

A Study of Life Skills among Secondary School Students

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Abstract: This study was undertaken with the objectives of assessing the life skills of secondary school students in Karnataka state. A sample of 1120 high school students were collected using stratified random sampling method. A life skill inventory was constructed and standardized by the researcher for the purpose of the present study. The study reveals that there is a significant difference in mean values between gender, age, family type, locality and type of schools.

Key terms: Life Skills, Secondary school students.

Date of Submission: 01-05-2021

Date of acceptance: 15-05-2021

I. Introduction:

Modern era education system is optimum focus on the acquisition of knowledge even at the expense of skills, attitudes and values. As we do a sophisticated lifestyle in a sophisticated society, what we require is nothing short of a sophisticated mode of education. Knowledge has little value unless it is used. We need today, among other things, life skills in a big way rather than were memorization of information.

Life Skills:

Life skill in the existence from the period when man started living on earth, but 'Life skill education' as a started emerging only during recent years. Optimize human resource development started even before 40 years. There was a shift from the classroom style to the situational context of the learner making the learning process directly and immediately useful to the learner and improving his life situation .this was the turning point where the applicability of education and literacy helped people develop better life skill livelihood.

Life skills help young people to navigate the challenges of everyday life which enable them to develop into healthy, responsible, and productive adults. Life skills are central to psychological theories that aim to understand how skills and competencies develop in an individual.

Life skills have been defined by **WHO (1987)** as "the abilities for adaptive and positive behavior that enable an individual to deal effectively with the demands and challenges of everyday life."

UNICEF (2002) defines life skills as "psychosocial and interpersonal skills that help people make informed decisions. Communicate effectively and develop coping and self – management skills needed for a healthy and productive life. Life skills can be applied to action directed at the self. Other people, or the local environment; their goal is to promote health and wellbeing at all these levels."

Life skills are abilities for adaptive and positive behaviour, that enable individuals to deal effectively with the demands and challenges of everyday life.

Life skills are skills, strengths and capabilities that help individuals face problems of their everyday life with a positive attitude and go about with their everyday tasks effectively.

Objectives:

1. To find out the life skills of secondary school students.
2. To study the significant difference in the life skills between the groups with reference to gender, age, school type, family type, locality of school, religion and socio-economic status.

Methodology:

Survey method was used in the present study.

Hypotheses:

1. There is no significance difference between the mean scores of life skills of boys and girls.
2. There is no significance difference between the mean scores of life skills with respect to their age.
3. There is no significance difference between the mean scores of life skills with respect to their school type.

4. There is no significance difference between the mean scores of life skills with respect to their family type.
5. There is no significance difference between the mean scores of life skills of urban and rural studying students.
6. There is no significance difference between the mean scores of life skills with respect to their religion.
7. There is no significance difference between the mean scores of life skills with respect to their S.E.S.

Sample:

A sample of 1112 high school students was selected using stratified random sampling technique in the Karnataka state.

Tools Used:

Life Skills Inventory constructed and standardized by the researcher used for data collection. The tool consists of 12 dimensions namely self-awareness, Empathy, Effective Communication, Inter personal Relationships, Critical thinking, Creative thinking, problem solving, decision making, coping with emotions, coping with stress, learning skills and digital literacy consists of 96 items.

Statistical Technique Used:

The data collected by the investigator from the sample were analysed statistically. In the present study the relevant data collected were the scores secured by 1112 high school students in the life skills inventory. In the present investigation mean and standard deviation scores were calculated from the scores on life skills inventory. ‘t’ value was computed to test the significance of difference between the mean scores of two groups in total life skills. ‘F’ ration was calculated to test significance of mean difference of more than two groups in life skills.

Analysis of Data:

LEADERSHIP STYLE SCORES-CATGORY-WISE:

TABLE 1: MEAN, S.D AND ‘t’ VALUE OF TOTAL LIFE SKILLS SCORES-CATEGORY-WISE

Category	Group	N	Mean	SD	‘t’ value	Significance
Gender	Boys	659	72.15	9.23	3.53	**
	Girls	453	74.23	10.23		
Age	High	647	74.27	10.45	3.841	**
	Low	465	71.81	10.65		
Family type	Nuclear	689	67.97	12.15	1.988	*
	Joint	423	69.50	12.95		
Locality	Urban	489	64.21	10.82	4.255	**
	Rural	623	67.25	12.56		

** Significant at 0.01 level

* Significant at 0.05 level

It is found that the boys and girls differ significantly in their total life skills as the calculated ‘t’ test value 3.53 is found to be significant at 0.01 level. Girls having more life skills than boys.

Significance mean difference in their total life skills is observed between the high age group and low age group students. It is also found that those who are high age group have a higher life skill than those are low age group.

Students from joint families have a higher life skills score than those from nuclear families: the calculated ‘t’ value (1.988) is found to be significant.

Significant mean difference is observed between the life skills scores of students who are studying in rural and urban areas. It is also found that the those who are studying in rual areas have a higher like skills than those in urban areas.

LIFE SKILLS SCORES-TYPE OF SCHOOL, RELIGION AND S.E.S:

TABLE 2: ONE WAY ANALYSIS OF VARIANCE OF TOTAL LIFE SKILLS SCORES

Category	Source of Variance	Df	Sum squares	Mean squares	F-Value		Significance
					Calc	Table	
Type of school	Between	2	16.89	8.45	5.18	3.12	*
	Within	1110	312.12	2.45			
Religion	Between	2	14.15	6.25	2.31	3.12	NS
	Within	1110	193.12	1.25			
S.E.S	Between	2	13.21	6.21	3.01	3.12	NS
	Within	1110	197.23	1.93			

Type of schools has a significant effect on life skills of high schools students as the calculated 'F' ration(5.18) is found to be significant at 0.05 level. (table 2) since the value is significant, the groups are compared in pairs(table 3).

TABLE 3: MEAN, S.D AND 't' VALUE OF TOTAL LIFE SKILLS SCORES OF SECONDARY SCHOOL STUDENTS IN GOVERNMENT, AIDED AND UNAIDED SCHOOLS

Group	N	Mean	SD	't' value	Significance
Government	456	72.13	10.23	9.09	**
Unaided	358	66.12	8.12		
Government	456	72.13	10.23	7.001	**
Aided	298	67.01	9.12		
Unaided	358	66.12	8.12	1.321	NS
Aided	298	67.01	9.12		

**** Significant at 0.01 level**

*** Significant at 0.05 level**

NS---Not Significant

It is found that government school students have more life skills than compared to Unaided and Aided school students.

Educational Implications:

1. Boy students are comparatively lacking with regard to the life skills. In order to enhance these life skills special training by way of input and exercise can be organized at school level.
2. As there is a difference between rural and urban students measured by their life skills status the urban students can be given special training in life skills in which they are lacking.
3. At the time of students admission at the matriculation level the urban students can be given a separate bridge courses to enhance their life skills.
4. Irrespective of the type of schools a regular academic curriculum can be prepared and implemented to impart, enhance and sustain life skills. In order to impart life skills training special teachers can be appointed in each schools.
5. Type of family is also one of the factor so regular orientation and training programme can be organized for the parents to emphasize upon the important of life skills for their wards.

II. Conclusion:

The purpose of this study is to reveal that there is a significant difference in mean values between gender, age, family type, locality and type of schools. As the boys are lacking with life skills, they should be inputed with special life skills. Urban students can be given separate bridge course for enhancing their life skills.

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Vijaya ShivaputrappaAgadi. "A Study of Life Skills among Secondary School Students." *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 11(3), (2021): pp. 33-35.