ABSTRACT

Alarming complexity of modern society poses a variety of complicated problems leading to conflicts, frustration, unhealthy rivalry and acts as check on dynamic personal development of students that result in value erosion and serious maladjustment among them. Under these circumstances it becomes essential that the educational institutions should come forward for equipping the children by cultivating life skills, moulding personality and promoting capacities to choose right vocation according to their aptitude and interest through an organized intervention programme of guidance and counseling which will be reflected in the behaviour of students and thereby to protect future humanity from further deterioration of values. In the context of the changing socio-cultural scenario the repertoire of effective practices of guidance and counselling has been increasing at an unexpected speed. It enables the students in enriching the perspective and promoting the attitude towards resolving educational, vocational and personal problems.

Therefore, the aim of this study was to develop a Strategically Aligned Guidance and Counselling Package (SAGCP) with special focus to nurture Life Skills, develop Personality and enable them to select right choices of Vocation of students at higher secondary level. To ensure the methodological triangulation mixed methods designs include both quantitative and qualitative approach adopted for the present study. The quantitative data was collected by experiment with the developed package with select higher secondary students and it is compared with two prevailing groups. Thus total sample of 720 students participated in the study. Qualitative aspect of the study comprised of semi-structured interview and focus group discussion with school counsellors, principals and teachers of higher secondary schools of Kerala. Pretest-posttest non equivalent group design served as the blueprint for the study. The analysis of data done by using statistical techniques that included the t-test, Analysis of Covariance (ANCOVA), Scheff Post Hoch analysis and percentage analysis were used to test the significance and determine whether to reject or accept the study hypotheses. The close scrutiny of the findings throws light into the positive impact of the developed SAGCP for life skills attainment, personality development and vocational choices.
The findings revealed that those students in experimental group had better growth in the competencies than those in the prevailing groups. The analysis of the findings also indicated that there is no significant gender difference in effectiveness of SAGCP on life skills attainment and personality development but there is differences found on their vocational choices. The results also revealed that there is no significant difference between govt and aided school students in their life skills attainment, personality development and vocational choice. The dimensions oriented analysis of life skills and personality development indicated that SAGCP was found to be effective for enhancing all select dimensions. It was recommended that the Government authorities should establish clear policies that would improve and strengthen guidance and counselling services to make effective for the attainment of life skills, development of personality and choice of vocation.