



# A COMPARATIVE STUDY OF LIFE SKILLS AMONG SECONDARY SCHOOL STUDENTS OF PRIVATE AND GOVT. SCHOOLS IN SONIPAT DISTRICT

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## ABSTRACT

The aim of the present study was to compare the life skills of secondary school students from government and private schools. A random sample of 100 secondary school students from both private and public schools in the Haryana district of Sonipat participated in the current study. The data for the current study were collected using the Life skills tool created by Nair A.R. & Ranjan S. (2014). The mean, SD, and "t"-test were used to analyze the data. According to the study's findings, there is no significant difference between gender-related life skills in private and public schools.

**KEYWORDS:** Life skills, Life skills Education, Secondary School Students.

## INTRODUCTION

Life skills are adaptable and constructive behavioral traits that enable individuals to successfully deal with the pressures and challenges of daily life. The skills necessary to maximise one's life are referred to as "life skills." A life skill is any skill that is valuable in daily life.

The term 'life skills' is generally used to refer to any of the abilities required to deal well with life's problems. As a result, Everyone will obviously have a different list of skills they believe are most valuable in life and those they believe are useless. If a person lives in a remote rural community, driving a car might be high on their list of essential skills.

According to World Health Organization (WHO), Life skills are the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of daily life.

Three broad categories have been established for life skills:

- **Thinking skills:** Thinking skills are the ability to use analytical thinking, creative and critical thinking, and critical thinking to strengthen the logical faculty of the brain. Thinking skills refer to the ability to create problem-solving skills to increase decision-making skills.
- **Communication skills,** effective communication, managerial skills, advocacy skills, teamwork and team-building capability, and other social skills are examples of this category.
- **Emotional skills:** One example of an emotional talent is knowing and feeling at ease with oneself. Self-management is therefore necessary, which entails learning how to deal with one's emotions, stress, and peer and family pressure.

The skills are more beneficial for learners in dealing with difficult situations and helping them in finding a solution. The skills have a higher educational value since they help students develop their personalities and make them emotionally well-suited to nature.

To help children become smarter, teachers and parents should understand the value of skills and design, organise, and teach programmes and courses that are geared toward developing those skills. As a result, the abilities are beneficial to school students and college students' mental health and competency.

A core set of competencies, however, appears to be at the heart of skills-based initiatives for the enhancement of children's and adolescents' health and well-being, according to research on the subject of life skills. The following are some of them:



Decision making ,Problem- solving, Creative / Critical thinking, Effective communication, Relationship-building skills, Empathy, Self-awareness, Emotional management, Stress management.

## REVIEW OF RELATED LITERATURE

The review of literature is a requirement for the actual implementation and planning of research projects. It can assist the researcher in avoiding repetition on the one hand, while also benefiting from similar studies on the other, in terms of methodologies used and products applied to a collection of data, as well as their structure and interpretation.

**Mrs. Sonu Rani and Mr. Neeraj (2020)** conducted a study titled "A Study on Life Skills of Senior Secondary students." The sample size for this study was 100 students, with a random sampling method being used. The descriptive results revealed that female students in government high schools were found to be less adjusted than male students. In comparison to private high school students, government high school students were found to be less adjusted. The results show that there was no difference in life skills among man and women students.

**According to Roodbari, Sahdipoor, and Ghale (2013)**, Social development, emotional health, and social adjustment are all positively affected by receiving life skills instruction. This improves child compatibility and the general public's health. In their study, **Ramesh and Farshad C. (2004)** demonstrated the value of training in similar skills for improving mental and physical health, pro-social conduct, and reducing behavioral, social difficulties, and self-destructive behaviours.

**Puspakumarag (2013)** in this study found that the prevention of a variety of adolescent issues, such as substance abuse, teenage pregnancies, violence, and bullying, as well as the enhancement of self-confidence and self-esteem, was made possible by life skills training..

## JUSTIFICATION OF THE STUDY

Education plays an important role towards the overall development of human beings. Schooling aids in the development of a healthy personality in children. Elementary (classes I - VIII) and secondary (classes IX -XII) education are the two types of schooling. Today, increasing societal demands, greater complexity, ambiguity, and variety, rapid environmental changes, and persistent deprivation place youths at a crossroads in their life, facing an uncertain future in assuming adult duties and entering the workforce. Life in the twenty-first century is undergoing substantial transformation and development around the world. Adolescents are among the most affected. Adolescents, who are the future of our country, require basic life skills.

If students have stronger life skills, they will adjust more easily and have more self-confidence. With their energy and excitement, the young generation may readily bring about changes in society. That is why the researcher choose secondary school students to see how well they comprehend their life skills, adjustment, and self-confidence. All of the above factors motivated the investigator's choice to develop this study's area.

## STATEMENT OF THE PROBLEM

**“A COMPARATIVE STUDY OF LIFE SKILLS AMONG SECONDARY SCHOOL STUDENTS OF PRIVATE AND GOVT. SCHOOLS OF SONIPAT DISTRICT.”**

## OBJECTIVES OF THE STUDY

1. To study and compare the mean score of life skills on the basis of gender of secondary school students.
2. To study and compare the mean score of life skill on basis of type of institutions.

## HYPOTHESES OF THE STUDY

1. There is no significant difference the mean score of life skill on the basis of gender of secondary school students.
2. There is no significant difference the mean score of life skill on basis of type of institutions.

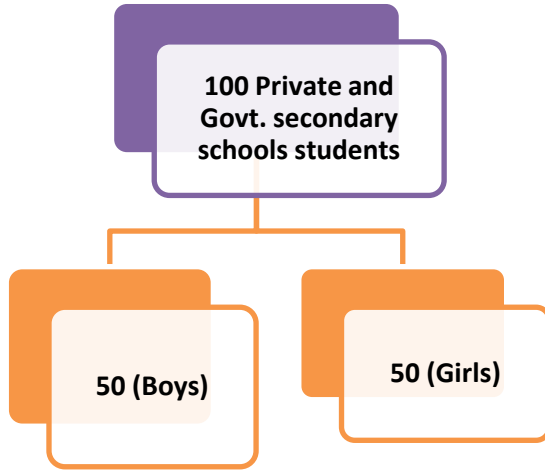
## METHODOLOGY OF STUDY

The descriptive survey method will be used.



### SAMPLE OF THE STUDY

In this paper, a sample of 100 secondary students was selected using random sampling procedures, with 50 students coming from a government schools and 50 coming from a private schools.



### VARIABLE OF THE STUDY

For study purposes, only one variable, namely life skill, was used.

### TOOL USED

“Life Skills Assessment Scale” by Nair A.R.& Ranjan S. (2014) will be used.

### STATISTICAL TECHNIQUES USED

The data was analysed using the mean, SD, and T-test.

### RESULTS AND DISCUSSION

**Objective 1: To study and compare the mean score of life skills on the basis of gender of secondary school students.**

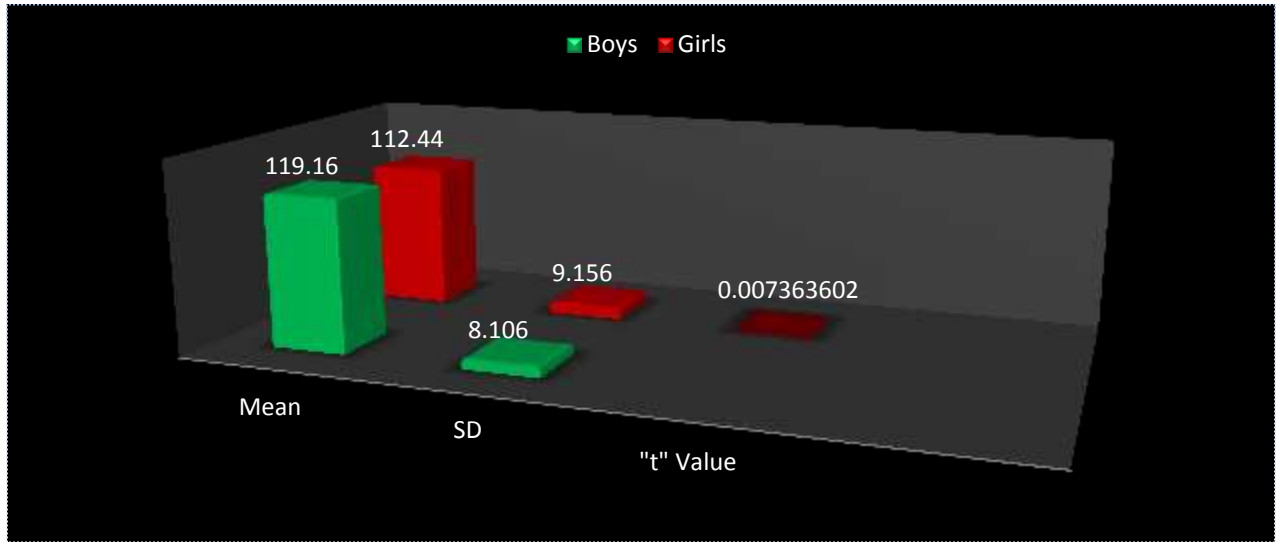
For the purpose of studying the effect of life skill between boys and girls of secondary school , the null hypothesis was formulated:

**“There is no significant difference the mean score of life skill on the basis of gender of secondary school students.”**

In order to test the null hypothesis, Mean, SD , t-value & significance level of the scores obtained from life skill scale were calculated in the context of Gender. The results are offered in given table-1.

**Table-1**

Groups	N	Mean	SD	“t”-value	Level of significance
Boys	50	119.16	8.106	0.0073636	0.05
Girls	50	112.44	9.156		



**Fig. 1**

It can be seen from the **table-1&fig.1** that the t-value of 0.0073636 with 98 degree of freedom was observed significant at 0.05, which shows that the life skills of boys and girls of secondary schools differ significantly. Therefore, the null hypothesis **“There is no significant difference the mean score of life skill on the basis of gender of secondary school students.”** is accepted. Thus, we can say that life skill is not affected by gender. In terms of mean scores it can be concluded that boys & girls are 119.16 & 112.44 respectively.

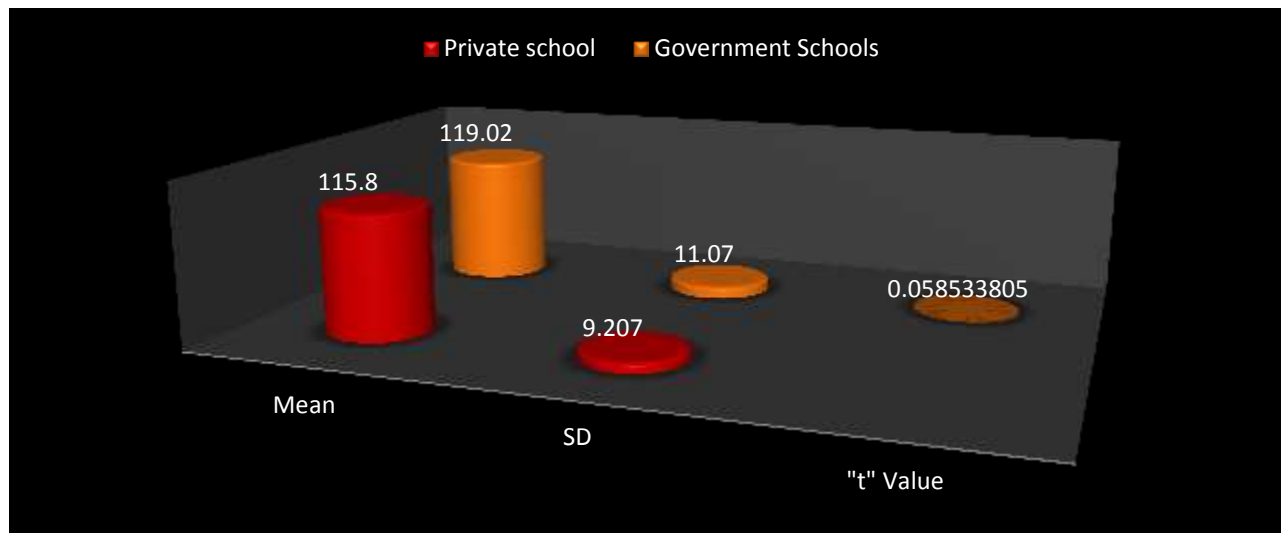
**Objective 2: To study and compare the mean score of life skill on basis of type of institutions.**

For the purpose of studying the effect of life skill between private and govt. schools students, the null hypothesis was formulated: **“There is no significant difference the mean score of life skill on basis of type of institutions.”**

In order to test the null hypothesis, Mean, SD , t-value & significance level of the scores obtained from life skill scale were calculated in the context of institutions. The results are offered in given table-2.

**Table-2**

Groups	N	Mean	SD	“t”-value	Level of significance
Private schools	50	115.8	9.207	0.05853381	0.05
Govt. schools	50	119.02	11.07		



**Fig. 2**



It can be seen from the **table-2** & **fig.2** that the t-value of 0.05853381 with 98 degree of freedom was observed significant at 0.05 , which shows that the life skills of private and government secondary schools differ significantly. Therefore, the null hypothesis **“There is no significant difference the mean score of life skill on basis of type of institutions.”** is accepted. Thus, we can say that life skill is not affected by type of institutions. In terms of mean scores it can be concluded that private and government schools are 115.8& 119.02 respectively.

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