
Life skills of Senior Secondary School Students in Sonitpur district of Assam

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ABSTRACT:

The current study aims to assess the life skills of senior secondary school students of Sonitpur district of Assam. This is a descriptive survey type of study and samples were collected randomly from the class XI school students of Sonitpur district. The life skills tool of Nair and Radhakrishnan(2010) was used for collecting data. Total numbers of 300 samples were taken for investigation. Mean, Standard deviation and t-test was used, for analyzing data. The findings shows a major difference in terms of gender and no significant difference observed between life skills of urban and rural students.

Key words: Senior Secondary School, Life Skills.

Introduction:

Our young generation is currently confronted with a variety of issues both individual and societal in character. When we discuss challenges, they might be either natural or man-made. Nobody can foretell how life obstacles would manifest themselves in one's life. Life skills will assist an individual in overcoming life's problems. A set of interpersonal and psychosocial skills that help people adapt to their environment is called a life skill. Life skills are the talents for good and adaptive behavior that allow one to face day-to-day requirements and challenges. The level of the person's skill acquisition determines how strong the good behavior is (Nair, Ranjan, and Subasree , 2010).

Life skills are nothing but psycho-social skills, which insist upon accepting the feelings and behavior of oneself and being able to live with others harmoniously (Lawrence, 2015). Adolescence go through a lot of emotional turmoil, which can show up as embarrassment, love, guilt, despair, and happiness. During this period, negative peer pressure can become uncontrollable, causing friction and discontent in relationships. Therefore life skills education occupies an important place to utilize their energy in a positive direction.

Review of related literature on life skills:

Dey et.al (2022) had carried out a study on the life skill level in secondary schools of Madhya Pradesh, Bihar, and Chhattisgarh, three Indian states. The study's primary goals were to evaluate the life skills of the students enrolled in these three states in relation socio demographic variables. The result of the study revealed a major difference in terms of gender, but there was no significant difference in life skills between the nuclear and joint families of students.

Tiwari et.al (2020) had conducted an experimental study on 135 adolescents of rural and urban schools of south India. The result revealed that there was an overall growth of the personality of the adolescents after intervention of life skills education. A significant difference in terms of gender was revealed.

Guha and Gupta (2019) had conducted a study on 120 samples of adolescents' girls in Kishori Panchayat and the result revealed that there was development of more knowledge and perception of the girls of KP compared to that of Non Kishori Panchayat girls.

Sridevi and Amuthavali (2019) carried out a study on the life skills of teacher trainees in Anantpur district of Andhra Pradesh. It was conducted with a sample of 100 and self made life skills tool was used. The study's findings showed a major difference exist in terms of gender. This study was also found that the life skills of the teachers trainees were not differ with reference to the management of the college.

Tan (2018) carried out a study on life skills education in every day classroom teachers' perceptions in primary schools of Finland and Singapore. The study revealed the necessity of life skills education for all the stakeholders of education. This study also revealed 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.

Khosla and Khera (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 findings shows correlation of core affective life skill and self concept of adolescents.

Prashant (2015) had conducted a study on secondary school teacher's perspective on the In- Service Training Programme of Life Skill Education in Central India. The goal of the study was to support teachers' emotional and physical health. The study found no discernible differences in teachers' attitudes towards life skill education in-service training programmes across rural and urban areas, between male and female teachers, or between teachers with one to ten and eleven to twenty years of experience.

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

Need and significance of the study:

The school education system does not able to develop the personality of the students. The factual knowledge will not help them to lead a successful life. The blend of factual knowledge and practical wisdom helps one to face the challenges of life. Education is a continuous process. The life skills are the important skills for

students as these skills will help the students to develop their thought and they will develop the qualities which make them adaptable with the life situations. **Bhardhan** (2016) proved that life skills training can brought a positive change among the children with behavioral problem. **Mallik**(2012) in his studies found that life skills training helps to reduce academic anxiety and it has improved the adjustment level of the person. Life skills education helps the students to develop their problem solving and creative thinking abilities which is essential for our curriculum.

Objectives of the Study:

The objectives of the study are:

- (i) To find out the life skills of senior secondary school students in relation to gender.
- (ii) To study the life skills of senior secondary school students in relation to locality.

Hypotheses of the study:

The researcher has taken following hypotheses:

- (i) There is no significant difference between the life skills of male and female senior secondary students.
- (ii) 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. Three hundred senior secondary school students were randomly selected from Sonitpur district of Assam.

Tool used: In this study the investigator used the life skills tool of Nair and Subasree.

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.

1. To find out Life skills of senior secondary school students in terms of gender.

The first objectives of the study were to find out the levels of male and female senior secondary school students Life Skills. For this purpose the researcher used 5 point scale which was developed by Nair and Subasree.

The frequency and percentage of students according to the category of the trainees are presented in the tabular form

Table 1: 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

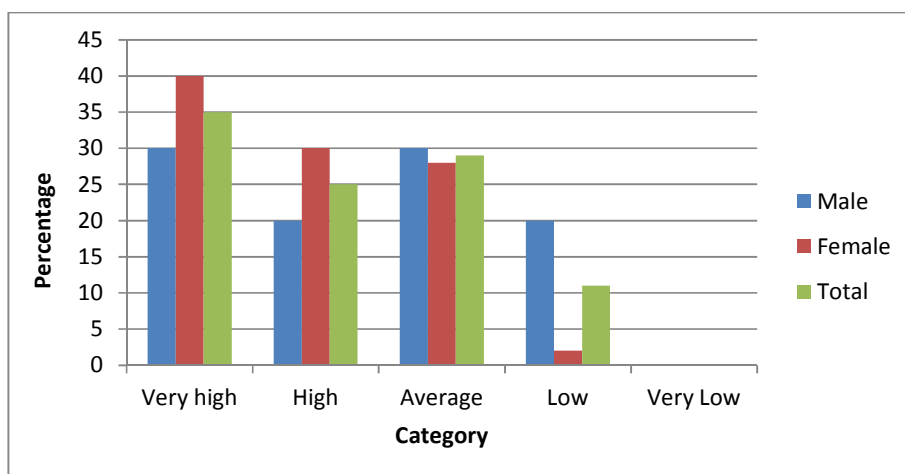


Fig. 1: Life skills of students.

In the Table:1, it is observed that 35% school students are with very high life skills, 25% with high, 29% with average and 11% with low levels of life skills. There is absent of very low category of life skills. 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.

2. Difference of male and female students Life skills

The researcher put t-test to find out the difference between the life skills of male and female school students.

The t-value of male and female students is given below

Table 2: Difference of male and female life skills

Gender	N	Mean	SD	Df	t-value	Significant level at 0.05
Female	150	318.65	26.70	298	2.65	significant
Male	150	311.54	26.21			

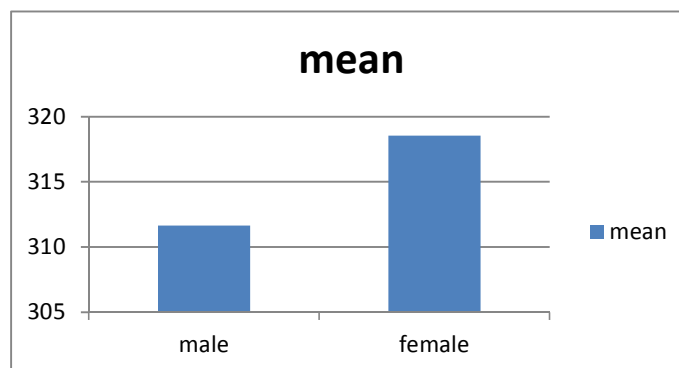


Table 2 depicts the difference in the life skill scores of school students. The obtained value of t, is 2.65 greater than the table t-value i.e 1.99 at 0.05 levels. Thus obtained t-value is greater than the table t-value at

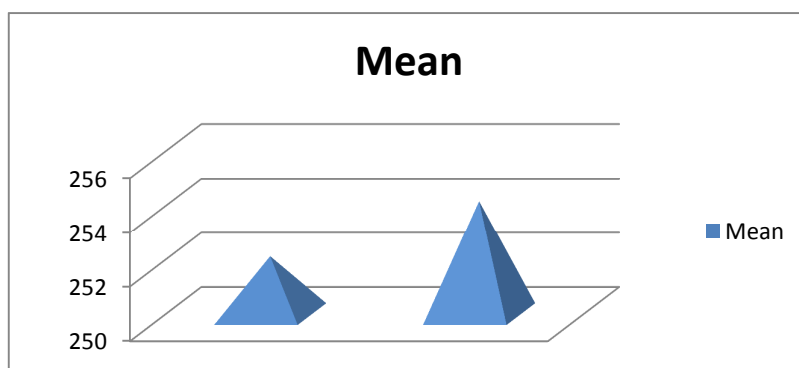
both the level of significance with degree of freedom 298. Hence, it is clear that significant difference observed between the life skills of male and female students. Female school student's life skills are more than the male student's life skills.

3. Life skills of urban and rural students.

To examine 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. 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 (H_0) that there is no significant difference exists between the rural and urban students are accepted. Hence we can conclude that the life skills of the students will not differ significantly with reference to locality.

Discussion and conclusions:

The investigator had conducted the study to find out the life skills of senior secondary school students of Sonitpur district of Assam. The findings of the study revealed that life skills of the students are based on gender. This finding is similar with (Dey et.,2022; Tiwari,2022; sridevi,2019; sharif,2015; Lawrence, 2015; balasundari;2014) i.e the life skills of male and female students differ significantly. Furthermore, no difference was observed among the male and female students of 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. Thus it can be concluded that for the well being of the students life skills education is an important programme.

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