A Study on Life Skill of Senior Secondary Students

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ABSTRACT

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A life skill refers to the set of skills that enable us to effectively handle issues commonly encountered in daily life. A student acquires these skills through by education and their direct experiences in day to day life. In everyday life, the development of life skills helps students to: Find new ways of thinking and problem solving. The life skills help to adolescents to gain new ways of learning as well as control over their behavior and to take informed decision that can lead to positive values. The aim of the present study was to see the life skills (all dimension of life skills) among senior secondary students. The sample of this study was selected randomly 100 students studying in government and private schools in Sonapat district. Life skill Scale – Developed by M.N. Vranda (2009) tool was used for the collection of data in the present study. The data were analyzed by employing mean, SD and 't'- test. After data analysis this study found that there was significance difference between boys and girls students on level of life skills. Female students have mean more than male students of all dimension of life skill i.e. decision making , problem solving , Empathy, Self Awareness, Communication Skill, Interpersonal Relationship, Coping with Emotions, Coping with Stress, Creative Thinking and Critical Thinking.

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I. INTRODUCTION

Life Skills are psychosocial abilities that enable individuals to translate knowledge, attitudes and values regarding their concerns into well informed and healthy behaviors. Empowered with such skills, young people are able to take decisions based on a logical process of "what to do, why to do, how to do and when to do". The term 'Life Skills' refers to the skills usually associated with managing and living a

better quality of life, they help us to accomplish our ambitions and live to our full potential. There is no definitive list of life skills, certain skills may be more or less relevant to you depending on your life circumstances, your culture, beliefs, age, geographic location etc. Perhaps the most important life skill is the ability to learn. By learning new skills we increase our understanding of the world around us and equip ourselves with the tools we need to live a more productive and fulfilling life. Life skills are not

always taught directly but often learned indirectly through experience and practice.

Life skills include psychosocial competencies and Interpersonal skills that help people make informed decisions to solve problems, think critically and creatively, communicate effectively, build healthy relationships, and cope with managing their lives in a healthy and productive manner. Essentially there are two kinds of skills those related to thinking termed as “thinking skills” and skill related to dealing with others terms as “social skills” while thinking skill related to reflection at a personal level. Social skills include interpersonal skills and do not necessarily depend on logical thinking. It is the combination of these two types of skills that are needed for achieving assertive behavior and negotiating effectively “Emotional can be perceived as a skill not only in making rational decisions but also in being able to make others agree to one’s point of view. To do that, coming to terms first with one self is important. Thus, self management is an important skill including managing/ coping with feelings emotions, stress and resisting peer and family pressure. Young people as advocates need both thinking and social skills for consensus building and advocacy and issues of concern.

Life skills are abilities for adaptive and positive behavior that enables individuals to deal effectively with the demands and challenges of everyday life. They are loosely grouped into three broad categories of skills- cognitive skills for analyzing and using information, personal skills for developing personal agency and managing oneself and inter-personal skills for communicating and interacting effectively with others.

II. JUSTIFICATION OF STUDY

Education plays an important role towards the overall development of human beings. School education helps in the formation of a sound personality in the child. School education can broadly be classified as elementary (class I to VIII) and secondary (IX-XII) education. Today, more and more societal pressures, greater complexity, uncertainty and diversity, rapid changes in the environment and continued deprivation put adolescents at the crossroads of their lives facing an uncertain future in facing the responsibilities of adulthood and to enter the world of work. During the 21st century, life, globally, is undergoing significant transition and change. Among the most affected are the adolescents. Life skills play an essential part of adolescents which are the future of our country. If students have better life skills they will adjust in a better way and their self-confidence will be higher.

Young generation is the one who can easily bring about changes in the society with their enthusiasm and zeal. That is why the investigator has selected the senior secondary school students to know how well these students understand their life skills, adjustment and self confidence. All the above factors provided enthusiasm to investigator to take up the topic for this study.

III. STATEMENT OF THE PROBLEM

In the light of above justification the investigator had planned to conduct the study entitled, “ **A study on the life skills of senior secondary students .**”

OBJECTIVES

- To compare the Life Skills of female and male Senior Secondary Schools students

HYPOTHESES OF THE STUDY

- There exists no significant difference between the Life Skills of the female and male students of Senior Secondary Schools

IV. METHODOLOGY

Descriptive research is describing, recording and interpreting the conditions that exist. It involves comparison or contrast and attempt to discover the relationship between the manipulated variables. As the present study was undertaken to compare the life skills of senior secondary students. so descriptive method was used.

SAMPLE

Sample of 200 students was taken on the basis of random sampling from Sonapat district. Out of 200 students, 100 were taken from Government Schools and 100 were from private schools.

TOOL

The selection of suitable instrument or tool is of vital importance for the collection of data in any research work. For the present study Standardized test named “*Life skill Scale – Developed by M.N.Vranda (2009)*” was used as tool for study.

V. DELIMITATION OF THE STUDY

- The study was delimited to 200 senior secondary students only.
- The study was delimited to 100 Government and 100 private students only.
- The study was delimited to Sonapat District only.

ANALYSIS OF DATA

Table-1. Comparison of female and male Senior Secondary Schools Students on Decision Making (Dimension of Life Skills)

Group	Mean	S.D	T-Ratio	Level of Significance
Senior Secondary Schools female N=100	35.72	5.72	3.459	SIGNIFICANT
Senior Secondary Schools male N=100	33.01	5.34

Fig. 1 Comparison of female and male Senior Secondary Schools Students on Decision Making (Dimension of Life Skills)

Interpretation:

Perusal of above Table & Fig. reveals that mean scores of female and male students of Sr. Sec. School on Decision making (Dimension of Life Skill) indexes by

Life Skill are 35.72 and 33.01 respectively with respective standard deviation of 5.72 and 5.34. The obtained t-ratio is 3.459 which is significant at 0.01 level. This shows that there is significance difference between female and male students of Senior Secondary School on Decision Making. It depicts that female student's decision making skill is better than their counterparts of male students.

Table -2.Comparison of female and male Senior Secondary Schools students on Problem Solving (Dimension of Life Skills)

Group	Mean	S.D	T-Ratio	Level of Significance
Senior Secondary Schools female N=100	47.89	8.11	3.151	SIGNIFICANT
Senior Secondary Schools male N=100	44.28	8.08

Fig.2 Comparison of female and male Senior Secondary Schools students on Problem Solving (Dimension of Life Skills)

Interpretation:

Perusal of above Table & Fig. reveals that mean scores of female and male students of Sr. Sec. School on Problem Solving (Dimension of Life Skill) indexes by

Life Skill are 47.89 and 44.28 respectively with respective standard deviation of 8.11 and 8.08. The obtained t-ratio is 3.151 which is significant at 0.01 level. This shows that there is significance difference between female and male students of Senior Secondary School on Problem Solving. It depicts that female student's problem solving ability is better than their counterparts of male students.

Table-3.Comparison of female and male Senior Secondary Schools students on Empathy (Dimension of Life Skills)

Group	Mean	S.D	T-Ratio	Level of Significance
Senior Secondary Schools female N=100	44.63	6.76	5.844	SIGNIFICANT
Senior Secondary Schools male N=100	39.17	6.44

Fig.4 Comparison of female and male Senior Secondary Schools students on Empathy (Dimension of Life Skills)

Interpretation:

Perusal of above Table & Fig. reveals that mean scores of female and male students of Sr. Sec. School on Empathy (Dimension of Life Skill) indexes by Life Skill are 44.63 and 39.17 respectively with respective standard deviation of 6.76 and 6.44. The obtained t-ratio is 5.844 which is significant at 0.01 level. This shows that there is significance difference between female and male students of Senior Secondary School on Empathy. It depicts that female student's empathy skill is better than their counterparts of male students.

Table-4. Comparison of female and male Senior Secondary Schools students on Self Awareness (Dimension of Life Skills)

Group	Mean	S.D	T-Ratio	Level of Significance
Senior Secondary Schools female N=100	37.48	7.58	2.759	SIGNIFICANT
Senior Secondary Schools male N=100	34.67	6.79

Fig. 5 Comparison of female and male Senior Secondary Schools students on Self Awareness (Dimension of Life Skills)

Interpretation:

Perusal of above Table & Fig. reveals that mean scores of female and male students of Sr. Sec. School on Self Awareness (Dimension of Life Skills) indexes by Life Skill are 37.48 and 34.67 respectively with respective standard deviation of 7.58 and 6.79. The obtained t-ratio is 2.759 which is significant at 0.01 level. This shows that there is significance difference between female and male students of Senior Secondary School on Self Awareness. It depicts that female students are more self aware than their counterparts of male students.

Table-5. Comparison of female and male Senior Secondary Schools students on Communication Skill (Dimension of Life Skills)

Group	Mean	S.D	T-Ratio	Level of Significance
Senior Secondary Schools female N=100	33.96	5.25	.880	NOT SIGNIFICANT
Senior Secondary Schools male N=100	33.3	5.57

Fig.5 Comparison of female and male Senior Secondary Schools students on Communication Skill (Dimension of Life Skills)

Interpretation:

Perusal of above Table & Fig. reveals that mean scores of female and male students of Sr. Sec. School on Communication Skill (Dimension of Life Skill) indexes by Life Skill are 33.96 and 33.3 respectively with respective standard deviation of 5.25 and 5.57. The obtained t-ratio is .880 which is significant at 0.05 level. This shows that there is no significance difference between female and male students of Senior Secondary School on communication Skill. It depicts that female and male both students communication skill is equal.

Table-6. Comparison of female and male Senior Secondary Schools students on Interpersonal Relationship (Dimension of Life Skills)

Group	Mean	S.D	T-Ratio	Level of Significance
Senior Secondary Schools female N=100	65.9	9.77	3.857	SIGNIFICANT
Senior Secondary Schools male N=100	60.52	9.55

Fig. 6 Comparison of female and male Senior Secondary Schools students on Interpersonal Relationship (Dimension of Life Skills)

Interpretation:

Perusal of above Table & Fig. reveals that mean scores of female and male students of Sr. Sec. School on Interpersonal Relationship (Dimension of Life Skill) indexes by Life Skill are 65.9 and 60.52 respectively with respective standard deviation of 9.77 and 9.55. The obtained t-ratio is 3.857 which is significant at 0.01 level. This shows that there is significance difference between female and male students of Senior Secondary School on Interpersonal Relationship.

Table-7. Comparison of female and male Senior Secondary Schools students on Coping with Emotions (Dimension of Life Skills)

Group	Mean	S.D	T-Ratio	Level of Significance
Senior Secondary Schools female N=100	32.62	6.26	2.540	SIGNIFICANT
Senior Secondary Schools male N=100	30.51	5.45

Fig. 7 Comparison of female and male Senior Secondary Schools students on Coping with Emotions (Dimension of Life Skills)

Interpretation:

Perusal of above Table & Fig. reveals that mean scores of female and male students of Sr. Sec. School on Coping with Emotion (Dimension of Life Skill) indexes by Life Skill are 32.62 and 30.51 respectively with respective standard deviation of 6.26 and 5.45. The obtained t-ratio is 2.54 which is significant at 0.05 level. This shows that there is significance difference between female and male students of Senior Secondary School on Coping with Emotion. This depicts that female students are more capable to cope with emotions than their counterparts male students.

Table-8. Comparison of female and male Senior Secondary Schools students on Coping with Stress (Dimension of Life Skills)

Group	Mean	S.D	T-Ratio	Level of Significance
Senior Secondary Schools female N=100	31.44	6.37	3.114	SIGNIFICANT
Senior Secondary Schools male N=100	28.78	5.68

Fig. 8 Comparison of female and male Senior Secondary Schools students on Coping with Stress (Dimension of Life Skills)

Interpretation:

Perusal of above Table & Fig. reveals that mean scores of female and male students of Sr. Sec. School on Coping with Stress (Dimension of Life Skill) indexes by Life Skill are 31.44 and 28.78 respectively with respective standard deviation of 6.37 and 5.68. The obtained t-ratio is 3.114 which is significant at 0.01 level. This shows that there is significance difference between female and male students of Senior Secondary School on Coping with Stress. This depicts that female students are more capable to cope with stress than their counterparts male students.

Table -9. Comparison of female and male Senior Secondary Schools students on Creative Thinking (Dimension of Life Skills)

Group	Mean	S.D	T-Ratio	Level of Significance
Senior Secondary Schools female N=100	48.94	9.87	2.054	SIGNIFICANT
Senior Secondary Schools male N=100	46.21	8.89

Fig.-9 Comparison of female and male Senior Secondary Schools students on Creative Thinking (Dimension of Life Skills)

Interpretation:

Perusal of above Table & Fig. reveals that mean scores of female and male students of Sr. Sec. School on Creative Thinking (Dimension of Life Skill) indexes by Life Skill are 48.94 and 46.21 respectively with respective standard deviation of 9.87 and 8.89. The obtained t-ratio is 2.054 which is significant at 0.05 level. This shows that there is significance difference between female and male students of Senior Secondary School on Creative Thinking. This shows that the female students of senior Secondary Schools are more creative thinkers than the male students of senior secondary school. It depicts that female students thinking are more creative than male students.

Table- 10. Comparison of female and male Senior Secondary Schools students on Critical Thinking (Dimension of Life Skills)

Group	Mean	S.D	T-Ratio	Level of Significance
Senior Secondary Schools female N=100	35.81	6.811	2.480	SIGNIFICANT
Senior Secondary Schools male N=100	33.42	6.819

Fig. 10 Comparison of female and male Senior Secondary Schools students on Critical Thinking (Dimension of Life Skills)

Interpretation:

Perusal of above Table & Fig. reveals that mean scores of female and male students of Sr. Sec. School on Critical Thinking (Dimension of Life Skill) indexes by Life Skill are 35.81 and 33.42 respectively with respective standard deviation of 6.81 and 6.81. The obtained t-ratio is 2.48 which is significant at 0.05 level. This shows that there is significance difference between female and male students of Senior Secondary School on Critical Thinking. This shows that the female students of senior Secondary Schools are more critical thinkers than the male students of senior secondary school. It depicts that female students are more critical thinkers than their counterparts of male students

VI. FINDING OF THIS STUDY

- There is significance difference between female and male students of Senior Secondary School on Decision Making.
- There is significance difference between female and male students of Senior Secondary School on Problem Solving.
- There is significance difference between female and male students of Senior Secondary School on Empathy.
- There is significance difference between female and male students of Senior Secondary School on Self Awareness.

- There is no significance difference between female and male students of Senior Secondary School on communication Skill.
- There is significance difference between female and male students of Senior Secondary School on Coping with Emotion
- The female students of senior Secondary Schools are more creative thinkers than the male students of senior secondary school.
- The female students of senior Secondary Schools are more critical thinkers than the male students of senior secondary school.

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