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TRANSFORMATIVE PATHWAYS IN HIGHER EDUCATION: ANDRAGOGY IN FUTURISTIC PERSPECTIVE

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Vasanthi

Principal

St. Xavier's College of Education

(Autonomous)

Palayamkottai - 627 002

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PROACTIVE ATTITUDE OF HOME-REARED ADOLESCENT LEARNERS

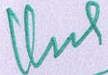
*Mr S. Rajamanickavasagan *Dr. A. Punitha Mary
 Ph.D Scholar, St. Xavier's College of Education (Autonomous)
 Palayamkottai – 627002
 Assistant Professor of Education, St. Xavier's College of Education (Autonomous)
 Palayamkottai – 627002

ABSTRACT

Transferable skills are abilities that are appropriate and useful across different areas of a human life. Proactive attitude is one of the transferable skills. This study examines the proactive attitude of adolescent learners. Survey method was used for the study. Simple random sampling technique was used for selecting 264 adolescents from Tuticorin, Tirunelveli, and Kanyakumari districts from Tamilnadu. Descriptive and inferential statistical techniques were used for analyzing data. It was found that home-reared adolescents are having the moderate level of proactive attitude and its dimensions. There was no significant difference in the proactive attitude and its dimensions of home-reared adolescents in terms of gender, districts. Moreover it was found that there was no significant association between parental status and proactive attitude and its dimensions of home-reared adolescents.

INTRODUCTION

Transferable skills are those that are required in different life contexts and that people can transfer to different social, cultural or work settings. It includes proactive attitude that enables children and adolescents to pursue lifelong learning and become active and productive citizens (Herrity, J 2022). Transferable skills work synergistically with other skills and help them interact and reinforce each other. Also, greater access to education is the relevant learning achievement that significantly reduces the persistent challenges that plague countries of economic and social inequality (Kaplan, Z 2022). Overcoming these challenges requires greater emphasis on incorporating proactive attitudes into educational regulations (Pardo, D 2018). This implies the need to promote curriculum reforms, train teachers to implement innovative teaching methods and ensure availability of necessary human and financial resources (Pelta, R. 2022). Integrating transferable skills proactively in pre-primary and secondary and post-secondary education will ensure holistic development and better learning outcomes, support youth employability in the school-to-work transition process and strengthen economic growth.


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SIGNIFICANCE OF THE STUDY

Transferable, or "portable skills," are skills that can be carried from one job to another. For example, the ability to communicate ideas clearly with others solves unexpected problems or works well in a group. As skills requirements continue to evolve and change, the importance of transferable skills should not be underestimated. Initiative is a personality trait that has implications for motivation and action (Schwarzer, R. 1999). It is a belief that rich possibilities of change can improve oneself and one's environment. It includes various aspects like resourcefulness, responsibility, values and vision. Being active allows an individual to dictate a specific position and gives a sense of control over any situation that are faced by an individual. Importantly, a proactive attitude can help everyone to be more prepared. When one is proactive, he/she is able to think and act before situations change. Today's home grown adolescent needs a proactive approach to face the challenges in the life.

OBJECTIVES

1. To find out the level of proactive attitude of home-reared adolescents
2. To find out significant difference between male and female home-reared adolescents in their proactive attitude and its dimensions.
3. To find out significant difference among Thoothukudi, Tirunelveli and Kanyakumari home-reared adolescents in their proactive attitude and its dimensions.
4. To find out significant association between parental status and proactive attitude and its dimensions of home-reared adolescents.

HYPOTHESES

1. There is no significant difference between male and female home-reared adolescents in their proactive attitude and its dimensions.
2. There is no significant difference among Thoothukudi, Tirunelveli and Kanyakumari districts home-reared adolescents in their proactive attitude and its dimensions.
3. There is no significant association between parental status and proactive attitude and its dimensions of home-reared adolescents.

METHODOLOGY

Survey method is used for the study. The sample of the study has been selected using Simple random sampling technique. Investigator selected 264 adolescents from three districts. Proactive attitude questionnaire was constructed and validated by the investigator and the research supervisor (2020). The investigator has used differential analysis.

DATA ANALYSIS AND INTERPRETATION

Objective 1

To find out the level of proactive attitude of home-reared adolescents

Table 1
LEVEL OF PROACTIVE ATTITUDE OF HOME-REARED ADOLESCENTS

Dimensions	Low		Moderate		High	
	N	%	N	%	N	%
Prediction	41	15.5	165	62.5	58	22.0
Prevention	58	22.0	154	58.3	52	19.7
Planning	60	22.7	137	51.9	67	25.4
Participation	58	22.0	154	58.3	52	19.7
Performance	41	15.5	165	62.5	58	22.0
Proactive attitude	43	16.3	176	66.7	45	17.0

It is inferred from the above table that 15.5% of home-reared adolescents have low, 62.5% of them have moderate and 22.0% of them have high level of prediction.

Among the 22.0% of home-reared adolescents have low, 58.3% of them have moderate and 19.7% of them have high level of prevention.

Among the 22.7% of home-reared adolescents have low, 51.9% of them have moderate and 25.4% of them have high level of planning.

Among the 22.0% of home-reared adolescents have low, 58.3% of them have moderate and 19.7% of them have high level of participation.

Among the 15.5% of home-reared adolescents have low, 62.5% of them have moderate and 22.0% of them have high level of performance.

Among the 16.3% of home-reared adolescents have low, 66.7% of them have moderate and 17.0% of them have high level of proactive attitude.

Null Hypothesis 1

There is no significant difference between male and female home-reared adolescents in their prediction, prevention, planning, participation, performance and proactive attitude.

Table 2
DIFFERENCE BETWEEN MALE AND FEMALE HOME-REARED
ADOLESCENTS IN THEIR PROACTIVE ATTITUDE

Dimensions	Category	N	Mean	S.D.	Calculated t-value	Remarks at 5% level
Prediction	Male	132	17.99	2.907	1.866	NS
	Female	132	17.33	2.899		
Prevention	Male	132	34.82	6.295	0.415	NS
	Female	132	34.49	6.448		
Planning	Male	132	25.98	5.729	0-.867	NS
	Female	132	26.58	5.626		
Participation	Male	132	34.20	6.454	1.171	NS
	Female	132	35.11	6.260		
Performance	Male	132	17.98	2.854	1.780	NS
	Female	132	17.34	2.955		
Proactive attitude	Male	132	130.96	10.074	0.083	NS
	Female	132	130.86	10.559		

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between male and female home-reared adolescents in their prediction, prevention, planning, participation, performance and proactive attitude as the calculated 't' value is less than the table value. Hence the null hypothesis is accepted.

Null Hypothesis 2

There is no significant difference among Thoothukudi, Tirunelveli and Kanyakumari home-reared adolescents in their prediction, prevention, planning, participation, performance and proactive attitude.

Table 3
DIFFERENCE AMONG THOOTHUKUDI, TIRUNELVELI AND KANYAKUMARI HOME-
REARED ADOLESCENTS IN THEIR PROACTIVE ATTITUDE

Dimensions	Source of variation	df=2, 261		Calculated 'f' value	Remark at 5% level
		Sum of squares	Mean square variation		
Prediction	Between	3.023	1.511	0.177	NS
	Within	2234.295	8.561		
Prevention	Between	3.508	1.754	0.043	NS
	Within	10642.125	40.774		
Planning	Between	122.189	61.095	1.910	NS
	Within	8347.068	31.981		
Participation	Between	44.008	22.004	0.542	NS
	Within	10601.625	40.619		
Performance	Between	18.023	9.011	1.060	NS
	Within	2219.295	8.503		
Proactive attitude	Between	181.114	90.557	0.853	NS
	Within	27718.705	106.202		

(At 5% level of significance the table value of 'f' is 3.02)

It is inferred from the above table that there is no significant difference among Thoothukudi, Tirunelveli, and Kanyakumari district home-reared adolescents in their prediction, prevention, planning, participation, performance and proactive attitude as the calculated 'f' value is less than the table value. Hence the null hypothesis is accepted.

Null Hypothesis 3

There is no significant association between parental status and prediction, prevention, planning, participation, performance and proactive attitude of home-reared adolescents.

Table 4

**ASSOCIATION BETWEEN PARANTAL STATUS AND PROACTIVE ATTITUDE
AND ITS DIMENSIONS OF HOME-REARED ADOLESCENTS**

Dimensions	df	Calculated ' χ^2 ' value	Remarks at 5% level
Prediction	6	01.132	NS
Prevention		09.667	NS
Planning		03.841	NS
Participation		07.603	NS
Performance		04.809	NS
Proactive attitude		10.058	NS

(At 5% level of significance the table value of χ^2 is 12.592)

It is inferred from the above table that there is no significant association between parental status and home-reared adolescents in their prediction, prevention, planning, participation, performance and proactive attitude as the calculated χ^2 value is less than the table value. Hence the null hypothesis is accepted.

FINDINGS

1. Home-reared adolescents have the moderate level of proactive attitude and its dimensions.
2. There is no significant difference between male and female home-reared adolescents in their prediction, prevention, planning, participation, performance and proactive attitude as the calculated 't' value is less than the table value.
3. There is no significant difference among Thoothukudi, Tirunelveli, and Kanyakumari district home-reared adolescents in their prediction, prevention, planning, participation, performance and proactive attitude as the calculated 'F' value is less than the table value.
4. There is no significant association between parental status and proactive attitude of home-reared adolescents in their prediction, planning, participation, performance and proactive attitude as the calculated χ^2 value is less than the table value. Hence the null hypothesis is accepted.

INTERPRETATION AND DISCUSSION

Home-reared adolescents are having the moderate level of prediction, prevention planning, participation, performance and proactive attitude. As they are living in the digital world, they want to enjoy every moment at present and they don't think of future. To improve the proactive attitude, adolescents must be trained to plan ahead, set goals, prioritize, learn to solve the problem, take action and advice them to not to dwell on the mistakes from the past, but motivate them to learn from.

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