



## A STUDY OF LIFE SKILLS OF ADOLESCENTS WITH RESPECT TO GENDER, TYPE OF SCHOOL AND RESIDENTIAL BACKGROUND

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### Abstract

*This study was conducted to examine the effect of life skill on male and female adolescents studying in Government and Private Schools located in urban and rural areas of Himachal Pradesh. The sample of 1200 adolescents were randomly selected from government and private schools located in rural and urban areas of four districts HP. Data was collected by using Life Skill scale developed by the investigator. The data had been investigated utilizing descriptive statistics. The findings of the study revealed that there is no significant difference in life skills of adolescents with respect to gender (male and female) and residential background (urban and rural) but students from Government and Private school shows significant difference in their life skills. The investigator found that adolescents from Government school have more life skills as comparison to adolescents from Private school.*

### INTRODUCTION

Education is an important aspect of someone's life and considered as an important tool for life shaping and improvement. Education lasts since long and it pave path to the social development. Fundamentally, the education flinches from home from the childhood and lasts lifelong. Education enhances the capabilities' by regulating the value system in a person and improves skills and knowledge. Education helps individual to groom personality and develop the positive attitude. In the twentieth century people made tremendous developments in the field of science

and technology. The progress of man can be seen in all spheres of life. He made a great advancement in all areas like medical, psychological, textile, special and other sciences. Even after having all these facilities there is restiveness in the public. The youngster and old people are facing countless adjustment problems due to the speedy change in society. Education emphasizes on human development. The general objective of education is to produce an individual in such a way that to live their life successfully. Education helps an individual to conquer all problems and hurdles of their life. In present time society has become composite and ruthless. This is an era of space, mechanization and computerization progress. So, the goals of education have been changed according to the priorities and needs of the society. These changes are particular as well as common. Present time demands people to be highly sensitive, determined and excel in every sphere of life. Education helps people to make adjustments with their self and society. Every individual tries and fights to make adjustments with their physical requirements like food and safety from distress. We also attempt to assure psychological requirements such as emotional stability, acceptance etc. To satisfy different needs and requirements and to live a happy life human start doing adjustment with themselves and with nature also. 'Life Skills' can be a slight change to create harmony between the person and his environment. These life skills help an adolescent to overcome problems they face in their life. A person can lead a healthy and productive life by developing a wide range of psycho-social and interpersonal skills known as life skills. These skills can assist people in making well-informed decisions, communicating effectively, and developing coping and self-management abilities. By acquiring these skills young people learn to interact with others in the society. It helps them to control their feelings and take right decisions whenever needed. Twenty-first era is a time of radical change, and in order to adjust and survive in such a dynamic environment, one must transform either their surroundings or themselves. If the person does not adapt to the changing times and transform himself, he will eventually give in to the pressures of his surroundings. "Life Skills" helps the individuals to deal with the stress and meet his needs, as well as his efforts to maintain harmonious relationship with the environment. Life skills among adolescents has been studied by a number of researchers. Some researchers found that Life skills are more widespread in case of adolescents (Aparna, 2011; Malik, 2012; Pillai, 2012; Namita, 2013; Prajina, 2014; Parvathy, 2015; Bardhan, 2016; Sankar, 2016; Budh, 2016; Lakshmana, 2017; Joseph, 2017; Dhingra, 2017; Packiasely, 2017; Yadav, 2019; Borah, 2020; Rani, 2020; Ahmed, 2021; Sarla, 2021;

Kaur, 2021; Annu, 2022; Dye, 2022). Opposing to that (Borah, 2020; Annu, 2022;) found that gender is not only significantly related to Life skills. It was detected that the main factors that lead to Life skills among adolescents are gender, type of school and residential background (Borah, 2020; Rani, 2020; Annu, 2022;). Life skills among adolescents has been investigated in relation to residential background (Aparna, 2011; Malik, 2012; Pillai, 2012; Namita, 2013; Prajina, 2014; Parvathy, 2015; Bardhan, 2016; Sankar, 2016; Budh, 2016; Lakshmana, 2017; Joseph, 2017; Packiasely, 2017; Yadav, 2019; Borah, 2020; Rani, 2020; Ahmed, 2021; Sarla, 2021; Annu, 2022; Dye, 2022) found relation between Life skills and residential background.

Thus, it is clear from the above discussion that Life skills among adolescents in relation to gender and residential background have been studied by many researchers. The vital goals of the current study are to ascertain the life skills of adolescents in connection to their residential background, gender, and type of school to have been the subject of very few studies.

### **NEED AND SIGNIFICANCE OF THE STUDY**

Adolescence is an intermediate period of human life when numerous bodily and psychological fluctuations are taking place. Adolescents who are also identified as youngsters, infants, young people, form a discrete population cluster in humanity because of their exceptional genetic, psychological and communal features. During this period adolescent's effort to fine-tune their conduct, attitude according to the requirement of the humanity. The youth in this period starts thinking in different way. They like to being self-governing of the family members, start friendships with their peers and create their own trust and attitude. To deal with these fluctuations and to regulate and achieve successfully in the humanity life skills play an important role in every adolescent's life during their adolescence phase. Life skill education is a sequencer of instruction the fundamental life skills in an effective teaching-learning setting. The key objective of the life skills is to make students efficient to take precise decisions that help them to live a fruitful life. Life skills allow people to recognize themselves as well as assess their strengths, weakness and progress level. It helps youth to conduct efficiently in the humanity and to make adjustment with the fluctuating environment and allows them to make accountable choices. Life skills help adolescents to make improvement in their lives. Life skills are skills that formulate an individual to live freely and productively inside a society. Life skills are subset of 21st century skills. We can say, these skills help people to deal successfully with the need and challenges of daily life. These skills help peoples to manage day- to-day life affairs. These can be

developed through experiences and education. Life skills may vary from society-to-society depending on communal norms and community expectations. Life skills help us in leading one's life to their full potential.

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### **OBJECTIVES**

1. To study the Life Skills of adolescents in relation to their gender.
2. To study the Life Skills of adolescents in relation to their type of school.
3. To study the Life Skills of adolescents in relation to their Residential background.

### **HYPOTHESES**

1. There will be no significant difference in life skills of adolescents in relation to their gender.
2. There will be no significant difference in life skills of adolescents in relation to their type of school.
3. There will be no significant difference in life skills of adolescents in relation to their Residential background.

### **METHODOLOGY**

This study applied survey methods due to its descriptive nature.

### ➤ Sample

The present investigation was carried out on adolescents of four districts of Himachal Pradesh. The sample of 1200 students were randomly selected from government and private schools located in rural and urban areas of districts Mandi, Shimla, Sirmour, Kangra. The ages of the students ranged from 12 to 18 years.

### ➤ Tool used

The investigator used self-developed scale for data collection. The inventory measures the life skill of adolescents in ten dimensions of life skills – Self-realization, Empathy, Decision making, Problem solving, Interpersonal relationships, Critical thinking, Creative thinking, Effective communication, Coping with Emotion, Coping with stress. The inventory comprises of total 70 items. Self-realization is measure by 07 items, Empathy is measure by 08 items, Decision making is measure by 06 items, Problem solving is measure by 07 items, Interpersonal relationships is measure by 08 items, Critical thinking is measure by 07 items, Creative thinking is measure by 07 items, Effective communication is measure by 06 items, Coping with Emotion is measure by 06 items, coping with stress is measure by 08 items. The tool is highly reliable and valid. The coefficient of reliability is measured by Split half, Test retest.

## STATISTICAL ANALYSIS OF THE DATA

Descriptive statistics were computed and the inferential statistics (t-test) was employed to compare the means of the students across said variable.

### 1. Life skills of Adolescents with respect to Gender

The first objective was to study the Life skills of adolescents in relation to their gender. To explore the difference in life skills of adolescents with respect to gender, the life skill scores of the male and female adolescents were calculated and t-test was employed to analyze the difference. The results so obtained have been presented in Table 1.

**Table-1 't' Value Showing Significance of Difference in Mean Scores of 'Life skills' of adolescents in relation to Gender**

Gender	N	Mean	SD	SEM	t-value
Male	600	206.94	53.781	2.196	<b>0.752</b>
Female	600	204.60	53.963	2.203	

Table 1 revealed that mean and standard deviation (SD) of life skill scores of the male students are 206.94 and 53.781 respectively, whereas the mean and standard deviation (SD) of the life skill scores of the female students are 204.60 and 53.963 respectively. The calculated t-value turned out to be 0.752 and it is not significant even at 0.05 level. This revealed that there exists no significant difference in life skill of male and female adolescents and they possess almost equal life skills.

## 2. Adjustment of Adolescents with respect to type of school

The second objective of the study was to explore the difference in life skills of adolescents with respect to their type of school. It was hypothesized that there is no significant difference in the life skills of adolescents with respect to government and private school. To verify this hypothesis, mean scores on life skills of the adolescents with respect to their type of school were calculated and t-test was employed to analyze the further difference. The results so obtained have been presented in Table 2.

**Table-2 't' Value Showing Significance of Difference in Mean Scores of 'Adjustments' of adolescents in relation to type of school**

TOS	N	Mean	SD	SEM	t-value
Government	600	218.52	56.03	2.28	8.431**
Private	600	193.03	48.39	1.97	

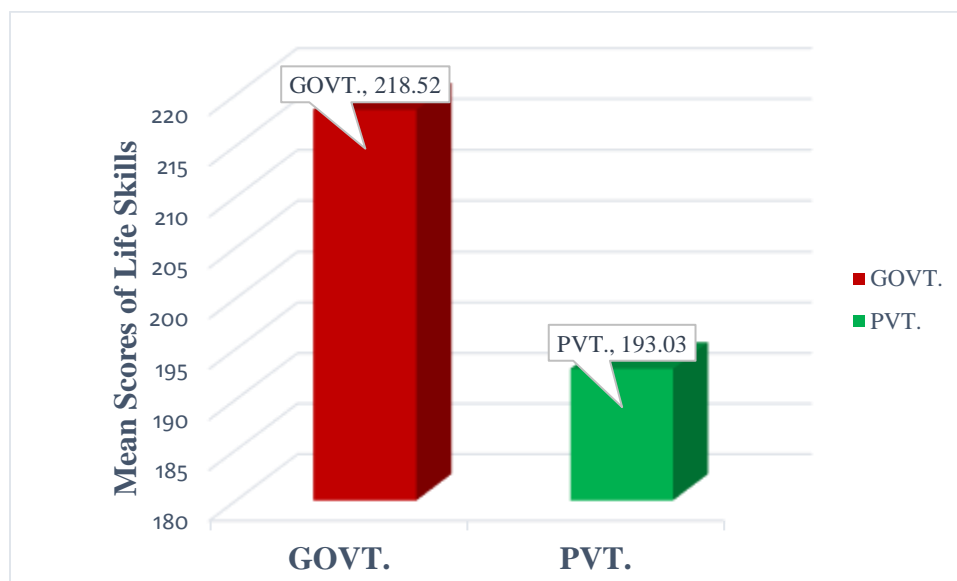
**\*\* Significant at 0.01 level**

Table 2 reveals that mean and standard deviation (SD) of life skills scores of the students studying in government school are 218.52 and 56.03 respectively, whereas the mean and standard deviation (SD) of the life skills scores of the students studying in private school are 193.03 and 48.39 respectively. The calculated t-value turned out to be 8.431 and it is significant at 0.01 level of significance. This value shows that a significant difference exists in life skills of adolescents studying in government and private school. Hence, the hypothesis "There will be no significant difference in adjustment of adolescents in relation to their residential background" was rejected. It means the adolescents studying in government and private school differ significantly with respect to their type of school.

As the mean scores (218.52) on life skills of adolescents studying in government school were found to be higher than the mean scores (193.03) on life skills of adolescents studying in private school. It may be further concluded that the adolescents studying in government school

are better life skills than the adolescents studying in private school. The significant difference was shown in figure-1.

**Figure-1 Difference in Mean Scores of ‘Life Skills’ of adolescents in relation to type of school**



### 3. Life skills of Adolescents with respect to Residential Background

The third objective of the study was to explore the difference in life skills of adolescents with respect to their residential background. It was hypothesized that there is no significant difference in the adjustment of adolescents with respect to rural and urban locality. To verify this hypothesis, mean scores on adjustment of the adolescents with respect to their residential background were calculated and t-test was employed to analyze the further difference. The results so obtained have been presented in Table 3.

**Table-3 ‘t’ Value Showing Significance of Difference in Mean Scores of ‘Life skills’ of adolescents in relation to Residential Background**

Residential Background	N	Mean	SD	SEM	t-value
Rural	600	208.68	55.34	2.26	1.872
Urban	600	202.87	52.22	2.13	

Table 3 revealed that mean and standard deviation (SD) of life skill scores of the rural area students are 208.68 and 55.34 respectively, whereas the mean and standard deviation (SD) of the life skill scores of the urban area students are 202.87 and 52.22 respectively. The calculated t-

value turned out to be 1.872 and it is not significant even at 0.05 level. This revealed that there exists no significant difference in life skills of rural and urban adolescents and they possess almost equal life skills.

## CONCLUSIONS

On the basis of findings, it may be concluded that no significant difference was found in life skills of adolescents with respect to the gender and residential background but significant difference was found in life skills of adolescents with respect to the type of school. The purpose of the difference may be variance between teaching methods, school activities, facility available in schools and class environment. Academicians, representatives, families, and all other relevant stakeholders must take priority in developing strategies to help adolescents to develop better life skills. Adolescence is a very critical stage in adolescents lives where they are still figuring out who they are and what their purpose in society. They are most in need to develop life skills to adjust at this critical stage of their lives. Life skills help adolescents to make improvement in their lives. Life skill education can help to minimize discrepancies and can develop life skills. In life skills education program basic skills building activities should be taught through group discussion, brain storming, role play etc.

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