

## Critical analysis of Life Skills among Secondary School Pupils

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### Abstract:

Education provides the life skills needed for a person's social and moral development to flourish. Getting an education in a pleasant environment can be considered as the right of the students. If heart, head and hands are synchronized learning can be joyful. A happy heart is the soul of creativity. A student should be an entertainer, facilitator, and motivator and instructed to make learning fun. Life skills are essential for the students to develop this personality. Under the aspect of personality they can analyze their attitude, aptitudes, interests, abilities and so on. The knowledge of life skills enhances the social behavior of the students and also promotes social adjustment and understanding. A simple random sample of 50 secondary school pupils from Visakha Patnam District, Andhra Pradesh. Asper results From the tables 1and 2 it may be inferred that the sample of secondary school pupils have average level of Life Skills. 18% of the secondary school pupils have low level of Life Skills. 33% of the secondary school pupils have average level of Life Skills. Only 16 % of the secondary school pupils have high level Life Skills. The variable gender doesn't play a significant role on the Life Skills of secondary school pupils. The variable area doesn't play a significant role on the Life Skills of secondary school pupils.

Key words: Life Skills, student, personality, Gender, Area, Education.

### INTRODUCTION:-

Education is a lifelong process. It's contributes to the social, moral, and emotional development of the individual. The holistic development of the individual is possible only through education. An individual gets an education by gaining experiences from the nature, community and from school. When a person has valuable experiences he behaves like a perfect human being by controlling those emotions that are subject to emotion. Education provides the life skills needed for a person's social and moral development to flourish. Getting an education in a pleasant environment can be considered as the right of the students.

If heart, head and hands are synchronized learning can be joyful. A happy heart is the soul of creativity. A student should be an entertainer, facilitator, and motivator and instructed to make learning fun. A practical approach towards education makes it enriching experience, enabling children to enhance their skills, which is the need of the hour. Providing ample opportunities, inculcating self-respect and responsibility, allowing students to make mistakes so that they can learn from those, honoring the difference and making it simple should be a student's priority. A student with good life skills inspires his students through the right experiences.

### LIFE SKILLS OF STUDENTS :-

According to WHO the competences for adaptive and positive conduct that allows individuals to deal efficiently with the needs and encounters of everyday life. Life skills convey mental and social stability in an individual. Life skills can help men to solve many problems in his life. It requires life skills to solve problems through logical and creative ways. Life skills are required to control emotions and feelings. According to UNICEF life skills as a behavioral change or development attitude constructed to knowledge, attitude and skills.

**Critical thinking** is a competence to analyse problems in an objective manner. Critical thinking skill can provide a capability to recognize and evaluate the factors that affect attitudes and behavior. **Creative thinking** is generating innovative ideas, shifting perspective easily, visualizing of something innovative, and creating on other ideas. **Decision making** can impart individual how to creatively take decisions about their dealings in relation to good evaluation of different objectives. **Problem solving can provide** significant way to solve several unresolved problems; these problems can cause mental stress and give rise to accompanying physical strain. **Effective communication** means being able to express one's feelings, fears, and opinions. It is also provide good bondage between persons to persons who ask for guidance and help in the time of need. **Interpersonal relationship** skill shows positive ways with the people we interact with. It may mean keeping good relations with others. **Self-awareness** includes identification of 'self', our character, strengths, weaknesses, desires and dislikes. Developing self-awareness can help individual to recognize his/her feelings or behavior. **Empathy** is the ability to assume what life is like for another person. It can help individual to accept others. This can develop social competence. **Coping with stress** is nothing but identifying the bases of stress. It can recognize how this effects of individual. It creates a clear way how to control levels of stress. Systematic setting up of daily activities leads to over the stress and strain. To cope up with stress one can practice yoga and can also allot some time for entertainment. **Coping with emotions** means connecting and identifying emotions within us and others, being conscious of how emotions manipulate behavior. In order to lead a peaceful life one should be very balanced, and should have the ability of controlling their emotions.

#### **CONCEPTUAL BACKGROUND:**

Life skills are essential for the students to develop this personality. Under the aspect of personality they can analyze their attitude, aptitudes, interests, abilities and so on. The knowledge of life skills enhances the social behavior of the students and also promotes social adjustment and understanding.

The life skills help the students to know about different people and their mind sets. The students must be earning and sharing the profession so that it brings a great joy and satisfaction. When students have good life skills, they will prosper in their work definitely. The life skills are important aspects of quality education since the epitome of education is to lead a life not merely for the sake of living but encompassing the real essence of it. Life skills help in translating the knowledge into action and thus enable a person to live a healthy and productive life (Emanuel, 2008).

- **NEED AND SIGNIFICANCE OF THE STUDY:**

Modern Life styles generate much stress and many are incapable to cope with it. Life skills are essential for a student, lack of life skills leads to many conflicts to the student, teachers and to the entire system of education. Students without life skills might feel stressed in their learning process. They fail in proper understanding the situation skillfully and can't deal properly with his surroundings and relationships. Students who own the life skills should be able to convey them to their peer groups. In this connection K.Sudhakar Rao (2006) presented an article on life skills in the classroom and stated that the life skills are necessary to lead a peace full life in the present democratic society that encounters a number of

problems in different fields and said that every student should keep these skills in mind while creating best and challenging learning atmosphere in the classroom situation. After reviewing this, the researcher wanted to study whether our students possess these skills. Each individual student experiences his own unique pattern of conflict such as competing with others, educational and redeeming feature demands and coping with the difficulty and repaid movement of modern life. Thus the researcher felt that measuring the life skills of students will be useful to improve and rectify some of the problems regarding life which are major among the students and other problems connecting to it.

## REVIEW OF RELATED LITERATURE

**Rajni Dhingra, Kirti Singh Chauhan (2017).** Research study entitled “Assessment of Life Skills of adolescents in relation to selected variables”. These study deals with adolescent’s life skills with their SES and education of parents. Data collected data from the school of 5 zones of Delhi municipal council, with the help of SES scale developed by Twari (2010) and life skills assessment scale constructed by Subasree and Nair (2010). Major findings are a highly significant correlation found between parental education and level of life skills.

**Ravindra Prajapati, Bosky Sharma, Dharmendra Sharma (2017).** Conducted a study entitled “Significance of Life Skills Education”. This study aimed on the importance of life skills education and the advantages of imparting life skill education in our curriculum. They concluded life skill education highly importance and significance in overall development of students.

**Dr. Sandhya Khera; shivani, K. (2014)** Conducted a study entitled “A study of core life skills of Adolescents in relation to their self-concept developed through Yuva Scholl life skill Programme”. For the study, 500 adolescents were randomly selected in secondary class of sarvodaya schools situated in South Delhi. They have under gone YUVA (SLP). The major findings of the study is that there is a positive Co-reflation between core Affective life skill and self-concept of adolescents which means those who possess these essential skills achieve better confidence in all aspects.

**Balasundari, K.P. Edward, W.Benjamin(2014)** Conducted a research correlation of life skills and Academic Achievement of high school students. The researcher has chosen normative survey method and randomly selected the sample of high school students in different areas of Karaikudi region. The major findings of the study are students who had received life skills and academic training gained significantly higher scores in life skills and academic achievement.

## Objectives of the study:

1. To analyze the life skills of students and to classify them.
2. To analyze the life skills of students with respect to the following variables.
  - a. Gender : Male / Female
  - b. Locality : Rural /urban

**Sample:** A simple random sample of 50 secondary school pupils from Visakha Patnam District, Andhra Pradesh.

## Method used:

A descriptive survey model Scale developed by researcher. The scale consists of 70 items. These items are divided into 10 components. The factors are mixed randomly. Researcher

takes a random sample of 50 secondary school pupils from Visakha Patnam District, Andhra Pradesh.

### Data Analysis:

#### Objective -1:

To evaluate the life skills of secondary school pupils, and classify them.

To analyzing data for the first objective Mean, SD, percentage of Mean of Scores of total sample of secondary school pupils and tabulated in table 1 and 2.

**Table 1: Life Skills among Secondary school pupils**

Total Sample	Mean	SD	% of Mean
50	184.24	14.38	90.19

**Table 2: Levels of Life Skills among Secondary school pupils.**

S.No	Levels of Life Skills	Score	No of Sample	Percentage
1	High level Life Skills	198 and above	8	16%
2	Average level Life Skills	170-197	33	66%
3	Low level Life Skills	169 and below	9	18%

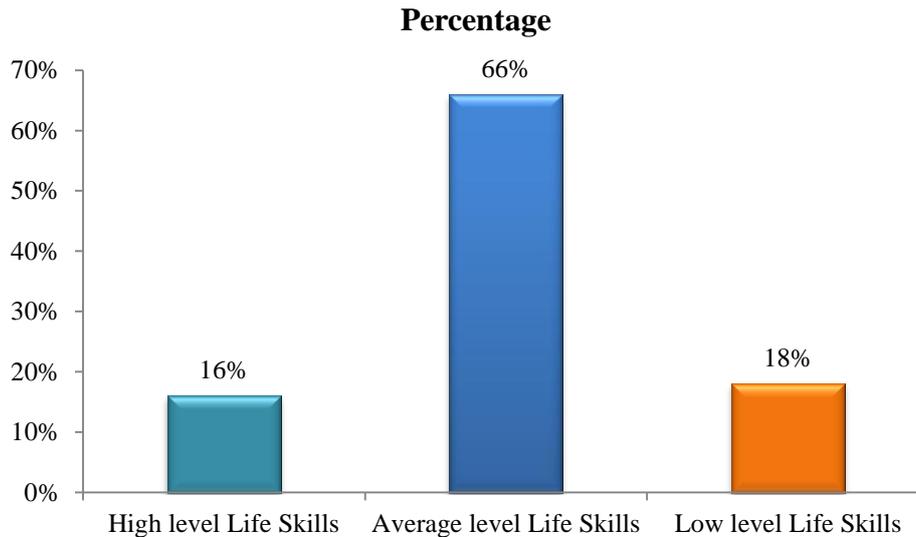
#### Procedure:

One standard deviation is added to the mean ( $\text{Mean} + 1\text{SD} = 184.24 + 14.38 = 198.62$ ). The obtained value is 198.62. The number of secondary school pupils whose scores are above 198 (rounded off) is arrived at (8) and converted into percentage (16%). This group is considered to have high Value of Life Skills. One standard deviation is subtracted from the mean. The obtained value is 169.86. ( $\text{Mean} - 1\text{SD} = 184.24 - 14.38 = 169.86$ ). The number of students whose scores are below 169 (rounded off) is arrived at (9) and converted into percentage (18%). This group is considered to have low Value of Spirit of Nationality. The number of secondary school pupils whose scores are in between 169 and 198 are considered to possess average Life Skills.

#### Interpretation:

1. From the tables 1 and 2 it may be inferred that the sample of secondary school pupils have average level of Life Skills.
2. 18% of the secondary school pupils have low level of Life Skills.
3. 33% of the secondary school pupils have average level of Life Skills.
4. Only 16 % of the secondary school pupils have high level Life Skills.

#### \1. Bar Diagram Shows Levels of life skills



**Objective- 2:**

To analyze the life skills of students with respect to the following variables.

- c. Gender : Male / Female
- d. Locality : Rural /urban

**The following hypotheses have been formulated and they are tested on by one. Hypotheses formed:**

1. There would be no significant difference between male and female secondary school pupils in their life skills.
2. There would be no significant difference between Rural and Urban secondary school pupils in their life skills.

**The following table shows the mean, S.D, % of mean, SED and “t” value for testing significance for mean difference between the two sub groups of variables.**

**Table: 3**

S.no	Variable	Group	N	Mean	SD	% of Mean	SED	“t”	Hypotheses
1	Gender	Male	20	180	16	88	4.3	1.62**	Null hypothesis accepted
		female	30	171.25	12	91			
3	Area	Rural	26	182	15	89	2.8	0.72**	Null hypothesis accepted
		Urban	24	185	12	90			

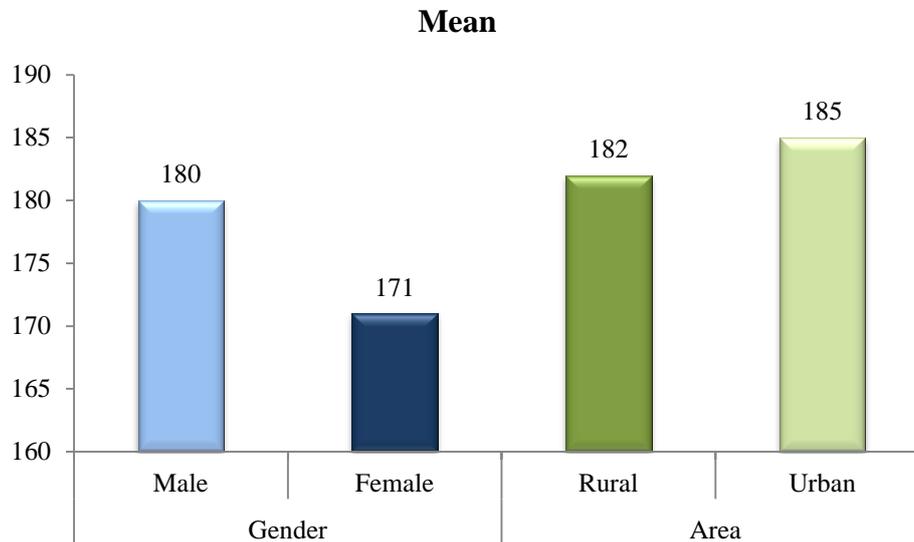
**\*\* Not Significant at 0.05 level.**

**Interpretation:**

1. The variable gender doesn’t play a significant role on the Life Skills of secondary school pupils.

2. The variable area doesn't play a significant role on the Life Skills of secondary school pupils.

## 2. Bar Diagram Shows Gender-Area-Mean –Life Skills



### Educational Implications:

1. The secondary school pupils will be able to shoulder the responsibility of guiding their students to the best suited avenues.
2. This study is useful to the educational policy makers, by referring this; they can suggest a new skill based curriculum for class room transaction.
3. The study helps the institutions of different managements to provide necessary guidelines to the future citizens through their students for a better tomorrow.
4. The secondary school pupils with good personality characteristics can develop creative thinking, good decision making, self – awareness effective communication, good interpersonal relationships, coping with stress and emotions etc., and skills among the students.

### Conclusion.

Life skills are essential for every individual. Especially students who deal with thousands of pupils should possess good life skills. If the students possess good skills, they will automatically be transmitted to his / her pupils. Hence the researcher made an attempt to find out the life skills of the students. It is not sufficient to be aware of these skills but practicing and applying them for the life is much more essential. Students, being the builders of the nation need them more particularly. So to know the life skills in students, in modern age is very much essential, because life skills help them to have all round development of the personality. They also can achieve success, when they possess the life skills. Through this study, the investigator got a clear idea about the life skills of students. Particularly the findings are helpful to the educational administrators and policy makers in designing curriculum and class room transaction. This study will give guidance to future researchers in the area of life skills. This study also helped the researcher to know the standards about these skills in students. Therefore, this study is an attempt to find facts on the important life skills and their influence on the students. Even though it has some limitations, this is a humble attempt which is useful in its own way for students, pupils, researchers, parents, other vocational people etc.,

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