



INFLUENCE OF GENDER AND LOCALE ON LIFE SKILLS AMONG SECONDARY SCHOOL STUDENTS

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Abstract

The present study aims to study the Life Skills among Secondary School Students using the Descriptive Survey Method. The sample consists of 405 Secondary Students selected from six Secondary Schools in Idukki District. The technique used for selecting the sample is Stratified Random Sampling giving due representation to Gender and Locale. The investigator used a scale- Life Skills Scale to measure Life Skills among Secondary School Students. For analysis, statistical techniques like Mean, Standard Deviation and Test of Significance of the Difference between Means(t-test) are used. The findings of the study reveal that there is no significant difference between the means of scores on Life Skills among the Secondary Students with regard to Gender; Life Skills of Boys and Girls are more or less the same. However, there is a significant difference between the means of scores on Life Skills among the Secondary Students with regard to Locale- Life Skills of students in Urban Schools is higher than that of Rural schools. Therefore, the investigator concludes that Gender has no influence and Locale influences the Life Skills of Secondary Students

Key Words: Life Skills, Boys, Girls, Urban, Rural, Secondary School Students.

Introduction

Education is an important human activity. John Dewey says 'Education is the process of living through a continuous reconstruction of experiences. It is a form of learning in which the knowledge, skills and habits of a group of people are transferred from one generation to the

next through teaching, training or research. It is the development and fulfilment of one's possibilities. An educated person can differentiate between right and wrong or good and evil. The widest road leading to the solution of all our problems is education. Education is not only aimed at

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studying and getting good marks. It is the creation of a sound mind in a sound body. Skill development and vocational education have added a new feather to the modern system of education. While difficulties executing certain skills during placement can be mostly ascribed to poor design, what students experienced during placement—or what they believed was significant to their learning—generally corresponds with best practice guidelines for Work Integrated Learning (WIL) programmes.(Jackson, 2015)2015 There is something to learn for everyone. Education is the most important means for the development of various skills among individuals.

Life skills are those that people acquire in one setting, like sports or education, and then apply to other settings, such as the workplace, the community, or the home(Williams et al.2020). Life skills are defined as the adaptive and positive behaviours necessary to navigate the demands and challenges of everyday life(Duff et al., 2020).

Significance of the Study

Life Skills is the ability of students to monitor and control their behaviours. It is one of the most important and useful skills everyone should possess. This skill is essential in every area of life. Though most people understand its importance, very few do something to strengthen it. People have started acknowledging the importance of Life Skills to lead a successful life. Life Skills play a very important role in personal and professional life. to incorporate life skills into the curriculum to impact students' professional and interpersonal abilities, including problem-solving, teamwork, communication, leadership, and time management. (Nair, P. K., & Fahimirad, M.

(2019). Everyone must learn and upgrade themselves with Life Skills. Life Skills should be practised and improved regularly. School can play an important role in developing Life Skills among students. It is important to study the extent of Life Skills among secondary-level students. Also, the difference in the Life Skills based on Gender and Locale requires special attention.

Objectives of the Study.

The following are the objectives for the present study.

1. To compare the Life Skills among Boys and Girls of Secondary Schools.
2. To compare the Life Skills among students in Urban and Rural Secondary Schools.

Methodology of the Study

The investigator used the Descriptive Survey Method to study the Life Skills among Secondary Students. The sample consists of 405 Secondary School Students selected from six Secondary Schools in the Idukki District, using the Stratified Random Sampling Technique giving due representation to Gender, and Locale. The investigator used a scale- Life Skills Scale to measure Life Skills among Secondary School Students. For analysis, statistical techniques like Mean, Standard Deviation and Test of Significance of the Difference between Means(t-test) are used.

Life Skills of Secondary School Students about Gender

The first objective of the study is to compare the Life Skills among Boys and Girls in Secondary Schools. The investigator observes that the means of scores on Life Skills among Boys is 154.23 and for Girls is 156.86. For analyzing and interpreting data

the investigator used inferential statistics namely the Test of Significance for a large independent sample (two-tailed t-test). The t -value was set as 1.96 at a .05 level of significance with degrees of freedom

403. The investigator presents the data and results of the scores on Life Skills among the Boys and Girls in Secondary Schools in the following table.

Table 1

Variable, Number, Mean, Standard Deviation and T-value of the Life Skills among Boys and Girls in Secondary Schools

Variable	Category	N	Mean	SD	df	t-value	Remarks
Life Skills	Boys	169	154.23	16.771	403	1.62	Not Significant at.05 level
	Girls	236	156.86	15.656			

From the table, the investigator interprets that the obtained t -value is 1.62 which is less than the table value 1.96 at a .05 level of significance with degrees of freedom 403. It shows that means of the scores on Life Skills among Secondary Students with regard to Gender do not differ significantly. There is no significant difference between the means of scores on Life Skills among Boys and Girls in Secondary Schools. The life Skills of Boys and Girls are almost the same. Therefore, the investigator concludes that Gender has no significant influence on the Life Skills of Secondary School Students.

Life Skills among Secondary School Students with regard to Locale

The second objective of the study is to compare the Life Skills among Urban and Rural students in Secondary Schools. The mean score on Life Skills of Rural students is 153.46 and for Urban students is 158.14. For analyzing and interpreting data the investigator used inferential statistics namely the Test of Significance for a large independent sample (two-tailed t-test). The t -value was set as 1.96 at .05 level of significance with degrees of freedom 403. The investigator presents the data and results of the scores on Life Skills among the Urban and Rural Secondary Students in the following table.

Table 2

Number, Mean, Standard Deviation and T-value of the Life Skills among students in Urban and Rural Secondary Schools

Variable	Category	N	Mean	SD	df	t-value	Remarks
Life Skills	Urban	192	158.14	16.5636	403	2.91	Significant at. 05 level
	Rural	213	153.46	15.62			

From the above table, the investigator interprets that the obtained t-value is 2.91, which is greater than the table value of 1.96 at .05 level of significance with degrees of freedom 403. It shows that means of scores on Life Skills among the Secondary Students with regard to Locale differ significantly. There is a significant difference in the means of scores on Life Skills among the Urban and Rural students in Secondary Schools. Life Skills of students in Urban Schools is higher than that of Rural schools. Therefore, the investigator concludes that Locale has a significant influence on the Life Skills of Secondary School Students

Major Findings of the Study

The major findings of the present study are the following:

- There is no significant difference between the means of scores on Life Skills among Boys and Girls in Secondary Schools. The Life Skills of Boys and Girls are almost the same.
- There is a significant difference in the means of scores on Life Skills among the Urban and Rural students in Secondary Schools. Life Skills of students in Urban Schools is higher than that of Rural schools.

Conclusion

Adolescent empowerment is thought to be achieved through the integration of Life Skill Education (LSE) into the school mental health programme through the use of resources provided by instructors and schools. (Srikala & Kishore Kumar, 2010) The present study attempts to analyse the Life Skills among Secondary School

Students. The findings of the study show that there is no significant difference between the means of scores on Life Skills among the Secondary Students with regard to Gender, Life Skills of Boys and Girls are more or less the same. However, there is a significant difference between the means of scores on Life Skills among the Secondary Students with regard to Locale. Life Skills of students in Urban Schools is higher than that of Rural schools. Therefore, the investigator concludes that Gender has no influence and Locale influences the Life Skills of Secondary Students.

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