

## **A STUDY ON LIFE SKILLS AMONG HIGHER SECONDARY STUDENTS IN PUDUKKOTTAI DISTRICT**

**Parkavi. A<sup>1</sup> & R. Kalaiselvi<sup>2</sup>, Ph. D.**

<sup>1</sup>*M.ED. Scholar, Government college of education, Pudukkottai –622 001, Tamil Nadu,  
mail: charan\_srm@gmail.co.in*

<sup>2</sup>*Assistant Professor of Tamil, Government college of education, Pudukkottai – Tamil Nadu  
mail:kalaikuvagam@gmail.com*

### **Abstract**

*The purpose of this paper is to identify the level of life skills among higher secondary students in Pudukkottai district. The study was restricted upon 250 samples. Among them 125 are male and 125 are female. The tool was prepared by investigator and guide. Descriptive statistics, t-test, are the techniques used to analyze the data. The results of the study were: 1. There was a significant difference between higher secondary students have high level of life skills. 2. There was a significant difference between higher secondary boys and girls in their life skills; and the female higher secondary students were found to be better than the male students in their life skills; 3. There was no significant difference between urban and rural higher secondary students in their life skills; 4. There was significant difference between government and government-aided school higher secondary students in their life skills: and the aided school higher secondary students were found to be better in the study skills than the government school higher secondary students; and 5. There was significant difference between Tamil medium and English medium school higher secondary students in their life skills.*



*Scholarly Research Journal's* is licensed Based on a work at [www.srjis.com](http://www.srjis.com)

### **Introduction:**

Education is a continuous process of development from womb to tomb. Several thinkers hold the view that education starts even before birth. Every year, every month, every day every minute, step by step a person learns. In the modern world no one knows what tomorrow will bring and so every individual must equip himself in every moment of his life to meet the new challenges in life. Education at all stages must become self-education, so that with the provisions of education acquired at school, the adult will continue his education throughout life with all the means at his disposal- the library, the reading room, camps, tours, mass media, clubs, institutions etc. Lifelong education is acquired through formal, non-formal and informal means. Education provides a way of life. It develops certain values. A person may possess high literacy and even high degrees but he may be regarded as uneducated if he lacks human qualities. Education is concerned with the development of

character and personality. Education aims at developing the knowledge. Moral values and understanding required in the walks of life. The purpose of education is to develop well-informed, intensive and well- equipped citizens of the society and also to develop the human being, not an individual one. There are qualities required by everyone to live good, well-adjusted and harmonious life. These qualities are developed only through education which demands, 1. Self -awareness, 2. Empathy, 3. Effective communication, 4. Interpersonal relationship, 5. Problem solving. 6. Decision making. 7. Critical thinking, 8. Creative thinking. 9. Coping with emotions and 10. Coping with stress.

### **Meaning of Life Skills:**

Each and every individual in a society wishes to lead meaningful, civilized and accomplished life devoid of complexities. We all know that human beings possess immense potential and to fully achieve our untapped capabilities, we need to appreciate the importance of life skills in our daily life. To make us better human beings and to enable us to enjoy the life as it unfolds life skills are essential. Life skills are very important skills one should have one thing which separates life skills from other which are hard to teach in a classroom and skills that will most often be learned through experience alone. Life skills is defined as a mixed of knowledge, behavior, coping with changes and adaptability.

Life skills cannot be learned in an abstract and theoretical way. Rather it requires the individual to subject his/her own experience, contexts and observations about problems to create analysis and evaluation, to collect, probe and discuss his/ her experience where it happens in real life. They are in constant evolution both in terms of individual's personal as well as the economic, social and cultural contexts. Life skills need to be assessed not only by adding up individual achievements measured by changes in behavior, but rather result from holistic indicators which take into account values such as: living together; respect and tolerance of differences and diversity; active participation in community, group work and social life; living and working in dignity; making informal decisions.

Life skills are not a domain or a subject but crosscutting applications of knowledge, values, attitudes and skills which are important in the process of individual development and lifelong learning. They are not just a set of skills, or are they equal to survival skills, livelihood skills, or vocational skills but part of these skills. Life skills develop our personality and enhance our overall growth, they also give our life a meaning and purpose, besides generating enough interest and enthusiasm in us to be a winner in the tremendous is

dynamic, vibrant and challenging world of professionalism in the corporate sector, where the fierce battle for survival is fought all the time. The term life skills itself seems to be caught in some ambiguity, in both its understanding and expression. Some consider value education and life skills as synonymous.

The term can be open to several interpretations. To make it clearer, value education can be linked to the hardware of a person, while life skills are the software. Life skills are therefore the coping skills where the methods that we used to cope, are based on the kind of values we believe in. Life skills are a group of cognitive, personal and interpersonal abilities that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with and manage their lives in a healthy and productive manner. Life skills are fundamental to the development of child and youth from vulnerable backgrounds and enable successful transition and integration into society. Thus, in short, life skills are essentially those abilities that help promote mental wellbeing and competence in young people as they face the realities of life.

#### **Need of Life Skills:**

Life skills develop our personality and enhance our overall growth. They also give our life a meaning and purpose, besides generating enough interest and enthusiasm in us to be a winner in the tremendously dynamic, vibrant and challenging world of professionalism in the corporate sector, where the fierce battle for survival is fought all the time. Life skills are a group of cognitive, personal and interpersonal abilities that help people make informed decisions, solve problems think critically and creatively, communicate effectively, build healthy relationships, empathize with other, and cope with and manage their lives in a healthy and productive manner. Life skills are fundamental to the development of child and youth from vulnerable back rounds and enable successful transition into society.

Life skills could be an enabling strategy that makes people participates both at individual level as well as community level. Life skills approach to livelihood is a unique way of looking at environment, Development and Quality of life. It is important that the core of life skills namely Social skills, thinking skills and Emotional skills are practiced to ensure effective participation of people in the development process. Life skills approach can lead to sustainable livelihood system by bringing desired changes in personal attitude, knowledge and skill. Individual level changes are the key to community and social change.

Life skills encompass a broad set of practical and important capabilities necessary to succeed in the real world. Real world is much more than one's perception. Life is very precious and has different ways to live a successful and tranquil life. Beyond everything mental satisfaction is very essential. Schools and colleges or any other institute takes care of physical, intellectual and moral development of a child. They want to produce super humans and make child fit to acquire a position in the society. The most important skill is lacking that is how to face adversities of life. They are not mentally prepared to face failure. The younger generations of today are not so capable to face stress, criticisms and failures therefore the young generations need to be trained on life skills at the very young age. So, that their life experience with life skills makes them habitual users of these skills. They can be the role models for others and at the same time train the others. Their employable skills can be developed towards better chances of getting employed and performing well in the workplace. Hence this study is made.

### **Objectives:**

The investigator framed the following objectives for this study.

1. To find out the significant difference between higher secondary students in life skills.
2. To find out the significant difference between higher secondary boys and girls in their life skills.
3. To find out the significant difference between urban and rural higher secondary students in their life skills.
4. To find out the significant difference between government and government-aided school higher secondary students in their life skills
5. To find out the significant difference between Tamil medium and English medium school higher secondary students in their life skills.

### **HYPOTHESES**

The investigator of the present study framed the following hypotheses based on the objectives framed earlier:

1. There is no significant difference between higher secondary students in life skills.
2. There is no significant difference between higher secondary boys and girls in their life skills.
3. There is no significant difference between urban and rural higher secondary students in their life skills.

4. There is no significant difference between government and government-aided school higher secondary students in their life skills.
5. There is no significant difference between Tamil medium and English medium school higher secondary students in their life skills.

### SAMPLE OF THE STUDY & TOOLS

The present study consists of 250 XI standard students studying in higher secondary school in pudukkottai district. The sample was selected by simple random sampling technique. The sample forms a representative sample of the entire population.

The dependent variable selected by the investigator is life skills among higher secondary students in relation to their achievement in Tamil. The tool is preparation by investigator and guide. The investigator used the life skills test constructed in consists of 25 items. Each item in this test has two responses i.e. yes or no. the test items consists of positive items. The sum of the total scores obtained by the student indicates the level of life skills.

### ANALYSIS OF DATA

The following techniques were used for analyzing and interpreting data.

- Mean
- Standard Deviation
- ‘t’ test

Table-1 **The Mean and Standard Deviation higher secondary students in life skills**

Sample	No.	mean	SD
Entire Sample	250	24.24	1.22

In order to find of the life skills in relation to entire higher secondary school students. The mean and S.D has been calculated. They are found to be high. Thais vividly shows that students have high level of life skills.

**Null Hypothesis1:** There is no significant difference between higher secondary boys and girls in their life skills.

Table 2: **Difference between Higher Secondary Boys and Girls in their Life Skills**

Gender	N	Mean	S.D	‘t’ value	Significance/ Not Significant
Male	125	23.91	1.44	4.43	significant
Female	125	24.57	0.83		

The calculated mean value for male 23.91 and that of female were 24.57. The calculated ‘t’ value is 4.43. It is greater than the table value 1.96 at 0.05 level and so it is

concluded that there is significant difference between higher secondary boys and girls in their life skills. Hence the above null hypothesis is rejected. When comparing the mean score of female higher secondary students (M=24.57) with that of male students (M=23.91), the female higher secondary students were found to be better than the male students in their life skills.

**Null Hypothesis 2:** There is no significant difference between urban and rural higher secondary students in their life skills.

**Table 3: Difference between Urban and Rural Higher Secondary Students in their Life Skills**

Locality	N	Mean	S.D	't' value	Significance/Not Significant
Rural	98	24.07	1.27	1.78	Not significant
Urban	152	24.35	1.17		

The calculated mean value for rural higher secondary students is 24.07 and that of urban students is 24.35. The calculated 't' value is 1.78. It is less than the table value 1.96 at 0.05 level and so there is no significant difference between urban and rural higher secondary students in their life skills. Hence, the above null hypothesis is accepted.

**Null Hypothesis 3:** There is no significant difference between government and government-aided school higher secondary students in their life skills.

**Table 4: Difference between Government and Aided School Higher Secondary Students in their Life Skills**

Type of management	N	Mean	S.D	't' value	Significance at 0.05 level
Government	100	23.98	1.33	2.09	significant
Aided	75	24.38	1.14		

The calculated mean value for government school higher secondary students is 23.98 and that of aided school students is 24.38. The calculated 't' value is 2.09. It is greater than the table value 1.96 at 0.05 level and so there is significant difference between government and aided school higher secondary school students in their life skills. Hence the above null hypothesis is rejected. When comparing the mean score of the aided government school higher secondary students (M=24.38) with the of government school students (M=23.98), the aided school higher secondary students were found to be better in the study skills than the government school higher secondary students.

**Null Hypothesis 4:** There is no significant difference between Tamil medium and English medium school higher secondary students in their life skills.

**Table 5: Difference between Tamil Medium and English Medium School Higher Secondary Students in their Life Skills**

Medium of Instruction	N	Mean	S.D.	't' value	Significance / Not Significant
Tamil	175	24.15	1.27	1.78	Not significant
English	75	24.45	1.08		

The calculated mean value for Tamil medium school students are 24.15 and that of English medium school students 24.45. The calculated 't' value is 1.78. It is less than the table value 1.96 at 0.05 levels and so there is no significant difference between Tamil medium and English medium school higher secondary students in their life skills. Hence the above null hypothesis is accepted.

**Findings:**

1. Higher secondary school students have high level of life skills.
2. There is significant difference between higher secondary boys and girls in their life skills; and the female higher secondary students were found to be better than the male students in their life skills.
3. There is no significant difference between urban and rural higher secondary students in their life skills.
4. There is significant difference between government and government-aided school higher secondary students in their life skills: and the aided school higher secondary students were found to be better in the study skills than the government school higher secondary students.
5. There is no significant difference between Tamil medium and English medium school higher secondary students in their life skills.

**Conclusion:**

Based on the findings of the study, it is recommended that efforts should be made to improve the life skills of higher secondary school boys studying in Pudukkottai district, as they were found to be lower than the girls in the life skills. Similarly, efforts should be made to improve life skills among the government school higher secondary school students, as they were found to be lower than the aided school higher secondary school students.

**References:**

- Best J.W. and Khan, Jr.(2000). 'Research in Education'. New Delhi: prentice Hall
- Kothari, C.R.(1992) 'educational Research in classrooms and Schools' . A manual of Materials and Methods. London: Harper and Row.
- Rajasenani Nair.V. 'life skills Personality and Leadership' Department of Life Skills Education , Rajiv Gandhi National Institute of youth Development, Sriperumbudur, Tamil Nadu.
- Sornathai, M.R.and Vasuki, S.G.(2011). Effectiveness of life skills training on mental health of prospective teachers.M.Ed. Dissertation, june. Tamilnadu Teachers, Education University, Chennai.
- Bharath, S. et al. (2010). Empowering adolescents with life skills education in schools School mental health program: Does it work?. Indian journal of psychiatry. 52(4), Oct-Dec.
- C.Madhumathi, Syed Laiq Ahamed (Feb 2014) "Assessing problem solving Abilities Based on polya's Approach" Volume- 13 Page. No. 33-38.
- Cathy Gunn; Shari Hearne and Julie Sibthorpe (2011) "Right from the start: A rationale for embedding academic literacy skills in university courses".
- Howard Gospel and Paul A.Lewis (2011) "who cares about skills? The impact and limits of statutory regulation on qualifications and skills in social care". British journal of industrial relations. Vol . 49; No4; Year 2011,pp 601-602.
- Natalie W. Conner and Mark W. Fraser (2013) "Preschool social emotional skills training: A controlled pilot test of the making choices and strong families programs."