



ISSN : 2350-0743



RESEARCH ARTICLE

LIFE SKILLS OF SENIOR SECONDARY SCHOOL STUDENTS OF BISWANATH DISTRICT OF ASSAM

*Jolly Anju

Research scholar) Department of Education, Rajiv Gandhi University, Arunachal Pradesh

ARTICLE INFO

Article History

Received 02nd December, 2023

Received in revised form

17th January, 2024

Accepted 06th February, 2024

Published online 29th March, 2024

Keywords

Senior secondary school, Life skills.

*Corresponding author: Jolly Anju

ABSTRACT

In this study the researcher assess the life skills of senior secondary school students of Biswanath district of Assam. This study is a descriptive survey study and the samples are collected randomly from grade XI senior secondary school students. For the data collection, tool developed by R.Subhasree Nair, A.Radhakrishnan and Sunitha Ranjan was used. A total no. of 300 senior secondary students from Biswanath district of Assam was selected. For analyzing the data mean, Standard deviation and t-test was used. The findings of the study revealed that life skills of male and female differ significantly and there is no significant difference exist in life skills of rural and urban senior secondary students life skills.

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Citation: Jolly Anju. 2024. "Life Skills of Senior Secondary School Students of Biswanath District of Assam", International Journal of Recent Advances in Multidisciplinary Research, 11, (03), 9615-9617.

INTRODUCTION

Our youth have faced multiple difficulties in their personal and social life. The obstacles in life may be manmade or natural one, which could be navigating with proper skills. In the present time our youth are facing difficulties related to carrier, peer pressure, competition and family issues and so on. Senior secondary students in their adolescences stage are not able to control the obstacles many times. Due to lack of proper knowledge and skills, our youth of this stage fall prey to various antisocial activities. Life skills education helps the students to deal with the daily obstacles of life. Life skills are the positive and adaptive behavior of an individual, which help one to adapt himself in the challenges of life. Life skills are important skills during the transition period of adolescence to adulthood. If the students of senior secondary levels are not trained with proper life skills, they may face problem in their later life such as developing poor relationship with family and colleagues, decision making, problem solving and issues related to emotions. According to Gazda (1989), life skills are all the knowledge and abilities people possess outside of academic abilities, which are necessary for leading an efficient life. Accordingly, a person's ability to succeed academically cannot guarantee their survival in the real world if they lack other life-essential abilities like effective communication, self-awareness, decision-making, problem-solving, and so forth (Gazda, 1992; World Health Organization, 1997). The strength of positive behavior depends upon the depth of skills acquired by the individual. (Nair, Subasree and Ranjan, 2010). The World Health Organization (WHO, 1997) defines life skills as "the abilities for adaptive and positive

behavior that enable individuals to deal effectively with the demands and challenges of everyday life." In this study the investigator to assess the life skills of senior secondary school students of Biswanath district of Assam.

Review of related literature on life skills

Singh (2006) had conducted a study to evaluate the nature of life skills and their relationship to curriculum-based learning. The case study included eleven schools from five districts in Punjab. The study's findings revealed key recommendations for pedagogical changes in life skills education.

Ahmad et al. (2011) tried to predict the student's life quality on the basis of their life skills. The study adopted a descriptive correlation approach. The findings of the study indicated significant relationship between the total scores on life quality and the total scores of life skills in most of the items of the scale. Most of students were found to be aware of their life skills that led to significant improvement in the quality of life. It was also found that there was a significant difference between mean scores of life skills and academic achievement in terms of gender.

Prashant (2015) had conducted a study on attitude of secondary school teachers towards In- Service Training Programme of Life Skill Education in Central India. The study was conducted to facilitate the physical, mental and emotional well-being of individuals. The research concluded that there was no significant difference exist between rural and Urban, Male and female and teaching experience

(1-10 and 11-20+) teachers attitude towards in-service training programs of Life Skill Education.

Parvathy and Renjith (2015) conducted a research study in rural school on influence of life skills education on Adolescents. The research study was carried out in the coastal area school in the Karunagapally (taluk), Kerala. The result concluded a significant impact of life skills education training on adolescents. In this study there found a difference in the life skills of male and females.

Khera and Khosla (2016) conducted a research study on the core life skills of adolescents in relation to their self concept developed through Yuva school life skill programme. The major finding of the study was that there was a positive correlation exists between core affective life skill and self concept of adolescents.

Tan (2018) had conducted a study on life skills education in every day classroom teachers' perceptions in primary schools of Finland and Singapore. The study revealed the importance of life skills education for all the stakeholders of education. The study also revealed the different perspective that teachers in Finland and Singapore hold with regards to life skills relative to academic skills and that influences the culture of both the countries.

Tiwari et. al (2020) had conducted an experimental study on 135 adolescents students of rural and urban schools of south India. The result revealed that there was an overall growth of the personality of the students after intervention of life skills education to the students. There exists a significant difference between the male and female students.

Dey et.al (2022) had conducted a study on the Status of Life Skill Education in Secondary Schools of three states of India namely Bihar, Chhattisgarh and Madhya Pradesh. The main objectives of the study are to assess the status of life skills of adolescents of higher secondary schools of Bihar, Chhattisgarh and Madhya Pradesh, in relation socio demographic variables. The result of the study is that there exists significant difference between male and female students.

Objectives of the Study

The objectives of the study are:

- To find out the life skills of senior secondary school students in relation to gender.
- To study the life skills of senior secondary school students in relation to location.

Hypotheses of the study:

The researcher has taken following hypotheses:

- There is no significant difference between the mean scores of life skills of male and female senior secondary school students.
- There is no significant difference between the life skills of urban and rural senior secondary school students.

METHODOLOGY

The study was investigated with the help of descriptive survey method. A sample of 300 senior secondary school students was randomly selected from Biswanath district of Assam.

Tool used: In this study the investigator used the life skills tool of A.Radhakrishnan Nair, R.Subasree and Sunitha Ranjan.

Data Analysis: After the collection of data it was analyzed with the help of proper statistical method.

The researcher analyzed the collected data keeping in view the objectives.

To find out the life skills of male and female senior secondary school students: The first objectives of the study were to find out the life skills of male and female senior secondary school students. For this purpose the researcher used 5 point scale which was developed by A.Radhakrishnan Nair, R. Subasree and Sunitha, Ranjan. A. The frequency and percentage of students according to the category of the trainees are presented in the tabular form.

Table 1. Category wise life skills of male and female students

Category of students	Male	Female	Total
Very high	45(30%)	60(40%)	105 (35%)
High	30(20%)	45 (30%)	75(25%)
Average	45(30%)	42(28%)	87(29%)
Low	30(20%)	3(2%)	33 (11%)
Very low	0	0	0
Total	150	150	300

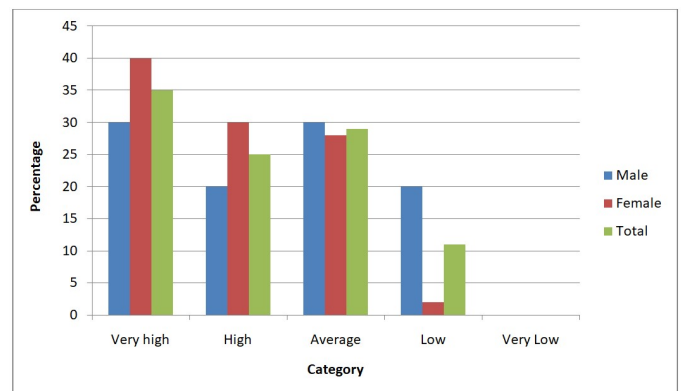


Fig. 1. Category wise life skills of students

In the Table 1, it is observed that 35% school students are having very high life skills, 25% are with high, 29% with average and 11% with low life skills. There is absent of very low category of life skills among the senior secondary school students. In the study it is found that 30% male and 40% of females are having high life skills. Even in the category of average, females are more than male i.e 30% females are having average life skills which are higher than the male's i.e.22%. Thus we can conclude that female students are having high life skills than their counterpart.

Difference between male and female students: After categorization of the students in relation to gender, the researcher put t-test in order to find out the significance difference between the life skills of male and female school students. The t-value of male and female students is given below.

Table 2. t-value of Life skills of male and female school students

Group	N	Mean	SD	df	t-value	Significant level at 0.05
Female	150	318.65	26.70	298	2.81	significant
Male	150	311.54	20.12			

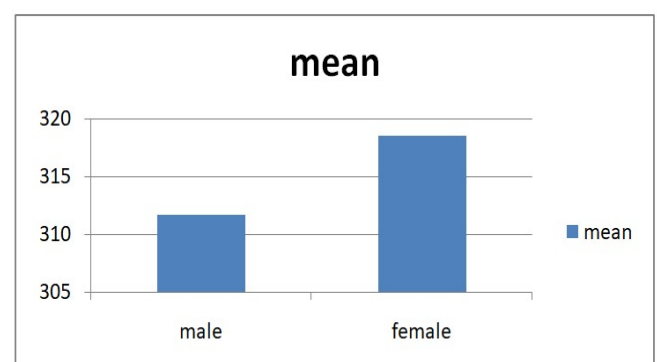
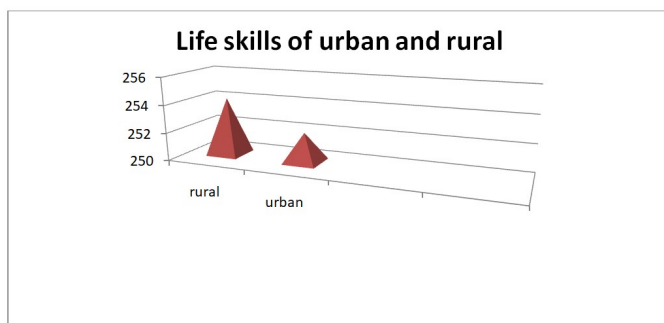


Table 2 depicts the difference in the life skill scores of school students. The mean score clearly indicates that the value of life skills of female students (318.54) which is more than the mean score of male students (311.65). To find out the significance difference between the mean value of 318.54 and 311.65, t-values is determined. The obtained t-value is 2.81 which is greater than the table t-value i.e 1.97 at 0.05 levels. The obtained t-value is greater than the table t-value at both the level of significance with degree of freedom 298. Hence, it is clear that there is significant difference exist between the life skills of male and female students. The null hypothesis, "there is no significance difference exists between the mean scores of life skills of male and female school students rejected. Thus we can conclude that life skills of senior secondary school students differ in relation to gender. Female senior secondary school student's life skills are more than the male student's life skills.

To study the life skills of urban and rural students: To find out the difference between the life skills of urban and rural students the mean score and t-value has been determined which is depicted in the Table 3.

Table 3. Mean, SD and t-value of urban and rural students:

Locale	N	Mean	SD	df	t-value	Level of significant (0.05)
Rural	150	254.17	20.12	298	0.818	Not significant
urban	150	252.12	23.14			



From the Table 3 it is clear that the mean score of rural students i.e.254.17 which is greater than the mean score of urban students.i.e 252. To find out the significant difference between the rural and urban students t-value is calculated.

The obtained t-value is 0.818 which is less than the table t-value in both the level of significance, which is 1.97 at 298 degree of freedom. Thus there is no significant difference exist between the rural and urban students. The null hypothesis (H0) that there is no significant difference exists between the rural and urban students are accepted. Hence we can conclude that the location does not play a significant role on the life skills of senior secondary school students.

DISCUSSION AND CONCLUSIONS

The investigator had conducted the study to find out the life skills of senior secondary school students of Biswanath district of Assam. The findings of the study revealed that there is considerable difference exist in life skills of male and female students. This finding is similar with (Dey et al. 2022; Tiwari, 2022; Sridevi, 2019; Sharif, 2015; Lwarence, 2015; Balasundari; 2014) i.e the life skills of male and female students differ significantly. Furthermore, no difference observed in life skills of senior secondary students in rural and urban areas. Moreover 35%, 25% and 29% students are having very high, high and average levels of life skills. Only 11% students are having low levels of life skills. We can conclude that life skills education should be included in the school for the significant well being of the students.

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