

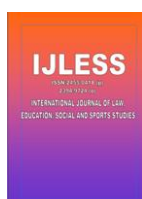


A Study on The Life Skills of Secondary School Students of Mysore City

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Abstract

The aim of the present study was to see the life skills (all dimension of life skills) among Secondary students. The sample of this study was selected randomly 300 students studying in Secondary schools in Mysore City. 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.

Keywords: Life Skills, Empathy, Problem Solving.

1. 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

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.

2. 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 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.

3. Statement of the problem:

“A study on the life skills of secondary school students of mysore city”

4. Objectives:

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

5. Hypotheses of the study

- 1) There exists no significant difference between the Decision Making Skills of the female and male students of Secondary Schools
- 2) There exists no significant difference between the Problem Solving Skills of the female and male students of Secondary Schools
- 3) There exists no significant difference between the Empathy Skills of the female and male students of Secondary Schools
- 4) There exists no significant difference between the Self Awareness Skills of the female and male students of Secondary Schools
- 5) There exists no significant difference between the Communication Skills of the female and male students of Secondary Schools
- 6) There exists no significant difference between the Interpersonal Relationship Skills of the female and male students of Secondary Schools

6. 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 Secondary students. So descriptive method was used.

7. Sample:

Sample of 300 students was taken on the basis of random sampling from Mysore City. Out of 300 students, 150 were taken Girls students and 100 were Male students.

8. 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.

9. Delimitation of the study:

- 1) The study was delimited to 300 Secondary students only.
- 2) The study was delimited to 150 male and 150 female students only.
- 3) The study was delimited to Mysore City District only

10. Analysis of data:

Table-1. Comparison of female and male Secondary Schools Students on different Dimensions of Life Skills.

Dimensions of life skill	Group	N	Mean	SD	t- ratio	Significance
Decision Making	Female	150	35.72	5.72	4.123	Significant at 0.01 and 0.05
	Male	150	34.56	5.34		
Problem Solving	Female	150	44.32	4.56	4.68	Significant at 0.01 and 0.05
	Male	150	36.12	5.12		
Empathy	Female	150	38.45	4.56	5.32	Significant at 0.01 and 0.05
	Male	150	32.12	6.43		
Self Awareness	Female	150	35.46	4.52	6.15	Significant at 0.01 and 0.05
	Male	150	38.45	4.52		
Communication Skill	Female	150	35.46	3.45	4.23	Significant at 0.01 and 0.05
	Male	150	38.12	4.52		
Interpersonal Relationship	Female	150	48.34	4.32	3.85	Significant at 0.01 and 0.05
	Male	150	35.12	38.2		

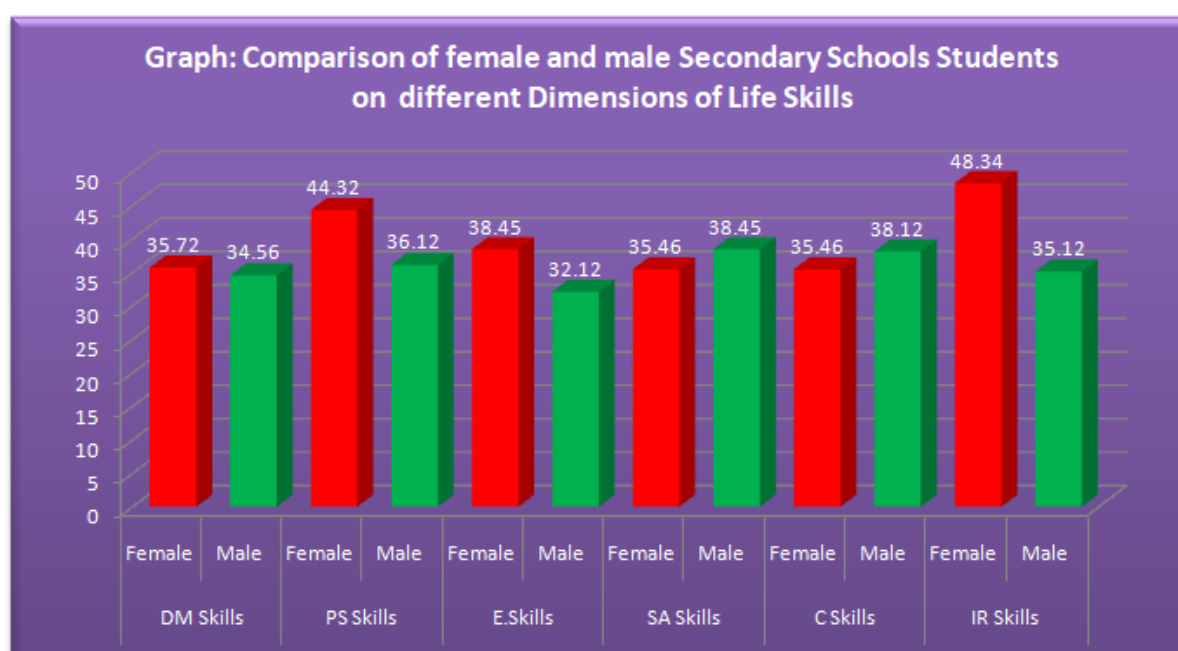


Figure 1: Comparison of female and male Secondary Schools Students on different Dimensions of Life Skills

Interpretation:

Perusal of above Table & Fig. reveals that mean scores of female and male students of Secondary school on Decision making (Dimension of Life Skill) indexes by Life Skill are 35.72 and 33.01 respectively. The obtained t-ratio is 4.123 which is significant at 0.01 level. This shows that there is significance difference between female and male students of Secondary School on Decision Making. It depicts that female student's decision making skill is better than their counterparts of male students.

Perusal of above Table & Fig. reveals that mean scores of female and male students of Secondary school on Problem Solving (Dimension of Life Skill) indexes by Life Skill are 44.32 and 36.12 respectively. The obtained t-ratio is 4.68 which is significant at 0.01 level. This shows that there is significance difference between female and male students of Secondary School on Problem Solving. It depicts that female student's Problem Solving skill is better than their counterparts of male students.

Perusal of above Table & Fig. reveals that mean scores of female and male students of Secondary school on Empathy (Dimension of Life Skill) indexes by Life Skill are 38.45 and 32.12 respectively. The obtained t-ratio is 5.32 which is significant at 0.01 level. This shows that there is significance difference between female and male students of Secondary School on Empathy. It depicts that female student's Empathy skill is better than their counterparts of male students.

Perusal of above Table & Fig. reveals that mean scores of female and male students of Secondary school on Self Awareness (Dimension of Life Skill) indexes by Life Skill are 35.46 and 38.45 respectively. The obtained t-ratio is 6.15 which is significant at 0.01 level. This shows that there is significance difference between female and male students of Secondary School on Self Awareness. It depicts that male student's Self Awareness skill is better than their counterparts of female students.

Perusal of above Table & Fig. reveals that mean scores of female and male students of Secondary school on Communication Skill (Dimension of Life Skill) indexes by Life Skill are 35.46 and 38.12 respectively. The obtained t-ratio is 4.23 which is significant at 0.01 level. This shows that there is significance difference between female and male students of Secondary School on Communication Skill. It depicts that male student's Communication Skill is better than their counterparts of female students.

Perusal of above Table & Fig. reveals that mean scores of female and male students of Secondary school on Interpersonal Relationship Skill (Dimension of Life Skill) indexes by Life Skill are 48.34 and 35.12 respectively. The obtained t-ratio is 3.85 which is significant at 0.01 level. This shows that there is significance difference between female and male students of Secondary School on Interpersonal Relationship Skill. It depicts that female student's Interpersonal Relationship skill is better than their counterparts of male students.

11. Analysis of data:

- i. Female student's decision making skill is better than their counterparts of male students.
- ii. Female student's Problem Solving skill is better than their counterparts of male students.
- iii. Male students of Secondary School on Empathy. It depicts that female student's Empathy skill is better than their counterparts of male students.
- iv. Female and male students of Secondary School on Self Awareness. It depicts that male student's Self Awareness skill is better than their counterparts of female students.
- v. Male student's Communication Skill is better than their counterparts of female students.
- vi. Female student's Interpersonal Relationship skill is better than their counterparts of male students.

12. Conclusion:

Life skills based teaching learning process will help strengthen and promote the quality of the educational system. Life skills techniques in teaching and learning process as well as in socially oriented activities will create a good relationship between teachers and students. At present, most of the educational institutions are focussing on life skills for the overall development of students from primary to the higher education level. Sensitization on the relevance and importance of life skills among students will inculcate good qualities in them bringing up positive modification in behaviour, knowledge, attitudes, skills and values. Through this research paper, an attempt is made to study life skills among secondary students. Hence, more researches need to be conducted in life skills area so that we can design effective strategies for building life skills in learners to transform them into globally competent, tolerant and responsible citizens of our count

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