

A Survey Of Life Skills Of Higher Secondary Students

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ABSTRACT

This study is intended to survey of life skills of higher secondary students with regard to the type of school in Houser talk. Survey method is used for the study. The sample selected for the present study consists of 626 higher secondary students studying in government, government aided and Private Schools using simple random sampling method. Life skills scale comprising 66 statements constructed by the Investigator was standardized, validated and administered to the sample. ANOVA (Analysis of Variance) was done on the data collected. Findings show that there is significant among the Life skills of higher secondary students of type of school.

Introduction

Education to be complete, must be humane, it must include not only the training of intellect but also the refinement of the heart and the discipline of the spirit. No education can be regarded as complete if it neglects the heart and spirit. - S. Radhakrishnan

Today's education system is designed in such a way that a human being may achieve materialistic success and superficial achievements but he/she may lack the life skills like Creative and critical thinking, Decision making and problem solving, Interpersonal and Communication skills, Managing emotions and good behavioral patterns. Studies say that there exists significance between the life skills acquired and the success in life.

Significance of the Study

When we look at the ancient education system of India, the Gurukula method, the Guru looks and takes care of every aspect of his student's holistic development. Even three decades back, the schools conducted Moral instructions classes that taught children to develop their self esteem and other skills they require to face the challenges of the world. Currently, schools have become the places to transfer information, knowledge and technical skills rather than imparting the core life skills that are essential for the holistic development of the child. Nature and nurturing the students in the right way helps them to develop the life skills. Though many factors contribute, one of the most important factors influencing the acquisition of life skills is the type of the schools they study. Hence, the investigator has taken to research the life skills of the higher secondary students with regard to the type and nature of their schools.

Objectives of the Study

1. To find out the level of life skills of higher secondary students and its dimensions.
2. To find out the level of male and female higher secondary students in their life skills
3. To find out whether there is any significant difference among higher secondary students of Government, Government Aided and Private school in their life skill and its dimensions.

Methodology

Survey method used for the study. The sample selected for the present study consists of 626 higher secondary students studying in Government, Government Aided and Private Schools of Hosur using simple random Sampling Method.

Tools used for the present study

The data were collected in order to study above-mentioned objectives by using the following tools.

1. Personal Data Sheet
2. Life skills scale developed and validated by the Investigator and Guide to measure the life skills of higher secondary students

DESCRIPTIVE ANALYSIS

To find out the level of life skills and its dimensions of higher secondary students

Table - 1**Level of higher secondary students in their life skills and its dimensions**

Life skills	Low		Moderate		High	
	N	%	N	%	N	%
Thinking Skills	96	15.3	427	68.2	103	16.3
Social Skills	84	13.4	450	71.9	92	14.7
Emotional Skills	80	12.8	456	72.8	90	14.4
Life skills	98	15.7	429	68.5	99	15.8

It is inferred from the above table that 15.3% of higher secondary students have low thinking skills, 68.2% of them have moderate and 16.3 % of them have high level of Thinking Skills. 13.4% of higher secondary students have low Social Skills, 71.9% of them have moderate Social Skills and 14.7% of them have high level of Social Skills. 12.8% of higher secondary students have low of Emotional Skills, 72.8% of them have moderate Emotional Skills and 14.4% of them have high level Emotional Skills. 15.7 % of higher secondary students have low life Skills, 68.5 % of them have moderate life Skills and 15.8 % of them have high level of life Skills.

To find out the level of male and female higher secondary students in their life skills

Table -2**Level of male and female higher secondary students in their life skills**

Life skills	Gender	Low		Moderate		High	
		N	%	N	%	N	%
Thinking skills	Male	44	14.8	208	69.8	46	15.4
	Female	52	15.9	219	66.8	57	17.4
Social skills	Male	44	14.8	208	69.8	46	15.4
	Female	40	12.2	243	74.1	45	13.7
Emotional Skills	Male	43	14.4	214	71.8	41	13.8
	Female	37	11.3	242	73.8	49	14.9
Life Skills	Male	43	14.4	211	70.8	44	14.8
	Female	55	16.8	218	66.5	55	16.8

It is inferred from the above table that 14.8% of male higher secondary students have low thinking skills, 69.8% of them have moderate level and 15.4% of them have high level of thinking skills. 15.9% of female higher secondary students have low thinking skills, 66.8% of them have moderate level and 17.4% of them have high level of thinking skills.

It is inferred from the above table that 14.8% of male higher secondary students have low social skills, 69.8% of them have moderate level and 15.4% of them have high level of social skills. 12.2% of female higher secondary students have low social skills, 74.1% of them have moderate level and 13.7% of them have high level of social skills.

It is inferred from the above table that 14.4% of male higher secondary students have low emotional skills, 71.8% of them have moderate level and 13.8% of them have high level of emotional skills. 11.3% of female higher secondary students have low emotional skills, 73.8% of them have moderate level and 14.9% of them have high level of emotional skills.

It is inferred from the above table that 14.4% of male higher secondary students have low life skills, 70.8% of them have moderate level and 14.8% of them have high level of total life skills. 16.8% of female higher secondary students have low total life skills, 66.5% of them have moderate level and 16.8% of them have high level of life skills.

Hypothesis 1

There is no significant difference between male and female higher secondary students in their life skills.

Table -3
Difference between male and female higher secondary students in their life skills

Life skills	Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Thinking skills	Male	298	133.21	14.987	3.778	S
	Female	328	137.61	14.050		
Social skills	Male	298	67.74	8.781	5.056	S
	Female	328	71.05	7.431		
Emotional	Male	298	46.70	6.175		

Skills	Female	328	47.86	5.907	2.386	S
Life skills	Male	298	247.66	24.562	4.688	S
	Female	328	256.52	22.516		

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that there is significant difference between male and female higher secondary students in their Thinking skills, social skills, emotional skills and life skills.

When we look at the mean scores of male and female higher secondary students, female students have good thinking skills (Male 133.21, Female 137.61), social skills (Male 67.74, Female 71.05), emotional skills (Male 46.70, Female 47.86) and life skills (Male 247.66, Female 256.52) than boys.

Null Hypothesis-2

There is no significant difference among Government, Government Aided and Private schools of higher secondary students in their life skills and its dimensions

TABLE - 4
Difference among Government, Government Aided and Private Schools of higher secondary students in their life skills and its dimensions

Life Skills	Source of Variance	Sum of squares	df	Mean square	Calculated F value	Remarks at 5% level
Thinking skills	Between Groups	14309.976	623	7154.988	37.156	S
	Within Groups	119968.422		192.566		
Social skills	Between Groups	3498.912		1749.456	27.833	S
	Within Groups	39159.229		62.856		
Emotional skills.	Between Groups	754.922		377.461	10.597	S
	Within Groups	22190.957		35.620		
Life skills	Between Groups	41540.970		20770.485	40.993	S
	Within Groups	315660.169		506.678		

(At 5% level of significance, for (623) df the table value of F is 3.00)

It is inferred from the above table that there is significant difference among Government, Government aided and private school higher secondary students in their Thinking skills, social skills, emotional skills and life skills.

When we compare the mean scores of thinking skills of higher secondary students of Government school (140.780), Government aided schools (141.57) and private schools (131.30),

the higher secondary students of Government and Government aided schools have better thinking skills than the higher secondary students of self finance schools.

When we compare the mean scores of social skills of higher secondary students of Government school (71.43), Government aided schools (74.51) and private schools (67.51), the higher secondary students of Government aided schools are better than that of Government schools. The higher secondary students of private schools have low social skills.

When we compare the mean scores of emotional skills of higher secondary students of Government school (48.17), Government aided schools (49.75) and private schools (46.41), the higher secondary students of Government and Government aided schools have better emotional skills than the higher secondary students of self finance schools.

When we compare the mean scores of life skills of higher secondary students of Government school (260.38), Government aided schools (265.82) and private schools (245.22), the higher secondary students of Government aided schools have high life skills, Government school students have little less life skills and the higher secondary students of private schools have very low life skills.

Findings

There is significant difference among the higher secondary school students studying in the Government, Government Aided and the Private schools and their life skills and its dimensions. This could be due to the level of comfort zone. The comfortable living can very well spoil the need of life skills. The students of Government aided school get moderate level of comfort living, the Government school students get very low level of comforts and the students of self finance schools get the highest level of comfort in living which may prevent them to enhance their life skills. So, the level of life skills of the students of Government aided school is the highest of the three types of school.

Suggestions

This study reveals the low scores of life skills and its dimensions, of higher secondary students studying in self finance schools. So, the Investigator suggests the following to improve the life skills and its dimensions, of higher secondary students studying in self finance schools.

- The self finance schools can organise workshops by expert life skills coach to teach and train the students on necessary life skills.
- The Parents should stop giving too much comfortable living to their children so that the students learn how to handle situations and learn the necessary life skills.
- Socialising skills enhances better learning of scholastic and non scholastic skills. Regular interaction of students of Government and Aided school students with Private school students will help the later to develop the life skills they need. (For ex. Sports meet, Cultural meet and Scholastic exhibitions.)

Recommendations

1. A study on Effectiveness of Social skills of high school students
2. Relationship between Thinking skills and Academic performance of rural and urban higher secondary students

3. A comparative study of Decision makes and Problem solving skills by the school students who have attended life skills training and the students who have not.
4. The present study indicates the significance of the nature of institution to enhance the creative thinking skills. The school environment plays a vital role in promoting creative thinking ability among the students. Now-a-days Activity based learning method is followed in all schools and the students has the opportunity to acquire the creative skills along the learning process. So each and every educational institution should be clear and precise in introducing creative elements in their teaching methodology

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