാണ് താഴെ കൊടുത്തിരിക്കുന്നത്. ഓരോ പ്രസ്താവനയും വായിച്ചശേഷം നിങ്ങൾ അതിനോട് ശക്തിയായി യോജിക്കുന്നുണ്ടെങ്കിൽ 'SA' എന്ന കോളത്തിലും യോജിക്കുന്നുവെങ്കിൽ 'A' എന്ന കോളത്തിലും അറിയില്ല എങ്കിൽ 'U' എന്ന കോളത്തിലും യോജിക്കുന്നില്ല എങ്കിൽ 'D' എന്ന കോളത്തിലും ശക്തിയായി വിരോധിക്കുന്നുവെങ്കിൽ 'SD' എന്ന കോളത്തിലും 'X' ചിഹ്നം ഉപയോഗിച്ച് പ്രതികരണം രേഖപ്പെടുത്തുക. നിങ്ങളുടെ പ്രതികരണങ്ങൾ ഗവേഷണ ആവശ്യങ്ങൾക്ക് മാത്രമേ ഉപയോഗിക്കുകയുള്ളൂ എന്ന് ഉറപ്പു നൽകുന്നു. എല്ലാ പ്രസ്താവനകൾക്കും പ്രതികരണം രേഖപ്പെടുത്തേണ്ടതാണ്.

1. അക്കാദമിക കാര്യങ്ങൾ യഥാസമയം ചെയ്തുതീർക്കാനുള്ള എന്റെ കഴിവുകളിൽ എനിക്ക് ആത്മവിശ്വാസമുണ്ട്.
2. പരാജയം കൂടുതൽ പരിശ്രമത്തിലേക്ക് എന്നെ നയിക്കുന്നു.
3. കൂടുതൽ ബുദ്ധിമുട്ടുള്ള പുതിയ കാര്യങ്ങൾ പഠിക്കുന്നതിനു വേണ്ടി ഞാൻ ശ്രമം നടത്താറില്ല.
4. എന്റെ കരിയർ സ്വപ്നങ്ങൾക്ക് യോജിക്കുന്ന തരത്തിലുള്ള പുതിയ കാര്യങ്ങൾ പഠിക്കാൻ ഞാൻ താല്പര്യം കാണിക്കാറുണ്ട്.
5. ക്ലാസ് എടുക്കുന്ന സമയത്ത് നോട്ട്സ് പ്രിപ്പയർ ചെയ്യാൻ എനിക്ക് കഴിയാറുണ്ട്.
6. സ്കൂളിൽ പഠിപ്പിക്കുന്ന വിഷയങ്ങൾ പഠിക്കാനുള്ള കഴിവ് എനിക്കുണ്ട്.
7. സ്കൂൾ കാലയളവിൽ പഠിച്ച പദ്ധതിയുമായി ബന്ധപ്പെട്ട വിഷയങ്ങളിലാണ് ഞാൻ ശ്രദ്ധ ചെലുത്തുന്നത്.
8. ഏൽപ്പിക്കപ്പെട്ട ഹോം വർക്ക് യഥാസമയം ചെയ്തുതീർക്കാൻ എനിക്ക് കഴിയാറില്ല.
9. ക്ലാസിൽ ചർച്ചചെയ്ത അറിവുകൾ ഓർത്തെടുക്കാൻ എനിക്ക് കഴിയാറില്ല.
10. ചുറ്റുപാടുമുള്ള ബുദ്ധിമുട്ടുകളെ തരണം ചെയ്തു കൊണ്ട് പഠിക്കാൻ എനിക്ക് കഴിയും.
11. ബുദ്ധിമുട്ടുള്ള അക്കാദമിക ജോലികൾ പൂർത്തീകരിക്കാൻ കഴിയുമെന്ന ആത്മവിശ്വാസം എനിക്കില്ല.
12. സാധാരണയായി ഒരു ലക്ഷ്യവും രൂപപ്പെടുത്താൻ എനിക്ക് കഴിയാറില്ല.
13. പല ലക്ഷ്യങ്ങളും പാതിവഴിയിൽ ഉപേക്ഷിക്കാറുണ്ട്.
14. മറ്റുള്ളവർ പ്രതീക്ഷിക്കുന്ന തരത്തിൽ എന്റെ ഭാവി പദ്ധതികൾ തയ്യാറാക്കുന്നതിൽ ഞാൻ പരാജയമാണ്.

- 15. ഞാൻ സ്വപ്നം കണ്ട തൊഴിൽ നേടിയെടുക്കാൻ എനിക്ക് കഴിയും എന്ന് തോന്നുന്നു
- 16. എനിക്ക് മറ്റുള്ളവരുടെ ഉപദേശങ്ങൾ മനസ്സിലാക്കാൻ കഴിയാറില്ല.
- 17. എന്റെ രക്ഷിതാക്കൾ എന്നിൽ നിന്നും പ്രതീക്ഷിക്കുന്നത് നേടിയെടുക്കാൻ കഴിയുമെന്ന ആത്മവിശ്വാസം എനിക്കുണ്ട്.
- 18. എന്റെ അധ്യാപകർ എന്നിൽ നിന്നും പ്രതീക്ഷിക്കുന്നത് നേടിയെടുക്കാൻ എനിക്ക് കഴിയും.
- 19. എന്റെ കൂട്ടുകാരുടെ പ്രതീക്ഷക്കൊത്തു എനിക്ക് പെരുമാറാൻ കഴിയും.
- 20. ഒരു ഗ്രൂപ്പിന്റെ കൂടെ ചേർന്ന് നന്നായി ജോലി ചെയ്യാൻ എനിക്ക് കഴിയാറില്ല.
- 21. സുഹൃത്തുക്കളെ ഉണ്ടാക്കാനും നിലനിർത്താനും എനിക്ക് ബുദ്ധിമുട്ടാണ്.
- 22. സോഷ്യൽ ക്ലബ്ബുകളുടെ പ്രവർത്തനങ്ങളിലും സേവനങ്ങളിലും ഞാൻ പങ്കെടുക്കാറുണ്ട്.
- 23. സ്കൂൾ വർക്കുകളിൽ തടസ്സം നേരിടുന്ന സമയത്ത് അധ്യാപകരുടെ സഹായം തേടാറുണ്ട്.
- 24. ഒരു പ്രശ്നം വരുമ്പോൾ സുഹൃത്തുക്കളുടെ സഹായം തേടാൻ എനിക്ക് കഴിയാറുണ്ട്.
- 25. മറ്റു കുട്ടികളിൽ നിന്നും മാറി നിൽക്കാൻ ശ്രമിക്കാറുണ്ട്.
- 26. ബുദ്ധിമുട്ടുള്ള പ്രശ്നങ്ങൾ പരിഹരിക്കാൻ എനിക്ക് കഴിയാറുണ്ട്.
- 27. അപ്രതീക്ഷിതമായി നേരിടുന്ന ബുദ്ധിമുട്ടുകളെ തരണം ചെയ്യാൻ എനിക്ക് കഴിയാറില്ല.
- 28. പ്രശ്നങ്ങളെ നേരിടുന്നതിൽ എനിക്ക് എന്റേതായ രീതികളുണ്ട്.
- 29. എന്നെ അപകടത്തിലേക്ക് നയിക്കുന്ന പ്രവർത്തികൾ ചെയ്യാൻ സുഹൃത്തുക്കൾ നിർബന്ധിക്കുമ്പോൾ അതിനെ പ്രതിരോധിക്കാൻ എനിക്ക് കഴിയാറില്ല.
- 30. ബുദ്ധിമുട്ടുള്ള സമയങ്ങളിൽ ആത്മനിയന്ത്രണം പാലിക്കാൻ എനിക്ക് കഴിയാറില്ല.
- 31. മറ്റുള്ളവരുടെ സഹായസഹകരണങ്ങൾ ഇല്ലാതെ ബുദ്ധിമുട്ടുകൾ തരണം ചെയ്യാൻ എനിക്ക് കഴിയാറില്ല.
- 32. മറ്റുള്ളവർ അടിപിടി കൂടാൻ വരുന്ന സമയത്തുംവളരെ ശാന്തനായി ഇരിക്കാൻ എനിക്ക് കഴിയും.
- 33. സാമൂഹ്യവിരുദ്ധ പ്രവർത്തനങ്ങൾ ചെയ്യാനുള്ള മറ്റുള്ളവരുടെ സമ്മർദ്ദത്തെ എനിക്ക് ചെറുക്കാൻ കഴിയും.
- 34. എന്റെ ദേഷ്യം നിയന്ത്രിക്കാൻ എനിക്ക് കഴിയാറില്ല.

**SCALE ON SELF-EFFICACY  
FINAL SCALE  
(ENGLISH VERSION)**

**Raseena M.K.**  
Full Time Research Scholar  
Farook Training College

**Dr. Rekha P.**  
Associate Professor  
Farook Training College

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**Instructions:**

Following are some statements related to your self-efficacy. Each statement has five possible responses viz., "Strongly Agree" (SA), "Agree" (A), "Undecided" (UD), "Disagree" (D), and "Strongly Disagree" (SD). Kindly go through the statements and indicate your responses with a cross (X) in the columns provided. The data collected will be kept confidentially and will be used for research only. Responses are mandatory for all items.

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1. I am so confident on my capabilities that I can finish academic tasks on time.
2. Failure just makes me try harder.
3. I am interested to learn new knowledge, suited to my career dream.
4. I can take notes during class instruction.
5. I have the ability to study subjects which are taught from school.
6. I am concentrating on curricular subjects during my school days.
7. I can't finish my homework assignments on time.
8. I can't recollect the information presented in the class.
9. I can study well by overcoming distractions around me.
10. I have no self-confidence to finish difficult academic task.
11. Usually, I am unable to set any targets.
12. I give up many plans before completing them.
13. I am a failure in making plans for my future which is expected by others.
14. I feel that I can achieve my future career which I dreamed.
15. I cannot understand others' advices.
16. I am confident to achieve what my parents expect of me.
17. I can achieve what my teachers expect of me.
18. I can behave what my peers expect of me.
19. I can't work well in a group.
20. It is difficult for me to make and keep friends.

21. I do participate in the social club activities and services.
22. I can seek help from teachers when I get struck on school work.
23. I can seek help from my friends when I have a problem.
24. I try to keep away from other students.
25. I am unable to handle the unexpected difficulties.
26. I have my own approach in facing difficulties.
27. I cannot resist peer pressure to do things in schools that can get me into trouble.
28. I cannot keep self-control at difficult times.
29. I am unable to face difficulties without any help and support.
30. I can keep me cool even when others try to take up fight with me.
31. I am unable to control my temper.

**SCALE ON SELF-EFFICACY  
FINAL SCALE  
(MALAYALAM VERSION)**

**Raseena M.K.**  
Full Time Research Scholar  
Farook Training College

**Dr. Rekha P.**  
Associate Professor  
Farook Training College

**നിർദ്ദേശങ്ങൾ:**

നിങ്ങളുടെ സ്വയക്ഷമതയുമായി ബന്ധപ്പെട്ട ചില പ്രസ്താവനകളാണ് താഴെ കൊടുത്തിരിക്കുന്നത്. ഓരോ പ്രസ്താവനയും വായിച്ചശേഷം നിങ്ങൾ അതിനോട് ശക്തിയായി യോജിക്കുന്നുണ്ടെങ്കിൽ 'SA' എന്ന കോളത്തിലും യോജിക്കുന്നുവെങ്കിൽ 'A' എന്ന കോളത്തിലും അറിയില്ല എങ്കിൽ 'U' എന്ന കോളത്തിലും യോജിക്കുന്നില്ല എങ്കിൽ 'D' എന്ന കോളത്തിലും ശക്തിയായി വിരോധിക്കുന്നുവെങ്കിൽ 'SD' എന്ന കോളത്തിലും 'X' ചിഹ്നം ഉപയോഗിച്ച് പ്രതികരണം രേഖപ്പെടുത്തുക. നിങ്ങളുടെ പ്രതികരണങ്ങൾ ഗവേഷണ ആവശ്യങ്ങൾക്ക് മാത്രമേ ഉപയോഗിക്കുകയുള്ളൂ എന്ന് ഉറപ്പു നൽകുന്നു. എല്ലാ പ്രസ്താവനകൾക്കും പ്രതികരണം രേഖപ്പെടുത്തേണ്ടതാണ്.

1. അക്കാദമിക കാര്യങ്ങൾ യഥാസമയം ചെയ്തുതീർക്കാനുള്ള എന്റെ കഴിവുകളിൽ എനിക്ക് ആത്മവിശ്വാസമുണ്ട്.
2. പരാജയം കൂടുതൽ പരിശ്രമത്തിലേക്ക് എന്നെ നയിക്കുന്നു.
3. എന്റെ കരിയർ സ്വപ്നങ്ങൾക്ക് യോജിക്കുന്ന തരത്തിലുള്ള പുതിയ കാര്യങ്ങൾ പഠിക്കാൻ ഞാൻ താല്പര്യം കാണിക്കാറുണ്ട്.
4. ക്ലാസ് എടുക്കുന്ന സമയത്ത് നോട്ട്സ് പ്രിപ്പയർ ചെയ്യാൻ എനിക്ക് കഴിയാറുണ്ട്.
5. സ്കൂളിൽ പഠിപ്പിക്കുന്ന വിഷയങ്ങൾ പഠിക്കാനുള്ള കഴിവ് എനിക്കുണ്ട്.
6. സ്കൂൾ കാലയളവിൽ പാഠ്യ പദ്ധതിയുമായി ബന്ധപ്പെട്ട വിഷയങ്ങളിലാണ് ഞാൻ ശ്രദ്ധ ചെലുത്തുന്നത്.
7. ഏൽപ്പിക്കപ്പെട്ട ഹോം വർക്ക് യഥാസമയം ചെയ്തുതീർക്കാൻ എനിക്ക് കഴിയാറില്ല.
8. ക്ലാസിൽ ചർച്ചചെയ്ത അറിവുകൾ ഓർത്തെടുക്കാൻ എനിക്ക് കഴിയാറില്ല.
9. ചുറ്റുപാടുമുള്ള ബുദ്ധിമുട്ടുകളെ തരണം ചെയ്തു കൊണ്ട് പഠിക്കാൻ എനിക്ക് കഴിയും.
10. ബുദ്ധിമുട്ടുള്ള അക്കാദമിക ജോലികൾ പൂർത്തീകരിക്കാൻ കഴിയുമെന്ന ആത്മവിശ്വാസം എനിക്കില്ല.
11. സാധാരണയായി ഒരു ലക്ഷ്യവും രൂപപ്പെടുത്താൻ എനിക്ക് കഴിയാറില്ല.
12. പല ലക്ഷ്യങ്ങളും പാതിവഴിയിൽ ഉപേക്ഷിക്കാറുണ്ട്.
13. മറ്റുള്ളവർ പ്രതീക്ഷിക്കുന്ന തരത്തിൽ എന്റെ ഭാവി പദ്ധതികൾ തയ്യാറാക്കുന്നതിൽ ഞാൻ പരാജയമാണ്.
14. ഞാൻ സ്വപ്നം കണ്ട തൊഴിൽ നേടിയെടുക്കാൻ എനിക്ക് കഴിയും എന്ന് തോന്നുന്നു.

- 15. എനിക്ക് മറ്റുള്ളവരുടെ ഉപദേശങ്ങൾ മനസ്സിലാക്കാൻ കഴിയാറില്ല.
- 16. എന്റെ രക്ഷിതാക്കൾ എന്നിൽ നിന്നും പ്രതീക്ഷിക്കുന്നത് നേടിയെടുക്കാൻ കഴിയുമെന്ന ആത്മവിശ്വാസം എനിക്കുണ്ട്.
- 17. എന്റെ അധ്യാപകർ എന്നിൽ നിന്നും പ്രതീക്ഷിക്കുന്നത് നേടിയെടുക്കാൻ എനിക്ക് കഴിയും.
- 18. എന്റെ കൂട്ടുകാരുടെ പ്രതീക്ഷക്കൊത്തു എനിക്ക് പെരുമാറാൻ കഴിയും.
- 19. ഒരു ഗ്രൂപ്പിന്റെ കൂടെ ചേർന്ന് നന്നായി ജോലി ചെയ്യാൻ എനിക്ക് കഴിയാറില്ല.
- 20. സുഹൃത്തുക്കളെ ഉണ്ടാക്കാനും നിലനിർത്താനും എനിക്ക് ബുദ്ധിമുട്ടാണ്.
- 21. സോഷ്യൽ ക്ലബ്ബുകളുടെ പ്രവർത്തനങ്ങളിലും സേവനങ്ങളിലും ഞാൻ പങ്കെടുക്കാറുണ്ട്.
- 22. സ്കൂൾ വർക്കുകളിൽ തടസ്സം നേരിടുന്ന സമയത്ത് അധ്യാപകരുടെ സഹായം തേടാറുണ്ട്.
- 23. ഒരു പ്രശ്നം വരുമ്പോൾ സുഹൃത്തുക്കളുടെ സഹായം തേടാൻ എനിക്ക് കഴിയാറുണ്ട്.
- 24. മറ്റു കുട്ടികളിൽ നിന്നും മാറി നിൽക്കാൻ ശ്രമിക്കാറുണ്ട്.
- 25. അപ്രതീക്ഷിതമായി നേരിടുന്ന ബുദ്ധിമുട്ടുകളെ തരണം ചെയ്യാൻ എനിക്ക് കഴിയാറില്ല.
- 26. പ്രശ്നങ്ങളെ നേരിടുന്നതിൽ എനിക്ക് എന്റേതായ രീതികളുണ്ട്.
- 27. എന്നെ അപകടത്തിലേക്ക് നയിക്കുന്ന പ്രവർത്തികൾ ചെയ്യാൻ സുഹൃത്തുക്കൾ നിർബന്ധിക്കുമ്പോൾ അതിനെ പ്രതിരോധിക്കാൻ എനിക്ക് കഴിയാറില്ല.
- 28. ബുദ്ധിമുട്ടുള്ള സമയങ്ങളിൽ ആത്മനിയന്ത്രണം പാലിക്കാൻ എനിക്ക് കഴിയാറില്ല.
- 29. മറ്റുള്ളവരുടെ സഹായസഹകരണങ്ങൾ ഇല്ലാതെ ബുദ്ധിമുട്ടുകൾ തരണം ചെയ്യാൻ എനിക്ക് കഴിയാറില്ല.
- 30. മറ്റുള്ളവർ അടിപിടി കൂടാൻ വരുന്ന സമയത്തുവളരെ ശാന്തനായി ഇരിക്കാൻ എനിക്ക് കഴിയും.
- 31. എന്റെ ദേഷ്യം നിയന്ത്രിക്കാൻ എനിക്ക് കഴിയാറില്ല.

**SCALE ON PARENTAL SUPPORT  
DRAFT SCALE  
(ENGLISH VERSION)**

**Raseena M.K.**  
Full Time Research Scholar  
Farook Training College

**Dr. Rekha P.**  
Associate Professor  
Farook Training College

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**Instructions:**

Following are some statements related to your parental support you perceived. Each statement has three possible responses viz., "Always" (A), "Sometimes" (S), and "Never" (N). Kindly go through the statements and indicate your responses with a cross (X) in the columns provided. The data collected will be kept confidentially and will be used for research only. Responses are mandatory for all items.

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1. My parents spent time with me and engage in entertainments.
2. My parents make enough time to discuss the daily school activities.
3. My parents create atmosphere to correct the mistakes and learn.
4. They provide pocket money in need to spend judiciously.
5. My parents support my studies by providing material goods to the best of their financial capacities.
6. My parents spent extra money to get better coaching or training in order to have better prospects for me.
7. My parents provide help from all possible sources if they find me weak in any subject.
8. My parents provide me advice on where to go for help when I need it.
9. My parents give the chance to read books, newspapers and magazines.
10. My parents never give priority to the completion of my academic activities.
11. My parents meet my teachers and discuss progress in different subjects.
12. My parents motivate me to get good marks in school subjects.
13. My parents persuade me to participate in school programmes.
14. My parents help me choose subjects which has bright future prospect.
15. My parents try to give relevant information about career options after schooling.
16. My parents never support me while facing difficulties in doing school assignments.

17. My parents advice bad aspects of drugs, alcohol, sexual abuse and its consequences without any hesitation.
18. My parents are good friends to me.
19. Parents can understand all my feelings in the same sense.
20. My parents encourage me by giving gifts when I got good marks in school subjects.
21. My parents find it difficult to say 'No' or express their negative feelings to me.
22. My parents never encourage me to share my feelings and problems with them.
23. When I show any negative feeling or behaviours, my parents at once start scolding without finding out the reason.
24. My parents get angry to the changing moods of me.
25. My parents express sincere happiness both in words and action on my achievement.
26. When I am depressed, I feel the love and care of my parents.
27. My parents are aware of my activities, friends and behaviours.
28. My parents never try to find out opportunities for enhancing my potentialities.
29. My parents never make efforts to find out my likes and dislikes.
30. My parents believe that I am mature enough to take my decisions.
31. My parents never make family plans according to my choice.
32. My parents never respect my abilities.
33. My parents give punishment on my failures.
34. My parents never considered my opinions and thoughts.
35. My parents never encourage the efforts I am taking.
36. My parents are aware of my strengths and weakness and expect accordingly.

**SCALE ON PARENTAL SUPPORT  
DRAFT SCALE  
(MALAYALAM VERSION)**

**Raseena M.K.**  
Full Time Research Scholar  
Farook Training College

**Dr. Rekha P.**  
Associate Professor  
Farook Training College

**നിർദ്ദേശങ്ങൾ:**

നിങ്ങളുടെ മാതാപിതാക്കളിൽ നിന്നും നിങ്ങൾക്ക് ലഭിക്കുന്ന സപ്പോർട്ടിനെക്കുറിച്ച് ചില പ്രസ്താവനകളാണ് താഴെ കൊടുത്തിരിക്കുന്നത്. ഓരോ പ്രസ്താവനയും വായിച്ചശേഷം നിങ്ങൾക്ക് എപ്പോഴുമുണ്ടാകാൻ 'A' എന്ന കോളത്തിലും ചിലപ്പോൾ എങ്കിൽ 'S' എന്ന കോളത്തിലും ഒരിക്കലുമില്ല എങ്കിൽ 'N' എന്ന കോളത്തിലും 'X' ചിഹ്നം ഉപയോഗിച്ച് പ്രതികരണം രേഖപ്പെടുത്തുക. നിങ്ങളുടെ പ്രതികരണങ്ങൾ ഗവേഷണ ആവശ്യങ്ങൾക്ക് മാത്രമേ ഉപയോഗിക്കുകയുള്ളൂ എന്ന് ഉറപ്പു നൽകുന്നു. എല്ലാ പ്രസ്താവനകൾക്കും പ്രതികരണം രേഖപ്പെടുത്തേണ്ടതാണ്.

1. എന്റെ മാതാപിതാക്കൾ എന്നോടൊപ്പം സമയം ചെലവഴിക്കുകയും വിനോദങ്ങളിൽ ഏർപ്പെടുകയും ചെയ്യാറുണ്ട്.
2. സ്കൂളിൽ നടക്കുന്ന ദൈനംദിന പ്രവർത്തനങ്ങളെക്കുറിച്ച് രക്ഷിതാക്കൾ ചർച്ച ചെയ്യാറുണ്ട്.
3. തെറ്റുകൾ തിരുത്താനും പഠിക്കാനുമുള്ള അന്തരീക്ഷം എന്റെ മാതാപിതാക്കൾ സൃഷ്ടിക്കാറുണ്ട്.
4. വിവേകത്തോടെ ചെലവഴിക്കാൻ ആവശ്യമായ പോക്കറ്റ് മണി രക്ഷിതാക്കൾ നൽകാറുണ്ട്.
5. എന്റെ മാതാപിതാക്കൾ അവരുടെ സാമ്പത്തിക ശേഷിക്കനുസരിച്ച ഭൗതികവസ്തുക്കൾ നൽകി എന്റെ പഠനം സുഗമമാക്കാറുണ്ട്.
6. മികച്ച സാധ്യതകൾ ലഭിക്കുന്നതിന് ആവശ്യമായ പരിശീലനത്തിന് വേണ്ടി അധിക പണം രക്ഷിതാക്കൾ ചെലവഴിക്കാറുണ്ട്.
7. ഏതെങ്കിലും വിഷയം എനിക്ക് പ്രയാസമാണെന്ന് കണ്ടാൽ സാധ്യമായ എല്ലാ ഉറവിടങ്ങളിൽ നിന്നും മാതാപിതാക്കൾ സഹായം നൽകാറുണ്ട്.
8. എനിക്ക് സഹായം ആവശ്യമുള്ളപ്പോൾ എവിടെ പോകണം എന്നതിനെക്കുറിച്ച് എന്റെ മാതാപിതാക്കൾ എനിക്ക് ഉപദേശം നൽകാറുണ്ട്.
9. പുസ്തകങ്ങളും പത്രങ്ങളും മാസികകളും വായിക്കാനുള്ള അവസരം എന്റെ രക്ഷിതാക്കൾ നൽകാറുണ്ട്.
10. എന്റെ അക്കാദമിക പ്രവർത്തനങ്ങൾ പൂർത്തിയാക്കുന്നതിന് മാതാപിതാക്കൾ മുൻഗണന നൽകാറില്ല.
11. എന്റെ മാതാപിതാക്കൾ അധ്യാപകരെ കാണുകയും വ്യത്യസ്ത വിഷയങ്ങളിലെ പഠന പുരോഗതി ചർച്ച ചെയ്യുകയും ചെയ്യാറുണ്ട്.

12. സ്കൂൾ വിഷയങ്ങളിൽ നല്ല മാർക്ക് വാങ്ങാൻ മാതാപിതാക്കൾ എന്നെ പ്രേരിപ്പിക്കാറുണ്ട്.
13. സ്കൂൾ പ്രോഗ്രാമുകളിൽ പങ്കെടുക്കാൻ മാതാപിതാക്കൾ എന്നെ പ്രേരിപ്പിക്കാറുണ്ട്.
14. ഭാവിയിൽ നേട്ടങ്ങൾ ഉണ്ടാക്കാൻ കഴിയുന്ന വിഷയങ്ങൾ തെരഞ്ഞെടുക്കുന്നതിനു വേണ്ടി എന്റെ രക്ഷിതാക്കൾ നിർദ്ദേശം തരാറുണ്ട്.
15. സ്കൂൾ വിദ്യാഭ്യാസത്തിനു ശേഷം എനിക്ക് മുന്നിലുള്ള കരിയർ ഓപ്ഷനുകളെ കുറിച്ച് പ്രസക്തമായ വിവരങ്ങൾ നൽകാൻ മാതാപിതാക്കൾ ശ്രമിക്കാറുണ്ട്.
16. സ്കൂൾ അസൈൻമെന്റ് ചെയ്യുന്നതിൽ ബുദ്ധിമുട്ടുകൾ നേരിടുമ്പോൾ മാതാപിതാക്കൾ എന്നെ സഹായിക്കാറില്ല.
17. മയക്കുമരുന്നും, മദ്യം, ലൈംഗികാതിക്രമം എന്നിവയുടെ മോശം വശങ്ങളും അനന്തരഫലങ്ങളും യാതൊരു മടിയും കൂടാതെ മാതാപിതാക്കൾ വ്യക്തമാക്കി തരാറുണ്ട്.
18. മാതാപിതാക്കൾ എനിക്ക് നല്ല സുഹൃത്തുക്കളാണ്.
19. മാതാപിതാക്കൾക്ക് എന്റെ എല്ലാ വികാരങ്ങളും അതേ അർത്ഥത്തിൽ മനസ്സിലാക്കാൻ കഴിയാറുണ്ട്.
20. സ്കൂൾ വിഷയങ്ങളിൽ നല്ല മാർക്ക് വാങ്ങിക്കുമ്പോൾ സമ്മാനങ്ങൾ തന്നു രക്ഷിതാക്കൾ എന്നെ പ്രോത്സാഹിപ്പിക്കാറുണ്ട്.
21. എന്നോട് 'നോ' പറയുന്നതിനും അവരുടെ നെഗറ്റീവ് ഫീലിംഗ് ഷെയർ ചെയ്യുന്നതിനും രക്ഷിതാക്കൾ ബുദ്ധിമുട്ടാറുണ്ട്.
22. എന്റെ വികാരങ്ങളും പ്രശ്നങ്ങളും ഷെയർ ചെയ്യുന്നതിന് വേണ്ടി എന്റെ രക്ഷിതാക്കൾ എന്നെ പ്രോത്സാഹിപ്പിക്കാറില്ല.
23. ഞാനെന്തെങ്കിലും മോശമായ പെരുമാറ്റങ്ങൾ കാണിക്കുകയാണെങ്കിൽ കാര്യ കാരണങ്ങൾ അന്വേഷിക്കാതെ രക്ഷിതാക്കൾ എന്നെ വഴക്ക് പറയാറുണ്ട്.
24. എന്റെ മാറിക്കൊണ്ടിരിക്കുന്ന മാനസികാവസ്ഥകളോട് എന്റെ മാതാപിതാക്കൾ ദേഷ്യപ്പെടാറുണ്ട്.
25. എന്റെ നേട്ടങ്ങളിൽ രക്ഷിതാക്കൾ അവരുടെ സന്തോഷം വാക്കുകളിലൂടെയും പ്രവർത്തികളിലൂടെയും പ്രകടിപ്പിക്കാറുണ്ട്.
26. ഞാൻ വിഷാദത്തിലായിരിക്കുമ്പോൾ, മാതാപിതാക്കളുടെ സ്നേഹവും കരുതലും എനിക്ക് അനുഭവപ്പെടാറുണ്ട്.
27. എന്റെ, സുഹൃത്തുക്കൾ, പ്രവർത്തനങ്ങൾ, പെരുമാറ്റങ്ങൾ എന്നിവയെക്കുറിച്ച് എന്റെ രക്ഷിതാക്കൾ ബോധവാന്മാരാണ്.
28. എന്റെ കഴിവുകൾ വർദ്ധിപ്പിക്കുന്നതിനുള്ള അവസരങ്ങൾ കണ്ടെത്താൻ മാതാപിതാക്കൾ ശ്രമിക്കാറില്ല.
29. എന്റെ ഇഷ്ടങ്ങളും അനിഷ്ടങ്ങളും കണ്ടെത്താൻ മാതാപിതാക്കൾ ഒരിക്കലും ശ്രമിക്കാറില്ല.
30. സ്വയം തീരുമാനങ്ങൾ എടുക്കാൻ മാത്രം ഞാൻ വളർന്നിട്ടുണ്ട് എന്ന് എന്റെ രക്ഷിതാക്കൾ വിശ്വസിക്കുന്നു.

*Appendix*

31. എന്റെ മാതാപിതാക്കൾ ഒരിക്കലും എന്റെ ഇഷ്ടത്തിന് അനുസരിച്ച് കുടുംബ പദ്ധതികൾ തയ്യാറാക്കാറില്ല.
32. എന്റെ കുഴിവുകളെ രക്ഷിതാക്കൾ ബഹുമാനിക്കാറില്ല.
33. എന്റെ പരാജയങ്ങൾക്ക് മാതാപിതാക്കൾ ശിക്ഷ നൽകാറുണ്ട്.
34. എന്റെ അഭിപ്രായങ്ങളും ചിന്തകളും മാതാപിതാക്കൾ ഒരിക്കലും പരിഗണിക്കാറില്ല.
35. ഞാൻ എടുക്കുന്ന പരിശ്രമങ്ങളെ മാതാപിതാക്കൾ ഒരിക്കലും പ്രോത്സാഹിപ്പിക്കാറില്ല.
36. എന്റെ കുഴിവുകളെ കുറിച്ചും ദുർബ്ബല്യങ്ങളെ കുറിച്ചും രക്ഷിതാക്കൾ ബോധവാന്മാരാവുകയും അതിനനുസരിച്ച് എന്നിൽ പ്രതീക്ഷ അർപ്പിക്കുകയും ചെയ്യാറുണ്ട്.

**APPENDIX – XII****SCALE ON PARENTAL SUPPORT  
FINAL SCALE  
(ENGLISH VERSION)****Raseena M.K.**Full Time Research Scholar  
Farook Training College**Dr. Rekha P.**Associate Professor  
Farook Training College**Instructions:**

Following are some statements related to your parental support you perceived. Each statement has three possible responses viz., "Always" (A), "Sometimes" (S), and "Never" (N). Kindly go through the statements and indicate your responses with a cross (X) in the columns provided. The data collected will be kept confidentially and will be used for research only. Responses are mandatory for all items.

- 
1. My parents spent time with me and engage in entertainments.
  2. My parents make enough time to discuss the daily school activities.
  3. My parents create atmosphere to correct the mistakes and learn.
  4. They provide pocket money in need to spend judiciously.
  5. My parents support my studies by providing material goods to the best of their financial capacities.
  6. My parents spent extra money to get better coaching or training in order to have better prospects for me.
  7. My parents provide help from all possible sources if they find me weak in any subject.
  8. My parents provide me advice on where to go for help when I need it.
  9. My parents give the chance to read books, newspapers and magazines.
  10. My parents never give priority to the completion of my academic activities.
  11. My parents meet my teachers and discuss progress in different subjects.
  12. My parents persuade me to participate in school programmes.
  13. My parents help me choose subjects which has bright future prospect.
  14. My parents try to give relevant information about career options after schooling.
  15. My parents never support me while facing difficulties in doing school assignments.
  16. My parents advise bad aspects of drugs, alcohol, sexual abuse and its consequences without any hesitation.

## *Appendix*

17. My parents are good friends to me.
18. Parents can understand all my feelings in the same sense.
19. My parents encourage me by giving gifts when I got good marks in school subjects.
20. My parents find it difficult to say 'No' or express their negative feelings to me.
21. My parents never encourage me to share my feelings and problems with them.
22. When I show any negative feeling or behaviours, my parents at once start scolding without finding out the reason.
23. My parents get angry to the changing moods of me.
24. My parents express sincere happiness both in words and action on my achievement
25. When I am depressed, I feel the love and care of my parents.
26. My parents are aware of my activities, friends and behaviours.
27. My parents never try to find out opportunities for enhancing my potentialities.
28. My parents never make efforts to find out my likes and dislikes.
29. My parents believe that I am mature enough to take my decisions.
30. My parents never make family plans according to my choice.
31. My parents never respect my abilities.
32. My parents give punishment on my failures.
33. My parents never considered my opinions and thoughts.
34. My parents never encourage the efforts I am taking.
35. My parents are aware of my strengths and weakness and expect accordingly.

APPENDIX – XIII

SCALE ON PARENTAL SUPPORT  
FINAL SCALE  
(MALAYALAM VERSION)

**Raseena M.K.**  
Full Time Research Scholar  
Farook Training College

**Dr. Rekha P.**  
Associate Professor  
Farook Training College

**നിർദ്ദേശങ്ങൾ:**

നിങ്ങളുടെ മാതാപിതാക്കളിൽ നിന്നും നിങ്ങൾക്ക് ലഭിക്കുന്ന സപ്പോർട്ടുമായി ബന്ധപ്പെട്ട ചില പ്രസ്താവനകളാണ് താഴെ കൊടുത്തിരിക്കുന്നത്. ഓരോ പ്രസ്താവനയും വായിച്ചശേഷം നിങ്ങൾക്ക് എപ്പോഴുമുണ്ടെങ്കിൽ 'A' എന്ന കോളത്തിലും ചിലപ്പോൾ എങ്കിൽ 'S' എന്ന കോളത്തിലും ഒരിക്കലുമില്ല എങ്കിൽ 'N' എന്ന കോളത്തിലും 'X' ചിഹ്നം ഉപയോഗിച്ച് പ്രതികരണം രേഖപ്പെടുത്തുക. നിങ്ങളുടെ പ്രതികരണങ്ങൾ ഗവേഷണ ആവശ്യങ്ങൾക്ക് മാത്രമേ ഉപയോഗിക്കുകയുള്ളൂ എന്ന് ഉറപ്പു നൽകുന്നു. എല്ലാ പ്രസ്താവനകൾക്കും പ്രതികരണം രേഖപ്പെടുത്തേണ്ടതാണ്.

1. എന്റെ മാതാപിതാക്കൾ എന്നോടൊപ്പം സമയം ചെലവഴിക്കുകയും വിനോദങ്ങളിൽ ഏർപ്പെടുകയും ചെയ്യാറുണ്ട്.
2. സ്കൂളിൽ നടക്കുന്ന ദൈനംദിന പ്രവർത്തനങ്ങളെക്കുറിച്ച് രക്ഷിതാക്കൾ ചർച്ച ചെയ്യാറുണ്ട്.
3. തെറ്റുകൾ തിരുത്താനും പഠിക്കാനുമുള്ള അന്തരീക്ഷം എന്റെ മാതാപിതാക്കൾ സൃഷ്ടിക്കാറുണ്ട്.
4. വിവേകത്തോടെ ചെലവഴിക്കാൻ ആവശ്യമായ പോക്കറ്റ് മണി രക്ഷിതാക്കൾ നൽകാറുണ്ട്.
5. എന്റെ മാതാപിതാക്കൾ അവരുടെ സാമ്പത്തികശേഷിക്കനുസരിച്ച ഭൗതിക വസ്തുക്കൾ നൽകി എന്റെ പഠനം സുഗമമാക്കാറുണ്ട്.
6. മികച്ച സാധ്യതകൾ ലഭിക്കുന്നതിന് ആവശ്യമായ പരിശീലനത്തിന് വേണ്ടി അധിക പണം രക്ഷിതാക്കൾ ചെലവഴിക്കാറുണ്ട്.
7. ഏതെങ്കിലും വിഷയം എനിക്ക് പ്രയാസമാണെന്ന് കണ്ടാൽ സാധ്യമായ എല്ലാ ഉറവിടങ്ങളിൽ നിന്നും മാതാപിതാക്കൾ സഹായം നൽകാറുണ്ട്.
8. എനിക്ക് സഹായം ആവശ്യമുള്ളപ്പോൾ എവിടെ പോകണം എന്നതിനെക്കുറിച്ച് എന്റെ മാതാപിതാക്കൾ എനിക്ക് ഉപദേശം നൽകാറുണ്ട്.
9. പുസ്തകങ്ങളും പത്രങ്ങളും മാസികകളും വായിക്കാനുള്ള അവസരം എന്റെ രക്ഷിതാക്കൾ നൽകാറുണ്ട്.
10. എന്റെ അക്കാദമിക പ്രവർത്തനങ്ങൾ പൂർത്തിയാക്കുന്നതിന് മാതാപിതാക്കൾ മുൻഗണന നൽകാറില്ല.
11. എന്റെ മാതാപിതാക്കൾ അധ്യാപകരെ കാണുകയും വ്യത്യസ്ത വിഷയങ്ങളിലെ പഠന പുരോഗതി ചർച്ച ചെയ്യുകയും ചെയ്യാറുണ്ട്.
12. സ്കൂൾ പ്രോഗ്രാമുകളിൽ പങ്കെടുക്കാൻ മാതാപിതാക്കൾ എന്നെ പ്രേരിപ്പിക്കാറുണ്ട്.

Appendix

13. ഭാവിയിൽ നേട്ടങ്ങൾ ഉണ്ടാക്കാൻ കഴിയുന്ന വിഷയങ്ങൾ തിരഞ്ഞെടുക്കുന്നതിനു വേണ്ടി എന്റെ രക്ഷിതാക്കൾ നിർദ്ദേശം തരാറുണ്ട്.
14. സ്കൂൾ വിദ്യാഭ്യാസത്തിനു ശേഷം എനിക്ക് മുന്നിലുള്ള കരിയർ ഓപ്ഷനുകളെ കുറിച്ച് പ്രസക്തമായ വിവരങ്ങൾ നൽകാൻ മാതാപിതാക്കൾ ശ്രമിക്കാറുണ്ട്.
15. സ്കൂൾ അസൈൻമെന്റ് ചെയ്യുന്നതിൽ ബുദ്ധിമുട്ടുകൾ നേരിടുമ്പോൾ മാതാപിതാക്കൾ എന്നെ സഹായിക്കാറില്ല.
16. മയക്കുമരുന്നും, മദ്യം, ലൈംഗികാതിക്രമം എന്നിവയുടെ മോശം വശങ്ങളും അനന്തരഫലങ്ങളും യാതൊരു മടിയും കൂടാതെ മാതാപിതാക്കൾ വ്യക്തമാക്കി തരാറുണ്ട്.
17. മാതാപിതാക്കൾ എനിക്ക് നല്ല സുഹൃത്തുക്കളാണ്.
18. മാതാപിതാക്കൾക്ക് എന്റെ എല്ലാ വികാരങ്ങളും അതേ അർത്ഥത്തിൽ മനസ്സിലാക്കാൻ കഴിയാറുണ്ട്.
19. സ്കൂൾ വിഷയങ്ങളിൽ നല്ല മാർക്ക് വാങ്ങിക്കുമ്പോൾ സമ്മാനങ്ങൾ തന്നു രക്ഷിതാക്കൾ എന്നെ പ്രോത്സാഹിപ്പിക്കാറുണ്ട്.
20. എന്നോട് 'നോ' പറയുന്നതിനും അവരുടെ നെഗറ്റീവ് ഫീലിംഗ് ഷെയർ ചെയ്യുന്നതിനും രക്ഷിതാക്കൾ ബുദ്ധിമുട്ടാറുണ്ട്.
21. എന്റെ വികാരങ്ങളും പ്രശ്നങ്ങളും ഷെയർ ചെയ്യുന്നതിന് വേണ്ടി എന്റെ രക്ഷിതാക്കൾ എന്നെ പ്രോത്സാഹിപ്പിക്കാറില്ല.
22. ഞാനെന്തെങ്കിലും മോശമായ പെരുമാറ്റങ്ങൾ കാണിക്കുകയാണെങ്കിൽ കാര്യ കാരണങ്ങൾ അന്വേഷിക്കാതെ രക്ഷിതാക്കൾ എന്നെ വഴക്ക് പറയാറുണ്ട്.
23. എന്റെ മാറിക്കൊണ്ടിരിക്കുന്ന മാനസികാവസ്ഥകളോട് എന്റെ മാതാപിതാക്കൾ ദേഷ്യപ്പെടാറുണ്ട്.
24. എന്റെ നേട്ടങ്ങളിൽ രക്ഷിതാക്കൾ അവരുടെ സന്തോഷം വാക്കുകളിലൂടെയും പ്രവർത്തികളിലൂടെയും പ്രകടിപ്പിക്കാറുണ്ട്.
25. ഞാൻ വിഷാദത്തിലായിരിക്കുമ്പോൾ, മാതാപിതാക്കളുടെ സ്നേഹവും കരുതലും എനിക്ക് അനുഭവപ്പെടാറുണ്ട്.
26. എന്റെ, സുഹൃത്തുക്കൾ, പ്രവർത്തനങ്ങൾ, പെരുമാറ്റങ്ങൾ എന്നിവയെക്കുറിച്ച് എന്റെ രക്ഷിതാക്കൾ ബോധവാന്മാരാണ്.
27. എന്റെ കഴിവുകൾ വർദ്ധിപ്പിക്കുന്നതിനുള്ള അവസരങ്ങൾ കണ്ടെത്താൻ മാതാപിതാക്കൾ ശ്രമിക്കാറില്ല.
28. എന്റെ ഇഷ്ടങ്ങളും അനിഷ്ടങ്ങളും കണ്ടെത്താൻ മാതാപിതാക്കൾ ഒരിക്കലും ശ്രമിക്കാറില്ല.
29. സ്വയം തീരുമാനങ്ങൾ എടുക്കാൻ മാത്രം ഞാൻ വളർന്നിട്ടുണ്ട് എന്ന് എന്റെ രക്ഷിതാക്കൾ വിശ്വസിക്കുന്നു.
30. എന്റെ മാതാപിതാക്കൾ ഒരിക്കലും എന്റെ ഇഷ്ടത്തിന് അനുസരിച്ച് കുടുംബ പദ്ധതികൾ തയ്യാറാക്കാറില്ല.
31. എന്റെ കഴിവുകളെ രക്ഷിതാക്കൾ ബഹുമാനിക്കാറില്ല .

32. എന്റെ പരാജയങ്ങൾക്ക് മാതാപിതാക്കൾ ശിക്ഷ നൽകാറുണ്ട്.
33. എന്റെ അഭിപ്രായങ്ങളും ചിന്തകളും മാതാപിതാക്കൾ ഒരിക്കലും പരിഗണിക്കാറില്ല.
34. ഞാൻ എടുക്കുന്ന പരിശ്രമങ്ങളെ മാതാപിതാക്കൾ ഒരിക്കലും പ്രോത്സാഹിപ്പിക്കാറില്ല.
35. എന്റെ കഴിവുകളെ കുറിച്ചും ദൗർബല്യങ്ങളെ കുറിച്ചും രക്ഷിതാക്കൾ ബോധവാന്മാരാവുകയും അതിനനുസരിച്ച് എന്നിൽ പ്രതീക്ഷ അർപ്പിക്കുകയും ചെയ്യാറുണ്ട്.

**SCHOOL CLIMATE SCALE**  
**(ENGLISH VERSION)**

**Sini Soosan Mathai**  
Part Time Research Scholar  
Farook Training College

**Dr. Vijayakumari K.**  
Professor  
Farook Training College

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**Instructions:**

Following are some statements related to your School Climate. Each statement has five possible responses viz., "Strongly Agree" (SA), "Agree" (A), "Undecided" (UD), "Disagree" (D), and "Strongly Disagree" (SD). Kindly go through the statements and indicate your responses with a cross (X) in the columns provided. The data collected will be kept confidentially and will be used for research only. Responses are mandatory for all items.

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1. Teachers discourage students asking doubts in the class
2. Students haven't any role in planning school activities
3. Students are insecure in the school building
4. We have teachers who are role models for students
5. Teachers consider only those who perform well in the class
6. We respect our teachers
7. Students are free to discuss their problems with the teachers
8. Teachers provide clear guidance to students about life goals
9. Bad smell from outside affects the classes
10. Our school ensures proper training in life skills
11. The poor condition of the school building affects the classes
12. Backward students experience more academic stress in our school
13. Our teachers quarrel each other
14. Students don't share their problems with their friends
15. The teaching and non-teaching staff of our school work cooperatively
16. Teachers don't try to understand the family background of students
17. Students share their study materials with their friends
18. There is mutual cooperation among students in our school
19. Students don't make use of the school ground properly
20. Our school has excellent facilities for learning

21. All students in our school have equal opportunity to participate in extracurricular activities
22. Teachers give proper direction in all school activities
23. Proper facilities for menstrual care is arranged by school authorities
24. Toilet facilities in the school are inadequate
25. Motivational classes not organized in the school
26. Students who excel in arts and sports receive recognition in the school
27. Teachers don't respond to students misdeeds in school
28. Class room is not spacious enough
29. Students not encourage to visit teachers in the staff room
30. The PTA organizes programs in the school
31. Students are not trained in controlling their emotions
32. Proper distribution of resources is not ensured by school authorities
33. Teachers work collaboratively in curricular and co- curricular activities
34. Individual differences are considered in our school
35. Teachers don't encourage student's ideas.
36. No career awareness programmes are organized by school
37. Students treat all non-teaching staff with courtesy.
38. A friendly atmosphere prevails in our school.
39. Parents are interested to know about the progress of their students.
40. There is equality in our school.

SCHOOL CLIMATE SCALE  
(MALAYALAM VERSION)

Sini Soosan Mathai  
Part Time Research Scholar  
Farook Training College

Dr. Vijayakumari  
Professor  
Farook Training College

നിർദ്ദേശങ്ങൾ:

നിങ്ങളുടെ സ്കൂൾ അന്തരീക്ഷവുമായി ബന്ധപ്പെട്ട ചില പ്രസ്താവനകളാണ് താഴെ കൊടുത്തിരിക്കുന്നത്. ഓരോ പ്രസ്താവനയും വായിച്ചശേഷം നിങ്ങൾ അതിനോട് ശക്തിയായി യോജിക്കുന്നുണ്ടെങ്കിൽ 'SA' എന്ന കോളത്തിലും യോജിക്കുന്നുവെങ്കിൽ 'A' എന്ന കോളത്തിലും അറിയില്ല എങ്കിൽ 'U' എന്ന കോളത്തിലും യോജിക്കുന്നില്ല എങ്കിൽ 'D' എന്ന കോളത്തിലും ശക്തിയായി വിരോധിക്കുന്നുവെങ്കിൽ 'SD' എന്ന കോളത്തിലും 'X' ചിഹ്നം ഉപയോഗിച്ച് പ്രതികരണം രേഖപ്പെടുത്തുക. നിങ്ങളുടെ പ്രതികരണങ്ങൾ ഗവേഷണ ആവശ്യങ്ങൾക്ക് മാത്രമേ ഉപയോഗിക്കുകയുള്ളൂ എന്ന് ഉറപ്പു നൽകുന്നു. എല്ലാ പ്രസ്താവനകൾക്കും പ്രതികരണം രേഖപ്പെടുത്തേണ്ടതാണ്.

1. ക്ലാസ്സിൽ സംശയങ്ങൾ ചോദിക്കുന്ന വിദ്യാർത്ഥികളെ അധ്യാപകർ നിരുത്സാഹപ്പെടുത്താറുണ്ട്
2. വിദ്യാലയത്തിലെ പ്രവർത്തനങ്ങൾ ആസൂത്രണം ചെയ്യുന്നതിൽ വിദ്യാർത്ഥികൾക്ക് ഒരു പങ്കുമില്ല
3. സ്കൂൾ കെട്ടിടത്തിൽ വിദ്യാർത്ഥികൾ സുരക്ഷിതരല്ല
4. വിദ്യാർത്ഥികൾക്ക് ഉത്തമ മാതൃകകളായ അധ്യാപകർ ഞങ്ങൾക്കുണ്ട്
5. ക്ലാസിലെ ഉയർന്ന സ്ഥാനക്കാരെ മാത്രമേ അധ്യാപകർ പരിഗണിക്കാറുള്ളൂ
6. ഞങ്ങളുടെ അധ്യാപകരെ ഞങ്ങൾ ബഹുമാനിക്കുന്നു
7. വിദ്യാർത്ഥികൾക്ക് തങ്ങളുടെ പ്രശ്നങ്ങൾ സ്കൂളിലെ അധ്യാപകരും ആയി ചർച്ച ചെയ്യുന്നതിനുള്ള സ്വാതന്ത്ര്യമുണ്ട്
8. അധ്യാപകർ ജീവിത ലക്ഷ്യങ്ങളെ കുറിച്ചുള്ള വ്യക്തമായ മാർഗ്ഗനിർദ്ദേശം വിദ്യാർത്ഥികൾക്ക് നൽകാറുണ്ട്.
9. പുറത്തുനിന്നുള്ള ദുർഗന്ധം ക്ലാസുകളെ ബാധിക്കാറുണ്ട്
10. ജീവിത നൈപുണ്യങ്ങളുമായി ബന്ധപ്പെട്ട ശരിയായ പരിശീലനം ഞങ്ങളുടെ സ്കൂൾ ഉറപ്പാക്കുന്നു
11. സ്കൂൾ കെട്ടിടത്തിന്റെ ശോചനീയാവസ്ഥ ക്ലാസുകളെ ബാധിക്കാറുണ്ട്
12. പിന്നോക്കം നിൽക്കുന്ന വിദ്യാർത്ഥികൾ ഞങ്ങളുടെ വിദ്യാലയത്തിൽ കൂടുതൽ പഠന സമ്മർദ്ദം അനുഭവിക്കാറുണ്ട്
13. ഞങ്ങളുടെ അധ്യാപകർ പരസ്പരം കലഹിക്കാറുണ്ട്

- 14. വിദ്യാർത്ഥികൾ തങ്ങളുടെ പ്രശ്നങ്ങൾ സുഹൃത്തുക്കളുമായി പങ്കിടാറില്ല
- 15. ഞങ്ങളുടെ വിദ്യാലയത്തിലെ അധ്യാപക അനധ്യാപക ജീവനക്കാർ കൂട്ടായ്മയോടെ പ്രവർത്തിക്കുന്നു
- 16. അധ്യാപകർ വിദ്യാർത്ഥികളുടെ കുടുംബ പശ്ചാത്തലം മനസ്സിലാക്കാൻ ശ്രമിക്കാറില്ല
- 17. വിദ്യാർത്ഥികൾ തങ്ങളുടെ പഠന സാമഗ്രികൾ സുഹൃത്തുക്കളുമായി പങ്കുവെക്കാറുണ്ട്
- 18. ഞങ്ങളുടെ സ്കൂളിലെ വിദ്യാർത്ഥികൾക്കിടയിൽ പരസ്പര സഹകരണം ഉണ്ട്
- 19. വിദ്യാർത്ഥികൾ സ്കൂൾ മൈതാനം ശരിയായി ഉപയോഗിക്കാറില്ല
- 20. പഠനത്തിനുള്ള മികച്ച സൗകര്യങ്ങൾ ഞങ്ങളുടെ വിദ്യാലയത്തിൽ ഉണ്ട്
- 21. ഞങ്ങളുടെ സ്കൂളിലെ എല്ലാ വിദ്യാർത്ഥികൾക്കും പാഠ്യേതര പ്രവർത്തനങ്ങളിൽ ഏർപ്പെടാനുള്ള അവസരം ലഭ്യമാക്കിയിട്ടുണ്ട്
- 22. എല്ലാ വിദ്യാലയ പ്രവർത്തനങ്ങൾക്കും അധ്യാപകർ നേതൃത്വം നൽകാറുണ്ട്
- 23. ആർത്തവ പരിചരണത്തിനുള്ള ശരിയായ സൗകര്യങ്ങൾ സ്കൂൾ അധികൃതർ ക്രമീകരിച്ചിട്ടുണ്ട്
- 24. വിദ്യാലയത്തിലെ ശുചിമുറി സൗകര്യങ്ങൾ അപര്യാപ്തമാണ്
- 25. സ്കൂളിലെ വിദ്യാർത്ഥികൾക്ക് പ്രചോദന ക്ലാസുകൾ ലഭിക്കാറില്ല
- 26. കലാകായികരംഗത്ത് മികച്ച പ്രകടനം നടത്തുന്ന വിദ്യാർത്ഥികളെ സ്കൂളിൽ അംഗീകരിക്കാറുണ്ട്
- 27. സ്കൂളിലെ വിദ്യാർത്ഥികളുടെ തെറ്റായ പ്രവർത്തികളോട് അധ്യാപകർ പ്രതികരിക്കാറില്ല
- 28. ക്ലാസ് മുറിയിൽ ആവശ്യത്തിന് സ്ഥലം ഇല്ല
- 29. വിദ്യാർത്ഥികൾ അധ്യാപകരെ സ്റ്റാഫ് റൂമിൽ ചെന്ന് കാണുന്നതിന് പ്രോത്സാഹിപ്പിക്കാറില്ല
- 30. അധ്യാപക രക്ഷാകർതൃ സമിതി വിദ്യാലയത്തിൽ പരിപാടികൾ ക്രമീകരിക്കാറുണ്ട്
- 31. വിദ്യാർത്ഥികൾക്ക് തങ്ങളുടെ വികാരങ്ങളെ നിയന്ത്രിക്കുന്നതിനുള്ള പരിശീലനം നൽകിയിട്ടില്ല
- 32. സ്കൂൾ അധികാരികൾ വിഭവങ്ങളുടെ ശരിയായ വിതരണം ഉറപ്പാക്കിയിട്ടില്ല
- 33. പഠന -പാഠ്യേതര പ്രവർത്തനങ്ങളിൽ അധ്യാപകർ സഹവർത്തിത്വത്തോടെ പ്രവർത്തിക്കുന്നു
- 34. ഞങ്ങളുടെ വിദ്യാലയത്തിൽ വ്യക്തി വ്യത്യാസങ്ങൾ പരിഗണിക്കപ്പെടാറുണ്ട്
- 35. വിദ്യാർത്ഥികളുടെ ആശയങ്ങളെ അധ്യാപകർ പ്രോത്സാഹിപ്പിക്കാറില്ല
- 36. സ്കൂൾ അധികാരികൾ വിദ്യാർത്ഥികൾക്കായി തൊഴിൽ ബോധവൽക്കരണ പരിപാടികൾ സംഘടിപ്പിക്കാറില്ല

*Appendix*

37. എല്ലാ അനധ്യാപക ജീവനക്കാരുടേയും വിദ്യാർത്ഥികൾ മര്യാദയോടെയാണ് പെരുമാറുന്നത്
38. ഞങ്ങളുടെ സ്കൂളിൽ സൗഹൃദപരമായ ഒരു അന്തരീക്ഷം നിലനിൽക്കുന്നു
39. രക്ഷിതാക്കൾക്ക് വിദ്യാർത്ഥികളുടെ പഠന പുരോഗതിയെ കുറിച്ച് അറിയാൻ താല്പര്യമാണ്
40. ഞങ്ങളുടെ വിദ്യാലയത്തിൽ എല്ലാ വിദ്യാർത്ഥികളും തുല്യരാണ്

**APPENDIX – XVI**

**PERSONAL DATA SHEET**

Name of the Student :  
Gender :  
Name of the School :  
Locale : Rural  Urban   
Level of Education : HS  HSS   
Educational status of parent : Below Graduation  Graduation & Above   
Religion : Hindu  Christian  Muslim  Other

Response Sheet

SCALE ON CAREER ASPIRATIONS

Item No.	SA	A	U	D	SD	Item No.	SA	A	U	D	SD
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	21	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	22	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	23	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	24	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	25	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	26	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**APPENDIX – XVIII**

**Response Sheet**

**SCALE ON SELF - EFFICACY**

Item No.	SA	A	U	D	SD	Item No.	SA	A	U	D	SD
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	21	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	22	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	23	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	24	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	25	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	26	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	28	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	29	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	31	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						

**Response Sheet**

**SCALE ON PARENTAL SUPPORT**

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Item No.	A	S	N	Item No.	A	S	N
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	22	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	23	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	24	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	25	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	26	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	28	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	29	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	31	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	32	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	33	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	34	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	35	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

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**APPENDIX – XX**

**Response Sheet**

**SCHOOL CLIMATE SCALE**

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Item No.	SA	A	U	D	SD	Item No.	SA	A	U	D	SD
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	21	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	22	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	23	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	24	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	25	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	26	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	28	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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17	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	37	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	38	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	39	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	40	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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