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Life Skills Development through High School Education

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Abstract

Universal primary and high school education, life skills, gender equality and quality of education are the part of needs and right for equality education for all for sustainable society. Here is a humble attempt to study the life skills of the students of High school. The main objective of this study was to study the life skills of the students of High schools with respect to some variables. The present study was conducted on the 400 students of standard 9th and 10th of Gujarati medium high school of Anjar Taluka of Kachchh District. Quantitative approach was adopted in the present study and survey method was used for that. A standardized Guajarati version of **"Life Skills Attitude Measurement Test"** by LIKERT method was used for the data collection of the present study. By using statistical methods calculations were made and hypotheses were checked. The result shows that the life skills of the students of schools of urban area are more than that of the rural area. It is cleared from the result that the education system should include the lessons of life skills according to the cultural and area.

Introduction:

The Life Skills program is central to the life and ethos of the High School. Indeed, it could be argued that the whole of the school day is involved in the delivery of Life Skills. Both inside and outside the classroom all members of the school community are working together to raise boys into young men who are prepared and keen to take their places in society. Life Skills are therefore crucial to everything that we seek to achieve at the school. 'Life Skills' is taught from the Reception to year 8 as part of the boy's education and growth. Its main objective is to enable the boys to become healthy, independent and responsible members of the wider community by learning the basic principles for distinguishing between right and wrong. In doing so, the boys are actively contributing to the pastoral life of the school and their surrounding community which in turn to develop their sense of belonging, self-worth and responsibility.

Sustainability requires a populaces who is aware of the goods of a sustainable society and has the knowledge, skills and values to contribute t goods according to who; the sustainable society can be formed on the basic stone of needs and right for equality education for the and learning for behavioral change and informed decision making. Universal primary education, life skills, gender equality and quality of education are the part of needs and right for equality education for all. Thus, we can say the life skills are the effective factor to develop the sustainable society. Through life skills society can be benefited b social, educational, health, cultural and economical point of view. Life skills consist of personal, inter-personal, cognitive and physical skills which enable people to control and direct their lives and to develop the capacity to live with and produce change in their environment of society. Life skills include mental, physical, social, psychological, spiritual and environmental. Life skills are found through living, school, work, family, environment and the word around us. Reading, working and volunteering are wonderful ways to seek and find life skills. Life skills help you know how to fit well with the populace. things as a simple as how to care for your clothes, how to shop correctly, personal hygiene and how to talk to people without being offensive are some of the life skills that you need to become art of society.

Life Skill

Life Skills are those abilities which may help on individual to lead a holistic and fruitful life. According to the world Health Organization (WHO) life skill are the abilities for adoptive and positive behavior the enables an individual to deal effectively with demands and challenges of regular life. Life Skills based education refers to the interactive process of teaching and learning which focuses on acquiring knowledge, attitude, values and skills which support behavior of the learner that enable them to take up greater responsibility in their lives by making healthy life choices gaining greater resistance pressures and minimizing harmful behaviors. According to UNICEF by Wikipedia life skills are behaviors used appropriately and responsibly in the management of personal affairs. They are a set of human skills acquired via teaching or through direct experience that are used to handle problem and questions commonly encountered in daily human life.

Life Skills Education Emerged As A New Vision:

Child right (CRC 1989)•

Jomtein Declaration on education for all (1990)•

World programmed for Human Right Education (2004)•

UN Decade on education for sustainable Development (2005)•

UN secretary Generates Study on violence against children (2006)•

Objective of Life Skill

Objective of like skill education to promote mental well being and competence in young people as they face the realities of life. Life Skill based education through school curriculum to help the learners to take positive approach to protect themselves and to promote health and meaningful social relationship life skills facilitate a complete and integrated development of an individual to function effectively do social being. Life Skill education system is a basic learning need for all individual. They are essential for various development and security. The Promotion of primary preventions and protection for care to healthy child and adolescent development, Causes of various disease ,Changing social circumstances and socialization by preparing young generation people ,The issue of disability, Basic education system ,Gender Equality, democracy and good citizenship ,Quality and efficiency of the education system ,The promotion of peace, life long learning and emergence of life skills education.

Objective:

The main objectives of this study were

1.   To study the different types of life skills for the students of High schools.

2.   To prepare the test to measure the life skills for the students of High schools.

3.   To study the effect of area (rural and urban) on the life skill of the students of High schools.

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4.   To study the effect of standard (9th and 10th) on the life skill of the students of High schools.

5.   To study the effect of gender (boys and girls) on the life skill of the students of High schools.

6.   To study the interaction effect of the independent variable like (area, standard, gender) on the students of High schools.

Hypothesis:

To achieve the said objective the following null hypothesis were framed

Ho$_1$ There is no significant effect of area on the life skill of the students of High schools.

Ho$_2$ There is no significant effect of gender on the life skill of the students of High schools.

Ho$_3$ There is no significant effect of standard on the life skill of the students of High schools.

Ho$_4$ There is no significant interaction effect between area and gender on the life skill of the students of High schools.

Ho$_5$ There is no significant interaction effect between standard and gender on the life skill of the students of High schools.

Ho$_6$ There is no significant interaction effect between area and standard on the life skill of the students of High schools.

Ho$_7$ There is no significant interaction effect among area, standard and gender on the life skill of the students of High schools.

Limitation:

Present study was conducted only on the students of standard 9th and 10th of Gujarati medium High school of Anjar Taluka of Kachchh District.

Method and Procedure:

Quantitative approach was adopted in the present study and survey method was used for that.

Tool:

A prepared tool to measure the life skills of the student of High schools by *NEIL JIGGER C. AGAN* was translated in to Guajarati and some modifications were done.

This prepared **"Life Skills Attitude Measurement Test"** was standardized by LIKERT method.

Thus, a standardized Guajarati version of tool was used for the data collection of the present study.

Sample:

To study the problem, 3 High schools from urban and 4 High schools from rural area were selected. By using stratified randomize cluster sample technique a sample of total 400 students of that High schools were selected, out of which 200 students from rural and urban respectively. 50 boys and 50 girls of each of standard 9th and 10th from said area.

Data Collection:

A self made standardized **"Life Skills Attitude Measurement Test"** was administered to the sample according to the specification mention in the manual of it. Scores were found out and tabulated accordingly.

Analysis of Data:

Obtained data was classified according to the variables of the study. To compare and study trends of means of two groups according to the variables of this study CR was calculated which is presented in table no.01

TABLE-01

Summary of Calculated CR for two groups according to the variables

Variable	Variances	N	X	SD	σ_d	CR	Remarks
Area of School	Rural	200	95.84	5.71	0.59	2.33	*
	Urban	200	97.21	6.07			
Gender of Student	Boys	200	96.43	6.04	0.60	0.16	N.S.
	Girls	200	96.52	5.87			
Standard of Student	9th	200	96.07	5.49	0.59	1.56	N.S.
	10th	200	96.99	6.30			

From the above table no. 01 the main effects of two groups according to the variables of this study can be derived.

Main effect of area of the schools: It is clear from table no.01 the obtain value of CR is 2.33 which is more than the table value of CR at 0.05. Hence, the main effect of area of school is significant. So, the Ho_1 is not acceptable. it means that that there is a significant difference in the life skills of students of High schools of rural and urban area. The life skills of the students of schools of urban area are more than that of the rural area. **.**

Main effect of Gender of the Students: From table no.01 the obtain value of CR is 0.16 which is less than the table value of CR at 0.05. Hence, the main effect of gender is not significant. So, the Ho_2 is acceptable. It means that that there isn't significant difference in the life skills of boys and girls of High schools.

Main effect of Standard of the students: From table no.01 the obtain value of CR is 1.56 which is less than the table value of CR at 0.05. Hence, the main effect of standard is not significant. So, the Ho_3 is acceptable. It means that that there isn't significant difference in the life skills of std. 9th and 10th of High schools.

Interaction Effect:

·   Independent variables were divided into related levels. Area of the schools (A) is divided into two parts i.e. rural (A_1) and urban (A_2), Gender (B) is divided into two parts i.e. girls (B_1) and boys (B_2) and standard (C) is divided as 9th as (C_1) and 10th as (C_2). The divisions of the three independent variables into different level caused 8 groups (2x2x2). The N, Mean, SD, and other statistics were calculated for 10 students selected randomly for each strata which is shown in table no 02 for DUNCAN'S MULTIPLE RANGE SHORT SIGNIFICANT TEST.

TABLE-02

N, X, SD, Σx, Σx^2 and other statistics calculation for each strata

Gender	Statistics	Area of schools		Total
		Rural (A_1)	Urban (A_2)	

		Standard		Standard		
		Std.9th (C_1)	Std.10th (C_2)	Std.9th (C_1)	Std.10th (C_2)	
Girls (B1)	**N**	10	10	10	10	40
	X	94.1	95.6	94.9	97.6	382.2
	SD	6.53	5.00	4.72	7.89	
	Σx	941	956	949	976	3822
	Σx²	88975	91644	90283	95880	366782
Boys (B2)	**N**	10	10	10	10	40
	X	96.6	94.1	96.4	97.1	384.2
	SD	5.37	2.74	6.71	5.72	
	Σx	966	941	964	971	3842
	Σx²	93604	88623	93380	94611	370218
Total	**Σx$_T$**	1907	1897	1913	1947	7664
	Ex²$_T$	182579	180267	183663	190491	737000

Total No. N=80

To compare and study trends of means of all groups F ratio was calculated which is presented in table no.03

TABLE-03

Summary of ANOVA

Source of Variance	SS	df	MS	F – ratio	Remarks
SS Between Group	125.6	7	17.34		
SS Within Group	2663.2	72	36.99	0.49	N.S.
SST	2788.8	79			

Table Value of F- ratio		
df	F at 0.05	F at 0.01
7 & 72	2.07	2.78

From the above table no.03 it is observed that there is not significant difference between any two pairs of area of schools, gender and standard consequently. Ho_4, Ho_5, Ho_6 and Ho_7 are not accepted. It means that when this independent variable is operated together, they work in opposite directions and do not show any significant interaction effect on life skills.

· To compare and study trends of interaction effect among the means of all eight groups DUNCAN'S MULTIPLE RANGE SHORT SIGNIFICANT TEST was calculated for 28 pairs which is presented in table no.04

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TABLE-04

Summary of difference between all the 28 pairs and shortest significant ranges at 0.05 and 0.01 levels of DUNCAN'S MULTIPLE RANGE SHORT SIGNIFICANT TEST for area of schools, gender and standard based 8 groups.

NO	1	2	1	2	3	4	5	6	7	8	TABLE	VALUE	
											VALUE	0.05	0.01
	GROUPS		A1B1C1	A1B2C2	A2B1C1	A1B1C2	A2B2C1	A1B2C1	A2B2C2	A2B1C2	R		
		MEAN.S.	94.10	94.10	94.90	95.60	96.40	96.60	97.10	97.60			
1	A1B1C1	94.10	0.00	0.00	0.80	1.50	2.30	2.50	3.00	3.50	R2	2.01	2.54
				N.S.	N.S.	N.S.	*	*	**	**			
2	A1B2C2	94.10		0.00	0.80	1.50	2.30	2.50	3.00	3.50	R3	2.08	2.65
					N.S.	N.S.	*	*	**	**			
3	A2B1C1	94.90			0.00	1.01	1.50	1.70	2.20	2.70	R4	2.13	2.72
						N.S.	N.S.	N.S.	*	*			
4	A1B1C2	95.60				0.00	0.80	1.00	1.50	2.00	R5	2.17	2.77
							N.S.	N.S.	N.S.	N.S.			
5	A2B2C1	96.40					0.00	0.20	0.70	1.20	R6	2.20	2.82
								N.S.	N.S.	N.S.			
6	A1B2C1	96.60						0.00	0.50	1.00	R7	2.22	2.85
									N.S.	N.S.			

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7	A2B2C2	97.10							0.00	0.50	R8	2.24	2.88
										N.S.			

M.S.W. =36.99   *   = Significant at 0.05   06

N   = 80   **   = Significant at 0.01   04

SX   =0.68   NS   = Not Significant   18

                                                            Total = 28

The obtained F-ration is 0.49 which is not significant at any level. Hence there is no significant difference among the means of all groups of 2 x 2 x 2 factorial design, there would be 8 groups and due to that there would be 28 pairs of mean differences. The DUNCAN SHORT SIGNIFICANT test was used to find out how many pairs of means show significant difference at 0.05 and 0.01 levels. Here, the within means square (M.S.W.) is 36.99 (tabel-02). SX = 0.68 was calculated with N and M.S.W. (SX = Ö M.S.W. / Ö N). The shortest significant range of 0.05 and 0.01 level were worked out by using the table value of R by multiply it with SX = 0.68. The summary of mean difference and shortest range of 0.05level and 0.01level are shown in tabelno.-04. From table no. – 04 we can see that out of 28 pairs, the mean difference of 06 pairs are significant at 0.05 level and 04 pairs are significant at 0.01level while remaining 18 pairs are not significant.

 The largest mean difference between the two means is 3.50 and it is between A2B1C2 and A1B1C1 and also A2B1C2 and A1B2C2 at both the levels. It is in favour of A2B1C2 mean the girls of standard 8th from schools of urban area. The shortest difference between two mean is 2.20 which is in between A2B2C2 and A2B1C1 a level of 0.05. It is between the boys and girls of standard 8th and 7th of urban area which is in favour of boys of standard 8th. .

Findings:

S p e c i a l   I s s u e -   I n t e r n a t i o n a l   O n l i n e   C o n f e r e n c e
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The life skills play a vital role two construct the sustainable society. This life skills was measured and its result was interpreted as discuss above with context to some variables. The major finding of that is as under.

· The life skills of the students of High schools of urban area are more than that of the rural area.

· The boys and girls students of standard 9th and 10th have the same life skills it means there is no difference among them with respect to life skills.

· The girls of standard 9th from High schools of urban area have more life skills than that of the girls of std.10th of rural area.

· From the students of High schools of urban area the boys of standard 10th have more life skills then the girls of std. 9th.

Conclusion:

Life Skills are those abilities which may help on individual to lead a holistic and fruitful life. The main aspect of like skill education is to promote mental well being and competence in young people as they face the realities of life. Life Skill based education through school curriculum to help the learners to take positive approach to protect themselves and to promote health and meaningful social relationship life skills facilitate a complete and integrated development of an individual to function effectively do social being.

To develop a sustainable society the students of High schools should get the knowledge and its should be kept in their practise is the necessity of this ear. The education system should include the lession of life skills according to the cultural and area.

**S p e c i a l I s s u e - I n t e r n a t i o n a l O n l i n e C o n f e r e n c e
V o l u m e – 5, I s s u e – 5, M a y 2 0 2 0**

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