THE NEW 18

RESEARCH ON IDEAL AGE FOR EMPLOYMENT IN MAINSTREAM JOBS

by

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Dedication

This research work is a dedication to the endless talents and possibilities that are sparked in humans from very early ages. Only a tree that sheds a seed is not responsible for its growth and development into a young plant. The nature plays a magical role in assuming responsibility to nurture it at every stage – the sun provides the warmth and energy needed to bloom and eat, the water keeps the seed moist and encourages more life, the soil as the home of the seed keeps it secure and allows it soar higher and higher and finally the air compliments its abilities to live and provide life to many around.

For every person similarly many systems convene like these five elements to nurture them in realizing their optimal potential. The parents and siblings form the first institution of life. The schools, teachers, and fellow students they interact with provide a microcosm of the social patterns of this complex world. The extended family and other networks provide support in branching out their vibrant personalities into areas where they may shine. And finally what they do for a living – a job, running a business, homemaking, and other bread winning conducts continue to expose them to various seasonal pressures, yet making them stronger.

I dedicate this work to my Eternal Guru Shri Sai Baba of Shirdi, who is an embodiment of these five elements himself. I'm deeply dedicated to the boldness my parents demonstrated in experimenting my career as the first 15-year old Medical Transcriptionist in India certified by American Association of Medical Transcription. Working with other employees who were doctorates, masters, and medical doctors and yet sometimes outperforming our common goals created a sense of wonder in me about what is the correlation of "age" and "work." How far does fresh and raw capability catapult over fully formed and framed capability? Is one better utilized than the other for different professions? This research work is also dedicated to the platform provided by Swiss School of Business Management that encourages budding researchers to dive into the research world to analyze and learn.

Lastly, this work is dedicated to the wonderous possibilities my children Aanya and Advay can dwell upon if the world opens its arms towards the creativity and massive transformation opportunity generations they belong to can bring to the world.

Acknowledgements

ABSTRACT

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2025

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Today's teenagers are hungrier for independence and purpose orientation. Our employment models need to adapt rapidly to leverage these multitalented individuals at a rate of knots. The main research question being addressed here is whether being 18 or at age of majority should be linked in future to mainstream careers.

The New 18 is a quest exploring the readiness and desire of today's teenagers, referred to as "The Aspirants," to start working earlier in mainstream jobs or business ventures. A primary research was conducted with 250 respondents, aged 13-18, with a focus on their readiness and desire for earlier employment and factors influencing their stress levels, attitudes, emotions, and aspirations in the transit period of completing education to starting employment/entrepreneurship.

This transit period is defined as the "Tedium Period," – the time between The Aspirant's readiness to contribute and when they get the opportunity to do so. We observe the higher achievers experiencing a stronger desire to contribute sooner than 18. This period can be wearisome for The Aspirants influenced by factors such as economic status, skill readiness, and desire to contribute.

Key findings of research emphasize the need to reevaluate age of mainstream employment for Gen-Z and Gen Alpha. An average of 70% respondents express the desire to start working in part-time/full-time jobs earlier than 18. The biggest drive to do so is financial independence followed by desire to progress sooner in career or add value to a higher purpose. We observe academic performance of students scoring >70%, age group of 16-19, and respondents from lower-income families appear more likely to feel confident about starting work or a business early, challenging the traditional view that only graduates are ready for mainstream jobs.

Overall, the study concludes that most respondents agree with the need for "The New 18," a new age for teenagers who are skilled and advanced to jumpstart. It also highlights the role of educationalists, employment influencers, and government authorities in leveraging this untapped potential to contribute to mainstream job roles and innovative business ventures. The study calls for a change in traditional educational models to accommodate this shift.

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CHAPTER I:

INTRODUCTION: THE NEW 18

1.1 Introduction

The world's population reached 8 Billion in 2022 (Worldometers, 2022). There are 1.3 billion adolescents in the world today, more than ever before, making up 16 per cent of the world's population. (UNICEF © 2025). According to the statistics published in 2024, 158 countries of the world have defined the age of majority as 18 (Age of Majority by Country 2024. World Population Review). The age of majority plays a significant role in transitioning from a child to an adult. As an example, this is when the child earns the right to vote, to marry, to legally buy and sell, and finally – get into mainstream jobs. The minimum age of employment for many countries in the world is still 18 to enter a mainstream job.

Nearly one in ten children of the developing countries work full time or alongside their schooling. A total of 160 million children – 63 million girls and 97 million boys – are in child labour globally, accounting for almost one in ten of all children worldwide. Nearly half of all those in child labour – 79 million children in absolute terms – are in hazardous work that directly endangers their health, safety, and moral development. (Global Estimates 2020, Trends and the Road Forward, International Labour Organization and United Nations Children's Fund (2021)). The main assumptions drawn here are the socioeconomic status of the child and need to support the family financially.

In response to this state, few countries of the world now have allowed employment from an age as early as 12. The question we still need to answer is – what forms of employment opportunities are offered earlier than 18? Do all the mainstream jobs we see around the world today need to wait until 18?

1.2 Research Problem

Research on published articles and papers today indicates probing into the child labor laws and impact on countries. However, the question of what is the new definition of a "child" and "adult" is novel. Psychologists may challenge this idea preliminarily because of various issues one is already grappling with at this age – adolescence, puberty, egocentricity and an evolving personality. In contrary, this is also true for 18 as the age of 18-24 is classified as late adolescence (Psychology Today © 2022 Sussex Publishers, LLC).

Just imagining the potential of reevaluating the age of employment brings a wide flow of creativity, exploration, and rebuilding the world for future with our younger generations. It is time to disrupt our legacy thinking models and ask ourselves, why this programmer who is ready at 12 to code needs to wait for another 6 years to deliver? Why this translator at 14 who is better than a 36-year-old needs to wait for another 4 years? Why this designer who is extraordinary at 11 needs to wait 7 more years to make things come alive? Is 18 still the age of employment for all the job details published by U.S. Bureau of Labor Statistics (reported as 152,581 total employees over age 16). (U.S. Bureau of Labor Statistics, 2022)

1.3 Purpose of Research

The purpose of the research on New 18 is to analyze responses from our teenagers (referred to from hereon in this research as "The Aspirants") to determine the readiness and eagerness of this group to contribute to a more life-value-driven job ecosystem in future. It aims at understanding the current state complexities and building them into a future state proposal for upcoming generations. It is time to challenge the organizational science of what age could be the minimum age to hire at. Interesting correlations to this

question link to the education system and potential fast-tracking of this where possible and definition of a few workstreams where this idea of mainstream jobs under 18 can come alive.

1.4 Significance of the Study

The Aspirants of the 21st century show an increased interest in applying their day-to-day learnings into value generation models of industry and systemic organizations before completing the ordained basic requirements of employment. As evidence, many teenagers are spotted in odd* jobs in cafes, restaurants, malls, libraries, etc. making a living or gaining the so-called independence with their own earnings. Through this research, let us aim to understand why is there such an increase in this observation in the last decades? Have the needs of teenagers currently evolved? Are the employment systems ready to receive these same set of teenagers after their tedium of struggle and survival?

The time period between when The Aspirant desires to start working and actually starts working is referred to in this research as the "Tedium Period." The dictionary defines tedium as "obsolete progressing," or "the feeling of being bored because the things you are doing are not interesting and continue for a long time." The symptoms of Tedium Period can range from simple observations of teenagers distancing from family and academic environments to some complex ones as anxiety and depression due to uncertainty of future, to some very serious ones as advanced psychological disorders and suicides.

> The time period between when The Aspirant desires to start working and actually starts working is referred to in this research as the **"Tedium Period."**

An intriguing question of what came first – chicken or egg – continues to be answered and argued in either way and proves to be answered correctly. It is time now for educationalists, economists, government bodies who are authoritarians of employment

infrastructures, business tycoons of multinational companies, and top employers of the world to rethink what is their talent attraction model of future looking like?

In this research, let us construct and observe two approaches to hiring a programmer. The first one is the standard description of <Archetype 1> "graduate/post-graduate in a particular workstream with at least 2-5 years of relevant experience" and the second is a reimagined basic model of engagement <Archetype 2> "A practicing student with proven skillset of programming in languages, ability to innovate and create simple technological solutions, and work with speed in a highly chaotic environment."

Let us consider Table No. 1 to examines the key differences between the two archetypes mentioned above.

Table No. 1 Key differences between Archetype 1 and Archetype 2

Area of examination	Archetype 1	Archetype 2
Definition	"Graduate/post-graduate in a particular workstream with at least 2-5 years of relevant experience"	"A practicing student with proven skillset of programming in languages, ability to innovate and create simple technological solutions, and work with speed in a highly chaotic environment."
Approximate age of hiring	Around 23-25 (average age of graduate is 21 plus 2 years of experience)	Around 15-18 (average academic age at peak of innovative potential, programming expertise, and use-case application)
Entry skillset	Graduation (many times not linked to role), required programming proficiency, relevant/nearly relevant/sometimes irrelevant prior experience, demonstration of required soft skills like communication, teaming, creativity, etc.	Excellence in programming assuming academic institutions only provide opportunity to top few students, relevant experience in use case creation/thought leadership, demonstration of required soft skills like communication, teaming, creativity, etc.
Entry willset/mindset	To earn more than current employer, higher expectation of total rewards/benefits, dependence on employer for further development/education, chance of learning agility	To create an impact with known skills while earning and becoming independent, to learn real world application techniques at an earlier age, continued high learning agility, lower investment for organization
Key hiring benefits	Relevant experience guarantees basic etiquette and background, assumption of job readiness higher	Infusion of fresh and novel thinking into workplace, faster paced creativity and programming techniques, catching the talent young without exposure to the "Tedium Period."
Key hiring risks	Compliance to industry norm exposes employer to minimal risk; however, productivity, learning agility, attitude need to be monitored under probation period, individual's fatiguability with Tedium Period	Innovative and raw thinking model may be perceived as intimidating by industry "normed" ** employers.
Employer value proposition/addition	Employee engagement/satisfaction may improve***	Employee engagement/satisfaction directly impacts academic institution

Source: Created by the author.

* "odd" here indicated jobs which the person does not necessarily aspire to be in but considers it as a stepping stone to meet current needs of economic/emotional sustenance.

** "normed" here refers to expected behaviors, thinking patters adults in corporate organizations are trained to demonstrate.

*** organizations struggle often in achieving the best rating/results in employee satisfaction surveys despite multiple industry-competitive, people-centric measures.

Table No. 1 has illustrated the possibility of considering an Archetype 2 hire into a programming profession with a weighted risk but multiple benefits of novel thought process, energy, and optimized career kickstart to an aspiring programmer.

Therefore, the purpose of this research is to analyze the needs of future generations and understand what are key contributing factors to the "Tedium Period." Through primary and secondary researches, the aim is to find recommendations to authoritarians and researchers to consider optimized paths to catch and engage talents for upcoming generations.

1.5 Research Purpose and Questions

The main purpose of this research is to riposte the following hypotheses:

- **Hypothesis 1:** Many teens are seen taking up side employment opportunities in the past few years for reasons related to economic, social, reputational, and capability growth. Therefore, the first hypothesis is that the generations of future may not prefer waiting until the age of 18 to get into main stream employment jobs.

- **Hypothesis 2:** Many corporate and multinational companies (MNCs) have examples of "minors" being on their full-time employment rolls. Therefore, the second hypothesis is that the multinational company or corporate view of only "graduates" can be enrolled into mainstream jobs may significantly be challenged by future generations.

- **Hypothesis 3:** To meet demands related to evolving nature of intelligence and agility of future generations, the third hypothesis is that the key

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stakeholders/endorsers (government authorities, CEOs, human resource departments, etc.) of employment opportunities may need to rethink the strategy of preparing for the workforce of future.

- **Hypothesis 4:** Assuming preparation to The New 18 begins much before the concept of employment, the fourth hypothesis is that the linked bodies of education and economy will need concrete measures to prepare for this change in the next 5-year period.

The research also envisages the theory of "Tedium Period," which is the time period between when an adolescent teenager feels the urge to add value to society, organization or entrepreneurial idea to when they really get the opportunity to do so.

CHAPTER II:

REVIEW OF LITERATURE

2.1 Theoretical Framework

History and generations are proof to the fact that the life of human beings has become a mechanical clock. For a normal human cycle this is how it might look: 5 years of child development, 16 years of education, followed by 40 years of work, employment, and earning, and another 15-20 years of old age. Research over the past few decades has examined these patterns in a very detailed manner and has challenged the existence of such time blocks on many premises – to name a few: generational diversity, thinking patterns, organizational psychology, needs of future workforce. "The Employment Expectations of Different Age Cohorts: Is Generation Y Really that Different? This article reviews the evidence for the existence of Generation Y as a group with distinct and different attitudes to employment in comparison to Generation X and the Baby Boomers, testing for this difference using employment expectations of students as a proxy for employment attitudes." (Treuren and Anderson, 2010).

This research is aimed at simplifying the minimum age of employment towards the jobs of future that will not require the minimum block of 16 years of education. The pertinent issue today is how most of the mainstream jobs insist on only "graduates" applying for roles. The research presently assumes that many corporate world employees of the current world do not have a direct correlation to their education. For example, many engineers and technical experts are employed in administrative and management roles. This assumption will be validated at a later stage through data collection and quantitative evaluation methods.

The existing literature researched on similar topics can be summarized into two main areas:

2.2 Linkage to Age of Majority and Employment

Being a minimum of 18 years should not be a requirement for mainstream jobs in future. Research from the last decades explores this theory to a great extent. What remains still a surprise is the fact that above 90% of big multinational companies still ask for a graduation or minimum age of 18 to offer mainstream jobs. Noteworthy are the following two researches and key themes they identify:

A. Age and employment – examine two principal issues: the impact of aging on work behavior and attitudes, and the influences of work characteristics on aging itself (Warr, P., 1994). This work; however, does not focus on the ideal "start" age of employment. It mainly characterizes how an employment journey for people might end.

B. Never the Right Age? Gender and Age-Based Discrimination in Employment – To be effective, legislation will need to cater for the complex nature and patterns of age discrimination revealed, though the comparator problem and other complexities are such that important aspects of age prejudice, including gender dimensions, risk being overlooked. (Duncan and Loretto, 2004). This work highlights a key concern that will be included in this research – that is age related discrimination. The success of the research project will be increasing the percentage of workers under 18 in mainstream corporate jobs. However, age related discrimination and bias will require institution of special inclusion principles in organizations.

2.3 Teenagers Intent to Work Earlier Than 18

Children will now not wait until 18 to get into mainstream jobs. An abridged quantitative research conducted through the course of this study in 2024 with an age cohort of 12-15 indicated a dire impatience to contribute and add value to organizations. This

involved 1:1 interview with 16 students. Only statistical inferences have been captured here as a precursor to the main study. About 30% of 15-year-olds are already in part time roles and primary reasons quoted have been financial independence, providing financial support to family, and need to "step out and work" rather than only study. The primary research conducted lateron details out this hypothesis with a larger cohort and conducts quantitative and qualitative analysis of children's aspirations.

The two research topics referred to below underscore the impetuosity shown by early teenagers to plunge into employment:

A. The impact of minimum age of employment regulation on child labor and schooling* - Using micro-data from 59 mostly low-income countries, we observe that age can explain less than one percent of the variation in child participation in paid employment. In contrast, child-invariant household attributes account for 63 percent of the variation in participation in paid employment. (Edmonds, E.V., Shrestha, M, 2012). This research is incredibly important to understand that 63% of children around the world participate today in paid employment. If the future age belongs to knowledge, a germane question to raise is how is the employment model of mainstream jobs enabling these children to participate in mainstream and add value to key economic and value principles of the world.

B. The Employment Expectations of Different Age Cohorts: Is Generation Y Really that Different? If the existence of Generation Y is a viable explanation of employment behaviour, as is asserted in the burgeoning literature, then people between 18 and 33 (born between 1977 and 1992) will have markedly different approaches to work when compared with Generation X (1962 and 1976) and the Baby Boomers (1946 to 1961). (Treuren and Anderson, 2010). The human brain is an organ that is evolving at a rapid pace than ever before. The current age of knowledge requires constant stimulation that is relevant to an individual's interest. A strong correlation to this statement can also be drawn to the question of how much of the curriculum that children are mandated to study until 18 would they be really interested in! This research classifies how the employment expectations of Generation Y are significantly different from other age cohorts. It is time

pronto to think about the Generation after Y – what their expectations are and how prepared our organization structures are to receive this generation.

Through the literature review we can conclude that there is a compelling need to build further on existing research of employment needs for future generations. The most pertinent question to still be answered here is if the age of employment is still relevant at 18 for all mainstream jobs.

While the existing researches highlight the correlation to age and generations, the objective of this research is to delve deeper into specific interests of early teenagers and possible employment opportunities for industry to consider where offers can be extended earlier than 18 years of age.

The research does observe sensitivity to child labor laws in many countries of the world and impact on current unemployment indices, educational systems, etc. While discerning this sensitivity, this research's scope does not include detailing out these topics.

2.4. Summary

In summary, we observe that the existing literature on the topic widely covers topics on age and employment, child labor and related implications, linkages to motivators of employment, and employment expectations. It is necessary to conduct a primary research on The New 18 to elaborate on three main areas of research related to the employment of young people:

3. Theoretical Framework:

- The traditional human life cycle norms for future generations and relevance of fixed time blocks such as 16 years of education before employment.

- The requirement for a minimum of 16 years of education for employment may no longer be relevant, as many current employees do not work in fields directly related to their education.

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2. Linkage to Age of Majority and Employment:

- Challenges the necessity of being 18 years old to work in mainstream jobs.

- For future research considerations, aims to increase the percentage of workers under 18 in mainstream corporate jobs while addressing age-related discrimination and bias.

3. Teenagers' Intent to Work Earlier Than 18:

- Highlights studies showing our teenagers are already in part-time roles, driven by financial independence and the desire to contribute.

- Discusses research on the participation of children in paid employment and the evolving expectations of different generations regarding employment.

- Emphasizes the need to understand teenagers' specific interests and to create employment opportunities for them before they turn 18.

The research aims to challenge existing employment norms and explore the potential for younger individuals to contribute meaningfully to the workforce. It also acknowledges the importance of adhering to child labor laws and understanding the broader impact on education and unemployment.

CHAPTER III:

METHODOLOGY

3.1 Overview of the Research Methodology

The primary and secondary research method for this study is literature review, conceptual modeling, cohort identification for data gathering and hypothesis testing, using data gathering techniques like surveys and interviews to collect anecdotal evidences supporting or defending the hypothesis and analyzing nature and pitfalls of the "Tedium Period."

This study is centered around hypothesis of "The New 18" which will be the reincarnation of entry into mainstream corporate jobs for future generations. The research plan is divided into two main stages – primary data collection through survey on The New 18, and critically analyzing the inferences drawn with the hypotheses.

3.2 Operationalization of Theoretical Constructs

To operationalize the research, a cohort of 500 survey respondents were identified. The primary characteretics of this research group were (1) Teenagers at the age of 13-18, (2) If 18+ and educated, not yet working. The research group was invited to participate in The New 18 Research survey to analyze their reponses on defined hypothesis. This research was conducted under parental, tutor, or guardian guidance where minors where involved.

The results were analyzed using data modeling tools and techniques to draw inferences related to the main questions.

3.3 Research Purpose and Questions

The readiness of engagement and employment patterns with respect to the upcoming talent in the next decade will be a key contributor to multiple macroeconomic, microeconomic, psychological, and sociological success factors. Globally, about 25 percent of the world is under 15 years of age. As of 2022, there are 7.9 billion people living on the planet, and this is expected to reach more than eight billion before 2025. Moreover, the global population is expected to reach 10 billion around 2060, before slowing and then even falling slightly by 2100. (Dyvik, 2023).

In summary, there is a need for a deeper diagnosis and better understanding of what, why, how, when and where of the New 18. The purpose of this primary research was to survey The Aspirants to understand their mindset to start contributing earlier to a mainstream employment or business model. The following research questions were asked:

Information section:

1. Select gender (Male/Female/Prefer Not to Say)

2. Are you currently employed in a part-time/full-time job? (Yes/No)

3. Age group (<13, 13-15, 16-17, 18-19, >20)

4. Present city of residence (open-ended response)

5. Economic status of your family (Total earnings less than 25,000 INR/300 USD per month | Total earnings 25,001 INR/301 USD to 50,000 INR/600 USD per month | Total earnings 50,001 INR/601 USD to 1 lakh INR/1200 USD per month | Total earnings > 1 lakh INR/1201 USD per month)

6. Present class/grade of education (Class 8, Class 9, Class 10, Class 11, Class 12, Pursuing Under Graduation (degree), Other)

7. Please share your average aggregate scores from last term/year (<40%, 41-70%, >70%)

8. Type of present educational institution (Government run, Private run, Other)

9. Board of current education (SSC, CBSE, ICSE, IB, Other)

"A company" in this survey is defined as an established organization – national or multinational. Please answer the following questions thinking of your future aspirations.

10. Please enter which field do you aspire to work in future (Scientific, Astronomy, Aeronautics, Social sciences, Humanities, Medical, Pharmacology, Economics, Management and administration, Engineering, Arts or performing arts, Entrepreneurship or self-led business, Agriculture, Other)

11. If given an opportunity today, my choice would be to: (Start my job with a company/start my own business, continue my educational journey until desired level, work full-time with a company/my own business and study part-time, Work part-time with a company/my own business and study full-time)

12. Have you had the urge to do something recently but could not as you were busy in studies? For e.g. – start a business, work for an organization/cause, invent or create a program/thing, get into a mainstream sport or art, etc. (Yes, No, Maybe)

13. If yes, please mention briefly what the urge was (open-ended response)

14. Thinking of your current educational grade and your future aspiration, please rate the following statements on a scale of 5 (1 – Strongly Disagree, 2 – Least Agree, 3 – Somewhat Agree, 4 – Agree, 5 – Strongly Agree)

A. I want to start working but have to wait until I complete my educational years

B. I feel like I'm not using my time productively

C. I think the education system must be better connected to employment/business models

D. I miss my financial independence

E. I go through anxiety and stress, waiting for my educational years to be completed

F. I feel confident to start working in a company/start my own business sooner than 18

G. My studies today are relevant to what I aspire to be in future

15. What are the key motivators for you to start working earlier? (Financial independence | Using skills/knowledge in a live/business environment | Career growth at a younger age | Confidence to start sooner | Experimenting a new way in future)

16. If anything, what holds you back today from thinking of working earlier? (Personal drive to complete education | Societal pressure to complete education (e.g., parents' expectations) | Fear of rejection by friends as they belong to the norm of education | Fear of uncertainty of jobs if education is not completed | Lack of self-confidence or capabilities to perform in job)

17. Would you like to participate in a mock selection test to analyze your skills for a required job? If yes, please share your E-mail address. Note: This is for research purposes only and not yet a confirmed step!

3.4 Research Design

- Construction of hypothesis statements and targeted end points through research in support of or defense of the identified hypothesis.

- Identification of cohorts and individuals who can consent and participate in primary research – for example, students between ages 15-18, working teenagers, teenagers who have initiated entrepreneurial journeys, educationalists, employers, government authoritarians.

- Primary research through identified data gathering techniques with each cohort or individual – surveys and data analysis through results gathered, interviews, focus groups, immersive data simulation exercises through case studies and role plays.

- Conceptual modeling through consideration of linkages and constraints in other ecosystems that The New 18 might touch. For example, education systems, employment laws and targets, etc.

- Classification of possible jobs that can be considered in scope of The New 18.

A phenomenal study was conducted for this participant group to dig deeper into experiential preferences and thinking patterns in their current natural environments. For example, the participants took the survey from schools, tuition centers, or home schooling environments. The purpose of this study is "to understand an experience from the participants" point of view" (Leedy & Ormrod, 2001, p. 157). The focus is on the participant's perceptions of the event or situation and the study tries to answer the question of the experience. Creswell (1998) points out that the essence of this study is the search for "the central underlying meaning of the experience and emphasize the intentionality of consciousness where experiences contain both the outward appearance and inward consciousness based on the memory, image, and meaning" (p. 52). The difficulty of this

study is that the researcher usually has some connection, experience, or stake in the situation so bracketing (setting aside all prejudgments) is required. For example, a student has a certain image of "office" when answering questions in the survey which can delude the response intent.

3.5 Population and Sample

The research population considered for this study were mainly The Aspirants. The primary characteretics of this research group were (1) Teenagers at the age of 13-18, (2) If 18+ and educated, not yet working. A research group of 500 was invited to participate in The New 18 Research survey to analyze their reponses on defined hypothesis.

There were a total number of 250 respondents who submitted their inputs. These responses have been considered for further inference and hypothesis validation.

3.6 Participant Selection

The participant selection for this topic was general. A cohort of 500 survey respondents were identified and invited to take the survey. The participation invite was sent via E-mail or WhatsApp and participation in the survey was voluntary.

The study was done keeping the critical stakeholder groups in mind. Will this generation require linking the age of majority to the age of mainstream employment/business priorities? Research on The New 18 explores this question through the following critical stakeholder groups:

Table A.1 Critical stakeholder groups and scoping of study

Aspirants	Educationalists
(In scope of this study)	(Only sample interview data in scope of this study
Our young super stars who are 13-21[1] years old	Influential leaders in space of education
Employers	Research giants
(Out of scope of this study, to be considered in future)	(As captured in Literature Review section)
HR heads, recruiters, and organizational analysts	Fellow researchers exploring topics similar to The New 18

Source: Created by the author.

3.7 Instrumentation

The main instrument used for data collection for the research was a survey built on google forms. The survey had 17 questions consutrcted on a 5-point likert scale to measure various responses. Time taken to complete the survey was approximately 5 minutes.

A copy of the full survey is included at the end of this document.

3.8 Data Collection Procedures

The primary data collection procedure followed was online Google Forms. For minors, this was done under guardian/parent/tutor supervision.

3.9 Statistical Analysis

The statistical analysis for this study is primarily descriptive, focusing on summarizing the survey data and exploring potential associations between variables. Frequencies and percentages will be reported for categorical variables, while measures of central tendency and dispersion will be used for continuous and ordinal variables. Fisher's Exact Test will be conducted to examine relationships between age, academic score, and different survey responses. Fisher's Exact Test is a non-parametric statistical test used to determine the significance of associations between categorical variables in contingency tables, particularly when sample sizes are small or expected cell counts are low. Unlike the chi-square test, which relies on an asymptotic approximation, Fisher's Exact Test calculates the exact probability of observing the data (or something more extreme) under the null hypothesis of no association, using the hypergeometric distribution. In cases where

computational constraints or large tables make exact calculations infeasible, a Monte Carlo simulation approach (p.simulate) will be used to estimate the p-value. This method generates a large number of simulated contingency tables under the null hypothesis and computes the proportion of tables that are as extreme or more extreme than the observed data, providing an approximate p-value.

However, it is important to note that the sample size was not determined using a formal power calculation, and the study is not powered to test hypotheses statistically. Additionally, no multiplicity adjustment has been applied to account for the multiple testing conducted in this study, which increases the risk of Type I errors (false positives). Therefore, any p-values reported are for descriptive purposes only and should not be interpreted as evidence of statistical significance. The findings will be presented with appropriate visualizations and interpreted in the context of the study objectives, keeping in mind the limitations related to sample size and the lack of multiplicity adjustment

Overall, the statistical analysis will provide a comprehensive descriptive overview of the survey data, highlighting key patterns and relationships. The use of chi-square tests will offer insights into potential associations, but the lack of a powered sample size necessitates caution in interpreting p-values. The findings will also contribute to a deeper understanding of the factors influencing career aspirations and motivations among the surveyed population.

3.10 Analysis Limitations

The New 18 survey analyzes multiple parameters of the emotional journey, attitude, desires, and preferences of the respondend group. However, it is important to note the following limitations:

Sample Size: We again would like to emphasize that the sample size was not determined using a formal power calculation, and the study is not powered to detect statistically significant effects. Therefore, any p-values reported are for descriptive purposes only and should not be overinterpreted.

Generalizability: The findings may not be generalizable to broader populations due to the non-random sampling method.

3.9 Conclusion

Overall, the statistical analysis will provide a comprehensive descriptive overview of the survey data, highlighting key patterns and relationships. The use of chi-square tests will offer insights into potential associations, but the lack of a powered sample size necessitates caution in interpreting p-values. The findings will also contribute to a deeper understanding of the factors influencing career aspirations and motivations among the surveyed population.

CHAPTER IV:

RESULTS, INTERPRETATIONS, AND DISCUSSION

4.1 Research Questions Overview and Demographic Results

A detailed overview of questions included in the survey and participant groups in scope of the research has been provided in Section 3.3 (Research Purpose and Questions) and 3.6 (Participant Selection). An overview of the demographic results of participants is as follows.

Figure 1.1: Gender of respondents
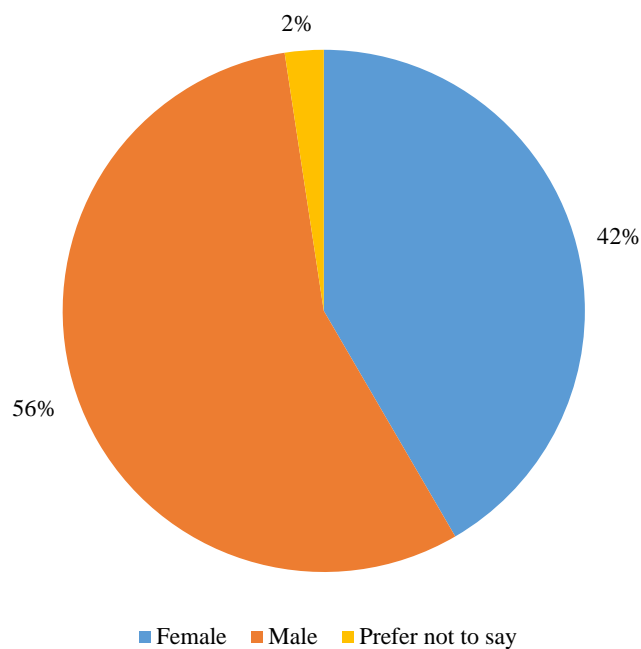
Source: Created by the author.

The results of survey show a very health mix in the gender of male and female respondents at 56:42 ratio. The male response ratio is slightly higher with 140 responses;

however, there are 104 responses from female respondents that make the research base significant for interpretation and analysis. A small percentage of respondents (2%) preferred not to share their gender. Their responses have been included for data analysis; however, are statistically insignificant to draw any conclusions.

Employment status of respondents

Figure 1.2 Employment in a part-time/full-time job - frequency distribution

Are respondents employed in a part-time/full-time job?
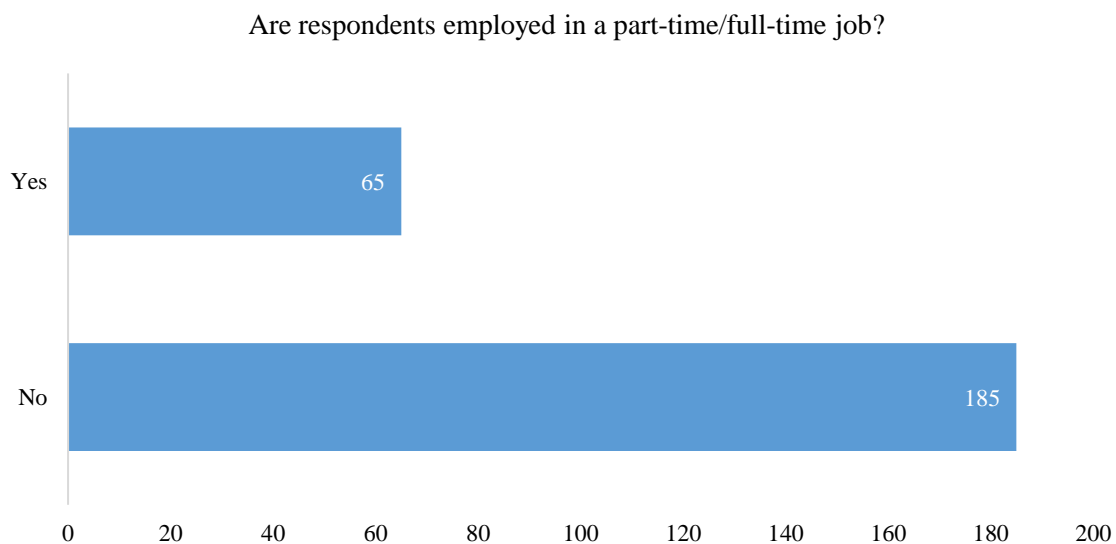
Source: Created by the author.

The modern teenagers are seen working part time in evening jobs or odd jobs to fulfil social, financial, or intellectual needs. This information was collected from respondents to examine this trend.

Results indicate that 74% of respondents (185) are currently not employed in a part-time or full-time job. The other 26% or 65 respondents are currently employed in a part time or full-time job. There was no further segregation done on whether this was a part-time job or a full-time job. The point of consideration here is the potential to tap into for these 26% respondents who today toggle in the two worlds of employment and

education. It is questionable if this toggle is a struggle or a purposeful journey for these individuals.

One inference to draw linkage in this research is to the question on "Have you had the urge to do something recently but could not as you were busy in studies? For e.g. – start a business, work for an organization/cause, invent or create a program/thing, get into a mainstream sport or art, etc."

Table A.7 Currently employment and urge to start a business/work/play a sport

Have you had the urge to do something recently but could not as you were busy in studies?	Maybe	No	Yes	Total
Currently employed – No	47	82	56	185
Currently employed – Yes	15	29	21	65
Grand Total	62	111	77	250

Source: Created by the author.

Out of the 65 respondents who are currently working in part-time or full-time jobs, about 55% of them have answered "Yes" or "Maybe" to the question that they had the urge to start a business, work for an organization, invent or create a program, get into a mainstream sport recently. This indicates that though they are currently employed, they show the desire to move into some higher value adding employment or business.

Also noteworthy here is that 56% respondents who are currently not employed also experienced this urge. A linkage to be drawn here is the concept of the Tedium Period may cause stress and anxiety of waiting to contribute to these respondents.

Age group of respondents

Figure 1.3 Age group of respondents - frequency distribution
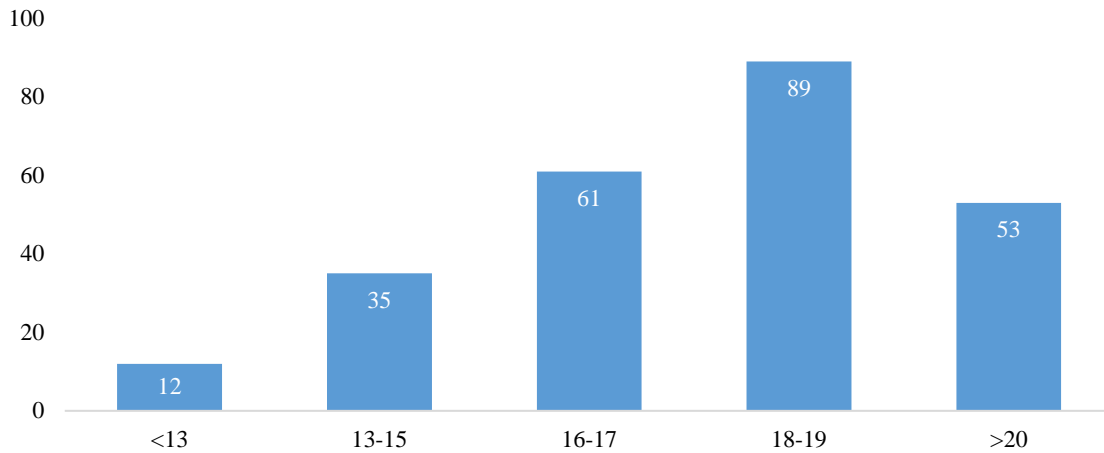
Source: Created by the author.

The survey results indicate that the maximum respondents (89 or 35.6% of the group) belong to the age group of 18-19. This is usually the age group pursuing under graduation. The second largest participant group is 16-17 year olds (61 respondents comprising 24.4% of the group). These individuals are the ones pursuing Senior Secondary education, in general. The third largest participant group is >21 year olds (53 respondents, comprising 21.2% of the group). Following this is the group of 13-15 year olds (35 respondents or 14% of the group) who are just about finishing or have finished their Secondary Education. There is a small group of respondents <13 years of age (12 respondents or 4.8% of the group)

Table A.2 Present city of residence

Present City of Residence	Count
Hyderabad	190
No	11
Bangalore	6
Mangalore	4
Vishakhapatnam	4
Chennai	3
Delhi	3
Banswada	2
Bolarum	2
Kakinada	2
Kolkata	2
Baroda	1
Basel	1
Jalandhar	1
Kramsach	1
Kukatpally	1
London	1
Merlapalem	1
Mirjalguda	1
Mumbai	1
Mysore	1
No	3
Srikakulam	1
Srikakulam	1
Srikalahasti	1
Tekkali	1
Vijayawada	1
Vomp	1
Yapral	1
Yegotivalasa	1

Source: Created by the author.

The present city of residence of participants was collected to enable future research in cities that provide prominent response. Based on the results, only Hyderabad with 190 or 76% respondents qualifies for such future research. Other respondents are from

various parts of India or also some other countries of the world. However, as the percentage of responses from these locations is not significant for data analysis, this cannot be used for location-based analysis. This information is not used for direct inference anywhere else in this research.

Economic status of respondents

Figure 1.4 Economic status of respondents - frequency distribution
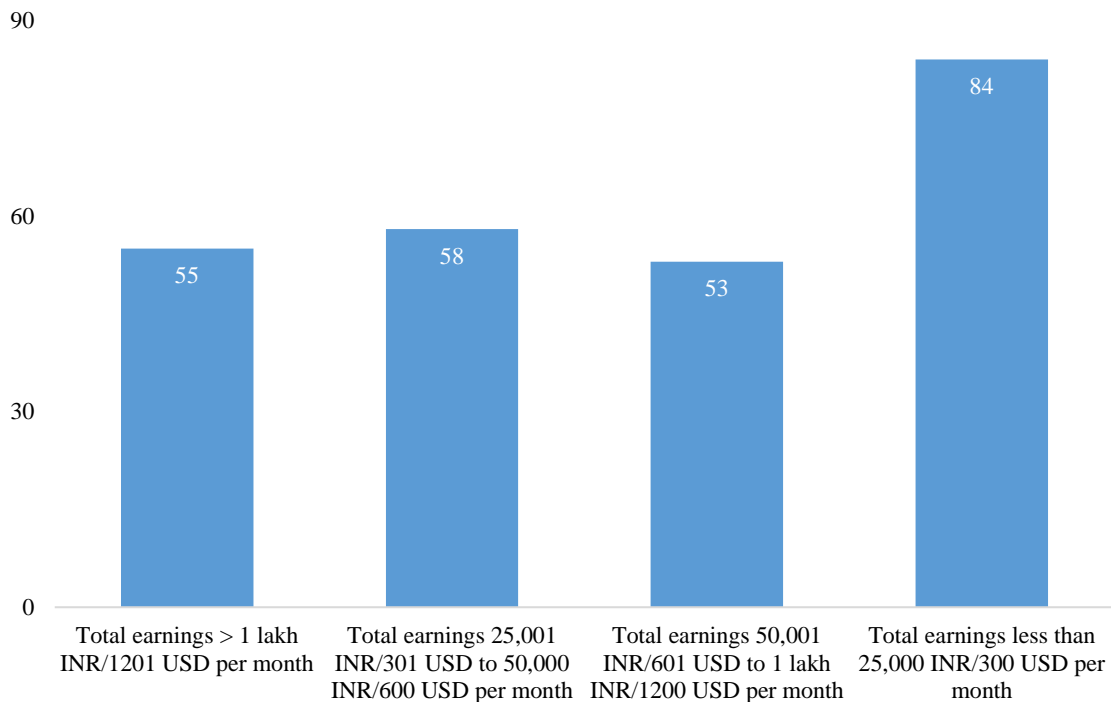
Source: Created by the author.

The need for money has shown a strong linkage to need for employment in prior generations. Hourly workers are not motivated by programs designed to increase their enthusiasm and loyalty – they are motivated by being paid what they're worth. (Weaver, 1988). This information was collected from respondents to analyze linkages between motivators to early employment needs.

The frequency of responses indicates the largest group of 84 individuals or 33.6% respondents belong to families making total earnings less than 25,000 INR or 300 USD per month. This amount indicates a hand-to-mouth situation for large families in markets like India where inflation rates are at 5-6% (Macrotrends 2010-2025). The study examines the linkage of this group's data with various other comparators listed in research questions.

The second largest data group of 58 respondents or 23.2% are individuals whose families make Total earnings 25,001 INR/301 USD to 50,000 INR/600 USD per month. Slightly better situation than the largest respondent group, these individuals also may portray a tight spend pattern for their needs drawing linkages to well paid job requirement earlier than 18 – these linkages shall be examined carefully in the study.

The two other groups of respondents at 21-22% or 53-55 people are the individuals whose families make Total earnings 50,001 INR/601 USD to 1 lakh INR/1200 USD per month or Total earnings > 1 lakh INR/1201 USD per month.

Present class/grade of education

Table A.3 Present education status of respondents

Present education status	Count	Cluster name for data analysis	Total Cluster Count
10th completed	1	Pursuing Secondary education	49
7th	1	Pursuing Secondary education	
Class 10	21	Pursuing Secondary education	
Class 2	1	Pursuing Secondary education	
Class 8	8	Pursuing Secondary education	
Class 9	15	Pursuing Secondary education	
Class6th	1	Pursuing Secondary education	
VII	1	Pursuing Secondary education	
Class 11	22	Pursuing Senior Secondary	79
Class 12	57	Pursuing Senior Secondary	
Graduation	1	Pursuing under graduation (degree)	107
Pursuing under graduation (degree)	106	Pursuing under graduation (degree)	
Btech	2	Education completed/Other	15
Did not join college after 10th	1	Education completed/Other	
Engineering	1	Education completed/Other	
Graduated	1	Education completed/Other	
Home maker	1	Education completed/Other	
M.Sc	1	Education completed/Other	
Masters	1	Education completed/Other	
MBA finance	1	Education completed/Other	
MBA1	1	Education completed/Other	
Post graduation completed	1	Education completed/Other	
Prefer not to say	1	Education completed/Other	
Pursuing Post Graduation	1	Education completed/Other	
Recently Graduated	1	Education completed/Other	
Under Graduation- Completed	1	Education completed/Other	
Grand Total	250		250

Source: Created by the author.

The present education status of the participants powers the responses with a real-world inference to their educational hours, patterns, lifestyle, and other general parameters of the highlighted personas. The survey allowed participants to select from few options; however, it was observed that the respondents chose "Other" option and entered free text to indicate their present education status. For logical grouping of data analysis, the clusters have been introduced and mapped to various entries. The four clusters are (1) Pursuing secondary education: Schoolgoing children who have not yet completed Secondary Education or have just about completed it. (2) Pursuing Senior Secondary: Children who are pursuing intermediate education or grade 11/12. (3) Pursuing under graduation (degree): Adolescents who have completed Senior Secondary education and are currently pursuing their degree. (4) Education completed/Other: A small group of respondents who have completed their masters but have taken the survey as they are still not employed in full time mainstream jobs.

The largest group of respondents (107 or 42.8%) are Pursuing under graduation (degree). The second largest group of respondents (79 or 31.6%) are pursuing Senior Secondary education, followed by the third group of respondents (49 or 19.6%) pursuing or completed Secondary education.

One linkage to draw here is comparison with this group of individuals currently employed in part-time or full-time jobs. Data shows 19 individuals of Class 12 responded Yes to being employed in a part-time/full-time job. Data also shows 26 individuals pursuing under graduation responded Yes to being employed in a part-time/full-time job.

Academic score of respondents

Figure 1.5 Academic score - frequency distribution
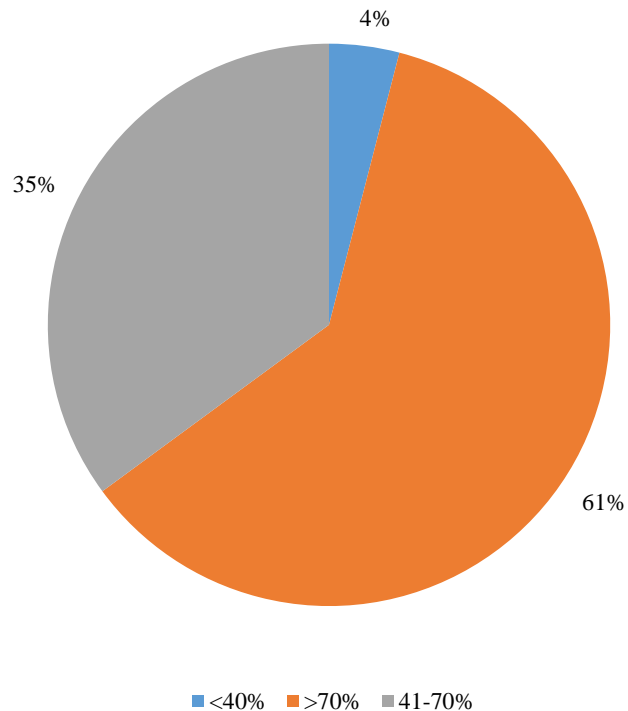
Source: Created by the author.

The academic score plays a key role in the child's engagement and motivation levels to aspire higher. There is a significant positive relationship between happiness and achievement of students. (The Relationship between Happiness and Academic Achievements, © 2025 European Online Journal of Natural and Social Sciences: Proceedings). This data was collected to analyze linkages with other variables of the study.

The frequency of data indicates that the largest group of repondents (151 or 61%) scored more than 70% marks in their last term/year. The second largest group of respondents (87 or 35%) is individuals who scored 41-70% marks in their last term or year. There is a small group (10 or 4%) who has indicated scoring less than 40% marks.

Table A.4 Type of present educational institution of respondents

Type of present educational institution	Count	Remarks
Private run	194	
Government run	54	
Graduated	1	Invalid entry
N/A	1	Invalid entry
Grand Total	250	

Source: Created by the author.

The data indicates largest group of respondents (196 or 77.6%) currently study in private run institution. The purpose of collecting this input was to establish a future linkage with the type of educational body to interview educationalists and their readiness to sponsor key talents for future jobs earlier than the age of majority. This data is not inferenced further in this research.

Table A.5 Board of current education of respondents

Board of current education	Count
SSC	132
CBSE	59
ICSE	17
IB	4
Autonomous	2
Others (missing information or other boards)	36
Grand Total	250

Source: Created by the author.

The data indicates largest group of respondents (132 or 52.8%) currently study in SSC board educational institutions. This is the state syllabus board of India where the syllabus or curriculum is set by state authorities. The other boards showing high frequency of responses are CBSE or central board (59 or 23.6%) and ICSE or Indian board (17 or 6.8%). The purpose of collecting this input was to establish a future linkage with the board of education to interview educationalists and their readiness to sponsor key talents for future jobs earlier than the age of majority. This data is not inferenced further in this research.

Future job aspirations for respondents

Table A.6 Field of job the respondents aspire to work in future

Please enter which field do you aspire to work in future	Count
Engineering	50
Entrepreneurship or self-led business	28
Management and administration	21
Arts or performing arts	20
Medical	19
Scientific	19
Astronomy	12
Aeronautics	11
Agriculture	10
Economics	10
Humanities	9
Social sciences	9
Pharmacology	7
Design	5
Fashion designing	3
Architecture	2
Accounting and taxation	1
NA	1
Commerce	1
Computer science	1
Crimanology	1
Fashion design	1
Filmmaking	1
Finance	1
In something related to AI and tech or arts	1
IT	1
Law	1
Movies	1
Police/army	1
Politics	1
Sports	1

Source: Created by the author.

The research on The New 18 poses an exciting opportunity to understand which job opportunities or business opportunities can be offered to generations of future earlier than the age of 18. However, it is important to note here few jobs that require complex training and are heavily academic dependent – for e.g. space science and precision medicine are exempt from this research. The question to consider here is which aspirations shown by the respondents can be considered for scope of The New 18 in future. The respondent group shares the top 3 aspirations as Engineering (50 or 20%), entrepreneurship or self-led business (28 or 11.2%), and management and administration (21 or 8.4%).

The study also collected E-mail addresses of respondents who were willing to participate in future selection or assessment tests that can compare them with adults who have completed their education and are traditionally ready for employment. Therefore, this data of job aspirations has been collected for such a future linkage and is not actively referenced in comaprison with other variables.

4.2 Research Question One

The first research question is numbered as 11 in the survey. If given an opportunity today, my choice would be to: (Start my job with a company/start my own business, Continue my educational journey until desired level, Work full-time with a company/my own business and study part-time, Work part-time with a company/my own business and study full-time)

1.A: Analysis with age group

Table 1.A Age Group and If given an opportunity today, my choice would be to:

Age Group	I. Continue my educational journey until desired level	II. Start my job with a company/start my own business	III. Work full-time with a company/my own business and study part-time	IV. Work part-time with a company and study full-time	V. Work part-time with a company/my own business and study full-time	Grand Total
<13	4	4			4	12
13-15	18	9	5	1	2	35
16-17	25	19	4		13	61
18-19	22	33	14		20	89
>20	8	17	20		8	53
Grand Total	77	82	43	1	47	250

Source: Created by the author.

Table 1.A analyzes the choice of the respondent for immediate decision in life basis age group of the respondent:

First group of <13 shows equal frequency of distribution of responses towards factors I, II, and III and hence does not prove a statistical inference any strong preferences.

Second group of 13-15 shows a statistically strong preference to factor I with 51.4% frequency, which indicates their interest in continuing their educational journey until desired level. However, the second most frequent choice for this group with a frequency of 25.7% is ii, which shows their desire to start working with a company or start their own business. The remaining responses also focus on a trend of this group wanting to work part-time or full-time alongside their educational journey. Therefore an aggregate of 49.6% responses for this group indicate the want to work or start business full time or part time.

Third group of 16-17 shows a statistically strong preference to factor I with 40.9% frequency, which indicates their interest in continuing their educational journey until desired level. However, the second most frequent choice for this group with a frequency of 31.1% is II, which shows their desire to start working with a company or start their own business. The remaining responses also focus on a trend of this group wanting to work part-time or full-time alongside their educational journey. Therefore, an aggregate of 59% responses for this group indicate the want to work or start business full time or part time.

The fourth group of 18-19 shows a statistically strong preference to factor II with 37% frequency, which shows their desire to start working with a company or start their own business. A percentage of respondents in this group, 24.7% frequency of responses, also show a preference to factor I, which indicates their interest in continuing their educational journey until desired level. However, an aggregate of 62.9% responses for this group indicate the want to work or start business full time or part time.

The last group of respondents greater than 20 years of age show a 19 shows a statistically strong preference to factor III with 37.7% frequency, which indicates their preference to work full time with a company or start own business while continuing studies part time. The only other closest response with high frequency of 32% is II, which shows their desire to start working with a company or start their own business. Therefore, an aggregate of 85% responses for this group indicate the desire to start working part time or full time or start their own business. A small frequency of 15% respondents chose factor I, which indicates their interest in continuing their educational journey until desired level.

1.B: Analysis with choice of working or continuing education

Figure 1.B Gender and If given an opportunity today, my choice would be to
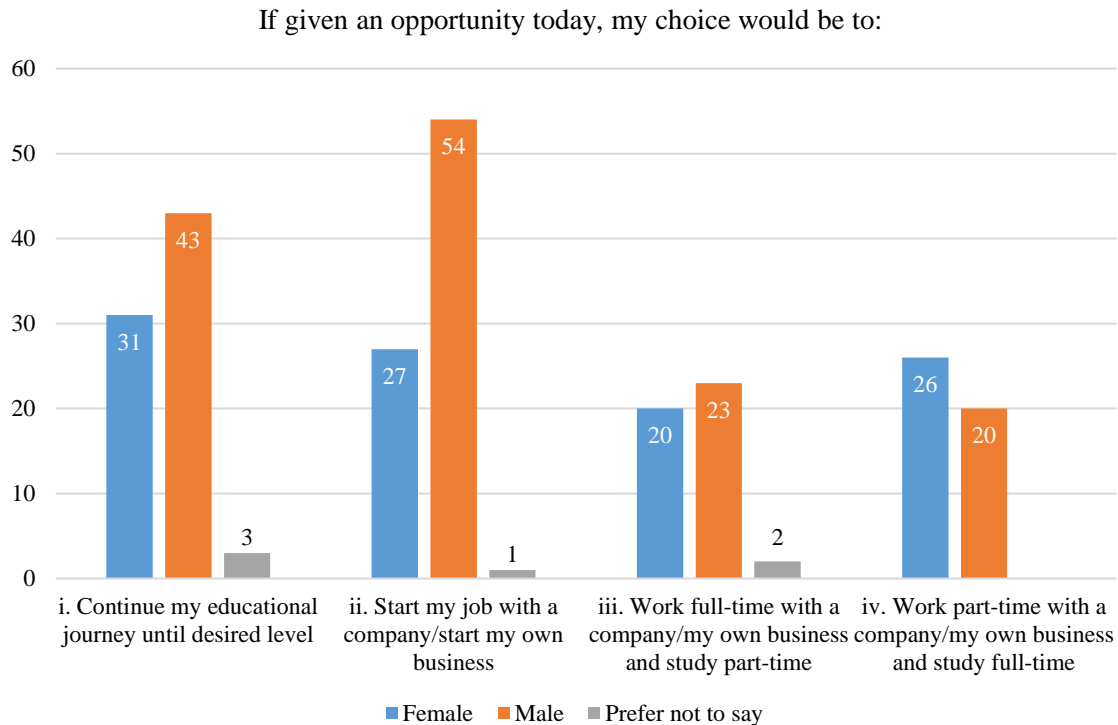
If given an opportunity today, my choice would be to:

Source: Created by the author.

Table 1.A analyzes the choice of the respondent for immediate decision in life basis gender of the respondent:

For factor i. Continue my educational journey until desired level, male respondents show a higher preference with a total of 55.8% frequency.

For factor ii. Start my job with a company/start my own business, male respondents show a strong preference with a total of 65.8% frequency.

For factor iii. Work full-time with a company/my own business and study part-time, there is similar preference shown by male (51%) and female (49%) respondents.

For factor iv. Work part-time with a company/my own business and study full-time, the female respondents indicate a slightly stronger preference with 56.5% frequency.

The "Prefer not to say" gender group shows a 50% preference to factor i. Continue my educational journey until desired level.

1.C Analysis of Economic status and working preference of respondents

Figure 1.C Analysis of Economic status and If given an opportunity today, my choice would be to

Economic status and working preference
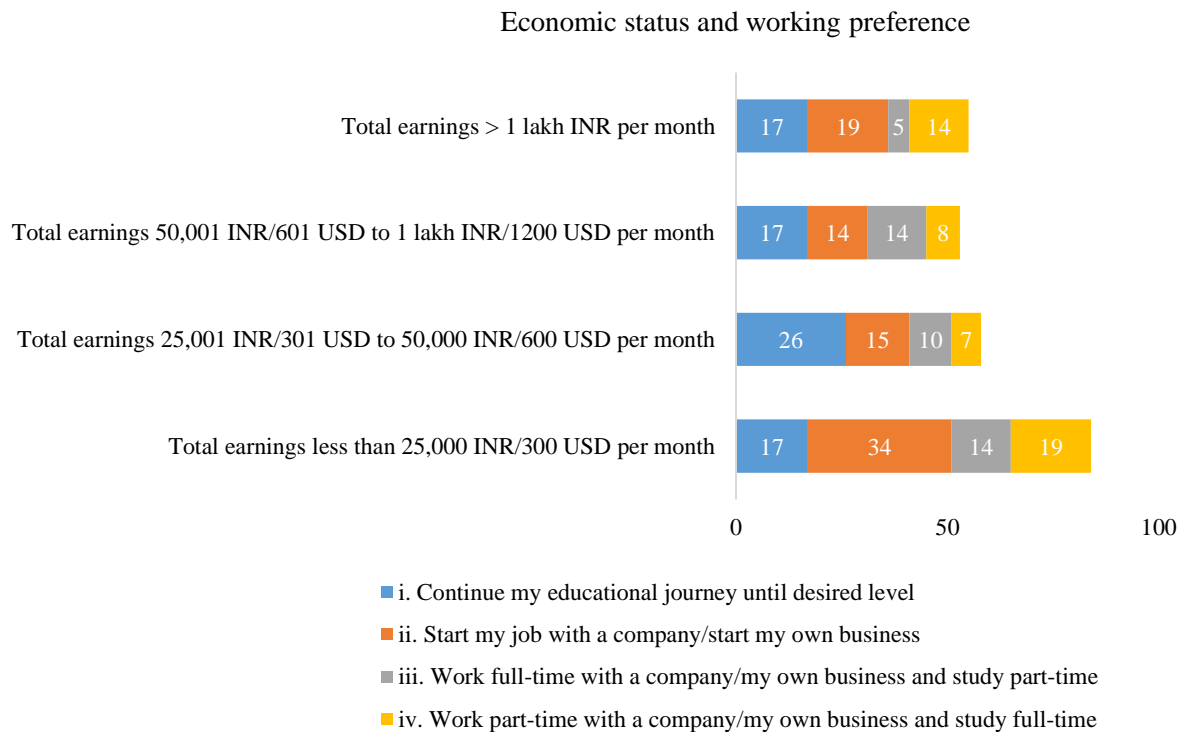
Source: Created by the author.

Figure 1.C analyzes the choice of the respondent for immediate decision in life basis present economic status of the respondent. As 76% respondents of this survey are

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from Hyderabad, India, the main currency referred to for this analysis in Indian Rupee (INR):

For the first group of participants whose families make more than 100,000 INR, the most frequent choice of response is ii, indicating that 19 respondents want to "Start a job with a company/start own business." The second and third groups are respondents whose families make 25,000 INR to 100,000 INR a month. Both these groups show an increased frequency of response at 44.8% and 32% participants choosing factor i. Continue my educational journey until desired level.

The last group of respondents whose families make less than 25,000 INR a month shows a different trend of frequency, where 40.4% respondents chose factor ii. Start my job with a company/start my own business. Only 20% respondents of this group have chosen factor i. "Continue my educational journey until desired level." This also indicates an aggregate of 80% respondents in this group show a preference to work part time or full time with organizations or start their own business.

1.D Analysis of present education status and working preference of respondents

Figure 1.D Present education status and If given an opportunity today, my choice would be to

Present education status and If given an opportunity today, my choice would be to:

■ iv. Work part-time with a company/my own business and study full-time
■ iii. Work full-time with a company/my own business and study part-time
■ ii. Start my job with a company/start my own business
■ i. Continue my educational journey until desired level
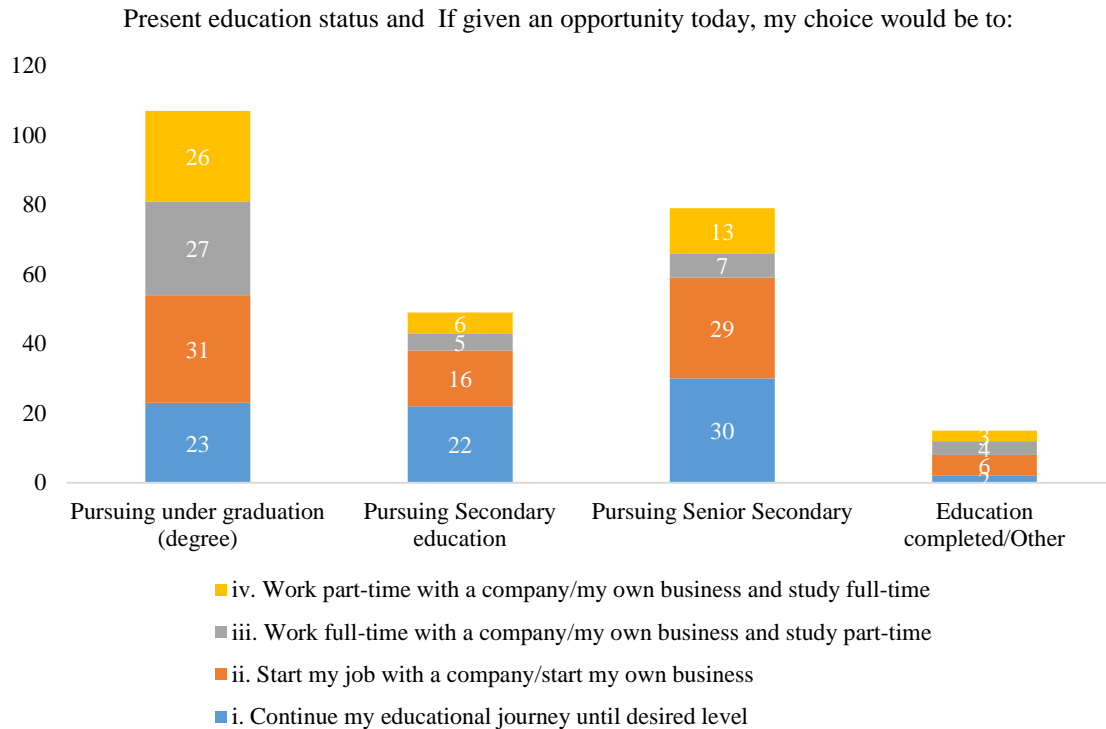
Source: Created by the author.

Figure 1.D analyzes the choice of the respondent for immediate decision in life basis present education status of the respondent:

For the first respondent group pursuing under graduation, the highest frequency of responses at 28.9% is gathered for ii. Start my job with a company/start my own business. This is the group that is on the verge of completing the basic requirement of what the industry seeks for job applicants, "graduation." This response rate determines the group's readiness to contribute to company value chains earlier. A question here to the employers would be their willingness to tap into some key talents and start developing an early talent pipeline for their organizations. A question at the same time for the educationalists would be how they would approach the completion of educational cycle for

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such key talents. What also draws prominence to the issue of "Tedium Period" here is the emotions this group goes through while waiting to complete their years of education. This aspect is critically analyzed in this research.

For the group of respondents pursuing Senior Secondary education, there is a close tie in frequency of responses (29 and 30) for factors i and ii. This indicates about 37% of respondents in this group would like to continue their education but a similar 37% would also like to start working earlier.

In the group of respondents pursuing Secondary Education, 36.7% respondents chose factor i. Continue my educational journey until desired level. It is very interesting to observe that 32.6% respondents for this group also show the desire to start working at this stage of life.

1.E Analysis of academic scores and working preference of respondents

Figure 1.E Academic score and If given an opportunity today, my choice would be to

Academic score and If given an opportunity today, my choice would be to:

■ i. Continue my educational journey until desired level
■ ii. Start my job with a company/start my own business
■ iii. Work full-time with a company/my own business and study part-time
■ iv. Work part-time with a company/my own business and study full-time
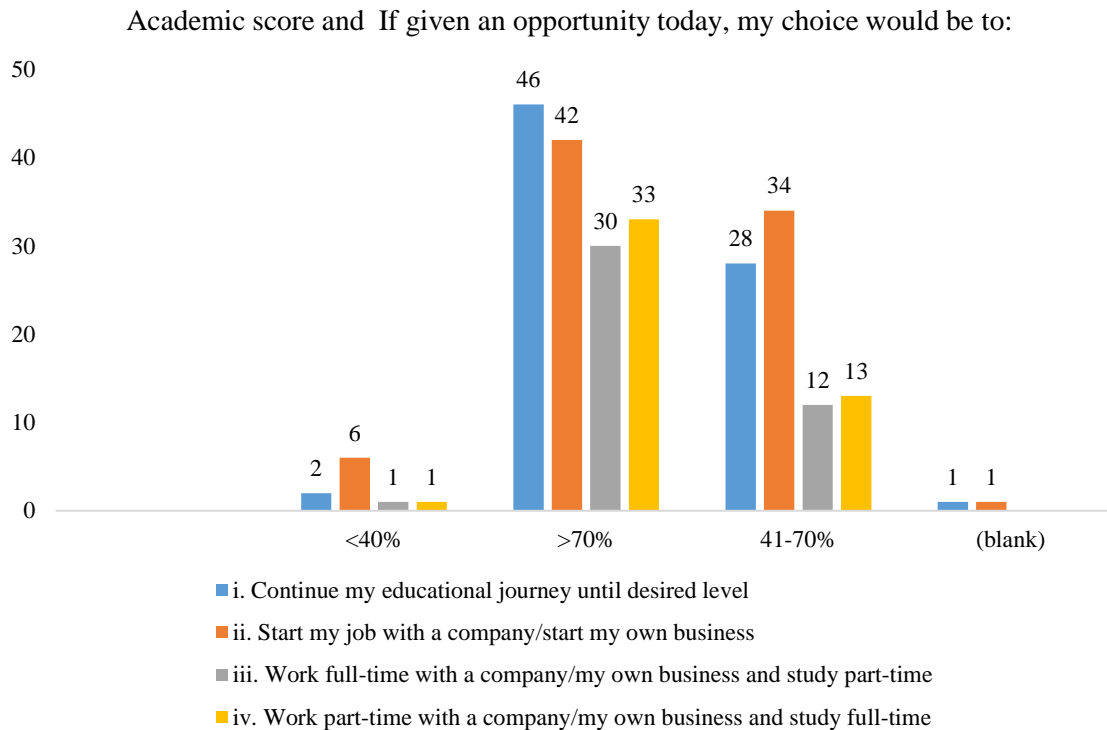
Source: Created by the author.

Figure 1.E analyzes the choice of the respondent for immediate decision in life basis their academic scores in the past year or term:

For the largest group of 151 respondents here, the academic scores are reported as >70. We observe 46 respondents from this group or 30.4% chose the highest frequency of response as their choice is factor i. Continue my educational journey until desired level. However, a the second highest response here by 42 respondents or 27.8% of them is factor ii. Start my job with a company/start my own business. There is an excellent linkage to be drawn here in the academic excellence of these respondents and their desire to start working earlier or creating their own business ventures.

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The second largest group reports academic scores between 41-70%. The highest frequency of resopnse here is 39% respondents choosing factor ii. Start my job with a company/start my own business. About 32% respondents also choose to continue their education.

4.3   Research Question Two

The second research question is numbered as 12 in the survey. Have you had the urge to do something recently but could not as you were busy in studies? For e.g. – start a business, work for an organization/cause, invent or create a program/thing, get into a mainstream sport or art, etc. (Yes, No, Maybe)

2.A Analysis of the urge of respondents to start a job/invention/sport, etc. recently but being could not due to studies in comparison with their age group

Table 2.A Age group and Have you had the urge to do something recently but could not as you were busy in studies? For e.g. – start a business, work for an organization/cause, invent or create a program/thing, get into a mainstream sport or art, etc.

Row Labels	Maybe	No	Yes	Grand Total
<13		8	4	12
13-15	3	25	7	35
16-17	15	26	20	61
18-19	30	29	30	89
>20	14	23	16	53
Grand Total	62	111	77	250

Source: Created by the author.

Table 2.A analyzes the of the urge of respondents to start a job/invention/sport, etc. recently but being could not due to studies in comparison with their age group:

The highest response combination of Yes/Maybe by 60 respondents is seen at age group 18-19. This indicates 67.4% respondents of this group express the intent to contribute to an urge/desire they have in life, e.g. – play a sport mainstream, serve the Army/Defense/Navy, contribute to a business venture or start their own, or start working in a mainstream job. However, they are held back due to their studies.

We observe that 42.6% (26 respondents) of the 16-17 year olds group show the highest response as No, meaning they did not experience such an urge.

2.B Analysis of the urge of respondents to start a job/invention/sport, etc. recently but being could not due to studies in comparison with their gender

Figure 2.B Gender and urge to start a business/work/play a sport
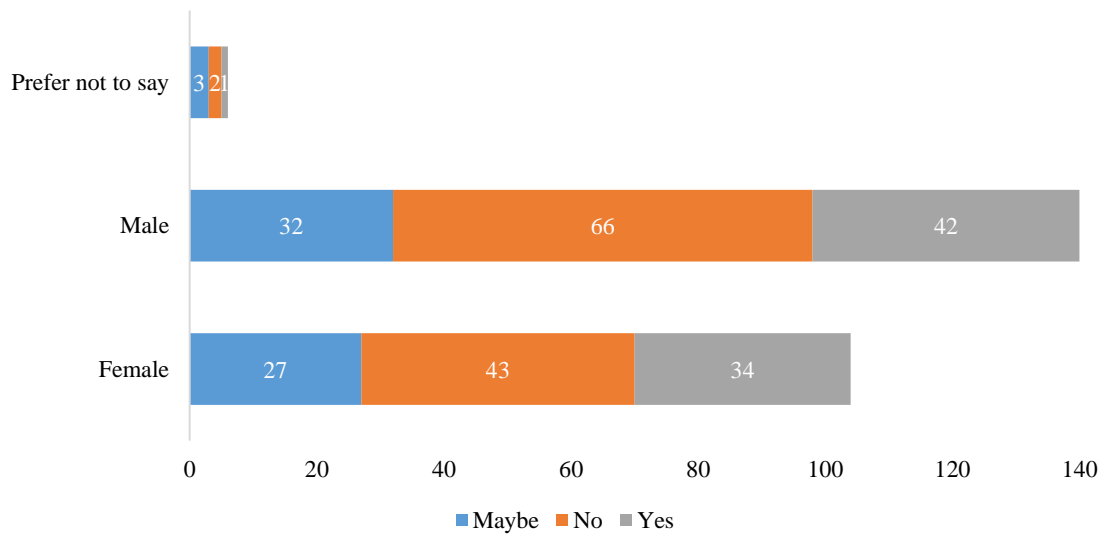
Source: Created by the author.

Figure 2.B analyzes the of the urge of respondents to start a job/invention/sport, etc. recently but being could not due to studies in comparison with their gender:

Data shows that the male respondent group chose their highest response at 47.1% as "No." This indicates they did not have the urge to contribute to something beyond their educational sphere of life. However, an aggregate of 52.9% male respondents also chose Yes/Maybe indicating the intent to contribute to an urge/desire they have in life, e.g. – play a sport mainstream, serve the Army/Defense/Navy, contribute to a business venture or start their own, or start working in a mainstream job. However, they are held back due to their studies.

A similar trend is also observed in the female respondent group. The "Prefer not to say" segment shows three responses as "Maybe," but is statistically insignificant to draw any inference.

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2.C Analysis of the urge of respondents to start a job/invention/sport, etc. recently but being could not due to studies in comparison with their gender

Table 2.C Economic status and Have you had the urge to do something recently but could not as you were busy in studies? For e.g. – start a business, work for an organization/cause, invent or create a program/thing, get into a mainstream sport or art, etc.

Have you had the urge to do something recently but could not as you were busy in studies? For e.g. – start a business, work for an organization/cause, invent or create a program/thing, get into a mainstream sport or art, etc.	Count	Percentage
Total earnings less than 25,000 INR/300 USD per month	84	
Maybe	21	25.0%
No	31	36.9%
Yes	32	38.1%
Total earnings 25,001 INR/301 USD to 50,000 INR/600 USD per month	58	
Maybe	6	10.3%
No	34	58.6%
Yes	18	31.0%
Total earnings 50,001 INR/601 USD to 1 lakh INR/1200 USD per month	53	
Maybe	20	37.7%
No	22	41.5%
Yes	11	20.8%
Total earnings > 1 lakh INR per month	55	
Maybe	15	27.3%
No	24	43.6%
Yes	16	29.1%
Grand Total	250	

Source: Created by the author.

Table 2.C analyzes the of the urge of respondents to start a job/invention/sport, etc. recently but being could not due to studies in comparison with their economic status:

The largest group of respondents (82), with total family income less than 25,000 INR a month show a slightly higher preference to Yes. However, in combination with

Maybe, this aggregates to 63.1% of them indicating intent to contribute to an urge/desire they have in life, e.g. – play a sport mainstream, serve the Army/Defense/Navy, contribute to a business venture or start their own, or start working in a mainstream job. However, they are held back due to their studies. The rest of the 36.9% chose no meaning they did not have the urge to contribute to something beyond their educational sphere of life.

The second largest group of respondents whose family income is >25,000 INR and <50,000 INR a month show 58.6% inclination towards response "No." A similar trend of response is also seen in two groups whose earnings are above 50,000 INR a month.

2.D Analysis of the urge of respondents to start a job/invention/sport, etc. recently but being could not due to studies in comparison with their education status

Table 2.D Present education status and Have you had the urge to do something recently but could not as you were busy in studies? For e.g. – start a business, work for an organization/cause, invent or create a program/thing, get into a mainstream sport or art, etc.

| Have you had the urge to do something recently but could not as you were busy in studies? For e.g. – start a business, work for an organization/cause, invent or create a program/thing, get into a mainstream sport or art, etc.	Count	Percentage
Pursuing under graduation (degree)	107	
Maybe	39	**36.4%**
No	35	**32.7%**
Yes	33	**30.8%**
Pursuing Secondary education	49	
Maybe	5	**10.2%**
No	31	**63.3%**
Yes	13	**26.5%**
Pursuing Senior Secondary	79	
Maybe	14	**17.7%**
No	40	**50.6%**
Yes	25	**31.6%**
Education completed/Other	15	
Maybe	4	**26.7%**
No	5	**33.3%**
Yes	6	**40.0%**
Grand Total	250	

Source: Created by the author.

Table 2.D analyzes the of the urge of respondents to start a job/invention/sport, etc. recently but being could not due to studies in comparison with their education status:

The largest group of respondents (107), are the ones pursuing under graduation (degree), they show a distributed preference to response Yes, No, and Maybe. However, the combination of Yes and Maybe, aggregates to 67.3% indicating intent to contribute to an urge/desire they have in life, e.g. – play a sport mainstream, serve the

Army/Defense/Navy, contribute to a business venture or start their own, or start working in a mainstream job. However, they are held back due to their studies. The rest of the 36.9% chose no meaning they did not have the urge to contribute to something beyond their educational sphere of life.

For the respondent groups pursuing secondary and senior secondary education, the trending response option at 63.3% and 50.6% respectively is No, meaning they did not have the urge to contribute to something beyond their educational sphere of life.

2.E Analysis of the urge of respondents to start a job/invention/sport, etc. recently but being could not due to studies in comparison with their academic score

Table 2.E Academic score and Have you had the urge to do something recently but could not as you were busy in studies? For e.g. – start a business, work for an organization/cause, invent or create a program/thing, get into a mainstream sport or art, etc.

Have you had the urge to do something recently but could not as you were busy in studies? For e.g. – start a business, work for an organization/cause, invent or create a program/thing, get into a mainstream sport or art, etc.	Count	Percentage
<40%	10	
No	6	60.0%
Yes	4	40.0%
>70%	151	
Maybe	44	29.1%
No	56	37.1%
Yes	51	33.8%
41-70%	87	
Maybe	17	19.5%
No	48	55.2%
Yes	22	25.3%
(blank)	2	
Maybe	1	
No	1	
Grand Total	250	

Source: Created by the author.

Table 2.E analyzes the of the urge of respondents to start a job/invention/sport, etc. recently but being could not due to studies in comparison with their academic scores. The trending response at 37.1% and 55.2% respectively for respondent groups that scored >70% and 41-70%, is for the response No, meaning they did not have the urge to contribute to something beyond their educational sphere of life.

4.4 Research Question Three

Research Question Three is numbered as 13 in the survey and analyzes if response to Question 12 was Yes, please mention briefly what the urge was (open-ended response).

This was an open-ended question and 94 responses provided by participants linked to "Yes" or "Maybe" choice from question 12 have qualitative responses that can be analyzed.

These responses have been considered for a word cloud analysis to look for highest frequency of responses and also a qualitative analysis to highlight emerging themes of responses and key inferences that can be drawn from them.

Table 3: Open-ended responses: If Yes, please mention briefly what the urge was

No.	Participant responses (verbatim)	No.	Participant responses (verbatim)
1	There were many trips taken by the school which i had to avoid as my exams were coming around	48	Create a small business
2	Social work	49	To travel India and the world. To learn the sport of kite boarding.
3	Art	50	I wanted to become a part time 3D model designer
4	I don't know	51	I recently signed up for mun as a delegate in a school near by and also go for swimming every weekend while managing my studies .
5	To continue education purpose	52	to become a footballer
6	To start a company that would help others to be beneficial	53	I am a cyclist and a runner and am currently preparing to write my jee but I have not given any time towards any sort of excercise or any self-care. I have missed many opportunities such as MUN and other programs because of the kind of time my studies demand
7	I want to become a entrepreneur	54	To earn money and support my family
8	About studies	55	To learn and perform music
9	Complete my education	56	Start a business
10	To do something productive and be financially independent	57	To start a tshirt business with my friend. Also get in astronomy and science by buying a telescope.
11	I wanted to participate in scientific research program for physics but I couldn't	58	To work for an organisation
12	I've kinda had the idea of starting my own skincare and clothing brand	59	Independence
13	Start a business	60	Play cricket
14	Business	61	I'm an editor/filmmaker/cinematographer and I want to start an production house with team of 6 members
15	To work under a designer or any internships related to designing or any social media account consists of my designs	62	I have to start sooner
16	maybe I can, because I feel that I can manage things	63	I want to make my Art works sold in a Platform but it couldn't happen.
17	to fo an internship	64	Business
18	To earn money to support my family, start something freelance	65	Actually, I want to do a part time job because of my home conditions

No.	Participant responses (verbatim)	No.	Participant responses (verbatim)
19	I received 10 day work offer from a company couldn't join it cus my exams are going on	66	I had to take leave from my work for 15 days to give degree exams
20	I want to earn money by doing content creation(i think it's my passion) or be an illustrator or try to make money somehow...	67	Participate in competitions
21	Wanted to play basketball professionally	68	Because of our financial status
22	To start my own fashion line	69	I want to become the cricket player but for studies I sacrificed my goal because of family
23	I wanted to sell my canvas painting and customized shoes and tote bags	70	I want to start ah business
24	Write a book	71	Start a Business
25	I am interested in karate	72	To start my own Start up!
26	Start a new game designing	73	Work for a designer or brand
27	Joining a part-time job	74	I'm really eager to start working and gain some experience. I've been dreaming about it for so long. But, my parents are worried about my age and want me to focus on my studies for now. It's tough because I feel ready to take on the challenges of a job, but I also understand their concerns. I hope I can find a way to balance both and prove that I'm capable.
28	Work for organization	75	Create design
29	I don't have a clear thought what to do! &how to do? and lack of self-confidence.	76	To explore everything
30	Agency of camera and video graphy	77	I'm really eager to start working and gain some experience.l have been dreaming about it for so long . however my parents concerned about my age and want me to focus on my studies for now.while i understand their worries ,i feel ready to take on the challenges of a job.I hope I can find a way to balance both and prove my capabilities.
31	I feel that sports and games are necessary for an individual overall physical growth and strength so i prefer sports (table tennis)	78	Work for an organization and start earning to support my family.
32	Freelancing	79	I wanted to start my own startup
33	Some own programs	80	May be, but stopped because of studies
34	I want to start a restaurant buti couldn't because I don't have capital ammout to start	81	To pursue madical

No.	Participant responses (verbatim)	No.	Participant responses (verbatim)
35	Due to my studies I can't do other extra activities like participating in hackathon and excel courses. I can even manage my time for bharthanathyam.	82	Make some electronics gadgets
36	I would like to do something but i couldn't because of study or my fear to do	83	To earn money by myself
37	Seeing the young generation starting start ups	84	I want to earn money and make my parents stressless
38	To start my course work	85	Acting
39	Wanna start own company	86	To improve in at table tennis
40	My urge was to start a small business of me selling my self-made merchandises.	87	I wanted to do a part time job apart from my studies to atleast be able to pay my college fee for myself
41	Start a business	88	I want to work for an organization where I can earn to support my college education while contributing to its success. This will also help me balance work with my personal goals.
42	I wanted to give a try to the advertising industry, atleast as a part time hobby.	89	I urge to continue my family business
43	Start working full time in an MNC	90	To work on starting my own restaurant in Hyderabad
44	Arts	91	To earn my own money, don't want to depend on my family
45	To build career in younger age	92	My urge was maintain some consistency in my filmmaking journey, learning cinematography was one of my goals, though I have a 4yrs video editing experience, I always wanted to make films through visual storytelling and build certain community/audience/followers with the content I want to show through social media, sooner or later after I'll figure it out what to do with a skillset and convert it into a business.
46	E-seva	93	Start my company
47	I wanted to work for an Ad agency	94	To earn money and gain independence

Source: Created by the author.

Word Cloud Analysis of responses:

High-Frequency Words: Words like "start," "business," "earn money," and "support family" appear frequently, indicating a strong inclination towards entrepreneurship, financial independence, and contributing to family welfare.

Creative and Professional Aspirations: Respondents expressed a desire to engage in creative fields such as "art," "music," "filmmaking," "photography," and "fashion."

There are also mentions of professional aspirations like "3D model designer," "advertising industry," "sports," and working in "MNCs."

Educational and Personal Growth: Responses including words like "education," "productive," "independent," and "opportunities" reflect participants' continued focus on personal growth and educational relevance. These responses may also indicate respondents' urge to complete the present education journey sooner than planned.

Balancing Studies and Interests: The responses often mention the struggle to balance "studies" with other aspirations, such as "job balance" and "balance studies." Some stories can be dived deeper into where respondents express the struggle of foregoing something due to the burden of studies or social pressure to study. For example, Response No. 69, "I want to become the cricket player but for studies I sacrificed my goal because of family." Another example is Response No. 53, "I am a cyclist and a runner and am currently preparing to write my JEE but I have not given any time towards any sort of exercise or any self-care. I have missed many opportunities such as MUN and other programs because of the kind of time my studies demand"

Extracurricular Activities: Participants are interested in activities like "swimming," "footballer," "cyclist," "runner," "MUN," "fashion line," and "table tennis."

Qualitative Analysis of responses:

This section dives deeper into the qualitative analysis of the open-ended responses to the survey question: "If Yes, please mention briefly what the urge was." The objective here is to look for emerging themes and key inferences.

Emerging Themes from the responses:

Entrepreneurial Aspirations: Many participants expressed a desire to start their own businesses, ranging from small ventures to more ambitious projects like starting a skincare and clothing brand, a restaurant, or a production house.

The common theme here is the urge for independence and financial self-sufficiency. Examples include:

Response No. 6: "To start a company that would help others to be beneficial"

Response No. 11: "I wanted to participate in scientific research program for physics but I couldn't"

Response No. 20: "I want to earn money by doing content creation or be an illustrator or try to make money somehow..."

Response No. 56: "Start a business"

Creative Pursuits: Participants showed a strong inclination towards creative fields such as art, music, filmmaking, and design. This reflects their passion for expressing themselves and their creativity. These responses also draw a strong linkage to analysis of the Tedium period and will be considered later in this study. Examples include:

Response No. 23: "I wanted to sell my canvas painting and customized shoes and tote bags"

Response No. 55: "To learn and perform music"

Response No. 61: "I'm an editor/filmmaker/cinematographer and I want to start a production house with a team of 6 members"

Educational and Professional Growth: Some participants highlighted their interest in furthering their education and professional skills, including internships, part-time jobs, and research programs.

While this theme can be interpreted as their foresight to these activities as essential for their future careers, the theme also expresses an urge for them to complete the educational journey soon and progress to working or starting a business. Examples include:

Response No. 8: "About studies"

Response No. 10: "To do something productive and be financially independent"

Response No. 5: "To continue education purpose"

Response No. 15: "To work under a designer or any internships related to designing or any social media account consists of my designs"

Response No. 27: "Joining a part-time job"

Sports and Physical Activities: A significant number of responses mentioned sports and physical activities, such as playing basketball professionally, cycling, running, and swimming.

This indicates a desire for physical development and perhaps a career in sports. Examples include:

Response No. 21: "Wanted to play basketball professionally"

Response No. 53: "I am a cyclist and a runner and am currently preparing to write my JEE but I have not given any time towards any sort of exercise or any self-care"

Response No. 31: "I feel that sports and games are necessary for an individual's overall physical growth and strength so I prefer sports (table tennis)"

Social and Community Engagement: Few participants expressed a desire to engage in social work and community service. This reflects their interest in contributing to the well-being of others and making a positive impact. Examples include: Response No. 2: "Social work"

Desire to be Financially Independent: Many participants show an urge to rise to a state where they have sufficient money to live without depending on their families. Also, some express the need to start supporting their families financially. Examples include:

Response No. 78: "To work for an organization and start earning to support my family"

Response No. 18: " To earn money to support my family, start something freelance"

Response No. 89: "I urge to continue my family business"

Response No. 91: "To earn my own money, don't want to depend on my family"

Response No. 54: "To earn money and support my family"

Challenges and Constraints: Many participants mentioned the challenges they face in balancing their studies with their aspirations.

The primary constraint is the demand and pressure of their academic responsibilities. Examples include:

Response No. 35: "Due to my studies, I can't do other extra activities like participating in hackathon and excel courses. I can even manage my time for Bharthanathyam."

Response No. 53: "….I have missed many opportunities such as MUN and other programs because of the kind of time my studies demand"

Response No. 74: " I'm really eager to start working and gain some experience. I've been dreaming about it for so long. But, my parents are worried about my age and want me to focus on my studies for now. It's tough because I feel ready to take on the challenges of a job, but I also understand their concerns. I hope I can find a way to balance both and prove that I'm capable."

Overall Insights and Inferences:

- Participants have diverse aspirations that span across entrepreneurial, creative, professional, physical, and social domains.

- There is a strong desire for financial independence and self-sufficiency among respondents.

- Balancing academic responsibilities with personal and professional aspirations is a common challenge faced by many participants.

- The responses reflect a mix of enthusiasm, ambition, and frustration due to constraints imposed by academic demands.

- This qualitative analysis highlights the multifaceted nature of students' aspirations and the challenges they face in achieving a balance between their academic duties and personal goals.

4.5 Research Question Four

Research Question Four is numbered as 14 in the survey. This is a multiple statement questions where respondents used a Likert Scale to indicate their responses to each statement on a scale of 5. Each response for this question is being analyzed in comparison with five response variables – age, gender, economic status, present education status, and academic grade.

"Thinking of your current educational grade and your future aspiration, please rate the following statements on a scale of 5 (1 – Strongly Disagree, 2 – Least Agree, 3 – Somewhat Agree, 4 – Agree, 5 – Strongly Agree)."

A. I want to start working but have to wait until I complete my educational years

B. I feel like I'm not using my time productively

C. I think the education system must be better connected to employment/business models

D. I miss my financial independence

E. I go through anxiety and stress, waiting for my educational years to be completed

F. I feel confident to start working in a company/start my own business sooner than 18

G. My studies today are relevant to what I aspire to be in future

4.5.A "I WANT TO START WORKING BUT HAVE TO WAIT UNTIL I COMPLETE MY EDUCATIONAL YEARS" IN COMPARISON WITH OTHER VARIABLES

4.5.A.a: In comparison with age group : Thinking of your current educational grade and your future aspiration, please rate the following statements on a scale of 5 (1 – Strongly Disagree, 2 – Least Agree, 3 – Somewhat Agree, 4 – Agree, 5 – Strongly Agree). "I want to start working but have to wait until I complete my educational years"

Table 4.5.A.a Age group in comparison with "I want to start working but have to wait until I complete my educational years"

Age Group	1 Strongly Disagree	2 Least Agree	3 Somewhat Agree	4 Agree	5 Strongly Agree	Grand Total
<13	5		2	1	4	12
13-15	15	8	5	3	4	35
16-17	15	15	6	11	14	61
18-19	18	16	13	14	28	89
>20	18	8	6	7	14	53
Grand Total	71	47	32	36	64	250

Source: Created by the author.

Table 4.5.A.a analyzes the want to start working in balance with waiting for completion of educational years with participant age groups.

- For the first group <13 years in Age, responses show a high percentage of strong disagreement (41.7%) to start working now. A large group of 33.3% respondents also strongly agree with the statement expressing the choice to start working now but need to wait until educational years are completed.

- The second group of respondents are 13-15 years of age. A majority of this group, 66% respondents, strongly disagree or least agree, indicating a sense of continuing their current studies without worrying about working in future.

- The third age group of 16- to 17-year-olds show more balanced responses with significant agreement (18%) and strong agreement (23%) percentages. This indicates that this group is eager to start working now but also acknowledge the need to complete their present educational goals.

- The fourth age group of 18- to 19-year-olds show higher agreement (15.7%) and strong agreement (31.5%) percentages suggesting that older teenagers are impatient to complete their studies to advance and achieve their future aspirations. We also abserve 20.2% participants disagree with the statement indicating a sense of continuing their current studies without worrying about working in future.

- The last group of respondents >20 years of age show a notable portion of strong disagreement (34%), but also a considerable percentage of strong agreement (26.4%).

4.5.A.b: In comparison with Gender: Thinking of your current educational grade and your future aspiration, please rate the following statements on a scale of 5 (1 – Strongly Disagree, 2 – Least Agree, 3 – Somewhat Agree, 4 – Agree, 5 – Strongly Agree). **"I want to start working but have to wait until I complete my educational years"**

Table 4.5.A.b Gender in comparison "I want to start working but have to wait until I complete my educational years"

Gender	1 Strongly Disagree	2 Least Agree	3 Somewhat Agree	4 Agree	5 Strongly Agree	Grand Total
Female	21	15	16	23	29	104
Male	50	29	13	13	35	140
Prefer not to say		3	3			6
Grand Total	71	47	32	36	64	250

Source: Created by the author.

Table 4.5.A.b analyzes the want to start working in balance with waiting for completion of educational years with participant gender.

Female Respondents: The responses are more evenly distributed across the different ratings. However, an aggreate view of agree and strongly agree responses are at 50% indicating a strong desire to start working now but balancing this with the challenge of having to complete current educational years. A significant portion (20.2%) also strongly disagree, indicating diverse perspectives within this group.

Male Respondents: A high percentage (35.7%) of male respondents strongly disagree indicating a sense of continuing their current studies without worrying about working in future. A considerable percentage (25.0%) strongly agrees indicating a strong desire to start working now but balancing this with the challenge of having to complete current educational years. The responses show a more polarized distribution compared to female respondents.

Prefer Not to Say: All responses are either "Least Agree" (50.0%) or "Somewhat Agree" (50.0%). This indicates a neutral stance or indecision among this group.

4.5.A.c. In comparison with Economic Status: Thinking of your current educational grade and your future aspiration, please rate the following statements on a scale of 5 (1 – Strongly Disagree, 2 – Least Agree, 3 – Somewhat Agree, 4 – Agree, 5 – Strongly Agree). "I want to start working but have to wait until I complete my educational years"

Table 4.5.A.c Economic Status in comparison "I want to start working but have to wait until I complete my educational years"

Economic Status	1 Strongly Disagree	2 Least Agree	3 Somewh at Agree	4 Agree	5 Strongly Agree	Grand Total
Total earnings less than 25,000 INR/300 USD per month	32	15	10	10	17	84
Total earnings 25,001 INR/301 USD to 50,000 INR/600 USD per month	20	12	4	7	15	58
Total earnings 50,001 INR/601 USD to 1 lakh INR/1200 USD per month	12	8	6	9	18	53
Total earnings > 1 lakh INR per month	7	12	12	10	14	55
Grand Total	71	47	32	36	64	250

Source: Created by the author.

Table 4.5.A.c analyzes the want to start working in balance with waiting for completion of educational years with participant economic status.

The first group of respondents are the ones whose Total Earnings are Less Than 25,000 INR / 300 USD per Month. The highest frequency of responses for this group at 38.1% are **Strongly Disagree**, also followed by 17.9% least agreeing. This indicates respondents in this economic bracket show a strong sense of continuing their current studies without the urge of starting to work immediately. An aggregate of 32% respondents

also Agree or Strongly Agree % indicating a strong desire to start working now but balancing this with the challenge of having to complete current educational years.

The second group of respondents are the ones whose total Earnings are 25,001 INR / 301 USD to 50,000 INR / 600 USD per Month. The highest frequency of responses for this group at 34.5% is Strongly Disagree also followed by 20.7% Least Agreeing. The proportion of "Strongly Agree" responses is higher at compared to the lower income bracket.

The third group of respondents are the ones whose total earnings are 50,001 INR / 601 USD to 1 lakh INR / 1200 USD per month. The largest frequency of responses at 34% for this group is Strongly Agree and aggregating this with 17% responses of Agree, a total of 51% respondents in this group resonate with "I want to start working but have to wait until I complete my educational years." An observation to make here is as income increases, the percentage of "Strongly Agree" responses significantly rises, while the "Strongly Disagree" percentage decreases.

The last group of respondents are the ones whose total earnings are > 1 lakh INR / > 1200 USD per Month. This group has the lowest percentage (12.7%) of "Strongly Disagree" responses and a relatively balanced distribution of agreements, with a notable proportion resonating with the statement "I want to start working but have to wait until I complete my educational years." This is the group of respondents also showing the highest frequency of responses (25.5%) as Strongly Agree reiterating as income increases, the percentage of "Strongly Agree" responses significantly rises, while the "Strongly Disagree" percentage decreases.

4.5.A.d: In comparison with Present Education Status: Thinking of your current educational grade and your future aspiration, please rate the following statements on a scale of 5 (1 – Strongly Disagree, 2 – Least Agree, 3 – Somewhat Agree, 4 – Agree, 5 – Strongly Agree). **"I want to start working but have to wait until I complete my educational years"**

Table 4.5.A.d Present Education Status in comparison with "I want to start working but have to wait until I complete my educational years"

Present education status	1 Strongly Disagree	2 Least Agree	3 Somewh at Agree	4 Agree	5 Strongly Agree	Grand Total
Pursuing under graduation (degree)	17	17	17	20	36	107
Pursuing Secondary education	18	7	6	5	13	49
Pursuing Senior Secondary	30	20	5	10	14	79
Education completed/Other	6	3	4	1	1	15
Grand Total	71	47	32	36	64	250

Source: Created by the author.

Table 4.5.A.d analyzes the want to start working in balance with waiting for completion of educational years with participant present educational status.

For the first respondent group Pursuing Under Graduation (Degree): This category has the highest percentage of 33.6% respondents choosing "Strongly Agree," indicating a strong desire to start working now but balancing this with the challenge of having to complete current educational years.

The second group of respondents are the ones Pursuing Secondary Education. This group shows a high percentage of "Strongly Disagree" responses, suggesting a notable portion of secondary education students do not express a challenge in waiting for their educational years to get completed before starting to work.

The third group of respondents are the ones Pursuing Senior Secondary Education. The highest frequency of responses in this category are for "Strongly Disagree" suggesting a notable portion of secondary education students do not express a challenge in waiting for their educational years to get completed before starting to work.

The last group of respondents are the ones catagorized as Education Completed/Other. While the highest frequency of responses in this group is 40% at Strongly Disagree, this group has the smallest sample size, with responses scattered across categories, showing varied perceptions of relevance.

4.5.A.e: In comparison with Academic Score: Thinking of your current educational grade and your future aspiration, please rate the following statements on a scale of 5 (1 – Strongly Disagree, 2 – Least Agree, 3 – Somewhat Agree, 4 – Agree, 5 – Strongly Agree). **"I want to start working but have to wait until I complete my educational years"**

Table 4.5.A.e Academic Score in comparison with "I want to start working but have to wait until I complete my educational years"

Academic Score	1 Strongly Disagree	2 Least Agree	3 Somewhat Agree	4 Agree	5 Strongly Agree	Grand Total
<40%	4	3	1	1	1	10
>70%	26	19	26	34	46	151
41-70%	18	23	15	14	17	87
(blank)		1			1	2
Grand Total	48	46	42	49	65	250

Source: Created by the author.

Table 4.5.A.e analyzes the want to start working in balance with waiting for completion of educational years with participant academic score from last term/year.

The group of respondents who reported <40% Academic Score tend to "Strongly Disagree" (40%) and "Least Agree" (30%) with the statement, indicating that many

respondents do not feel the urge of waiting until they complete their educational years to start working.

The group of respondents who reported >70% Academic Score show a higher percentage of "Agree" (22.5%) and "Strongly Agree" (30.5%) responses, indicating a strong desire to start working now but balancing this with the challenge of having to complete current educational years.

The group of respondents who reported 41-70% Academic Score show a diverse distribution of responses, with the highest percentage in "Least Agree."

4.5.B "I FEEL LIKE I'M NOT USING MY TIME PRODUCTIVELY" IN COMPARISON WITH OTHER VARIABLES

4.5.b.a: In comparison with Age: Thinking of your current educational grade and your future aspiration, please rate the following statements on a scale of 5 (1 – Strongly Disagree, 2 – Least Agree, 3 – Somewhat Agree, 4 – Agree, 5 – Strongly Agree). "I feel like I'm not using my time productively."

Table 4.5.B.a Age in comparison with "I feel like I'm not using my time productively."

Age Group	1 Strongly Disagree	2 Least Agree	3 Somewhat Agree	4 Agree	5 Strongly Agree	Grand Total
<13	3	5		4		12
13-15	4	17	5	4	5	35
16-17	8	14	9	19	11	61
18-19	12	24	20	19	14	89
>20	10	13	12	12	6	53
Grand Total	37	73	46	58	36	250

Source: Created by the author.

Table 4.5.B.a analyzes the statement "I feel like I'm not using my time productively" in comparison with age of respondents.

The first group <13 years of Age primarily leans towards "Least Agree" (41.7%) and "Agree," (33.3%) indicating that they don't feel strongly unproductive but have some reservations.

The second group is of respondents 13-15 years of age. Most respondents in this group least agree (48.6%) that they are not using their time productively, showing moderate dissatisfaction.

The third group is of respondents 16-17 years of age. The response trend is seeing chaning for this group as a significant portion agrees (31.1%) that they are not using their time productively, indicating higher levels of dissatisfaction in this age group.

For the fourth group of respondents at 18-19 age group, responses are more balanced, with a notable percentage (27%) least agreeing and somewhat agreeing (22.5%), reflecting mixed feelings about productivity.

The last group of respondents are aged >20. This group shows a higher inclination towards "Least Agree" (24.5%) and "Somewhat Agree," (22.6%) indicating moderate dissatisfaction with their use of time.

Overall, the Youngest Age Group (<13), primarily least agree and agree, suggesting moderate dissatisfaction but no strong feelings of unproductivity. The Oldest Age Group (>20) displays mixed responses with a higher percentage of "Least Agree" and "Somewhat Agree," indicating moderate levels of dissatisfaction with their productivity. The teenage groups (13-15, 16-17, 18-19) show higher levels of dissatisfaction with their use of time, with a significant portion least agreeing and agreeing that they are not productive. This may have a linkage to the tedium period where respondents feel the pressure of being more productive about ways of spending time but are constrained not to.

4.5.b.b: In comparison with Gender: Thinking of your current educational grade and your future aspiration, please rate the following statements on a scale of 5 (1 – Strongly Disagree, 2 – Least Agree, 3 – Somewhat Agree, 4 – Agree, 5 – Strongly Agree). **"I feel like I'm not using my time productively."**

Table 4.5.B.b Gender in comparison with "I feel like I'm not using my time productively."

Gender	1 Strongly Disagree	2 Least Agree	3 Somewhat Agree	4 Agree	5 Strongly Agree	Grand Total
Female	21	15	16	23	29	104
Male	50	29	13	13	35	140
Prefer not to say		3	3			6
Grand Total	71	47	32	36	64	250

Source: Created by the author.

Table 4.5.B.a analyzes the statement "I feel like I'm not using my time productively" in comparison with gender of respondents.

Female Respondents: The highest percentage (27.9%) of female respondents strongly agree that they are not using their time productively, indicating a significant level of dissatisfaction. A considerable portion (22.1%) also agrees. Therefore, an aggregate of 50% of this respondent group resonate with the statement "I feel like I'm not using my time productively."

Male Respondents: A large proportion of male respondents (35.7%) strongly disagree with the statement, indicating that they feel they are using their time productively. However, there is also a notable percentage that strongly agrees (25%), indicating mixed feelings within this group.

Prefer Not to Say: All respondents in this group either strongly disagree or least agree, suggesting that they feel they are using their time productively.

The overall insight shows gender differences notably in how males and females perceive their productivity. Females are more likely to feel unproductive, while males are more polarized with a significant portion feeling productive.

4.5.b.c: In comparison with Economic Status: Thinking of your current educational grade and your future aspiration, please rate the following statements on a scale of 5 (1 – Strongly Disagree, 2 – Least Agree, 3 – Somewhat Agree, 4 – Agree, 5 – Strongly Agree). **"I feel like I'm not using my time productively."**

Table 4.5.B.c Economic Status in comparison with "I feel like I'm not using my time productively."

Economic Status	1 Strongly Disagree	2 Least Agree	3 Somewhat Agree	4 Agree	5 Strongly Agree	Grand Total
Total earnings less than 25,000 INR/300 USD per month	14	29	19	12	10	84
Total earnings 25,001 INR/301 USD to 50,000 INR/600 USD per month	10	20	10	11	7	58
Total earnings 50,001 INR/601 USD to 1 lakh INR/1200 USD per month	7	13	6	18	9	53
Total earnings > 1 lakh INR per month	6	11	11	17	10	55
Grand Total	37	73	46	58	36	250

Source: Created by the author.

Table 4.5.B.c analyzes the statement "I feel like I'm not using my time productively" in comparison with economic status of respondents.

Respondent group 1 whose Total Earnings Less than 25,000 INR / 300 USD per Month, show the highest percentage (34.5%) of "Least Agree" responses, indicating moderate dissatisfaction with how they use their time.

Respondent group 2 has Total Earnings 25,001 INR / 301 USD to 50,000 INR / 600 USD per Month. Similar to the lower-income group, the highest percentage (34.5%) is in the "Least Agree" category, indicating moderate dissatisfaction.

Respondent group 3 whose Total Earnings are 50,001 INR / 601 USD to 1 lakh INR / 1200 USD per Month, has the highest percentage of "Agree" (34%) responses, suggesting that individuals with moderate earnings are more likely to feel they are using their time productively.

Respondent group 4 whose Total Earnings are 1 lakh INR / > 1200 USD per Month show results similar to the previous group, this category also has a high percentage (30.9%) of "Agree" responses, indicating satisfaction with time usage.

Overall, we observe that the majority of respondents in the low to moderate income groups lean towards "Least Agree," indicating moderate dissatisfaction with their time usage. As income increases, the percentage of respondents who agree they are using their time productively also increases, showing higher satisfaction with time usage.

4.5.b.d: In comparison with Present Education Status: Thinking of your current educational grade and your future aspiration, please rate the following statements on a scale of 5 (1 – Strongly Disagree, 2 – Least Agree, 3 – Somewhat Agree, 4 – Agree, 5 – Strongly Agree). **"I feel like I'm not using my time productively."**

Table 4.5.B.d Present Education Status in comparison with "I feel like I'm not using my time productively."

Present education status	1 Strongly Disagree	2 Least Agree	3 Somewhat Agree	4 Agree	5 Strongly Agree	Grand Total
Pursuing under graduation (degree)	14	23	25	27	18	107
Pursuing Secondary education	7	19	5	11	7	49
Pursuing Senior Secondary	12	25	13	19	10	79
Education completed/Other	4	6	3	1	1	15
Grand Total	37	73	46	58	36	250

Source: Created by the author.

Table 4.5.B.d analyzes the statement "I feel like I'm not using my time productively" in comparison with present education status of respondents.

Pursuing Under Graduation (Degree): The highest percentage in this group is for "Agree," (25.2%) indicating that a significant portion of undergraduate students feel they are using their time productively.

Pursuing Secondary Education: The highest percentage is for "Least Agree," (38.8%) indicating moderate dissatisfaction with time usage among secondary education students.

Pursuing Senior Secondary: Similar to secondary education, the highest percentage is for "Least Agree," (31.6%) but there's also a notable percentage for "Agree."

Education Completed/Other: The highest percentage is for "Least Agree," (40%) indicating that individuals with completed education or other statuses feel less productive.

Overall, Undergraduate Students show a higher tendency to agree that they are using their time productively. Secondary and Senior Secondary Students, both groups have the highest percentage for "Least Agree," suggesting moderate dissatisfaction with their use of time.

4.5.b.e: In comparison with Academic Score: Thinking of your current educational grade and your future aspiration, please rate the following statements on a scale of 5 (1 – Strongly Disagree, 2 – Least Agree, 3 – Somewhat Agree, 4 – Agree, 5 – Strongly Agree). **"I feel like I'm not using my time productively."**

Table 4.5.B.e Academic Score in comparison with "I feel like I'm not using my time productively."

Academic Score	1 Strongly Disagree	2 Least Agree	3 Somewhat Agree	4 Agree	5 Strongly Agree	Grand Total
<40%	4	4	1		1	10
>70%	20	35	33	37	26	151
41-70%	13	34	11	20	9	87
(blank)			1	1		2
Grand Total	37	73	46	58	36	250

Source: Created by the author.

Table 4.5.B.e analyzes the statement "I feel like I'm not using my time productively" in comparison with academic score of respondents from last year or term.

<40% Academic Score: This group shows high percentages of "Strongly Disagree" (40%) and "Least Agree," (40%) indicating a significant portion of respondents with lower academic scores feel unproductive.

>70% Academic Score: The highest percentages are in "Agree" (24.5%) and "Least Agree," (23.2%) suggesting that individuals with higher academic scores have mixed feelings about their productivity.

41-70% Academic Score: The highest percentage is in "Least Agree," (39.1%) indicating moderate dissatisfaction with time usage among this group.

4.5.C "I THINK THE EDUCATION SYSTEM MUST BE BETTER CONNECTED TO EMPLOYMENT/BUSINESS MODELS"

4.5.C.a: In comparison with Age: Thinking of your current educational grade and your future aspiration, please rate the following statements on a scale of 5 (1 – Strongly Disagree, 2 – Least Agree, 3 – Somewhat Agree, 4 – Agree, 5 – Strongly Agree). "I think the education system must be better connected to employment/business models."

Table 4.5.C.a Age in comparison with "I think the education system must be better connected to employment/business models."

Age Group	1 Strongly Disagree	2 Least Agree	3 Somewhat Agree	4 Agree	5 Strongly Agree	Grand Total
<13	4	1	3	1	3	12
13-15	9	10	4	7	5	35
16-17	6	8	14	7	26	61
18-19	11	12	12	22	32	89
>20	11	4	11	11	16	53
Grand Total	41	35	44	48	82	250

Source: Created by the author.

Table 4.5.C.a analyzes the statement "I think the education system must be better connected to employment/business models." in comparison with age of respondents.

<13 Age Group: This group shows a high percentage of "Strongly Disagree" (33.3%) and "Strongly Agree," (25%) indicating mixed feelings about the education system's connection to employment/business models.

13-15 Age Group: The highest percentage is in "Least Agree," (28.6%) suggesting moderate dissatisfaction with the connection between the education system and employment/business models.

16-17 Age Group: The highest percentage is in "Strongly Agree," (42.6%) indicating strong support for improving the connection between the education system and employment/business models.

18-19 Age Group: This group also shows strong support, with the highest percentage in "Strongly Agree." (36%) This reemphasizes the disconnect experienced in respondents between the education and employment/business models.

>20 Age Group: The highest percentage is in "Strongly Agree," (30.2%) indicating that older respondents also support improving the connection between the education system and employment/business models.

Overall, **Younger Age Groups (<13, 13-15)** show mixed feelings and moderate dissatisfaction. Older teens **(16-17, 18-19)** show strong resonance for better connection between the education system and employment/business models. The oldest age group **(>20)** also shows strong support but with some notable disagreements.

4.5.C.b: In comparison with Gender: Thinking of your current educational grade and your future aspiration, please rate the following statements on a scale of 5 (1 – Strongly Disagree, 2 – Least Agree, 3 – Somewhat Agree, 4 – Agree, 5 – Strongly Agree). **"I think the education system must be better connected to employment/business models."**

Table 4.5.C.b Gender in comparison with "I think the education system must be better connected to employment/business models."

Gender	1 Strongly Disagree	2 Least Agree	3 Somewhat Agree	4 Agree	5 Strongly Agree	Grand Total
Female	15	12	19	21	37	104
Male	25	20	23	27	45	140
Prefer not to say	1	3	2			6
Grand Total	41	35	44	48	82	250

Source: Created by the author.

Table 4.5.C.b analyzes the statement "I think the education system must be better connected to employment/business models." in comparison with gender of respondents.

Female Respondents: A significant portion of female respondents strongly agree (35.6%) that the education system must be better connected to employment/business models, indicating strong support for improvement. There is also notable agreement (20.2%) and somewhat agreement (18.3%) among female respondents. Therefore, an aggregate of 74.1% of female respondents show somewhat to strong agreement to the statement "I think the education system must be better connected to employment/business models."

Male Respondents: A significant portion of male respondents also strongly agree (32.1%) with the statement, indicating strong support for improvement. The distribution of responses is similar to that of female respondents, with notable percentages

in agreement (19.3%) and somewhat agreement (16.4%). Therefore, an aggregate of 67.8% of male respondents show somewhat to strong agreement to the statement "I think the education system must be better connected to employment/business models."

Prefer Not to Say: This group has a small sample size, with the majority of responses in "Least Agree" and "Somewhat Agree," indicating moderate dissatisfaction and some support for improvement.

In summary, both male and female respondents show strong support for better connecting the education system to employment/business models, with the highest percentages in "Strongly Agree."

4.5.C.c: In comparison with economic status: Thinking of your current educational grade and your future aspiration, please rate the following statements on a scale of 5 (1 – Strongly Disagree, 2 – Least Agree, 3 – Somewhat Agree, 4 – Agree, 5 – Strongly Agree). **"I think the education system must be better connected to employment/business models."**

Table 4.5.C.c Economic status in comparison with "I think the education system must be better connected to employment/business models."

Economic Status	1 Strongly Disagree	2 Least Agree	3 Somewhat Agree	4 Agree	5 Strongly Agree	Grand Total
Total earnings less than 25,000 INR/300 USD per month	20	12	16	12	24	84
Total earnings 25,001 INR/301 USD to 50,000 INR/600 USD per month	11	10	6	15	16	58
Total earnings 50,001 INR/601 USD to 1 lakh INR/1200 USD per month	4	5	11	13	20	53
Total earnings > 1 lakh INR per month	6	8	11	8	22	55
Grand Total	41	35	44	48	82	250

Source: Created by the author.

Table 4.5.C.c analyzes the statement "I think the education system must be better connected to employment/business models." in comparison with gender of respondents.

Total Earnings Less than 25,000 INR / 300 USD per Month: This group shows high percentages of "Strongly Disagree" (23.8%) and "Strongly Agree," (28.6%) indicating mixed feelings about the need for a better connection between the education system and employment/business models.

Total Earnings 25,001 INR / 301 USD to 50,000 INR / 600 USD per Month:
The highest percentages are in "Strongly Agree" (27.6%) and "Agree," (25.9%) indicating strong support for improving the connection between the education system and employment/business models.

Total Earnings 50,001 INR / 601 USD to 1 lakh INR / 1200 USD per Month:
This group has the highest percentage of "Strongly Agree," (37.7%) showing strong support for the need for a better connection between the education system and employment/business models.

Total Earnings > 1 lakh INR / > 1200 USD per Month: This group also shows a high percentage of "Strongly Agree," (40%) indicating strong support for improving the connection between the education system and employment/business models.

Overall, Low to Moderate Earnings (< 50,000 INR / 600 USD) show mixed feelings, with notable percentages in both "Strongly Disagree" and "Strongly Agree." Higher Earnings (> 50,000 INR / 600 USD) shows strong support for better connecting the education system to employment/business models, with the highest percentages in "Strongly Agree."

4.5.C.d: In comparison with present education status: Thinking of your current educational grade and your future aspiration, please rate the following statements on a scale of 5 (1 – Strongly Disagree, 2 – Least Agree, 3 – Somewhat Agree, 4 – Agree, 5 – Strongly Agree). **"I think the education system must be better connected to employment/business models."**

Table 4.5.C.d Present education status in comparison with "I think the education system must be better connected to employment/business models."

Present education status	1 Strongly Disagree	2 Least Agree	3 Somewhat Agree	4 Agree	5 Strongly Agree	Grand Total
Pursuing under graduation (degree)	13	8	21	25	40	107
Pursuing Secondary education	10	12	8	7	12	49
Pursuing Senior Secondary	17	13	12	13	24	79
Education completed/Other	1	2	3	3	6	15
Grand Total	41	35	44	48	82	250

Source: Created by the author.

Table 4.5.C.d analyzes the statement "I think the education system must be better connected to employment/business models." in comparison with present education status of respondents.

Pursuing Under Graduation (Degree): This group has the highest percentage in "Strongly Agree," (37.4%) indicating strong support for better connecting the education system to employment/business models.

Pursuing Secondary Education: The highest percentages are in "Least Agree" (24.5%) and "Strongly Agree," (24.5%) indicating mixed feelings about the need for a better connection between the education system and employment/business models.

Pursuing Senior Secondary: This group has the highest percentage in "Strongly Agree," (30.4%) showing strong support for better connecting the education system to employment/business models.

Education Completed/Other: This group has the highest percentage in "Strongly Agree," (40%) indicating strong support for better connecting the education system to employment/business models.

Overall, Undergraduate Students and Education Completed/Others show strong support for better connecting the education system to employment/business models, with the highest percentages in "Strongly Agree." Secondary and Senior Secondary Students show mixed feelings, with notable percentages in both "Least Agree" and "Strongly Agree."

4.5.C.e: In comparison with academic score from last term or year: Thinking of your current educational grade and your future aspiration, please rate the following statements on a scale of 5 (1 – Strongly Disagree, 2 – Least Agree, 3 – Somewhat Agree, 4 – Agree, 5 – Strongly Agree). **"I think the education system must be better connected to employment/business models."**

Table 4.5.C.e Academic score in comparison with "I think the education system must be better connected to employment/business models."

Academic Score	1 Strongly Disagree	2 Least Agree	3 Somewhat Agree	4 Agree	5 Strongly Agree	Grand Total
<40%	4	3	1		2	10
>70%	17	15	23	38	58	151
41-70%	20	16	20	10	21	87
(blank)		1			1	2
Grand Total	41	35	44	48	82	250

Source: Created by the author.

Table 4.5.C.e analyzes the statement "I think the education system must be better connected to employment/business models." in comparison with academic scores of respondents from last term or year.

<40% Academic Score: This group shows high percentages of "Strongly Disagree" (40%) and "Least Agree," (30%) indicating that respondents with lower academic scores feel the current education system is not well connected to employment/business models. However, 20% still strongly agree, showing some support for improvement.

>70% Academic Score: This group shows strong support for improving the connection between the education system and employment/business models, with the highest percentage in "Strongly Agree." (38.4%) followed by Agree (25.2%).

41-70% Academic Score: This group has mixed feelings, with significant percentages in both "Strongly Disagree" (23%) and "Strongly Agree," (24.1%) indicating a divide in opinions on the current education system's connection to employment/business models.

Overall, High Academic Scores (>70%) show strong support for better connecting the education system to employment/business models, with the highest percentage in "Strongly Agree." Low Academic Scores (<40%) show significant dissatisfaction with the current system, with high percentages in "Strongly Disagree" and "Least Agree." Middle Academic Scores (41-70%) mixed feelings with notable percentages in both "Strongly Disagree" and "Strongly Agree."

4.5.D "I MISS MY FINANCIAL INDEPENDENCE"

4.5.D.a: In comparison with Age: Thinking of your current educational grade and your future aspiration, please rate the following statements on a scale of 5 (1 – Strongly Disagree, 2 – Least Agree, 3 – Somewhat Agree, 4 – Agree, 5 – Strongly Agree). **"I miss my financial independence"**

Table 4.5.D.a Age in comparison with "I miss my financial independence."

Age Group	1 Strongly Disagree	2 Least Agree	3 Somewhat Agree	4 Agree	5 Strongly Agree	Grand Total
<13	5	3	2	2		12
13-15	12	13	3	4	3	35
16-17	12	11	12	9	17	61
18-19	11	17	13	26	22	89
>20	11	5	12	12	13	53
Grand Total	51	49	42	53	55	250

Source: Created by the author.

Table 4.5.D.a analyzes the statement "I miss my financial independence" in comparison with age of respondents.

<13 Age Group: The majority of respondents in this group strongly disagree (41.7%) with the statement, indicating they do not miss their financial independence, possibly because they have not experienced it yet.

13-15 Age Group: The highest percentages are in "Strongly Disagree" (34.3%) and "Least Agree," (37.1%) indicating that most respondents in this group do not miss their financial independence.

16-17 Age Group: This group shows mixed responses, with the highest percentage in "Strongly Agree," (27.9%) indicating that a significant portion of respondents miss their financial independence.

18-19 Age Group: The highest percentage is in "Agree," (29.2%) followed by "Strongly Agree," (24.7%) indicating that most respondents in this group miss their financial independence.

>20 Age Group: The responses are more balanced, with a significant portion of respondents in each category. The highest percentages are in "Somewhat Agree," (22.6%) "Agree," (22.6%) and "Strongly Agree," (24.5%) indicating that older respondents generally miss their financial independence.

Overall, in younger age groups (<13, 13-15), majority do not miss their financial independence, possibly because they have not yet experienced it. The middle teens (16-17) show mixed responses, with a significant portion missing their financial independence. Older age groups (18-19, >20) show a higher inclination towards missing their financial independence, with the highest percentages in "Agree" and "Strongly Agree."

4.5.D.b: In comparison with Gender: Thinking of your current educational grade and your future aspiration, please rate the following statements on a scale of 5 (1 – Strongly Disagree, 2 – Least Agree, 3 – Somewhat Agree, 4 – Agree, 5 – Strongly Agree). **"I miss my financial independence"**

Table 4.5.D.b Gender in comparison with "I miss my financial independence."

Gender	1 Strongly Disagree	2 Least Agree	3 Somewhat Agree	4 Agree	5 Strongly Agree	Grand Total
Female	24	16	21	17	26	104
Male	25	29	21	36	29	140
Prefer not to say	2	4				6
Grand Total	51	49	42	53	55	250

Source: Created by the author.

Table 4.5.D.b analyzes the statement "I miss my financial independence" in comparison with gender of respondents.

Female Respondents: The highest percentage of female respondents strongly agree (25%) that they miss their financial independence, indicating significant sentiment towards financial independence. A considerable portion also strongly disagrees (23.1%), showing varied opinions within the group.

Male Respondents: Male respondents also show strong sentiment towards missing financial independence, with the highest percentage in "Agree" (25.7%) and second highest response in Strongly Agree (20.7%). There is also a notable percentage that strongly disagrees, (17.9%) and Least Agree (20.7%) indicating mixed opinions.

Prefer Not to Say: This group has a small sample size, with the majority of responses in "Strongly Disagree" and "Least Agree," indicating moderate dissatisfaction with missing financial independence.

4.5.D.c: In comparison with Economic status: Thinking of your current educational grade and your future aspiration, please rate the following statements on a scale of 5 (1 – Strongly Disagree, 2 – Least Agree, 3 – Somewhat Agree, 4 – Agree, 5 – Strongly Agree). **"I miss my financial independence"**

Table 4.5.D.c Economic status in comparison with "I miss my financial independence."

Economic Status	1 Strongly Disagree	2 Least Agree	3 Somewhat Agree	4 Agree	5 Strongly Agree	Grand Total
Total earnings less than 25,000 INR/300 USD per month	17	19	14	15	19	84
Total earnings 25,001 INR/301 USD to 50,000 INR/600 USD per month	12	12	12	11	11	58
Total earnings 50,001 INR/601 USD to 1 lakh INR/1200 USD per month	6	9	8	17	13	53
Total earnings > 1 lakh INR per month	16	9	8	10	12	55
Grand Total	51	49	42	53	55	250

Source: Created by the author.

Table 4.5.D.c analyzes the statement "I miss my financial independence" in comparison with economic status of respondents.

Total Earnings Less than 25,000 INR / 300 USD per Month: This group shows varied opinions, with the highest percentages in "Least Agree" (22.6%) and "Strongly Agree," (22.6%) indicating a mix of respondents who miss their financial independence and those who do not.

Total Earnings 25,001 - 50,000 INR / 301 - 600 USD per Month: This group shows an even distribution of responses across all categories, indicating mixed feelings about missing financial independence.

Total Earnings 50,001 INR / 601 USD to 1 lakh INR / 1200 USD per Month: The highest percentages in this group are in "Agree" (32.1%) and "Strongly Agree," (24.5%) indicating that most respondents with moderate earnings miss their financial independence.

Total Earnings > 1 lakh INR / > 1200 USD per Month: This group shows the highest percentage in "Strongly Disagree," (29.1%) indicating that a significant portion of respondents with higher earnings do not miss their financial independence. However, there is still a notable percentage that strongly agrees (21.8%).

Overall, respondents with Earnings < 50,000 INR / 600 USD show mixed feelings, with varied responses across all categories. Respondents with Moderate Earnings of 50,001 - 1 lakh INR / 601 - 1200 USD show a higher inclination towards missing their financial independence, with the highest percentages in "Agree" and "Strongly Agree." Respondents with High Earnings (> 1 lakh INR / > 1200 USD) show a mix of respondents who miss their financial independence and those who do not, with the highest percentage in "Strongly Disagree."

4.5.D.d: In comparison with present education status: Thinking of your current educational grade and your future aspiration, please rate the following statements on a scale of 5 (1 – Strongly Disagree, 2 – Least Agree, 3 – Somewhat Agree, 4 – Agree, 5 – Strongly Agree). **"I miss my financial independence"**

Table 4.5.D.d Present education status in comparison with "I miss my financial independence."

Present education status	1 Strongly Disagree	2 Least Agree	3 Somewhat Agree	4 Agree	5 Strongly Agree	Grand Total
Pursuing under graduation (degree)	13	11	18	35	30	107
Pursuing Secondary education	17	15	4	5	8	49
Pursuing Senior Secondary	18	19	16	11	15	79
Education completed/Other	3	4	4	2	2	15
Grand Total	51	49	42	53	55	250

Source: Created by the author.

Table 4.5.D.d analyzes the statement "I miss my financial independence" in comparison with current educational grade of respondents.

Pursuing Under Graduation (Degree): This group shows a high percentage of agreement (32.7%) and strong agreement (28%), indicating that many undergraduates miss their financial independence.

Pursuing Secondary Education: The highest percentages are in strong disagreement (34.7%) and least agreement (30.6%), indicating that most secondary education respondents do not miss their financial independence.

Pursuing Senior Secondary: This group shows varied responses. However, with an aggregate of 53.2% respondents somewhat to strongly agreeing, we see a significant portion miss their financial independence.

Education Completed/Other: This group shows mixed responses, with notable percentages in least agreement (26.7%) and somewhat agreement (26.7%), indicating moderate dissatisfaction with missing financial independence.

Overall, Undergraduates show high levels of agreement and strong agreement, indicating that many miss their financial independence. Most respondents pursuing Secondary Education do not miss their financial independence, with high percentages in strong disagreement and least agreement. Senior Secondary and Education Completed/Others show mixed feelings, with varied responses across all categories.

4.5.D.e: In comparison with academic score: Thinking of your current educational grade and your future aspiration, please rate the following statements on a scale of 5 (1 – Strongly Disagree, 2 – Least Agree, 3 – Somewhat Agree, 4 – Agree, 5 – Strongly Agree). "I miss my financial independence"

Table 4.5.D.e Academic score in comparison with "I miss my financial independence."

Academic Score	1 Strongly Disagree	2 Least Agree	3 Somewhat Agree	4 Agree	5 Strongly Agree	Grand Total
<40%	4	3	2	1		10
>70%	28	20	27	31	45	151
41-70%	18	26	13	20	10	87
(blank)	1			1		2
Grand Total	51	49	42	53	55	250

Source: Created by the author.

Table 4.5.D.e analyzes the statement "I miss my financial independence" in comparison with academic score of respondents from last term or year.

<40% (10 responses total): Most students in this category tend to disagree (1 or 2) with missing financial independence. Very few students agree (4 or 5) with this statement.

41-70% Academic Scores: The highest response for this group is 29.9% least agreeing with the statement. The responses are more spread out, with a significant number of 23% also agreeing with the statement. A large number of about 50% participant least agree or disagree with missing financial independence.

>70% Academic Scores: The majority of 29.8% Strongly Agree and 20.5% Agree with missing financial independence. This may indicate this group's innate need to be financially independent as they are academically stable.

Overall, this percentage analysis shows a stronger feeling of missing financial independence among higher academic achievers.

4.5.E "I GO THROUGH ANXIETY AND STRESS, WAITING FOR MY EDUCATIONAL YEARS TO BE COMPLETED"

4.5.E.a.: In comparison with Age: Thinking of your current educational grade and your future aspiration, please rate the following statements on a scale of 5 (1 – Strongly Disagree, 2 – Least Agree, 3 – Somewhat Agree, 4 – Agree, 5 – Strongly Agree). **"I go through anxiety and stress, waiting for my educational years to be completed"**

Table 4.5.E.a Age in comparison with "I go through anxiety and stress, waiting for my educational years to be completed."

Age Group	1 Strongly Disagree	2 Least Agree	3 Somewhat Agree	4 Agree	5 Strongly Agree	Grand Total
<13	7		1	1	3	12
13-15	11	11	4	6	3	35
16-17	11	12	8	12	18	61
18-19	17	20	12	22	18	89
>20	11	7	16	7	12	53
Grand Total	57	50	41	48	54	250

Source: Created by the author.

Table 4.5.E.a analyzes the statement "I go through anxiety and stress, waiting for my educational years to be completed" in comparison with age of respondents.

The detailed breakdown by age group shows how different age groups perceive anxiety and stress related to their educational years. The mid to late teenage years seem particularly stressful, with a notable percentage of individuals experiencing high levels of anxiety and stress.

<13 years: Majority strongly disagree (58.33%) with experiencing anxiety and stress.

13-15 years: Responses are fairly distributed, with strong disagreement and least agreement each having the same percentage (31.43%).

16-17 years: The highest percentage (29.51%) strongly agree to experiencing anxiety and stress.

18-19 years: Majority agree (24.72%) with experiencing anxiety and stress.

>20 years: The highest percentage (30.19%) somewhat agree to experiencing anxiety and stress.

From the data provided, here are some correlations and insights that can be drawn:

1. Age and Anxiety/Stress Levels:

- Younger students (<13 years) show a strong tendency to disagree with experiencing anxiety and stress.

- Mid-teens (13-15 years) exhibit a more evenly spread response, with no single category dominating.

- The highest levels of anxiety and stress are observed in the late teenage group (16-19 years), with a significant portion agreeing or strongly agreeing with the statement.

- Older individuals (>20 years) have a mixed response, but a notable percentage somewhat agree to experiencing anxiety and stress.

2. Peak Stress Period:

- The late teenage years (16-19 years) appear to be the most stressful period, likely due to critical educational milestones, such as board exams and college entrance exams, which significantly impact future aspirations.

3. Transition Phases:

- o The transition from mid-teens (13-15 years) to late teens (16-17 years) shows a sharp increase in anxiety and stress levels. This transition period might involve more challenging academic demands and heightened future planning pressures.

4. Continuing Stress Beyond Teenage Years:

- o A significant portion of individuals above 20 years still report experiencing anxiety and stress related to their educational journey. This suggests ongoing educational or professional stressors, such as pursuing higher education or adapting to new career demands.

5. Distribution Patterns:

- o For most age groups, there's a noticeable shift from strong disagreement in younger ages to stronger agreement as age increases, peaking in the late teens.

- o The presence of strong disagreement in the oldest age group (>20 years) indicates that some individuals have effectively managed their anxiety and stress or have different coping mechanisms.

These correlations highlight the importance of providing targeted support and resources to individuals during critical transition periods, particularly in the late teenage years, to help them manage anxiety and stress effectively. This draws a strong linkage to the Tedium Period and requirement of The New 18 to tap into emerging talents from this group and provide mainstream job/business opportunities.

Generational diversity analysis:

Generational diversity analysis for this question has also been performed to analyse how different generations express experiencing stress and anxiety. This section focuses on understanding the differences and similarities across various generations in terms of their attitudes, behaviors, values, and experiences. From the given data, we can

observe generational diversity by examining how different age groups perceive anxiety and stress related to their educational journey.

Generational Groups

1. Generation Alpha (<13 years):

- o Strongly Disagree: 58.33%

- o Least Agree: 0.00%

- o Somewhat Agree: 8.33%

- o Agree: 8.33%

- o Strongly Agree: 25.00%

- o Observations: This generation shows low levels of anxiety and stress. They are likely in the early stages of their educational journey and are generally less concerned about future aspirations at this age.

2. Generation Z (13-19 years):

- o 13-15 years:

  - ▪ Strongly Disagree: 31.43%

  - ▪ Least Agree: 31.43%

  - ▪ Somewhat Agree: 11.43%

  - ▪ Agree: 17.14%

  - ▪ Strongly Agree: 8.57%

  - ▪ Observations: This age group has a fairly even distribution of responses, indicating varying levels of anxiety and stress.

- o 16-17 years:

  - ▪ Strongly Disagree: 18.03%

  - ▪ Least Agree: 19.67%

- Somewhat Agree: 13.11%

- Agree: 19.67%

- Strongly Agree: 29.51%

- Observations: Anxiety and stress peak in this group, likely due to critical educational milestones such as board exams and college entrance exams.

  o 18-19 years:

  - Strongly Disagree: 19.10%

  - Least Agree: 22.47%

  - Somewhat Agree: 13.48%

  - Agree: 24.72%

  - Strongly Agree: 20.22%

  - Observations: Anxiety and stress remain high, with a slight shift towards agreement and strong agreement, reflecting the pressures of transitioning to higher education or professional life.

3. Millennials (>20 years):

  o Strongly Disagree: 20.75%

  o Least Agree: 13.21%

  o Somewhat Agree: 30.19%

  o Agree: 13.21%

  o Strongly Agree: 22.64%

  o Observations: This group shows a more even distribution with a higher percentage somewhat agreeing to experiencing anxiety and stress. This suggests ongoing educational or professional stressors.

Key Insights

- Generational Differences:

    o Generation Alpha exhibits the lowest levels of anxiety and stress, likely due to their early stage in the educational journey.

    o Generation Z shows a significant increase in anxiety and stress levels as they age, peaking during the late teenage years (16-19 years). This reflects the critical educational milestones and future planning pressures they face. This is what is referred to in The New 18 as the "Tedium Period." A more detailed analysis can be conducted at a later stage to carefully examine the nature, risks, and phases of the "Tedium Period."

    o Millennials, though more evenly distributed in their responses, still report notable levels of anxiety and stress, indicating that stressors related to education or professional life continue beyond teenage years.

- Educational Support Needs:

    o Tailored support and resources are essential for each generation. For Generation Z, particularly in the 16-19 age group, targeted interventions can help manage anxiety and stress effectively.

    o Millennials may benefit from ongoing support in their professional and educational pursuits to reduce stress and anxiety.

This generational diversity analysis highlights the importance of understanding the unique needs and challenges faced by different age groups, enabling better support and interventions to help them manage anxiety and stress effectively.

4.5.E.b.: In comparison with Gender: Thinking of your current educational grade and your future aspiration, please rate the following statements on a scale of 5 (1 – Strongly Disagree, 2 – Least Agree, 3 – Somewhat Agree, 4 – Agree, 5 – Strongly Agree). **"I go through anxiety and stress, waiting for my educational years to be completed"**

Table 4.5.E.b Gender in comparison with "I go through anxiety and stress, waiting for my educational years to be completed."

Gender	1 Strongly Disagree	2 Least Agree	3 Somewhat Agree	4 Agree	5 Strongly Agree	Grand Total
Female	26	20	16	18	24	104
Male	29	29	23	30	29	140
Prefer not to say	2	1	2		1	6
Grand Total	57	50	41	48	54	250

Source: Created by the author.

Table 4.5.E.b analyzes the statement "I go through anxiety and stress, waiting for my educational years to be completed" in comparison with gender of respondents.

Female:

- The responses are somewhat evenly distributed, with the majority strongly disagreeing (25%) and strongly agreeing (23.08%).

- Least agreement is also notable (19.23%).

- Overall, females exhibit a mix of responses with no single category dominating.

Male:

- Responses are quite balanced, with each category having similar percentages.

- Strongly disagree, least agree, agree, and strongly agree each represent around 20-21%.

- Males exhibit a higher percentage of agreement (21.43%) compared to females.

Prefer not to say:

- • Majority strongly disagree (33.33%) or somewhat agree (33.33%).

- • Least agree and strongly agree have the least representation.

- • Small sample size makes it challenging to draw significant conclusions.

Correlations

- Gender and Anxiety/Stress Levels:

  o Both females and males show a distribution of responses across the anxiety and stress scale, with males having a slightly higher percentage of agreement.

  o Females have a more pronounced strong disagreement and strong agreement, indicating polarizing experiences of anxiety and stress.

  o Individuals preferring not to disclose their gender mostly fall into strongly disagree and somewhat agree categories.

- Comparative Analysis:

  o Males have a higher tendency to agree (21.43%) with experiencing anxiety and stress compared to females (17.31%).

  o Females have a slightly higher percentage of strong agreement (23.08%) compared to males (20.71%).

This data suggests that both genders experience anxiety and stress related to their educational journey, with males showing a slightly higher tendency to agree with experiencing these feelings. The responses are fairly evenly distributed, indicating a diverse range of experiences and perceptions among respondents.

4.5.E.c.: In comparison with Economic Status: Thinking of your current educational grade and your future aspiration, please rate the following statements on a scale of 5 (1 – Strongly Disagree, 2 – Least Agree, 3 – Somewhat Agree, 4 – Agree, 5 – Strongly Agree). **"I go through anxiety and stress, waiting for my educational years to be completed"**

Table 4.5.E.c Economic Status in comparison with "I go through anxiety and stress, waiting for my educational years to be completed."

Economic Status	1 Strongly Disagree	2 Least Agree	3 Somewhat Agree	4 Agree	5 Strongly Agree	Grand Total
Total earnings less than 25,000 INR/300 USD per month	18	18	18	14	16	84
Total earnings 25,001 INR/301 USD to 50,000 INR/600 USD per month	15	10	13	8	12	58
Total earnings 50,001 INR/601 USD to 1 lakh INR/1200 USD per month	10	8	4	15	16	53
Total earnings > 1 lakh INR per month	14	14	6	11	10	55
Grand Total	57	50	41	48	54	250

Source: Created by the author.

Table 4.5.E.c analyzes the statement "I go through anxiety and stress, waiting for my educational years to be completed" in comparison with economic status of respondents.

Total earnings less than 25,000 INR/300 USD per month:

- Responses are evenly distributed, with each category representing around 21.43%.

- This group shows a balanced perception of anxiety and stress across the scale.

Total earnings 25,001 INR/301 USD to 50,000 INR/600 USD per month:

- Strongly Disagree (25.86%) is the most common response, followed by Somewhat Agree (22.41%).

- This group has a noticeable percentage in each category, with a slight tendency towards disagreement.

Total earnings 50,001 INR/601 USD to 1 lakh INR/1200 USD per month:

- Highest percentages in Agree (28.3%) and Strongly Agree (30.19%), indicating higher anxiety and stress levels.

- This group shows a significant tendency towards agreement with the statement.

Total earnings > 1 lakh INR per month:

- Strongly Disagree and Least Agree each represent 25.45%, indicating a mix of perceptions.

- Somewhat Agree is lower (10.91%), with noticeable agreement (20.00%).

Correlations

- Economic Status and Anxiety/Stress Levels:

  o Individuals with lower earnings (<25,000 INR) show balanced responses, indicating varying levels of anxiety and stress.

  o Middle-income groups (25,001 - 50,000 INR) lean towards disagreement but have notable agreement as well.

  o Higher middle-income groups (50,001 - 1 lakh INR) exhibit the highest levels of anxiety and stress, with a significant portion agreeing or strongly agreeing with the statement.

  o High-income groups (>1 lakh INR) have a mixed response, with strong disagreement and least agreement being prominent.

- Stress and Income Levels:

  o Individuals with moderate earnings (50,001 - 1 lakh INR) experience the highest anxiety and stress levels, potentially due to aspirations for further economic mobility or heightened expectations.

  o Lower and higher income groups show a more balanced distribution, indicating diverse experiences and perceptions of anxiety and stress.

This data suggests that while economic status influences perceptions of anxiety and stress, individuals across all income levels experience varying degrees of these feelings related to their educational journey. Middle-income groups, particularly those earning between 50,001 and 1 lakh INR, show the highest levels of anxiety and stress.

4.5.E.d.: In comparison with present education status: Thinking of your current educational grade and your future aspiration, please rate the following statements on a scale of 5 (1 – Strongly Disagree, 2 – Least Agree, 3 – Somewhat Agree, 4 – Agree, 5 – Strongly Agree). **"I go through anxiety and stress, waiting for my educational years to be completed"**

Table 4.5.E.d Present Education Status in comparison with "I go through anxiety and stress, waiting for my educational years to be completed."

Present education status	1 Strongly Disagree	2 Least Agree	3 Somewhat Agree	4 Agree	5 Strongly Agree	Grand Total
Pursuing under graduation (degree)	18	17	21	24	27	107
Pursuing Secondary education	14	12	4	10	9	49
Pursuing Senior Secondary	21	20	9	14	15	79
Education completed/Other	4	1	7		3	15
Grand Total	57	50	41	48	54	250

Source: Created by the author.

Table 4.5.E.d analyzes the statement "I go through anxiety and stress, waiting for my educational years to be completed" in comparison with present education status of respondents.

1. Pursuing under graduation (degree):

- o The highest percentage strongly agree (25.23%), indicating significant levels of anxiety and stress.

- o Overall, there's a noticeable distribution across all categories, with agreement and strong agreement being prominent.

2. Pursuing Secondary education:

- o Majority strongly disagree (28.57%) or least agree (24.49%) with experiencing anxiety and stress.

- o This group shows a relatively lower level of anxiety and stress, with a smaller percentage in agreement and strong agreement.

3. Pursuing Senior Secondary:

- o A considerable percentage strongly disagree (26.58%) or least agree (25.32%).

- o There are noticeable levels of agreement (17.72%) and strong agreement (18.99%), indicating a mixed response.

4. Education completed/Other:

- o Highest percentage somewhat agree (46.67%) with experiencing anxiety and stress.

- o Strongly disagree (26.67%) and strong agreement (20.00%) are also notable.

- o This group shows a significant portion experiencing anxiety and stress, even after completing their education.

Correlations

- Education Status and Anxiety/Stress Levels:

    o Individuals pursuing undergraduate degrees experience significant anxiety and stress, with higher percentages in agreement and strong agreement. This references to the "Tedium Period."

    o Those in secondary education show lower levels of anxiety and stress, with higher percentages in disagreement.

    o Senior secondary students exhibit mixed responses, with noticeable levels of agreement and strong agreement.

    o Individuals who have completed their education or are in other categories show significant anxiety and stress, particularly in somewhat agree and strong agreement categories.

- Stress Across Educational Stages:

    o Anxiety and stress levels increase as individuals progress through their educational stages, peaking during undergraduate education.

    o Completed education or other categories also exhibit notable levels of anxiety and stress, suggesting ongoing concerns related to future aspirations or career paths. These also reference to the "Tedium Period."

This data suggests that different educational stages have varying levels of anxiety and stress, with undergraduate students experiencing the highest levels. Support and resources tailored to each educational stage can help manage these feelings effectively.

4.5.E.e.: In comparison with academic score: Thinking of your current educational grade and your future aspiration, please rate the following statements on a scale of 5 (1 – Strongly Disagree, 2 – Least Agree, 3 – Somewhat Agree, 4 – Agree, 5 – Strongly Agree). **"I go through anxiety and stress, waiting for my educational years to be completed"**

Table 4.5.E.e Academic Score in comparison with "I go through anxiety and stress, waiting for my educational years to be completed."

Academic Score	1 Strongly Disagree	2 Least Agree	3 Somewhat Agree	4 Agree	5 Strongly Agree	Grand Total
<40%	3	3	1	2	1	10
>70%	26	29	29	30	37	151
41-70%	27	18	11	16	15	87
(blank)	1				1	2
Grand Total	57	50	41	48	54	250

Source: Created by the author.

Table 4.5.E.e analyzes the statement "I go through anxiety and stress, waiting for my educational years to be completed" in comparison with academic score of respondents from last term/year.

Academic Score <40%:

- Strongly Disagree (30%) and Least Agree (30%) are the most common responses.

- A smaller percentage shows agreement (20%) and strong agreement (10.00%) with experiencing anxiety and stress.

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Academic Score >70%:

- The highest percentage strongly agrees (24.5%) with experiencing anxiety and stress.

- Responses are fairly distributed across all categories, with a noticeable tendency towards agreement and strong agreement.

Academic Score 41-70%:

- Majority strongly disagree (31.03%) or least agree (20.69%) with experiencing anxiety and stress.

- Noticeable levels of agreement (18.39%) and strong agreement (17.24%), indicating a mixed response.

- This group shows varying levels of anxiety and stress, with a slight tendency towards disagreement.

Correlations

- Academic Score and Anxiety/Stress Levels:

    - Individuals with higher academic scores (>70%) experience significant anxiety and stress, with higher percentages in agreement and strong agreement.

    - Those with lower academic scores (<40%) show lower levels of anxiety and stress, with higher percentages in disagreement.

    - Mid-range academic scores (41-70%) exhibit mixed responses, indicating varying levels of anxiety and stress.

- **Performance and Stress:**

  o Higher academic achievers (>70%) tend to experience more anxiety and stress, likely due to the pressure to maintain their performance and meet high expectations.

  o Lower academic achievers (<40%) show a tendency towards lower anxiety and stress, potentially due to fewer expectations or acceptance of their current performance.

This data suggests that academic performance significantly influences perceptions of anxiety and stress, with higher achievers experiencing more pressure and stress related to their educational journey. Support and resources tailored to different academic performance levels can help manage these feelings effectively. In relation with the research on The New 18, this data might also suggest that high achievers can benefit from diversifying their daily time investment into a job or business intervention. A Linkage here can also be drawn to Table 3 analysis where a number of respondents express the urge to do something alongside educational track.

4.5.F "I FEEL CONFIDENT TO START WORKING IN A COMPANY/START MY OWN BUSINESS SOONER THAN 18"

4.5.F.a.: In comparison with Age: Thinking of your current educational grade and your future aspiration, please rate the following statements on a scale of 5 (1 – Strongly Disagree, 2 – Least Agree, 3 – Somewhat Agree, 4 – Agree, 5 – Strongly Agree). "I feel confident to start working in a company/start my own business sooner than 18."

Table 4.5.F.a Age in comparison with "I feel confident to start working in a
company/start my own business sooner than 18"

Age Group	1 Strongly Disagree	2 Least Agree	3 Somewhat Agree	4 Agree	5 Strongly Agree	Grand Total
<13	2	4	3	1	2	12
13-15	9	12	8	3	3	35
16-17	8	15	12	13	13	61
18-19	12	21	15	15	26	89
>20	11	8	9	20	5	53
Grand Total	42	60	47	52	49	250

Source: Created by the author.

Table 4.5.F.a analyzes the statement "I feel confident to start working in a company/start my own business sooner than 18" in comparison with age of respondents.

<13 years:

- o Majority: Least Agree (33.33%) and Somewhat Agree (25.00%).

- o Least representation: Agree (8.33%).

13-15 years:

- o Majority: Least Agree (34.29%) and Strongly Disagree (25.71%).

- o Least representation: Agree and Strongly Agree (8.57% each).

16-17 years:

- o Distribution: Relatively balanced across all categories with peaks in Least Agree, Agree, and Strongly Agree (21.31% each).

18-19 years:

- o Majority: Strongly Agree (29.21%) and Least Agree (23.60%).

- o Notable representation in all categories.

>20 years:

- o   Majority: Agree (37.74%).

- o   Least representation: Strongly Agree (9.43%).

Correlations

- Age and Confidence Levels:

  - o   Younger students (<13 years) mostly least agree or somewhat agree with the statement, showing lower confidence levels to start working or own a business before 18.

  - o   Mid-teens (13-15 years) exhibit a stronger tendency towards least agreement and strong disagreement.

  - o   Late teens (16-17 years) have a balanced response across the scale, indicating varied levels of confidence.

  - o   The highest confidence levels are observed in the 18-19 age group, with a significant portion strongly agreeing with the statement.

  - o   Older individuals (>20 years) primarily agree with the statement, indicating higher confidence levels but fewer strongly agreeing.

- Confidence and Age:

  - o   Confidence levels appear to increase with age, peaking in the 18-19 years group.

  - o   Younger students and mid-teens show lower confidence, likely due to less exposure to professional environments and business opportunities.

This data suggests that confidence levels to start working or own a business before 18 vary significantly across age groups, with older teenagers showing higher confidence. At the same time, the data shows compelling evidence to the need of The New 18, which is a new age for these young talents to start working in mainstream jobs or business ventures of their own.

Generational Diversity Analysis

- Generational Differences:

  o Generation Alpha and younger Generation Z (13-15 years) show lower confidence levels, with the majority least agreeing or strongly disagreeing with the statement.

  o Confidence levels increase in older Generation Z (16-19 years), peaking in the 18-19 years group, where a significant portion strongly agrees to start working or own a business sooner than 18.

  o Millennials exhibit moderate confidence, with a higher percentage agreeing but fewer strongly agreeing.

- Confidence and Age:

  o Confidence to start working or own a business before 18 generally increases with age, reaching its peak in the late teenage years (18-19 years).

  o Younger students (<13 years) and mid-teens (13-15 years) show lower confidence levels, likely due to less exposure to professional environments and business opportunities.

  o Millennials show confidence in their ability but fewer strongly agree, possibly indicating a more cautious approach to starting work or business early.

This generational diversity analysis highlights the varying confidence levels across different age groups, with older teenagers showing the highest confidence.

4.5.F.b.: In comparison with Gender: Thinking of your current educational grade and your future aspiration, please rate the following statements on a scale of 5 (1 – Strongly Disagree, 2 – Least Agree, 3 – Somewhat Agree, 4 – Agree, 5 – Strongly Agree).

"I feel confident to start working in a company/start my own business sooner than 18."

Table 4.5.F.b Gender in comparison with "I feel confident to start working in a company/start my own business sooner than 18"

Gender	1 Strongly Disagree	2 Least Agree	3 Somewhat Agree	4 Agree	5 Strongly Agree	Grand Total
Female	21	20	24	22	17	104
Male	21	34	23	30	32	140
Prefer not to say		6				6
Grand Total	42	60	47	52	49	250

Source: Created by the author.

Table 4.5.F.b analyzes the statement "I feel confident to start working in a company/start my own business sooner than 18" in comparison with gender of respondents.

1. Female:

- The responses are fairly evenly distributed, with the highest percentages in Somewhat Agree (23.08%) and Agree (21.15%).

- Least representation: Strongly Agree (16.35%).

2. Male:

- Majority: Least Agree (24.29%) and Strongly Agree (22.86%).

- This group shows a higher confidence level compared to females, with a significant portion agreeing and strongly agreeing.

3. Prefer not to say:

- All responses fall into Strongly Disagree (100.00%), but the small sample size (6) makes it challenging to draw significant conclusions.

Correlations

- Gender and Confidence Levels:

  o Males exhibit higher confidence levels, with a noticeable percentage agreeing (21.43%) and strongly agreeing (22.86%) to start working or own a business sooner than 18.

  o Females show varied confidence levels, with the majority somewhat agreeing (23.08%) or agreeing (21.15%), and a lower percentage strongly agreeing (16.35%).

  o Individuals preferring not to disclose their gender show a lack of confidence, with all responses in Strongly Disagree.

Gender Differences in Confidence

- Males tend to have higher confidence levels compared to females, indicating a greater willingness to start working or own a business before 18.

- Females exhibit a more varied response, with fewer strongly agreeing, suggesting lower overall confidence.

- The small sample size for those who prefer not to disclose their gender makes it difficult to draw definitive conclusions.

This analysis highlights the differences in confidence levels between genders, with males generally showing higher confidence to start working or own a business before 18.

4.5.F.c.: In comparison with Economic Status: Thinking of your current educational grade and your future aspiration, please rate the following statements on a scale of 5 (1 – Strongly Disagree, 2 – Least Agree, 3 – Somewhat Agree, 4 – Agree, 5 – Strongly Agree). **"I feel confident to start working in a company/start my own business sooner than 18."**

Table 4.5.F.c Economic Status in comparison with "I feel confident to start working in a company/start my own business sooner than 18"

Economic Status	1 Strongly Disagree	2 Least Agree	3 Somewhat Agree	4 Agree	5 Strongly Agree	Grand Total
Total earnings less than 25,000 INR/300 USD per month	16	25	13	14	16	84
Total earnings 25,001 INR/301 USD to 50,000 INR/600 USD per month	12	12	11	14	9	58
Total earnings 50,001 INR/601 USD to 1 lakh INR/1200 USD per month	6	11	8	16	12	53
Total earnings > 1 lakh INR per month	8	12	15	8	12	55
Grand Total	42	60	47	52	49	250

Source: Created by the author.

Table 4.5.F.c analyzes the statement "I feel confident to start working in a company/start my own business sooner than 18" in comparison with Economic Status of respondents.

1. Total earnings less than 25,000 INR/300 USD per month:

- o Majority: Least Agree (29.76%) and Strongly Disagree (19.05%).

- o Notable percentages in each category, indicating varied confidence levels.

2. Total earnings 25,001 INR/301 USD to 50,000 INR/600 USD per month:

- o The highest percentages are in Strongly Disagree (20.69%) and Least Agree (20.69%).

- o Noticeable agreement (24.14%), indicating moderate confidence levels.

3. Total earnings 50,001 INR/601 USD to 1 lakh INR/1200 USD per month:

- o The highest percentage is in Agree (30.19%), indicating significant confidence levels.

- o Strong representation in Strongly Agree (22.64%) as well.

4. Total earnings > 1 lakh INR per month:

- o Distribution: Strongly Agree and Agree each represent 21.82%.

- o Least Agree and Strongly Disagree have notable percentages as well.

Correlations

- • Economic Status and Confidence Levels:

  - o Individuals with lower earnings (<25,000 INR) show varied confidence levels, with the majority least agreeing or strongly disagreeing.

  - o Middle-income groups (25,001 - 50,000 INR) exhibit moderate confidence, with noticeable percentages in agreement and strong disagreement.

  - o Higher middle-income groups (50,001 - 1 lakh INR) have the highest confidence levels, with a significant portion agreeing or strongly agreeing.

- High-income groups (>1 lakh INR) show mixed responses, with strong agreement and agreement being prominent but also notable percentages in strong disagreement and least agree.

- Income and Confidence:

  - Higher confidence levels are observed in middle to high-income groups (50,001 - 1 lakh INR).

  - Lower income groups (<25,000 INR) exhibit less confidence, potentially due to fewer resources and opportunities.

This data suggests that economic status influences confidence levels to start working or own a business before 18, with higher confidence seen in middle to high-income groups.

4.5.F.d.: In comparison with Present Education Status: Thinking of your current educational grade and your future aspiration, please rate the following statements on a scale of 5 (1 – Strongly Disagree, 2 – Least Agree, 3 – Somewhat Agree, 4 – Agree, 5 – Strongly Agree). **"I feel confident to start working in a company/start my own business sooner than 18."**

Table 4.5.F.d Present education status in comparison with "I feel confident to start working in a company/start my own business sooner than 18"

Present education status	1 Strongly Disagree	2 Least Agree	3 Somewhat Agree	4 Agree	5 Strongly Agree	Grand Total
Pursuing under graduation (degree)	13	18	20	31	25	107
Pursuing Secondary education	10	15	9	7	8	49
Pursuing Senior Secondary	16	23	15	13	12	79
Education completed/Other	3	4	3	1	4	15
Grand Total	42	60	47	52	49	250

Source: Created by the author.

Table 4.5.F.d analyzes the statement "I feel confident to start working in a company/start my own business sooner than 18" in comparison with present education status of respondents.

Pursuing under graduation (degree):

o The highest percentage is in Agree (28.97%), indicating significant confidence levels.

o Strong representation in Strongly Agree (23.36%) as well.

Pursuing Secondary education:

o Majority: Least Agree (30.61%) and Strongly Disagree (20.41%).

o Notable percentages in each category, indicating varied confidence levels.

Pursuing Senior Secondary:

o Majority: Least Agree (29.11%) and Strongly Disagree (20.25%).

- Noticeable levels of agreement (16.46%) and strong agreement (15.19%), indicating a mixed response.

Education completed/Other:

- Distribution: Strongly Agree (26.67%) and Least Agree (26.67%).

- Strongly Disagree and Somewhat Agree each represent 20.00%.

Correlations

- Education Status and Confidence Levels:

  - Individuals pursuing undergraduate degrees exhibit significant confidence levels, with higher percentages in agreement and strong agreement.

  - Those in secondary education show varied confidence levels, with the majority least agreeing or strongly disagreeing.

  - Senior secondary students also exhibit mixed responses, with noticeable levels of agreement and strong agreement.

  - Individuals who have completed their education or are in other categories show significant confidence, particularly in strong agreement and least agreement categories.

- Education Stage and Confidence:

  - Higher confidence levels are observed in individuals pursuing undergraduate degrees, likely due to more exposure to professional environments and opportunities.

  - Those in secondary education exhibit less confidence, potentially due to fewer experiences and resources.

  - Senior secondary students and individuals with completed education show mixed responses, indicating varying levels of confidence.

This data suggests that present education status influences confidence levels to start working or own a business before 18, with higher confidence seen in individuals pursuing undergraduate degrees.

4.5.F.e.: In comparison with Academic Score: Thinking of your current educational grade and your future aspiration, please rate the following statements on a scale of 5 (1 – Strongly Disagree, 2 – Least Agree, 3 – Somewhat Agree, 4 – Agree, 5 – Strongly Agree). **"I feel confident to start working in a company/start my own business sooner than 18."**

Table 4.5.F.e Academic Score in comparison with "I feel confident to start working in a company/start my own business sooner than 18"

Academic Score	1 Strongly Disagree	2 Least Agree	3 Somewhat Agree	4 Agree	5 Strongly Agree	Grand Total
<40%	4	3		1	2	10
>70%	18	32	34	32	35	151
41-70%	20	24	13	19	11	87
(blank)		1			1	2
Grand Total	42	60	47	52	49	250

Source: Created by the author.

Table 4.5.F.e analyzes the statement "I feel confident to start working in a company/start my own business sooner than 18" in comparison with academic score of respondents from last term/year.

1. Academic Score <40%:

- o The highest percentages are in Strongly Disagree (40.00%) and Least Agree (30.00%).

○ This group shows low confidence levels, with fewer individuals feeling confident to start working or own a business before 18.

2. Academic Score >70%:

○ The highest percentage is in Strongly Agree (23.18%), indicating significant confidence levels.

○ Noticeable distribution across all categories, with somewhat agree and agree also being prominent.

3. Academic Score 41-70%:

○ The highest percentages are in Least Agree (27.59%) and Strongly Disagree (22.99%).

○ Noticeable levels of agreement (21.84%) and strong agreement (12.64%), indicating varied confidence levels.

Correlations

- Academic Score and Confidence Levels:

  ○ Individuals with lower academic scores (<40%) show low confidence levels, with the majority strongly disagreeing or least agreeing with the statement.

  ○ Higher academic achievers (>70%) exhibit significant confidence levels, with higher percentages in agreement and strong agreement.

  ○ Mid-range academic scores (41-70%) show varied confidence levels, with a higher tendency towards least agreement and strong disagreement.

- **Performance and Confidence:**

  ○ Higher academic achievers (>70%) tend to be more confident in their ability to start working or own a business before 18.

o Lower academic achievers (<40%) show less confidence, potentially due to fewer academic successes and opportunities.

This data suggests that academic performance significantly influences confidence levels to start working or own a business before 18, with higher achievers exhibiting more confidence. At the same time, the data shows compelling evidence to the need of The New 18, which is a new age for these young talents who are academically stable to start working in mainstream jobs or business ventures of their own.

4.5.G "MY STUDIES TODAY ARE RELEVANT TO WHAT I ASPIRE TO BE IN FUTURE" IN COMPARISON WITH OTHER VARIABLES

4.5.G.a.: In comparison with Age: Thinking of your current educational grade and your future aspiration, please rate the following statements on a scale of 5 (1 – Strongly Disagree, 2 – Least Agree, 3 – Somewhat Agree, 4 – Agree, 5 – Strongly Agree). **"My studies today are relevant to what I aspire to be in future."**

Table 4.5.G.a Age in comparison with "My studies today are relevant to what I aspire to be in future"

Age Group	1 Strongly Disagree	2 Least Agree	3 Somewhat Agree	4 Agree	5 Strongly Agree	Grand Total
<13	2	1	3	1	5	12
13-15	8	12	5	5	5	35
16-17	12	11	10	14	14	61
18-19	15	17	12	16	29	89
>20	11	5	12	13	12	53
Grand Total	48	46	42	49	65	250

Source: Created by the author.

Table 4.5.G.a analyzes the statement "My studies today are relevant to what I aspire to be in future." in comparison with age of respondents.

1. <13 years:

- o Majority: Strongly Agree (41.67%) indicating a strong belief in the relevance of their studies to future aspirations.

- o Least representation: Least Agree (8.33%).

2. 13-15 years:

- o Majority: Least Agree (34.29%) and Strongly Disagree (22.86%), indicating doubts about the relevance of their studies.

- o Least representation: Somewhat Agree, Agree, and Strongly Agree (14.29% each).

3. 16-17 years:

- o Distribution: Balanced responses across all categories with peaks in Agree (22.95%) and Strongly Agree (22.95%).

- o Mixed beliefs about the relevance of their studies.

4. 18-19 years:

- o Majority: Strongly Agree (32.58%) and Least Agree (19.10%).

- o Notable representation in all categories, indicating strong confidence in the relevance of their studies.

5. >20 years:

- o Majority: Agree (24.53%) and Strongly Agree (22.64%).

- o Mixed representation across all categories, with strong confidence in the relevance of their studies.

Correlations

- Age and Relevance of Studies:

  o Younger students (<13 years) show strong confidence in the relevance of their studies to future aspirations.

  o Mid-teens (13-15 years) exhibit more doubts, with the majority least agreeing or strongly disagreeing.

  o Confidence in the relevance of studies increases again in the late teenage years (16-19 years), particularly in the 18-19 years group.

  o Older individuals (>20 years) show a high level of confidence in the relevance of their studies, with a significant portion agreeing or strongly agreeing.

This data suggests that perceptions of the relevance of studies to future aspirations vary across age groups, with younger students and older individuals showing more confidence, while mid-teens exhibit more doubts.

4.5.G.b.: In comparison with Gender: Thinking of your current educational grade and your future aspiration, please rate the following statements on a scale of 5 (1 – Strongly Disagree, 2 – Least Agree, 3 – Somewhat Agree, 4 – Agree, 5 – Strongly Agree). **"My studies today are relevant to what I aspire to be in future."**

Table 4.5.G.b Gender in comparison with "My studies today are relevant to what I aspire to be in future"

Gender	1 Strongly Disagree	2 Least Agree	3 Somewhat Agree	4 Agree	5 Strongly Agree	Grand Total
Female	15	15	23	26	25	104
Male	31	29	17	23	40	140
Prefer not to say	2	2	2			6
Grand Total	48	46	42	49	65	250

Source: Created by the author.

Table 4.5.G.b analyzes the statement "My studies today are relevant to what I aspire to be in future." in comparison with gender of respondents.

1. Female:

o The responses are fairly evenly distributed, with the highest percentages in Agree (25.00%) and Strongly Agree (24.04%).

o The least representation: Strongly Disagree and Least Agree (14.42% each).

2. Male:

o Majority: Strongly Agree (28.57%) and Strongly Disagree (22.14%).

o Notable percentage in Least Agree (20.71%).

3. Prefer not to say:

o Responses are evenly distributed across Strongly Disagree, Least Agree, and Somewhat Agree (33.33% each).

o No representation in Agree and Strongly Agree.

Correlations

- Gender and Perception of Relevance:

- Females exhibit a balanced response across the categories, with higher confidence in the relevance of their studies to future aspirations.

- Males show stronger polarizing responses, with higher percentages in Strongly Agree and Strongly Disagree.

- Individuals preferring not to disclose their gender have an evenly distributed response across the lower agreement categories, indicating mixed perceptions.

Gender Differences in Perception

- Males tend to have a more polarized view, with significant percentages strongly agreeing or strongly disagreeing about the relevance of their studies to future aspirations.

- Females show a more balanced perception, with higher percentages agreeing or strongly agreeing with the statement.

- The small sample size for those who prefer not to disclose their gender makes it difficult to draw definitive conclusions.

This analysis highlights the differences in perception of the relevance of studies to future aspirations between genders, with males showing more polarizing views and females exhibiting a more balanced perspective.

4.5.G.c.: In comparison with Economic Status: Thinking of your current educational grade and your future aspiration, please rate the following statements on a scale of 5 (1 – Strongly Disagree, 2 – Least Agree, 3 – Somewhat Agree, 4 – Agree, 5 – Strongly Agree). **"My studies today are relevant to what I aspire to be in future."**

Table 4.5.G.c Economic Status in comparison with "My studies today are relevant to what I aspire to be in future"

Economic Status	1 Strongly Disagree	2 Least Agree	3 Somewhat Agree	4 Agree	5 Strongly Agree	Grand Total
Total earnings less than 25,000 INR/300 USD per month	22	16	12	17	17	84
Total earnings 25,001 INR/301 USD to 50,000 INR/600 USD per month	17	12	7	8	14	58
Total earnings 50,001 INR/601 USD to 1 lakh INR/1200 USD per month	3	7	12	15	16	53
Total earnings > 1 lakh INR per month	6	11	11	9	18	55
Grand Total	48	46	42	49	65	250

Source: Created by the author.

Table 4.5.G.c analyzes the statement "My studies today are relevant to what I aspire to be in future." in comparison with economic status of respondents.

1. Total earnings less than 25,000 INR/300 USD per month:

- o Majority: Strongly Disagree (26.19%), indicating doubts about the relevance of their studies.

- o Notable percentages in each category, indicating varied perceptions.

2. Total earnings 25,001 INR/301 USD to 50,000 INR/600 USD per month:

- o Highest percentages are in Strongly Disagree (29.31%) and Strongly Agree (24.14%).

- o Mixed responses with notable disagreement and strong agreement.

3. Total earnings 50,001 INR/601 USD to 1 lakh INR/1200 USD per month:

- o Majority: Strongly Agree (30.19%) and Agree (28.30%).

o Higher confidence in the relevance of their studies to future aspirations.

4. Total earnings > 1 lakh INR per month:

  o Majority: Strongly Agree (32.73%).

  o Distribution: Noticeable percentages in all categories, indicating mixed perceptions with a tendency towards agreement.

Correlations

- Economic Status and Perception of Relevance:

  o Individuals with lower earnings (<25,000 INR) exhibit more doubts about the relevance of their studies, with a higher percentage strongly disagreeing.

  o Middle-income groups (25,001 - 50,000 INR) show mixed responses, with strong disagreement and strong agreement being prominent.

  o Higher middle-income groups (50,001 - 1 lakh INR) exhibit the highest confidence in the relevance of their studies, with significant portions agreeing or strongly agreeing.

  o High-income groups (>1 lakh INR) also show high confidence, with a notable percentage strongly agreeing with the relevance of their studies.

- **Economic Status and Confidence:**

  o Confidence in the relevance of studies increases with higher economic status, particularly in middle to high-income groups.

  o Lower income groups exhibit more doubts and varied perceptions about the relevance of their studies.

This data suggests that economic status influences perceptions of the relevance of studies to future aspirations, with higher confidence seen in middle to high-income groups.

4.5.G.d.: In comparison with Present Education Status: Thinking of your current educational grade and your future aspiration, please rate the following statements on a scale of 5 (1 – Strongly Disagree, 2 – Least Agree, 3 – Somewhat Agree, 4 – Agree, 5 – Strongly Agree). **"My studies today are relevant to what I aspire to be in future."**

Table 4.5.G.d Present education status in comparison with "My studies today are relevant to what I aspire to be in future"

Present education status	1 Strongly Disagree	2 Least Agree	3 Somewhat Agree	4 Agree	5 Strongly Agree	Grand Total
Pursuing under graduation (degree)	18	12	17	26	34	107
Pursuing Secondary education	9	15	7	6	12	49
Pursuing Senior Secondary	18	18	12	14	17	79
Education completed/Other	3	1	6	3	2	15
Grand Total	48	46	42	49	65	250

Source: Created by the author.

Table 4.5.G.d analyzes the statement "My studies today are relevant to what I aspire to be in future." in comparison with present education status of respondents.

1. Pursuing under graduation (degree):

   o   The highest percentage is in Strongly Agree (31.78%), indicating significant confidence in the relevance of their studies.

   o   Strong representation in Agree (24.30%) as well.

2. Pursuing Secondary education:

   o   Majority: Least Agree (30.61%) and Strongly Disagree (18.37%).

   o   Notable percentages in each category, indicating varied perceptions.

   o

3. Pursuing Senior Secondary:

- o Distribution: Strongly Disagree (22.78%) and Least Agree (22.78%) are prominent.

- o Mixed responses with noticeable agreement (17.72%) and strong agreement (21.52%).

4. Education completed/Other:

- o Highest percentage is in Somewhat Agree (40.00%).

- o Distribution: Noticeable percentages in all categories, indicating mixed perceptions.

Correlations

- Education Status and Perception of Relevance:

  - o Individuals pursuing undergraduate degrees exhibit significant confidence in the relevance of their studies, with higher percentages in agreement and strong agreement.

  - o Those in secondary education show varied confidence levels, with the majority least agreeing or strongly disagreeing.

  - o Senior secondary students also exhibit mixed responses, with noticeable levels of strong disagreement and strong agreement.

  - o Individuals who have completed their education or are in other categories show varied perceptions, with a higher tendency towards somewhat agreeing with the relevance of their studies.

- **Education Stage and Confidence:**

  - o Higher confidence levels are observed in individuals pursuing undergraduate degrees, likely due to more exposure to professional environments and opportunities.

- Those in secondary education exhibit less confidence, potentially due to fewer experiences and resources.

- Senior secondary students and individuals with completed education show mixed responses, indicating varying levels of confidence.

This data suggests that present education status influences perceptions of the relevance of studies to future aspirations, with higher confidence seen in individuals pursuing undergraduate degrees.

4.5.G.e.: In comparison with Academic Score: Thinking of your current educational grade and your future aspiration, please rate the following statements on a scale of 5 (1 – Strongly Disagree, 2 – Least Agree, 3 – Somewhat Agree, 4 – Agree, 5 – Strongly Agree). **"My studies today are relevant to what I aspire to be in future."**

Table 4.5.G.e Academic Score in comparison with "My studies today are relevant to what I aspire to be in future"

Academic Score	1 Strongly Disagree	2 Least Agree	3 Somewhat Agree	4 Agree	5 Strongly Agree	Grand Total
<40%	4	3	1	1	1	10
>70%	26	19	26	34	46	151
41-70%	18	23	15	14	17	87
(blank)		1			1	2
Grand Total	48	46	42	49	65	250

Source: Created by the author.

Table 4.5.G.e analyzes the statement "My studies today are relevant to what I aspire to be in future." in comparison with academic score of respondents from last term/year.

1. Academic Score <40%:

- The highest percentages are in Strongly Disagree (40.00%) and Least Agree (30.00%).

- This group shows lower confidence in the relevance of their studies to future aspirations.

2. Academic Score >70%:

- The highest percentage is in Strongly Agree (30.46%), indicating significant confidence in the relevance of their studies.

- Noticeable distribution across all categories, with strong agreement and agreement being prominent.

3. Academic Score 41-70%:

- The highest percentages are in Least Agree (26.44%) and Strongly Disagree (20.69%).

- Noticeable levels of agreement (16.09%) and strong agreement (19.54%), indicating varied perceptions.

Correlations

- Academic Score and Perception of Relevance:

  - Individuals with lower academic scores (<40%) exhibit more doubts about the relevance of their studies, with higher percentages in strong disagreement and least agreement.

  - Higher academic achievers (>70%) show significant confidence in the relevance of their studies, with higher percentages in strong agreement and agreement.

  - Mid-range academic scores (41-70%) show varied perceptions, with noticeable percentages in least agreement and strong disagreement.

- Performance and Relevance:

  - Higher academic achievers (>70%) tend to perceive their studies as more relevant to their future aspirations.

o Lower academic achievers (<40%) show less confidence in the relevance of their studies.

4.6 Research Question Five

Research Question Five is numbered 15 in the survey and analyzes the responses for the question: What are the key motivators for you to start working earlier? The respondents were allowed to choose multiple responses among the following:

- Financial independence

- Using skills/knowledge in a live/business environment

- Career growth at a younger age

- Confidence to start sooner

- Experimenting a new way in future

- And Oher, where they were allowed to enter open-ended responses

Figure 5: Radar plot showing frequency of responses for future motivators to start working earlier than 18

What are the key motivators for you to start working earlier?
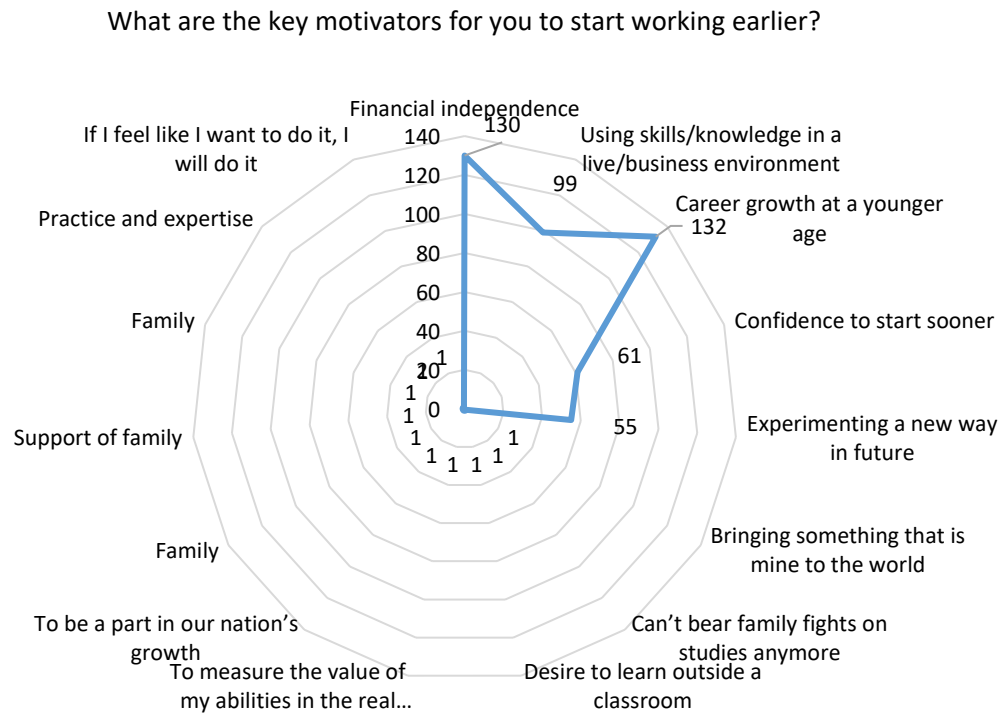
Source: Created by the author.

Figure 5 shows a radar plot to analyze the frequency of responses for future motivators to starting working earlier.

A total of 487 combination responses were selected for this question. The results and Figure 5 analyze the frequency of responses and interpretations we can draw from them. This data set is being analyzed independent of other variables in this section to resonate with a collective view of thought processes of the respondent group.

- Financial Independence and Career Growth at a Younger Age are the most common motivators, indicating a strong desire for early financial stability and career progression.

- Using Skills/Knowledge in a Live/Business Environment is also a significant motivator, suggesting that many individuals value practical application of their skills.

- Confidence to Start Sooner and Experimenting a New Way in Future are notable motivators, highlighting a willingness to take initiative and explore new opportunities.

- Other motivators, though less frequent, reflect personal and unique aspirations such as family support, measuring abilities in the real world, and contributing to national growth.

4.7 Research Question Six

Research Question Six was numbered 16 in the survey and analysis responses to the question: If anything, what holds you back today from thinking of working earlier? The respondents were allowed to choose multiple responses among the following:

- Personal drive to complete education

- Societal pressure to complete education (e.g. parents expectations)

- Fear of rejection by friends as they belong to the norm of education

- Fear of uncertainty of jobs if education is not completed

- Lack of self-confidence or capabilities to perform in job)

Figure 6: Radar plot showing frequency of responses for what holds respondents back today from thinking of working earlier?

If anything, what holds you back today from thinking of working earlier?
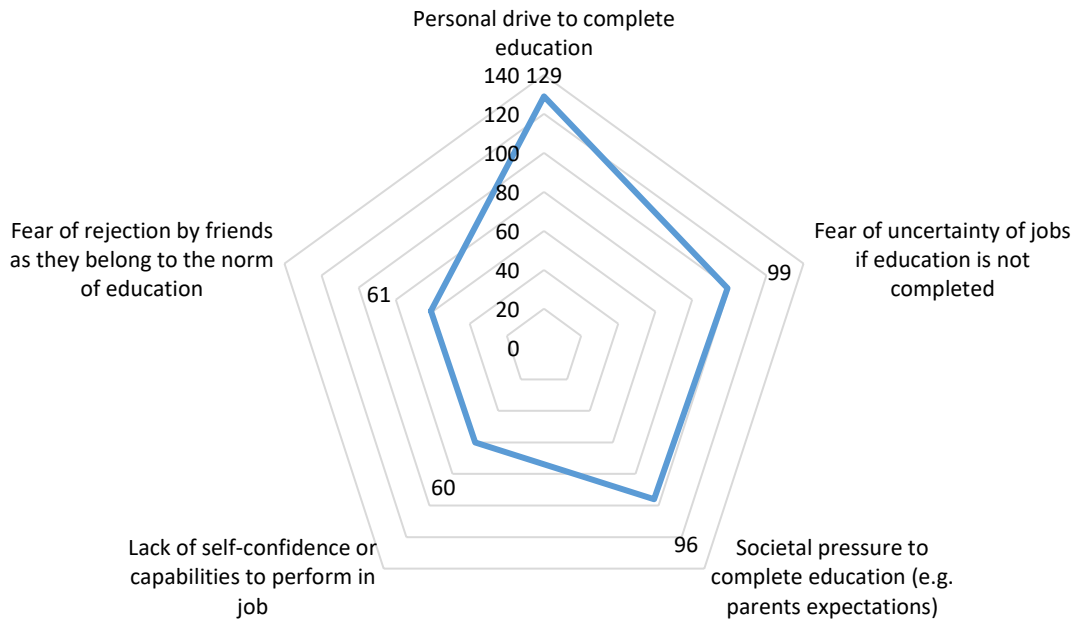
Source: Created by the author.

Figure 6 shows a radar plot showing frequency of responses for what holds respondents back today from thinking of working earlier?

A total of 445 combination responses were selected for this question. The results and Figure 6 analyze the frequency of responses and interpretations we can draw from them. This data set is being analyzed independent of other variables in this section to resonate with a collective view of thought processes of the respondent group.

Key Inferences:

1. Personal Drive to Complete Education (129 mentions):

- The most prominent factor is the strong personal motivation to complete education. This shows that many individuals prioritize finishing their education before starting work, possibly to ensure they are fully prepared and qualified for their chosen careers.

2. Fear of Uncertainty of Jobs if Education is Not Completed (99 mentions):

- A significant number of individuals are concerned about job security and opportunities if they don't complete their education. This fear suggests that many believe educational qualifications are crucial for securing stable and desirable employment.

3. Societal Pressure to Complete Education (96 mentions):

- Societal and parental expectations play a major role in individuals' decisions to complete their education before starting work. This pressure can stem from cultural norms, family expectations, or perceived societal standards. This shows a correlation to the "Tedium Period."

4. Lack of Self-Confidence or Capabilities to Perform in Job (60 mentions):

- Some individuals feel they lack the necessary skills or confidence to perform well in a job, which holds them back from considering working earlier. This indicates a need for support in building self-confidence and job-related skills.

5. Fear of Rejection by Friends as They Belong to the Norm of Education (61 mentions):

- Peer pressure and the desire to conform to the norm of continuing education can also deter individuals from thinking of working earlier.

This shows the influence of social circles and the importance of fitting in with peers.

This analysis highlights the key factors that hold individuals back from considering working earlier. Personal motivation to complete education, fear of job uncertainty, societal and parental pressure, lack of self-confidence, and peer pressure are the main barriers. Addressing these factors through support, guidance, and resources can help individuals overcome these challenges and make informed decisions about their educational and career paths.

4.8 Summary of Findings and Hypothesis Testing

4.8.A Hypothesis 1: Future generations may not prefer waiting until the age of 18 to get into mainstream employment jobs.

Table 4.5.A.a Age group in comparison with Thinking of your current educational grade and your future aspiration, please rate the following statements on a scale of 5. "I want to start working but have to wait until I complete my educational years"

- For the first group <13 years in Age, responses show a high percentage of strong disagreement (41.7%) to start working now. A large group of 33.3% respondents also strongly agree with the statement expressing the choice to start working now but need to wait until educational years are completed.

- The second group of respondents are 13-15 years of age. A majority of this group, 66% respondents, strongly disagree or least agree, indicating a sense of continuing their current studies without worrying about working in future.

- The third age group of 16- to 17-year-olds show more balanced responses with significant agreement (18%) and strong agreement (23%) percentages. This indicates that this group is eager to start working now but also acknowledge the need to complete their present educational goals.

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- The fourth age group of 18- to 19-year-olds show higher agreement (15.7%) and strong agreement (31.5%) percentages suggesting that older teenagers are impatient to complete their studies to advance and achieve their future aspirations. We also abserve 20.2% participants disagree with the statement indicating a sense of continuing their current studies without worrying about working in future.

- The last group of respondents >20 years of age show a notable portion of strong disagreement (34%), but also a considerable percentage of strong agreement (26.4%).

Hypothesis 1: Future generations may not prefer waiting until the age of 18 to get into mainstream employment jobs.

The first hypothesis posits that future generations may not prefer waiting until the age of 18 to get into mainstream employment jobs. To test this hypothesis, an association between age groups and the preference for waiting until the age of 18 for employment was examined. Also, an association between academic scores and the preference for waiting until the age of 18 was examined. The response to the statement, "I want to start working but have to wait until I complete my educational years," was measured on a 5-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree). The null hypothesis states that there is no association between age groups and the preference for waiting until the age of 18 for employment. And for the second test the null hypothesis is no association between academic scores and the preference for waiting until the age of 18 for employment.

Statistical Analysis

Given the larger contingency table and the presence of cells with low expected frequencies, the Fisher exact test with simulated p-values (p-simulate) was used to assess

the association between age groups and the preference for waiting until the age of 18 for employment. The Fisher exact test is suitable for such scenarios as it does not rely on asymptotic approximations and provides accurate p-values even for sparse data.

Data Analysis 1:

Reference: Table 4.5.A.a Age group in comparison with Thinking of your current educational grade and your future aspiration, please rate the following statements on a scale of 5. "I want to start working but have to wait until I complete my educational years"

Results (Age and Preference for waiting until the age of 18 for employment)

The results of the Fisher exact test with simulated p-values are as follows:

- Degrees of Freedom (df): Not applicable (NA) for Fisher exact test with simulated p-values.

- p-value: 0.3006

- The p-value of 0.3006 indicates that there is no statistically significant association between age groups and the preference for waiting until the age of 18 for employment. This suggests that the distribution of responses across age groups is consistent with the null hypothesis of no relationship.

Interpretation

No Significant Association: The results indicate that age groups do not significantly differ in their preference for waiting until the age of 18 to start working. This finding does not support the hypothesis that future generations may not prefer waiting until the age of 18 for mainstream employment.

Patterns in Data:

Few observational trends are - The distribution of responses across age groups shows variability, but this variability is not statistically significant. For example:

- Younger age groups (e.g., 13-15, less than 13) tend to have higher proportions of "Strongly Disagree" and "Least Agree" responses, suggesting a preference for starting work earlier.

- Older age groups (e.g., 18-19, Above 20) show higher proportions of "Agree" and "Strongly Agree" responses, indicating a greater willingness to wait until completing educational years.

Implications:

The findings suggest that the preference for waiting until the age of 18 for employment may not be strongly influenced by age. Other factors, such as individual aspirations, financial independence, or educational relevance, may play a more significant role in shaping this preference. The lack of a significant association highlights the complexity of career decision-making and the need for further research to explore additional variables that may influence these preferences.

Conclusion

The results of the Fisher exact test indicate no statistically significant association between age groups and the preference for waiting until the age of 18 for employment. While some trends are observable in the data, they do not reach statistical significance, suggesting that age may not be a primary determinant of this preference. Further research is needed to explore other potential factors influencing career aspirations and decision-making among younger generations.

Data Analysis 2:

Reference: Table 4.5.A.e Academic Score in comparison with Thinking of your current educational grade and your future aspiration, please rate the following statements on a scale of 5. "I want to start working but have to wait until I complete my educational years"

The table shows the number of responses for each combination of academic score and agreement level.

Results (Academic Score and Preference for waiting until the age of 18 for employment)

- The results of the Fisher exact test with simulated p-values are as follows:

- Degrees of Freedom (df): Not applicable (NA) for Fisher exact test with simulated p-values.

- p-value: 0.0004

Interpretation:

The Fisher's Exact Test was conducted to assess the association between academic scores and the desire to start employment before the age of 18. The test yielded a p-value of 0.0004 (4e-04), which is statistically significant at the conventional alpha level of 0.05. This indicates that there is a significant association between academic performance and the likelihood of wanting to start employment before the age of 18.

Academic Performance and Desire for Early Employment:

Reference: Table 4.5.A.e Academic Score in comparison with Thinking of your current educational grade and your future aspiration, please rate the following statements

on a scale of 5. "I want to start working but have to wait until I complete my educational years"

Students with higher academic scores (>70%) show a higher tendency to strongly agree (50 responses) with the idea of starting employment before 18, compared to students with lower scores.

Conversely, students with lower academic scores (<40%) are more likely to strongly disagree (4 responses) or least agree (2 responses) with the idea of starting employment early.

Students in the 41-70% range show a more mixed response, with a notable proportion somewhat agreeing (6 responses) or agreeing (11 responses), but fewer strongly agreeing (14 responses) compared to the >70% group.

Missing Data:

The "Missing" category has very few responses, with only 2 ndividuals somewhat agreeing, and no responses in other categories. This suggests that the missing data does not significantly influence the overall results.

Conclusion:

The results suggest that academic performance is significantly associated with the desire to start employment before the age of 18. Students with higher academic scores are more likely to support the idea of early employment, while those with lower scores are less inclined. This could imply that higher-performing students feel more confident or prepared to balance work and studies, or they may have different motivations for seeking early employment compared to their lower-performing peers. Further research could explore the underlying reasons for this association, such as socioeconomic factors, personal aspirations, or external pressures.

4.8.B Hypothesis 2: MNCs view of only "graduates" can be enrolled into mainstream jobs can be challenged by future generations

Data Analysis 1:

Reference 1: Table 4.5.F.a Age in comparison with Thinking of your current educational grade and your future aspiration, please rate the following statements on a scale of 5. "I feel confident to start working in a company/start my own business sooner than 18"

Reference 2: Table 4.5.F.e Academic Score in comparison with Thinking of your current educational grade and your future aspiration, please rate the following statements on a scale of 5. "I feel confident to start working in a company/start my own business sooner than 18"

The data tables explore the associations between **age group** and **academic score** with the preference for early work, specifically the confidence to start working in a company or start a business before the age of 18. The responses are measured on a 5-point Likert scale, ranging from **1 - Strongly Disagree to 5 - Strongly Agree**. The first table categorizes respondents by **age group**, while the second table categorizes them by **academic score**. Both associations were tested for statistical significance, yielding p-values of **0.0282** (age group) and **0.044** (academic score). However, it is important to note that these p-values are presented **only for descriptive purposes**. Due to the limitations of the study, including the lack of multiplicity adjustment for multiple testing, the p-values cannot be interpreted as definitive evidence of statistical significance.

Interpretation:

1. Association Between Age Group and Preference for Early Work:

The p-value of **0.0282** suggests a potential association between age group and the preference for early work. This indicates that younger generations may have varying

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levels of confidence in their ability to start working or running a business before the age of 18.

Key Observations:

Younger age groups (**<13** and **13-15**) show a higher tendency to **disagree or least agree** with the idea of starting work early. For example, in the **<13** group, 4 respondents **least agreed**, and only 2 **strongly agreed.**

As age increases, the proportion of respondents who **agree** or **strongly agree** with early work increases. For instance, in the **18-19** group, 26 respondents **strongly agreed**, the highest among all age groups.

The **>20** group shows a mixed response, with a notable proportion **agreeing** (20 responses) but fewer **strongly agreeing** (5 responses). This could indicate that older individuals may have different perspectives on early work, possibly due to life experiences or changing priorities.

Implication:

Younger individuals, particularly those aged 16-19, appear more likely to feel confident about starting work or a business early, challenging the traditional view that only graduates are ready for mainstream jobs. This aligns with the hypothesis that future generations may challenge the MNCs' preference for graduates.

2. Association Between Academic Score and Preference for Early Work:

The p-value of 0.044 suggests a potential association between academic performance and the preference for early work. This indicates that students with higher academic scores may be more likely to feel confident about starting work or a business before the age of 18.

Key Observations:

Students with **higher academic scores (>70%)** are more likely to **agree** or **strongly agree** with the idea of early work. For example, 35 respondents in this category **strongly agreed**, the highest among all academic score groups.

Students with **lower academic scores (<40%)** are more likely to **disagree** or **least agree** with early work. For instance, 4 respondents **strongly disagreed**, and only **2 strongly agreed**.

The **41-70%** group shows a more balanced distribution, with a notable proportion **agreeing** (19 responses) but fewer **strongly agreeing** (11 responses).

Implication: Higher academic performance appears to be associated with greater confidence in starting work early, suggesting that academic achievement may play a role in shaping individuals' readiness for employment or entrepreneurship.

Limitations and Caution:

While the p-values provide descriptive insights into potential associations, they **cannot be interpreted as definitive evidence of statistical significance** due to the following limitations:

- No Multiplicity Adjustment: Multiple tests were conducted without adjusting for multiplicity, which increases the risk of Type I errors (false positives). The p-values should therefore be interpreted with caution.

- Descriptive Purpose Only: The p-values are presented solely for descriptive purposes and do not imply causal relationships or robust statistical significance.

- Study Limitations: The study may have other limitations, such as sample size constraints, potential biases, or unmeasured confounding factors, which could affect the validity of the results.

4.8.C Hypothesis 3: Stakeholders/endorsers of employment opportunity may need to re-think the strategy of preparing the workforce of future.

Data Analysis 1:

Reference 1: Table 4.5.G.a Age in comparison with Thinking of your current educational grade and your future aspiration, please rate the following statements on a scale of 5. "My studies today are relevant to what I aspire to be in future."

Reference 2: Table 4.5.G.e Academic Score in comparison with Thinking of your current educational grade and your future aspiration, please rate the following statements on a scale of 5. "My studies today are relevant to what I aspire to be in future"

The data tables explore the associations between age group and academic score with the relevance of education. The responses are measured on a 5-point Likert scale, ranging from 1 - Strongly Disagree to 5 - Strongly Agree. The first table categorizes respondents by age group, while the second table categorizes them by academic score.

Interpretation:

Association Between Age Group and Relevance of Education: The p-value of 0.3537 suggests that there is no significant association between age group and the relevance of education. This indicates that the perception of the relevance of education curriculum does not vary significantly across different age groups.

Observation 1:

Younger age groups (<13 and 13-15) show a mixed response to the relevance of education. For example, in the <13 group, there are respondents who strongly disagree (2) as well as those who strongly agree (5).

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As age increases, the proportion of respondents who agree or strongly agree with the relevance of education increases. For instance, in the 18-19 group, there are more respondents who strongly agree (29) compared to those who strongly disagree (15).

The >20 group shows a mixed response as well but with fewer respondents strongly agreeing (12).

Implication:

The perception of the relevance of education appears to be consistent across different age groups. There is no significant variation in how different age groups perceive today's relevance of education for future aspirations.

Observation 2:

Association Between Academic Score and Relevance of Education: The p-value of 0.07289 suggests a potential association between academic performance and the relevance of education. This indicates that students with higher academic scores may perceive the relevance of education differently compared to those with lower scores.

Overall Observations:

- Students with higher academic scores (>70%) are more likely to agree or strongly agree with the relevance of education. For example, in this category, there are more respondents who strongly agree (46) compared to those who strongly disagree (26).

- Students with lower academic scores (<40%) show a mixed response to the relevance of education. For instance, there are respondents who strongly disagree (4) as well as those who strongly agree (1).

- The 41-70% group shows a balanced distribution with respondents agreeing (14) and strongly agreeing (17).

Implication:

Higher academic performance appears to be associated with a greater perception of the relevance of education. This suggests that academically strong students may value education more compared to those with lower academic scores.

Data Analysis 2:

Reference 1: Table 4.5.E.a Age in comparison with Thinking of your current educational grade and your future aspiration, please rate the following statements on a scale of 5. "I go through anxiety and stress, waiting for my educational years to be completed."

Reference 2: Table 4.5.E.e Academic Score in comparison with Thinking of your current educational grade and your future aspiration, please rate the following statements on a scale of 5. "I go through anxiety and stress, waiting for my educational years to be completed."

The data tables explore the associations between age group and academic score with stress/anxiety. The responses are measured on a 5-point Likert scale, ranging from 1 - Strongly Disagree to 5 - Strongly Agree. The first table categorizes respondents by age group, while the second table categorizes them by academic score.

Interpretation:

Association Between Age Group and Stress/Anxiety: The p-value of 0.0241 suggests a significant association between age group and stress/anxiety. This indicates that the perception of stress/anxiety (I go through anxiety and stress, waiting for my educational years to be completed) varies significantly across different age groups.

Key Observations:

Younger age groups (<13 and 13-15) show a mixed response to stress/anxiety. For example, in the <13 group, there are respondents who strongly disagree (7) as well as those who strongly agree (3).

As age increases, the proportion of respondents who agree or strongly agree with stress/anxiety increases specially for the age group of 16-17, 18-19

The >20 group shows a mixed response as well but with fewer respondents strongly agreeing (12).

Implication:

The perception of stress/anxiety appears to vary significantly across different age groups. Younger individuals may experience different levels of stress/anxiety compared to older individuals.

Association Between Academic Score and Stress/Anxiety: The p-value of 0.3656 suggests that there is no significant association between academic performance and stress/anxiety. This indicates that the perception of stress/anxiety does not vary significantly across different academic score groups.

Key Observations:

Students with higher academic scores (>70%) show a mixed response to stress/anxiety. For example, in this category, there are more respondents who strongly agree (37) compared to those who strongly disagree (26).

Students with lower academic scores (<40%) show a mixed response to stress/anxiety. For instance, there are respondents who strongly disagree (3) as well as those who strongly agree (1).

The 41-70% group shows a balanced distribution with respondents agreeing (16) and strongly agreeing (15).

Implication:

The perception of stress/anxiety appears to be consistent across different academic score groups. There is no significant variation in how different academic score groups perceive stress/anxiety.

4.8.D Hypothesis 4 : Linked Bodies of education and economy will need to take concrete steps measures to prepare for this change

Data Analysis 1:

Reference 1: Table 4.5.C.a Age in comparison with Thinking of your current educational grade and your future aspiration, please rate the following statements on a scale of 5. "I think the education system must be better connected to employment/business models."

Reference 2: Table 4.5.C.e Academic score in comparison with Thinking of your current educational grade and your future aspiration, please rate the following statements on a scale of 5. "I think the education system must be better connected to employment/business models."

The data tables explore the associations between age group and academic score with the belief that Linked Bodies of education and economy will need to take concrete steps measures to prepare for this change. The responses are measured on a 5-point Likert scale, ranging from 1 - Strongly Disagree to 5 - Strongly Agree. The first table categorizes respondents by academic score, while the second table categorizes them by age group.

Interpretation:

Association Between Academic Score and Belief in Linked Bodies of Education and Economy: The p-value of 0.0008999 suggests a significant association between academic performance and the belief that Linked Bodies of education and economy will need to take concrete steps measures to prepare for this change. This indicates that the perception of this belief varies significantly across different academic score groups.

Key Observations:

- Students with higher academic scores (>70%) are more likely to agree or strongly agree with the belief. For example, in this category, there are more respondents who strongly agree (58) compared to those who strongly disagree (17).

- Students with lower academic scores (<40%) show a mixed response to the belief. For instance, there are respondents who strongly disagree (4) as well as those who strongly agree (2).

- The 41-70% group shows a balanced distribution with respondents agreeing (10) and strongly agreeing (21).

Implication:

Higher academic performance appears to be associated with a greater belief in the need for Linked Bodies of education and economy to take concrete steps measures to prepare for this change. This suggests that academically strong students may value the importance of such measures more compared to those with lower academic scores.

Association Between Age Group and Belief in Linked Bodies of Education and Economy: The p-value of 0.0296 suggests a significant association between age group and the belief that Linked Bodies of education and economy will need to take concrete steps

measures to prepare for this change. This indicates that the perception of this belief varies significantly across different age groups.

Key Observations:

Younger age groups (<13 and 13-15) show a mixed response to the belief. For example, in the <13 group, there are respondents who strongly disagree (4) as well as those who strongly agree (3).

As age increases, the proportion of respondents who agree or strongly agree with the belief increases. For instance, in the 18-19 group, there are more respondents who strongly agree (32) compared to those who strongly disagree (11).

The >20 group shows a mixed response as well but with fewer respondents strongly agreeing (16).

Implication:

The perception of the need for Linked Bodies of education and economy to take concrete steps measures to prepare for this change appears to vary significantly across different age groups. Younger individuals may have different levels of belief in this need compared to older individuals.

Analysis Limitations:

- Sample Size: We again would like to emphasize that the sample size was not determined using a formal power calculation, and the study is not powered to detect statistically significant effects. Therefore, any p-values reported are for descriptive purposes only and should not be overinterpreted.

- Generalizability: The findings may not be generalizable to broader populations due to the non-random sampling method.

4.9 Conclusion

The findings suggest potential associations between between **academic performance** and the **relevance of education**. This indicates that students with higher academic scores may perceive the relevance of education differently compared to those with lower scores. However, due to the limitations of the study, including the lack of multiplicity adjustment and the descriptive nature of the p-values, further research is needed to validate these findings and explore the underlying factors driving these associations. Future studies could incorporate larger sample sizes, control for confounding variables, and apply appropriate statistical adjustments to provide more robust insights.

In summary, 69.2% respondents show a desire to start working part time or full time. Out of these, 35.2% respondents are under 18. This data indicates a combination of desire but also the lack of a spark this respondent group needs to contribute to value adding jobs or business ventures earlier than 18.

An aggregate of 80% respondents in the economic status group of respondents whose families make less than 25,000 INR every month, show a preference to work part time or full time with organizations or start their own business. The most frequent response of this group's choice at 40.4% is factor ii. Start my job with a company/start my own business. This observation is different as compared to other three groups whose families are making more than 25,000 INR every month (Reference: Figure 1.C Analysis of Economic status and If given an opportunity today, my choice would be to). A finding to note here is how the current economic status of a respondent influences their desire to work, lesser the monthly family income, more the desire to start working earlier. The relation this draws to research on The New 18 is the mainstream job opportunities being made available earlier than 18 or completion of under graduation to these set of respondents.

The largest group of 151 respondents in classification by academic scores, reporting scoring >70 in their last term or year. We observe 46 respondents from this group or 30.4% chose the highest frequency of response as their choice is factor i. Continue my

educational journey until desired level. However, a the second highest response here by 42 respondents or 27.8% of them is factor ii. ii. Start my job with a company/start my own business. Also, an aggregate of 69.6% respondents have shown a preference to start working earlier in part time or full time jobs. There is an excellent linkage to be drawn here in the academic excellence of these respondents and their desire to start working earlier or creating their own business ventures.

CHAPTER V:

SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS

6.1 Summary

The New 18 is a quest into the two brawny changemaker communities who can answer these questions – First, the aspirants, today's teenagers, and Second, the enigmas, the educationalist institutions and employment organizations.

A cohort of 500 survey respondents were identified. The primary characteretics of this research group were (1) Teenagers at the age of 13-18, (2) If 18+ and educated, not yet working. The research group was invited to participate in The New 18 Research survey to analyze their reponses on defined hypothesis. This research was conducted under parental, tutor, or guardian guidance where minors where involved.

There were a total number of 250 respondents who submitted their inputs.

In Summary, the data sets analyzed various demographic details of respondents like age, gender, economic status, academic grade, and educational status with multiple parameters of research on readiness for jobs earlier than 18 and attitudes, emotions, and stress related parameters today's teenager's go through in the interim.

Some key highlights to share are:

Academic performance significantly influences perceptions of anxiety and stress, with higher achievers experiencing more pressure and stress related to their educational journey. Support and resources tailored to different academic performance levels can help manage these feelings effectively. In relation with the research on The New 18, this data might also suggest that high achievers can benefit from diversifying their daily time investment into a job or business intervention. A Linkage here can also be drawn to Table

3 analysis where a number of respondents express the urge to do something alongside educational track.

Generation Alpha and younger Generation Z (13-15 years) show lower confidence levels, with the majority least agreeing or strongly disagreeing with the statement. Confidence levels increase in older Generation Z (16-19 years), peaking in the 18-19 years group, where a significant portion strongly agrees to start working or own a business sooner than 18.

Academic performance significantly influences confidence levels to start working or own a business before 18, with higher achievers exhibiting more confidence. At the same time, the data shows compelling evidence to the need of The New 18, which is a new age for these young talents who are academically stable to start working in mainstream jobs or business ventures of their own.

The current economic status of a respondent influences their desire to work, lesser the monthly family income, more the desire to start working earlier. The relation this draws to research on The New 18 is the mainstream job opportunities being made available earlier than 18 or completion of under graduation to these set of respondents.

6.2 Implications

The findings suggest that the preference for waiting until the age of 18 for employment may not be strongly influenced by age. Other factors, such as individual aspirations, financial independence, or educational relevance, may play a more significant role in shaping this preference. The lack of a significant association highlights the complexity of career decision-making and the need for further research to explore additional variables that may influence these preferences.

Younger individuals, particularly those aged 16-19, appear more likely to feel confident about starting work or a business early, challenging the traditional view that only

graduates are ready for mainstream jobs. This aligns with the hypothesis that future generations may challenge the MNCs' preference for graduates.

The perception of the relevance of education appears to be consistent across different age groups. There is no significant variation in how different age groups perceive today's relevance of education for future aspirations.

Higher academic performance appears to be associated with a greater perception of the relevance of education. This suggests that academically strong students may value education more compared to those with lower academic scores.

Higher academic performance appears to be associated with a greater belief in the need for Linked Bodies of education and economy to take concrete steps measures to prepare for this change. This suggests that academically strong students may value the importance of such measures more compared to those with lower academic scores.

The perception of the need for Linked Bodies of education and economy to take concrete steps measures to prepare for this change appears to vary significantly across different age groups. Younger individuals may have different levels of belief in this need compared to older individuals.

6.3 Recommendations for Future Research

This study brings forth the point of view of the most crucial group of changemakers, the aspirants. For future consideration, researchers may move to educationalists and other influential stakeholders to answer the following questions:

Area 1 of Future Research – The Employers view

How flexible are the employers to absorb the creativity of younger people, keeping aside the norm of secondary education, senior secondary education, under graduation, and postgraduation?

There are multiple examples of employers spotting a spark or potential in young talents. Let's consider the story of Tanmay Bakshi. Tanmay took the initial steps in the world of programming at the age of 5 when he took inspiration from his father who is a Computer Programmer. He learnt FoxPro and batch programming from his father and then made the most of the learning resources available online to further advance his interest in coding. He is also the author of "Hello Swift! – iOS Programming for Kids and Other Beginners" which is a book that teaches young programmers how to Learn Swift Programming Language. (Techgig, 2023)

The employers need to consider such uses cases to ponder over the question of readiness of these talents to add exponential value to the future of skills and jobs. A potential research to be considered here is a framework change in the way job applications are opened today with minimum requirements of a graduation to skill-based assessment.

Area 2 of Future Research – The Government Authoritarian view

How willing are the government authoritarians to allow and support budding talents to establish and substantiate business and employment ideas before 18?

As maximum survey respondents for The New 18 were from India, we examine below-mentioned details from the Child Labour Act of India and observe that the Right to Education protects children until the age of 14 to help them focus on the foundational education. After the age of 14, the act refers to hazardous professions to children as prohibited from employment. The research question to be considered here will be the government's architectural view to encourage thought diversity and recognize companies who demonstrate creative hiring models in line with The New 18.

- As per the Child Labour (Prohibition & Regulation) Act, 1986 "child" means a person who has not completed his 14th year of age.

- The Act prohibits employment of children in 18 occupations and 65 processes contained in Part A & B of the Schedule to the Act (Section 3).

- Under the Act, a Technical Advisory Committee is constituted to advice for inclusion of further occupations & processes in the Schedule (Refer Page No. 26).

- The Act regulates the condition of employment in all occupations and processes not prohibited under the Act (Part III).

- Any person who employs any child in contravention of the provisions of section 3 of the Act is liable for punishment with imprisonment for a term which shall not be less than three months but which may extend to one year or with fine which shall not be less than Rs 10,000 but which may extend to Rs 20,000 or both.

- (Section 14). The Central and the State Governments enforce the provisions of the Act in their respective spheres.

- Central Government is the appropriate authority for enforcement of Child Labour (P&R) Act in respect of establishments under the control of Central Government or a railway administration or a major port or a mine or oil field and in all other cases, the State Government. (FAQ_Child_Labour, labour.gov.in)

Area 3 of Future Research – The Educationalist view

What are the key principles to be adopted to such a segregation of entrepreneurial and employment opportunities allowed before 18? Some examples to consider here would be skillsets, job disciplines, continued education models, etc. Why is the ecosystem showing limited flexibility to such an idea so far?

The continuous process of education, frameworks of secondary, senior secondary, graduation and post-graduation and the relevance of subject matter being taught in educational institutions. The new literature on growth has established the crucial role of human capital and educational attainment in the process of development. However, the role of the specific structure of the educational system is still largely unexplored. In particular, while the distinction between privately and publicly provided education and that between local and state educational systems have attracted considerable attention, the available models—and empirical measures—of educational attainment fail to distinguish between different kinds of curricula. (Bertocchi and Spagat, 2004)

Are educationalists open-minded enough to interpret models of education for future. Key research considerations could include a vocational model of education in partnership with employers for the closing period (for e.g. last two years of school teaching a student "on-the-job" skills while the student is in full-time employment with a company.).

Area 4 of Future Research – The Aspirant view

What could the implications of the "Tedium Period" on individuals, families and societies be, if the New 18 is left unaddressed?

The study on New 18 poses some potential threats also on health and wellbeing of The Aspirants who show a strong desire to contribute immediately but cannot due to various constraints – for e.g., age, completion of education, availability of mainstream jobs, support to start business ventures, etc.

It is very important for researchers to consider the impact and degree of stress, anxiety and impatience The Aspirants may experience with traditional models of education and employments. More than any other developmental period, adolescence has been characterized in the psychological and sociological literatures as fraught with struggles that are both intrapersonal and interpersonal in nature. Both the intrapersonal and interpersonal domains serve as sources of psychosocial stress during adolescence. Adolescence is a period in which relationships outside of the family multiply, take on new meanings, and deepen in intensity. (Compas and Wagner, 1991)

We observe that the biggest blocker for The Aspirants for not pursuing jobs sooner than 18 has been reported in this study as Societal Pressure – this could be compliance to parental requests or societal norms. In line with this this, there are other researches also examining the extreme situations of stress for this age group. A sample of 143 college students completed measures of suicide ideation, daily stress, depression, general hopelessness, and social hopelessness. As expected, correlational results demonstrated that suicide ideation was associated significantly with daily stress, depression, general hopelessness, and social hopelessness. (Heisel, Flett, and Hewitt, 2010).

Potential research questions for The Aspirants could on the brighter side include the enormous opportunities for innovation and transformative disruptions to the way we live. On the darker side, researchers must examine the impact of stress and anxiety on these individuals and strategies to deal with them.

6.4 Conclusion

To Conclude, The New 18 is a study analyzing readiness and desire of today's teenagers starting to work earlier than 18 in mainstream jobs or business establishment ventures. While there was an extensive research conducted on 250 respondents to analyze their point of view in this direction, it is important to also note, there are other critical stakeholder groups influencing the way forward in this direction.

Table A.1. shares information on these stakeholder groups and their consideration for a further research in envisaging a pragmatic outlook to adapt future employment and education models.

Table A.1 Critical stakeholder groups and scoping of study

Aspirants	**Educationalists**
(In scope of this study)	(Only sample interview data in scope of this study
Our young super stars who are 13-21[1] years old	Influential leaders in space of education
Employers	**Research giants**
(Out of scope of this study, to be considered in future)	(As captured in Literature Review section)
HR heads, recruiters, and organizational analysts	Fellow researchers exploring topics similar to The New 18

Source: Created by the author.

With the data interpretations drawn, the study concludes that a majority of respondents agree with parameters analyzed on requirement of The New 18:

As teenagers progress to later teens, a rise in stress levels, need for financial independence, and urge to contribute to part time or full time jobs or business establishments is seen increasing.

Economic status of respondents is a factor influencing their comfort level in taking up jobs alongside their education or supporting their families by being a dedicated student and completing their current education.

Both genders show relatable inclinations towards the theme of The New 18. In some cases, there are mixed emotions shared by data.

We observe respondents pursuing undergraduation are the group most keen in exploring the concept of The New 18. Notably so, this is the group which experiences readiness to step out of their educational boundary line and expresses stress and anxiety still staying in there to complete their educational goals.

While a sizable group of respondents are committed to completing their educational goals, a large number of them also express the frustration to do so due to societal pressures or fear of rejection by the norm.

It is very inspiring to go through the aspirations shared by the teenagers for what they would like to immediately venture into if there were no boundaries. It is also disturbing to see they cannot do so due to traditional educational models, and succumb to the tedium period – a time when they experience stress and anxiety in the inertia of motion of completing the educational cycles.

We have multiple examples of cricketers, actors, models, data programmers, business tycoons, farmers, and family business runners who followed a dream like there were no boundaries and created a revolution. We have many examples of organizations like army, navy, airforce, and sports authorities who invite teenagers to concede chasing their dreams. We have many NGOs and changemakers like Nirmaan, The Under-18 World, OneTen, Novo Resume championing the change for making future workplaces ready for our Generation Alphas and Gen Zs. This research compels thought process from step change to a gigantic revolution.

As the study was conducted in India, it is noteworthy mentioning the country's ginormous potential to innovate breakthrough trends in the past. "India's complex challenges cannot be addressed through incremental approaches. Instead it calls for

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massive change – in fact, tectonic shifts that only innovation can enable…The challenge before India is to develop an inclusive model of innovation that will move the country to become not merely a knowledge–producing economy, but a knowledge sharing society that will have relevance in many parts of the world." (Bound and Thronton, 2012). Pioneering future of The New 18 can be Indians with the support models evolving to receive a magnanimous transformation for future.

Finally, the educationalists, employment influentialists, and government authorities are on the cusp of a golden opportunity to leverage into fresh, untapped, and sharp potential that is keen to contribute to mainstream job roles and innovative business ventures. It is inconcievable what this change can bring to the growth of an economy, an age, a mindset evolution, and the coercion of future adaptations.

Research on The New 18

B *I* <u>U</u> ⊖ ✗

You are invited to take this survey if you are 13-21 years old, thank you!

Dear Young Super Star,

Thank you for spending 5-10 minutes of your precious time on this research for future age of employment. Please dedicate 100% focus to this survey to make your responses useful for us.

We recently see many teenagers love working in part-time jobs, increased rates of college dropouts, higher aspiration to start own business and multiple examples of our young super stars like you taking up roles in multinational companies.

We wonder where your interests might be? On studying 100% or jumpstarting a job earlier. Please answer the questions below independently (without guidance/influence of anyone) to share your views and experiences.

Your responses are anonymous and will be used solely for the purpose of this research. Thank you!

SURVEY – RESEARCH ON THE NEW 18

Research on The New 18

You are invited to take this survey if you are 13-21 years old, thank you

Dear Young Super Star,

Thank you for spending 5-10 minutes of your precious time on this research for future age of employment. Please dedicate 100% focus to this survey to make your responses useful for us.

We recently see many teenagers love working in part-time jobs, increased rates of college dropouts, higher aspiration to start own business and multiple examples of our young super stars like you taking up roles in multinational companies.

We wounder where your interests might be? On studying 100% or unmpstarting a ajob earlier. Please answer the questions below independently (without guidance/influence of anyont) to share your views and experiences.

Your responses are anonymous and will be used solely for the pupose of this research

Thank you!

*indicates required question

Information section

Please share following information about yourself

1. Select gender*

Mark only on option

☐ Male

☐ Female

☐ Prefer not to say

2. Are you currently employed in a part-time/full-time job?*

Mark only one option

☐ Yes

☐ No

3. Age group*

Mark only one option

☐ <13

☐ 14-15

☐ 16-17

☐ 18-19

☐ Above 20 (Not yet employed/working)

4. Present city of residence*

_____

5. Economic status of your family*

Mark only one option

☐ Total earnings less than 25,000 INR/300 USD per month

☐ Total earnings, 25,001 INR/301 USD to 50,000 INR/600 USD per month

☐ Total earnings, 50,001 INR/301 USD to 1 Lakh INR/1,200 USD per month

☐ Total earnings >1 lakh INR/1,201 USD per month

6. Present class/grade of education*

Mark only one option

☐ Class 8

☐ Class 9

☐ Class 10

☐ Class 11

☐ Class 12

☐ Pursuing under graduation (degree)

☐ Other: _____

7. Please share your average aggregate scores from last term/year*

Mark only one option

☐ <40%

☐ 41-70%

☐ >70%

8. Type of present educational institution*

Mark only one option

☐ Government run

☐ Private run

☐ Other: _____

9. Board of current education*

Mark only one option

☐ SSC

☐ CBSE

☐ ICSE

☐ IB

☐ Other: _____

"A company" in this survey is defined as an established organization – national or multinational. Please answer the following questions thinking of your future aspirations.

10. Please enter which field do you aspire to work in future*

Mark only one option

☐ Scientific

☐ Astronomy

☐ Aeronautics

☐ Socual sciences

☐ Humanities

☐ Medical

☐ Pharmacology

☐ Economics

☐ Management and administration

☐ Engineering

☐ Arts or performing arts

☐ Entrepreneurship or self-led business

☐ Agriculture

☐ Other: _____

11. If given an opportunity today, my choice would be to:*

Mark only on option

☐ Start my job with a company/start my own business

☐ Continue my educational journey until desired level

☐ Work full-time with a company/my own business and study part-time

☐ Work part-time with a company/my own business and study full-time

12. Have you had the urge to do something recently but coult not as you were busy in studies? For e.g. – start a business, work for an organiszation/cause, invent or create a program/thing, get into a mainstream sport or art, etc.*

Mark only one option

☐ Yes

☐ No

☐ Maybe

13. If Yes, please mention briefly what the urge was*

14. Thinking of your current educational grade and your future aspiration, please rate the following statement ona scale of 5

Mark only one option per row

	1 Strongly Disagree	2 Least Agree	3 Somewhat Agree	4 Agree	5 Strongly Agree
I want to start working but have to wait until I complete my educational years	☐	☐	☐	☐	☐
I feel like I'm not using my time productively	☐	☐	☐	☐	☐
I think the education system must be better connected to employment/business models	☐	☐	☐	☐	☐
I miss my financial independence	☐	☐	☐	☐	☐
I go through anxiety and stress, waiting for my educational years to be completed	☐	☐	☐	☐	☐
I feel confident to start working in a company/start my own business sooner than 18	☐	☐	☐	☐	☐
My studies today are relevant to what I aspire to be in future	☐	☐	☐	☐	☐

15. What are the key motivators for you to start working earlier?

Check all the apply

☐ Financial independence

☐ Using skills/knowledge in a live/business environment

☐ Career growth at a younger age confidence to start sooner

☐ Experimenting a new way in future

☐ Other: _____

16. If anything. What holds you back today from thinking of working earlier?*

Check all the apply

☐ Personal drive to coplete education

☐ Societal pressure to complete education (e.g. parents expectations)

☐ Fear of rejection by friends as they belong to the norm of education

☐ Fear of uncertainty of jobs if education is not completed

☐ Lack of self-confidence or capabilities to perform in job

17. Would you like to participate in a mock selection test to analyze your skills
    for a required job? If yes, please share your E-mail address.
    Note: This is for research purposes only and not yet a confirmed step!

INFORMED CONSENT

Participant Information Sheet/Consent Form

Social Science Research – *Adult providing own consent*

Title	The New 18 – Future age of employment
Short Title	The New 18
Project Sponsor	Dr. Hrvoje Volarević, SSBM Mentor
Coordinating Principal Investigator/ Principal Investigator	
Location	

Part 1: What does my participation involve?

This a research on the topic called The New 18 – in quest of finding out what would the ideal age of employment be for mainstream jobs maybe in future. While responses are

With more than 50% of Indians being under 25, I firmly believe we have a tremendous opportunity to catch our talent young and make industry ready to welcome them into jobs or business opportunities.

The purpose of this research is to analyze responses from our teenagers (our future generations) to determine the readiness and eagerness of each of these groups to contribute to a more vibrant and value-adding job ecosystem.

13. Introduction

You are invited to take part in this research project, which is called The New 18. You have been invited because you belong to the research group of 13-18 year olds. Your contact details were obtained from your parents/institution.

This Participant Information Sheet/Consent Form tells you about the research project. It explains the processes involved with taking part. Knowing what is involved will help you decide if you want to take part in the research.

Please read this information carefully. Ask questions about anything that you don't understand or want to know more about. Before deciding whether or not to take part, you might want to talk about it with a relative or friend.

Participation in this research is voluntary. If you don't wish to take part, you don't have to.

If you decide you want to take part in the research project, you will be asked to sign the consent section. By signing it you are telling us that you:

- Understand what you have read

- Consent to take part in the research project

- Consent to be involved in the research described

You will be given a copy of this Participant Information and Consent Form to keep.

2. What is the purpose of this research?

This a research on the topic called The New 18 – in quest of finding out what would the ideal age of employment be for mainstream jobs maybe in future. While responses are

With more than 50% of Indians being under 25, I firmly believe we have a tremendous opportunity to catch our talent young and make industry ready to welcome them into jobs or business opportunities.

The purpose of this research is to analyze responses from our teenagers (our future generations) to determine the readiness and eagerness of each of these groups to contribute to a more vibrant and value-adding job ecosystem.

This research is being conducted for the purpose of my doctoral dissertation and research with SSBM.

The results of this research will be used by the researcher Archana Kodi to obtain a Doctorate in Business Administration degree.

This research has been initiated by the researcher, Mrs. Archana Kodi.

This research has been funded by none.

3. What does participation in this research involve?

By participating in this survey, the respondent consents to share responses to research project on The New 18. This survey is meant for random participants in the age of 13-18.

Procedure: Online survey completion and submission or paper-based survey completion and submission where Internet/online facilities are not possible.

Nature, number, timing and time of procedures, visits and questionnaires: An E-mail will be sent to the educational institution/parent/guardian explaining the context of the research and research procedure, along with the full ethics pack and participant consent forms. Upon acceptance of participation and invitation to the campus/house, the survey will be E-mailed to the participant/participant group for online participation. Alternatively, a visit to the house/campus of the participant along with the paper survey will be conducted. The timing of the procedure is flexible and will be decided by the respondent. The questionnaire takes 5 minutes for completion and must be completed within 24 hours of receiving it.

A follow-up message/mail will be sent to the participants within a week to ensure completion status is achieved. No follow-up visits will be scheduled after completion of the survey. This is a single-time participation only.

The total duration of the participant's involvement is 5 minutes only. The research project is scheduled to run from April 2022 to April 2024.

There is no cost to the survey, participation is free.

The participant is encouraged to respond to questions independently without any monitoring/assistance. In case of questions, the participant can send an E-mail at archana1@ssbm.ch and will receive a response within 48 hours.

The commitment required by the participant is undisturbed time and attention for 5 minutes while taking the survey and honest submission of responses.

All survey responses are anonymous and no personal information will be collected. The only identifiable information is the participant's E-mail address that must be shared by the participant if they are willing to participate in any future aptitude tests. This E-mail address is not linked to the rest of data set and will only be used for correspondence in case The New 18 research project decides to invite respondents further in 12-24 months.

All survey responses are recorded only on paper. No audio/video recording will be conducted.

Research is being conducted primarily in English speaking areas. Therefore, no requirement of interpreters is foreseen. However, in the intent of a non-English speaking respondent/responded group trying to participant, an interpretation service can be arranged in one week's time.

The research will be conducted in the participant's venue of choice. The participant does not require to travel to any specific venue.

Screening procedures

If you decide to take part in the research project, you will first be given a questionnaire asking about your age, status of employment, and consent to participate; this will determine if you are eligible to take part. Completing the questionnaire will take approximately 5 minutes time.

If the screening questionnaire shows that you meet the requirements, then you will be able to start the research project. If the screening questionnaire shows that you cannot be in the research project, the research coordinator will discuss other options with you.

Bias

This research project has been designed to make sure the researchers interpret the results in a fair and appropriate way and avoids study doctors or participants jumping to conclusions.

Additional costs and reimbursement

There are no costs associated with participating in this research project, nor will you be paid.

13. Other relevant information about the research project

This research is being conducted across the world, primary research base being Hyderabad, India, in the participant group of 13-21 year olds or 21+ year olds who are not yet employed. The invitation to participate will be sent to 50+ educational institutions in Hyderabad and 200+ parents/guardians of minors to obtain consent of participation.

This research is being conducted individually by Archana Kodi, research student of Global Doctorate of Business Administration from Swiss School of Business Management. There is no other researcher or research group involved in this project.

This is a new research project and does not have linkages to prior or future researches at this point in time.

13. Do I have to take part in this research project?

Participation in any research project is voluntary. If you do not wish to take part, you do not have to. If you decide to take part and later change your mind, you are free to withdraw from the project at any stage.

If you do decide to take part, you will be given this Participant Information and Consent Form to sign and you will be given a copy to keep.

Your decision whether to take part or not to take part, or to take part and then withdraw, will not affect your routine care, your relationship with professional staff or your relationship with your educational institution/parent/guardian.

6. What are the possible benefits of taking part?

We cannot guarantee or promise that you will receive any benefits from this research; however, possible benefits may include a tremendous opportunity to contribute your opinions to industry readiness to welcome you into jobs or business opportunities in future.

The purpose of this research is to analyse responses from the research group (our future generations) to determine the readiness and eagerness of each of these groups to contribute to a more vibrant and value-adding job ecosystem.

7. What are the possible risks and disadvantages of taking part?

The respondent's participation in this research project is voluntary, confidential and anonymous. This reiterates safety of responses, which intend to be used solely for the purposes of The New 18 research project.

Therefore, no risks or disadvantages are foreseen with participation on this project.

8. What if I withdraw from this research project?

If you do consent to participate, you may choose not to participate or withdraw at any time while taking the survey. As the survey response collection is anonymous, you do not need to notify anyone before you withdraw. However, once responses are submitted, your response is received anonymously and added to the research data set. At this point, it will be difficult to identify and delete your response.

9. Could this research project be stopped unexpectedly?

This research project may be stopped unexpectedly for a variety of reasons. These may include reasons such as unavailability of minimum required data to proceed, researcher's vision to add more research parameters, or any unforeseen circumstances.

10. What happens when the research project ends?

Upon completion of the research project and validation and acceptance of the research by SSBM, a white paper on the key highlights of the research will be published and made available to the respondents to view if they intend to. This will be shared by end of 2025.

Part 2: How is the research project being conducted?

11. What will happen to information about me?

The data being collected is anonymous. Some respondents may share E-mail address voluntarily if they intend to participate in future aptitude tests. These E-mail addresses will be separately saved until end of 2025 and deleted after notification to respondents whether or not such aptitude tests are planned.

The rest of the data set will be used in an anonymous and non-identifiable format only.

The data will be stored until end of 2026 for any required reference and analysis. Only the researcher and SSBM will have access to the data. As of January 2027, the data will be deleted permanently and only research inferences will be retained.

By signing the consent form you consent to the research team collecting and using personal information about you for the research project. Any information obtained in connection with this research project that can identify you will remain confidential. Your information will only be used for the purpose of this research project and it will only be disclosed with your permission, except as required by law.

The personal information that the research team collect and use is only E-mail address, which will be handled separately and not linked to the other responses provided.

It is anticipated that the results of this research project will be published and/or presented in a variety of forums. In any publication and/or presentation, information will be provided in such a way that you cannot be identified, except with your express permission.

12. Who has reviewed the research project?

The ethical aspects of this research project have been approved by the Supervisor/Mentor of SSBM Geneva.

This statement has been developed to protect the interests of people who agree to participate in human research studies.

13. Further information and who to contact

The person you may need to contact will depend on the nature of your query. If you want any further information concerning this project or if you have any problems which may be related to your involvement in the project, you can contact the researcher on +91 9866128910 or E-mail at archana1@ssbm.ch.

If you have any complaints about any aspect of the project, the way it is being conducted or any questions about being a research participant in general, then you may contact Hrvoje Volarević hrvoje.volarevic@hnb.hr.

Reviewing HREC approving this research and HREC Executive Officer details

Reviewing Supervisor/Mentor name	Dr. Hrvoje Volarevic
HREC Executive Officer	
Email	hrvoje.volarevic@hnb.hr

Consent Form – *Adult providing own consent*

Title	The New 18 – Future age of employment
Short Title	The New 18
Protocol Number	
Project Sponsor	
Coordinating Principal Investigator/Principal Investigator	
Associate Investigator(s)	
Location	

Declaration by Participant

I have read the Participant Information Sheet or someone has read it to me in a language that I understand.

I understand the purposes, procedures and risks of the research described in the project.

I have had an opportunity to ask questions and I am satisfied with the answers I have received.

I freely agree to participate in this research project as described and understand that I am free to withdraw at any time during the project without affecting my future care.

I understand that I will be given a signed copy of this document to keep.

Name of Participant (please print)	
Signature	Date

Declaration by Researcher†

I have given a verbal explanation of the research project, its procedures and risks and I believe that the participant has understood that explanation.

Name of Researcher† (please print)	ARCHANA KODI
Signature	Date

† An appropriately qualified member of the research team must provide the explanation of, and information concerning, the research project.

Note: All parties signing the consent section must date their own signature.

Form for Withdrawal of Participation – *Adult providing own consent*

Title	The New 18 – Future age of employment
Short Title	The New 18
Protocol Number	
Project Sponsor	
Coordinating Principal Investigator/Principal Investigator	
Associate Investigator(s)	
Location	

Declaration by Participant

I wish to withdraw from participation in the above research project and understand that such withdrawal will not affect my routine care, or my relationships with the researchers or my educational institution.

Name of Participant (please print)	_____
Signature _____	Date _____

In the event that the participant's decision to withdraw is communicated verbally, the Senior Researcher must provide a description of the circumstances below.

Declaration by Researcher†

I have given a verbal explanation of the implications of withdrawal from the research project and I believe that the participant has understood that explanation.

Name of Researcher† (please print)	_____
Signature _____	Date _____

† An appropriately qualified member of the research team must provide information concerning withdrawal from the research project.

Note: All parties signing the consent section must date their own signature.

APPENDIX D

SSBM ETHICAL REVIEW APPLICATION FORM

Section 1: Applicant Details

First Name	Archana
Last Name	Kodi
Co-researcher Names (internal and external) Please include names, institutions and roles. If there are no co-researchers, please state N/A.	N/A
Is this application for a staff or a student?	Student
Student Course details	Postgraduate Research
Name of Director of Studies / Supervisor	Dr. Hrvoje Volarević <hrvoje.volarevic@hnb.hr>

Comments from Director of Studies / Supervisor

- The topic merits further research;

- The student has the skills to carry out the research;

- The participant information sheet is appropriate; and procedures for recruitment of research participants and obtained informed consent are appropriate.

Section 2: Project

Section 2:1 Project details

Full Project Title

The New 18 – Research on new age of employment

Project Dates

These are the dates for the overall project, which may be different to the dates of the field work and/or empirical work involving human participants.

Project Start Date	01/04/2022
Project End Date	30/04/2025

Dates for work requiring ethical approval

You must allow at least 6 weeks for an initial decision, plus additional time for any changes to be made.

Start date for work requiring ethical approval	18/12/2024
End date for work requiring ethical approval	30/04/2025

How is the project funded?

(e.g. externally, internally, self-funded, not funded – including scholarly activity)

Please provide details.

Not funded – including scholarly activity

Is external ethics approval needed for this research?	No

Section 2:2 Project summary

This a research on the topic called The New 18 – in quest of finding out what would the ideal age of employment be for mainstream jobs maybe in future. While responses are

With more than 50% of Indians being under 25, I firmly believe we have a tremendous opportunity to catch our talent young and make industry ready to welcome them into jobs or business opportunities.

The purpose of this research is to analyze responses from our teenagers (our future generations) to determine the readiness and eagerness of each of these groups to contribute to a more vibrant and value-adding job ecosystem.

What are the research questions the project aims to answer?

- How prepared are today's teenagers to explore business/employment opportunities earlier than 18?
- How eager are today's teenagers to explore business/employment opportunities earlier than 18?
- What are the drivers they experience in their journey waiting for business/employment?
- What are the derailers they experience in their journey waiting for business/employment?

Please describe the research methodology for the project.

The primary research method for this study is literature review, conceptual modeling, cohort identification for data gathering and hypothesis testing, using data gathering techniques like surveys, interviews, and FGDs to collect quantitative and anecdotal evidences. This study is centered around hypothesis of "The New 18" which will be the reincarnation of entry into mainstream corporate jobs for future generations. The research plan is divided into two main stages:

Section 2: Project

- The first stage outlines research strategy and target end points to support hypothesis. This stage will provide real world evidence information on the probability of success for the New 18. The data gathering at this stage will also diagnose the symptoms and causes of "Tedium Period."

- In the second stage of this study, existing literature on linked topics will be considered based on a comprehensive review of current employment practices and academic researches. This stage aims at bringing the research to value by providing pragmatic thought leadership and recommendations for future researchers and decision makers.

Section 3: Human Participants

Does the project involve human participants or their data?   Yes

Section 3.1: Participant Selection

The participant group comprises 13-21 year olds considering this is the main group pursuing education. 21+ year olds, not yet fully employed are also a research group considered.

The participant sample will be anyone in the age group of 13-21 (not yet fully employed)

Hyderabad and India will be a market prioritized on volume of responses to ensure research is also tied into other linkages like existing child labour laws, city employment infrastructure, and educational patterns.

In consultation with my mentor, the sample size was set as minimum 300 and ideally 500+

Please tell us if any of the participants in your sample are vulnerable, or are potentially vulnerable and explain why they need to be included in your sample.

NB: Please do not feel that including vulnerable, or potentially vulnerable participants will be a bar to gaining ethical approval. Although there may be some circumstances where it is inappropriate to include certain participants, there are many projects which need to include vulnerable or potentially vulnerable participants in order to gain valuable research information. This particularly applies to projects where the aim of the research is to improve quality of life for people in these groups.

Vulnerable or potentially vulnerable participants that you <u>must</u> tell us about:

- Children under 18

- Adults who are unable to give informed consent

- Anyone who is seriously ill or has a terminal illness

- Anyone in an emergency or critical situation

- Anyone with a serious mental health issue that might impair their ability to consent, or cause the research to distress them

- Young offenders and prisoners

- Anyone with a relationship with the researcher(s)

- The elderly

Yes, Children under 18

Section 3: Human Participants

Section 3.2: Participant Recruitment and Inclusion

How will you contact potential participants? Please select all that apply.

☐ Advertisement

☒ Emails

☒ Face-to-face approach

☐ Post

☒ Social media

☒ Telephone calls

☐ Other

If Other, please specify: Click or tap here to enter text.

What recruitment information will you give potential participants?

- A short introductory message explaining the purpose of the project and research participants age group followed by a contextual paragraph of the survey and the survey itself.

How will you gain informed written consent from the participants?

- By including the disclaimer "Your responses are anonymous and will be used solely for the purpose of this research" in the introductory paragraph of the survey text.
  Also obtaining "Yes" as consent in the survey through this question: "I consent to provide my responses to this survey and contribute to the Research on The New 18. I confirm all my responses are true and can be used for the purpose of this research."

What arrangements are in place for participants to withdraw from the study?

- First of all, taking the survey is only by choice of the responded. Secondly, if a participant wishes to withdraw at any point, they are approach via the researcher's mobile account or SSBM E-mail account only and can write back here requesting withdrawal.

  Note: This line must also be included in the present survey

Section 4: Human Tissue

Does the project involve human tissue?   No

Section 5: Data Collection, Storage and Disposal

Research undertaken at SSBM by staff and students must be GDPR compliant.

☒ Please confirm that you have included the SSBM Privacy Notice with the Participant Information Sheet and Consent Form

☒ By ticking this box, I confirm that I have read the Data Protection Research Standard, understand my responsibilities as a researcher and that my project has been designed in accordance with the Standard.

Section 5.1 Data Collection and Analysis

Which of these data collection methods will you be using? Please select all that apply.

☒ Interviews

☒ Questionnaires/surveys

☐ Focus groups

☐ Observation

☐ Secondary sources

☐ Clinical measurement

☐ Digital media

☐ Sample collection

☐ Other

If Other, please specify: Click or tap here to enter text.

What type of data will you be collecting?

☒ Quantitative data

☒ Qualitative data

Please describe the data analysis and data anonymisation methods.

- Data collected for the purpose of this research is collected ONLY anonymously. E-mail addresses collected for follow-through interest of respondents will be excluded from the analysis phase.

- The data analysis for this study will include qualitative, quantitative and mixed evaluation methods. The preliminary data analysis will be conducted after completion of the online survey. Basic MS Excel data modeling tools will be used to interpret causality, relation, and hypotheses relevance. This preliminary data inferences will be used to design the next level of qualitative analysis through interviews and focus groups for a few select participants.

- Case studies and role plays will be planned (as needed) with select participant groups to analyze their thinking of pros and cons of the suggested New 18.

Section 5.2 Data Storage, Access and Security

Where will you store the data? Please select all that apply.

☒ Google drive

☐ Restricted personal folder

☐ Restricted public folder

☐ Other (including secure physical storage)

If Other, please specify: Click or tap here to enter text.

Section 5: Data Collection, Storage and Disposal

Please explain who will have access to the data.

- Only me as the researcher

Please describe how you will maintain the security of the data and, where applicable, how you will transfer data between co-researchers.

- The research data is securely stored in the SSBM google drive. There are no co-researchers, so no foreseen need to share the data. In case required, the data will be E-mailed in an encrypted/password-protected file to my mentor.

Section 5.3 Data Disposal

Please explain when and how you will destroy personal data.

- As the survey is anonymous, no personal data is being collected. The E-mail addresses shared by interested respondents will be retained as per the SSBM data retention recommendations and deleted duly thereafter.

Section 6: Other Ethical Issues

What risks, if any, do the participants (or donors, if your project involves human tissue) face in taking part in the project and how will you address these risks?

None

Are there any potential risks to researchers and any other people as a consequence of undertaking this project that are greater than those encountered in normal day-to-day life?

No

How will the results of the project be reported and disseminated? Please select all that apply.

☐ Peer reviewed journal

☐ Conference presentation

☐ Internal report

☒ Dissertation/thesis

☐ Written feedback to participants

☐ Presentation to participants

☐ Report to funders

☐ Digital media

☐ Other

If Other, please specify: Click or tap here to enter text.

Does the project involve research that may be considered to be security sensitive?　　　No

For further information

Please provide details of the research that may be considered to be security sensitive.

No

Does the project involve conducting research overseas?　　　No

Have you received approval from the Head of Research and is there sufficient insurance in place for your research overseas?　　　Not applicable

Please provide details of any ethical issues which may arise from conducting research overseas and how you will address these.

Overseas responses have been received from respondents who expressed interest in participating in the survey. The major research area is in Hyderabad, India.

Section 7: Supporting Documentation

Please ensure that you provide copies of all relevant documentation, otherwise the review of your application will be delayed. Relevant documentation should include a copy of:

- The research proposal or project design.

- The participant information sheet and consent form, including SSBM privacy notice.

- The questionnaire/survey.

- External ethics approval and any supporting documentation.

Please clearly label each document - ensure you include the applicant's name, document type and version/date (e.g. Joe Bloggs - Questionnaire v1.5 191018).

Section 8: Declaration

☒ By ticking this box, I confirm that the information contained in this application, including any accompanying information is, to the best of my knowledge, complete and correct. I have attempted to identify all risks related to the research that may arise in conducting this research and acknowledge my obligations and the right of the participants.

Name: Archana Kodi

Date: 11/12/2024

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