



Attitude of higher secondary school students towards ASAP (Additional Skill Acquisition Programme) in Kerala State, India

Sumayyath.K¹, Dr K Babu², Dr Sharfras Navas³

¹Doctoral Research Scholar, PG and Research Department of Economics, Erode Arts and Science College (Autonomous), Rangampalayam, Erode, ²Assistant Professor, PG and Research Department of Economics, Erode Arts and Science College (Autonomous), Rangampalayam, Erode, ³Naher Arts and Science College, Kanhirode, Kannur, Kerala.

ARTICLE INFO

KEYWORDS

Vocational Education; Additional Skill Acquisition Programme (ASAP); Skill Development; Student Attitude; Kerala

HOW TO CITE

Sumayyath.K, Babu, D. K., & Navas, D. S. (2026). Attitude of higher secondary school students towards ASAP (Additional Skill Acquisition Programme) in Kerala State, India. Emirati Journal of Education and Literatures, 4(2), 67-71.

<https://doi.org/10.54878/v69d3g39>

ABSTRACT

India faces a significant challenge with a large educated but unemployed population, partly due to the historical emphasis on general education over vocational training. This has created a workforce imbalance, with a shortage of skilled labor at lower levels. In response, the government has intensified efforts to vocationalize education through various schemes, including the Additional Skill Acquisition Programme (ASAP) in Kerala. This program aims to equip students with market-relevant skills, addressing the demand for a more technically proficient workforce. This study investigates the attitudes of higher secondary school students in Kerala towards the ASAP initiative. A sample of 450 students from different districts was surveyed using a structured questionnaire to assess their perspectives on the program's effectiveness, benefits, and overall appeal. The findings indicate that students' attitudes towards ASAP vary significantly based on demographic factors such as gender, location, and academic stream. The study concludes that non-science students and those from rural areas demonstrate a more positive attitude towards the program, highlighting the need for targeted promotional strategies to broaden its appeal across diverse student groups.



Double-blind peer review by independent reviewers.

Received: 06 Jul 2026, Accepted: 10 Nov 2026, Published: 07 Dec 2026

*Corresponding author: sumisunilkap@gmail.com

Copyright: © 2026 by the author. Licensee Emirates Scholar Center for Research & Studies, UAE.

Open access under the Creative Commons Attribution (CC BY) license

<https://creativecommons.org/licenses/by/4.0>

1. Introduction

The Indian economy is home to one of the world's largest workforces, yet it grapples with a paradoxical situation of widespread unemployment among educated individuals (Rao, 2025). A primary reason for this is the traditional education system's focus on theoretical knowledge rather than practical, vocational skills. To address this imbalance, the government has launched several initiatives aimed at integrating vocational and technical education into the mainstream. The Eleventh Five-Year Plan, for instance, prioritized vocational courses and ensured representation from marginalized communities, including women (Planning Commission, 2008).

The Additional Skill Acquisition Programme (ASAP), a joint initiative of the Department of Higher Education and the Department of General Education in Kerala, is a key component of this national effort (ASAP Kerala, 2025). It aims to bridge the gap between academic education and industry requirements by offering skill development courses to students alongside their regular curriculum. However, the success of such programs depends heavily on the students' attitude and willingness to participate (Diez-Palomar et al., 2020). This paper seeks to explore the factors influencing students' attitudes towards the ASAP program in Kerala.

2. Literature Review

In empirical study we get an insight for the previous studies and theses done by the previous research scholars. In the use of empirical study, we can avoid duplication. Teacher effectiveness is positively correlated with several characteristics. These include intellectual abilities, academic achievement, general and specialized knowledge, and professional information (Bardach & Klassen, 2020). It also involves student teaching performance, emotional adjustment, and positive attitudes towards students. Effective teachers are also generous in their appraisals of others' behavior and motives (Blazar & Kraft, 2017). Furthermore, they demonstrate a strong interest in literature, music, and painting, as well as active participation in social and community affairs (Sheppard & Broughton, 2020).

Early experiences with teaching children, family history of teaching, and the size and cultural level of their school and community also appear to be significant factors (Winder & Corter, 2016). An inventory to measure teacher efficiency focused on five variables: professional knowledge, understanding of psychology, familiarity with school management and administration, personal qualities like sympathy and patience, and the ability to build relationships with others (Opoku et al., 2023a). The study found a positive link between a teacher's attitude

and their effectiveness in the classroom. It showed that teachers with a better attitude were more efficient, and that a teacher's emotional well-being also had a positive relationship with their teaching efficiency (Kukreti & Bhatt, 2023). A study on the determinants of teaching efficiency found a positive correlation with several characteristics. These included knowledge of the subject matter, academic qualifications, a sympathetic attitude towards students, mastery of teaching methods, sincerity, proper use of teaching aids, and the art of questioning (SHIRANI BIDABADI et al., 2016).

A factorial study of certain personality variables in secondary school teachers found that popular teachers had a favorable attitude towards teaching. This suggests that they are likely to maintain a harmonious relationship with their students, characterized by mutual affection and sympathetic understanding (Opoku et al., 2023b). The relationship between 16 personality factors and teaching effectiveness found that only 6 factors out of 16 are positively correlated with teaching effectiveness. Furthermore, the total personality of the teacher plays an important role in teaching effectiveness (Deng et al., 2020). The correlation between the total personality and teaching effectiveness was quite significant and marked. Prominent sex differences were also noted in the teaching effectiveness (Yu, 2021).

A study on personality variables and teaching effectiveness found clear distinctions among teachers. It revealed that inferior teachers had a need for acquisition but lacked a need for exhibition. Average teachers possessed self-confidence and problem-solving skills, while superior teachers demonstrated a stronger imagination, sensitivity to family problems, and a more literary style of language (Adu et al., 2024). A study on the effect of behavior modification skills training on several personality factors among teacher trainees was conducted. The study used a treatment group of 53 subjects and a control group of 929 subjects from a teacher trainee course. They were assessed for dogmatism, pupil control ideology, locus of control, and three factors from the sixteen-personality factor questionnaire. The treatment group then underwent an extensive classroom behavior modification laboratory, but the results were not conclusive (Mieg, 2019). The differences in teacher planning and its relationship to teacher behaviour and student achievement in a sample of 12 experienced teachers, taught a social studies lesson to 3 groups (Hall & Smith, 2006).

3. Methodology

The study employed a quantitative research design. A sample of 450 higher secondary students was selected

from various schools in Kerala using a random sampling. A structured questionnaire was developed to measure students' attitudes towards the ASAP program, covering aspects such as perceived benefits, career relevance, and program accessibility. The collected data was analyzed using descriptive statistics, t-tests, and ANOVA to identify any significant differences in attitude based on variables like gender, location (rural vs. urban), school type (government vs. aided), and academic stream (science vs. non-science).

Variable	Gender	Mean	SD	t-value
Attitude toward ASAP	Boys	226.18	32.03	5.433**
	Girls	237.98	70.98	

**Significant at 0.01 level

From Table 4.1, it is found that the critical ratio of difference in the mean score of attitudes towards ASAP of boys and girls of higher secondary school students is 5.433, which is higher than 1.96 and 2.58. So, it indicates that there exists a significant difference in the mean score of attitudes towards ASAP between boys and girls. The

4. Results

To estimate the significant difference in the mean score of Attitude towards ASAP among higher secondary students based on Gender, the data and results are presented in Table 4.1.

Table 4. 1: Data and Results of Test of Significant Difference in the Mean Score of Attitude Towards ASAP among Higher Secondary School Students Based on Gender (N=225).

table reveals that the mean value for attitude towards ASAP for boys and girls are 226.18 and 237.98 respectively; this shows that attitude towards ASAP among higher secondary girls is higher than that of boys.

Table 4. 2: The Significant Difference in the Mean Score of Attitude Towards ASAP among Higher Secondary School Students Based on Locale

Variable	Locale	Mean	SD	t-value
Attitude toward ASAP	Urban	233.53	74.15	5.032**
	Rural	261.36	42.94	

**Significant at 0.01 level

From Table 4.2, it is found that the critical ratio of difference in the mean score of attitudes towards ASAP of urban and rural higher secondary school students is 5.032, which is higher than 1.96 and 2.58. So, it indicates that there exists a significant difference in the mean score of attitudes towards ASAP between urban and rural students. The table reveals that the mean value for

attitude towards ASAP for urban and rural students are 233.53 and 261.36 respectively; this shows that attitude towards ASAP among rural students is higher than that of urban students.

Table 4. 3: Data and Results of Test of Significant Difference in the Mean Score of Attitude Towards ASAP among Higher Secondary School Students Based on Type of Management

Variable	Locale	Mean	SD	t-value
Attitude toward ASAP	Government	237.98	70.98	5.433**
	Aided	266.18	32.03	

**Significant at 0.01 level

Based on the data presented in Table 4.3, a significant difference was found in the mean attitude scores towards ASAP between students from government and aided higher secondary schools. The critical ratio of 5.433 is greater than the standard values of 1.96 and 2.58, indicating this difference is statistically significant. The

mean scores of 266.18 for aided students and 237.98 for government students reveal that aided students have a more favorable attitude towards ASAP.

Table 4. 4: The Significant Difference in the Mean Score of Attitude Towards ASAP among Higher Secondary School Students Based on Subject Stream

Variable	Subject Stream	Mean	SD	t-value
Attitude toward ASAP	Non-Science	262.6	33.7	4.382**
	Science	233.5	74.1	

**Significant at 0.01 level

Based on the data presented in Table 4.4, the obtained t-value of 4.382 is significant at the 0.01 level. This indicates a significant difference in the mean scores of attitudes toward ASAP among higher secondary school students with respect to their subject stream. Further analysis of the mean scores reveals that non-science students have a more positive attitude toward ASAP (mean score: 262.6) compared to science students (mean score: 233.5). Therefore, it can be concluded that non-science students show a higher attitude towards the program.

The analysis of the collected data revealed several key findings: The analysis revealed significant differences in attitude towards ASAP based on several demographic factors. Girls showed a more positive attitude (mean score: 237.98) than boys (mean score: 226.18), a difference that was statistically significant with a critical ratio of 5.433 ($p < 0.01$). Similarly, students from rural areas had a more favorable attitude (261.36) compared to their urban counterparts (233.53), with a critical ratio of 5.032 ($p < 0.01$). The study also found that aided school students demonstrated a more positive attitude (266.18) than government school students (237.98), a difference that was significant with a critical ratio of 5.433 ($p < 0.01$). Lastly, non-science students exhibited a higher mean attitude score (262.6) than science students (233.5), indicating a significant difference based on academic stream. The mean scores for attitude toward ASAP revealed that the majority of students held a favorable view of the program. Of the 450 students surveyed, 380 (84.44%) had a favorable attitude, while 70 (15.56%) had an unfavorable attitude. This data indicates that the vast majority of students have a positive outlook on the ASAP initiative.

5. Discussion

The results suggest that student attitude towards skill acquisition programs is not uniform and is influenced by several factors. The findings that girls and rural students have a more positive attitude may be attributed to a higher perceived need for skill-based employment in their communities. Additionally, the strong attitude among non-science students indicates that programs like ASAP may be viewed as a more direct pathway to employment for those not pursuing traditional professional courses. The significant differences based on school type may reflect variations in the promotion or implementation of the program.

6. Conclusion

The study concludes that the Additional Skill Acquisition Programme (ASAP) is perceived positively among higher secondary students in Kerala, particularly among girls, rural students, and those from non-science streams. These findings underscore the importance of tailored awareness and outreach campaigns to ensure that the program reaches all segments of the student population. By addressing the specific needs and perceptions of different student groups, the ASAP program can more effectively contribute to the government's broader goal of reducing unemployment and fostering a skilled workforce in India.

7. References

- Adu, E., Omodan, B., Tsotetsi, T., & Damoah, B. (2024). Pedagogical Strategies for 21st-Century Classrooms. Open Books and Proceedings, 1-156. <https://doi.org/10.38140/obp1-2024-00>
- ASAP Kerala. (2025). About Us - Additional Skill Acquisition Programme Kerala. <https://asapkerala.gov.in/about-us/>
- Bardach, L., & Klassen, R. M. (2020). Smart teachers, successful students? A systematic review of the literature on teachers cognitive abilities and teacher effectiveness. Educational Research Review, 30, 100312. <https://doi.org/10.1016/j.edurev.2020.100312>
- Blazar, D., & Kraft, M. A. (2017). Teacher and Teaching Effects on Students Attitudes and Behaviors. Educational Evaluation and Policy Analysis, 39(1), 146-170. <https://doi.org/10.3102/0162373716670260>
- Deng, Q., Zheng, B., & Chen, J. (2020). The Relationship Between Personality Traits, Resilience, School Support, and Creative Teaching in Higher School Physical Education Teachers. Frontiers in Psychology, 11, 568906. <https://doi.org/10.3389/fpsyg.2020.568906>
- Díez-Palomar, J., García-Carrión, R., Hargreaves, L., & Vieites, M. (2020). Transforming students attitudes towards learning through the use of successful educational actions. PLoS ONE, 15(10), e0240292. <https://doi.org/10.1371/journal.pone.0240292>
- Hall, T., & Smith, M. (2006). Teacher Planning, Instruction and Reflection: What We Know About Teacher Cognitive Processes. Quest, 58. <https://doi.org/10.1080/00336297.2006.10491892>

Kukreti, B. R., & Bhatt, T. (2023). Co-relational study of teaching efficiency and intelligence: In relation to type of organisation and teaching experience. *Materials Today: Proceedings*, SI:5 NANO 2021, 80, 2777–2780. <https://doi.org/10.1016/j.matpr.2021.07.037>

Mieg, H. (2019). Inquiry-Based Learning – Undergraduate Research The German Multidisciplinary Experience: The German Multidisciplinary Experience. <https://doi.org/10.1007/978-3-030-14223-0>

Opoku, O. G., Adamu, A., & Daniel, O. (2023a). Relation between students personality traits and their preferred teaching methods: Students at the university of Ghana and the Huzhou Normal University. *Heliyon*, 9(1), e13011. <https://doi.org/10.1016/j.heliyon.2023.e13011>

Opoku, O. G., Adamu, A., & Daniel, O. (2023b). Relation between students personality traits and their preferred teaching methods: Students at the university of Ghana and the Huzhou Normal University. *Heliyon*, 9(1), e13011. <https://doi.org/10.1016/j.heliyon.2023.e13011>

Planning Commission. (2008). Eleventh five year plan, 2007-2012. Oxford University Press.

Rao, M. V. (2025). Unemployment among educated youth in India: Causes and economic consequences. ResearchGate. https://www.researchgate.net/publication/391033270_Unemployment_among_educated_youth_in_India_Causes_and_economic_consequences

Sheppard, A., & Broughton, M. C. (2020). Promoting wellbeing and health through active participation in music and dance: A systematic review. *International Journal of Qualitative Studies on Health and Well-Being*, 15(1), 1732526. <https://doi.org/10.1080/17482631.2020.1732526>

SHIRANI BIDABADI, N., NASR ISFAHANI, A., ROUHOLLAHI, A., & KHALILI, R. (2016). Effective Teaching Methods in Higher Education: Requirements and Barriers. *Journal of Advances in Medical Education & Professionalism*, 4(4), 170–178.

Winder, C., & Corter, C. (2016). The influence of prior experiences on early childhood education students anticipated work with families. *Teaching and Teacher Education*, 55, 133–142. <https://doi.org/10.1016/j.tate.2016.01.005>

Yu, Z. (2021). The effects of gender, educational level, and personality on online learning outcomes during the COVID-19 pandemic. *International Journal of Educational Technology in Higher Education*, 18(1), 14. <https://doi.org/10.1186/s41239-021-00252-3>