

A Study of Influence of Socio-Demographical Factors on Life Skills Among Intermediate Students

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Abstract

The Present study is influence Life Skills among the of socio demographical factors on life skills among intermediate students. "Life skills" refers to 'non-academic abilities, knowledge, attitudes, and behaviors that must be learned for success in society. This study makes to find out to socio demographical factors affects on the intermediate students and enable them as to how to overcome the problems in their life with the help of skills of characters. The study has been undertaken from 2500 students from the north coastal districts of Andhra Pradesh by using the standard measure of Life Skills Measurement Inventory Scale by Suryanarayana(2010). It was observed from the major findings of the study are There is positive and significant relationship between the aspects - insecurity feeling and life skills of the respondents. It can be inferred therefore, that insecurity feelings and life skills aspects are interdependent. It was also noted that there exists a significant relation among various dimensions of insecurity feelings and various dimensions of life skills development among the respondents.

Keywords: Life Skills, Intermediate and Students.

1. Introduction

The term "Life skills" refers to 'non-academic abilities, knowledge, attitudes, and behaviors that must be learned for success in society' (Junge, Mangallan, & Raskauskas, 2003, P.166). With reference to the British Columbia Life Skills Programme, life skills are associated with the development of employability skills (Butterwick & Benjamin, 2006). The British Columbian programme is based on the Employability Skills Profile (ESP) developed by the Conference Board of Canada (1992). The ESP outlines three domains of "Life Skills": Academic Skills, personal management skills and teamwork skills. In the programme, life skills are defined as "specific skills, attitudes and values... positioned as key to future success".

Life skills are a set of human skills acquired via direct teaching or indirectly through experiences that are used to handle problems and questions commonly encountered in daily life. Development of life skill is a lifelong process and learning the skill is a continuous building up of skills and knowledge throughout the life of an individual. It occurs through experiences encountered in the course of one's lifetime. The term 'health education' is often used almost interchangeably with life skills. However the

difference between the two is in the type of content or topics that are covered. Not all program content is considered "health-related." For example, life skills-based literacy and numeracy, or life skills-based peace education, or human rights are not directly related to health.

Essentially, there are two kinds of life skills; those related to thinking termed as "thinking skills" and skills related to dealing with others termed as "social skills". While thinking skills relate to reflection at a personal level, social skills include interpersonal skills and do not necessarily depend on logical thinking. It is the combination of these two types of skills that are needed for achieving assertive behaviour and negotiating effectively. "Emotional" can be perceived as a skill not only in making rational decisions but also in being able to make others agree to one's point of view. To do that, coming to terms first with oneself is important. Thus, self-management is an important skill including managing/coping with feelings, emotions, stress and resisting peer and family pressure. Young people as advocates need both thinking and social skills for consensus building and advocacy on issues of concern.

Students of the modern period have turned to television and video games in an attempt to fill up the socialization void, to formulate their values. The present day youth spend long hours watching television; they spend very less time in meaningful conversation with the parents. Most of the adolescents and youth watch violent acts on TV. Violence is portrayed as justified and goes unpunished.

2.Review of Literature

Reena and Menka (2019) studied on an adolescence stage. It is important for growth and development and this stage is more influence by peer groups. life skills can be make it as a part of curriculum in education and interaction with media and electronic media develops the life skills in students.

Alwell and Cobb (2013) studied a systematic review of the effects of curricular interventions on the acquisition of function life-skills by youth with disabilities. According to the authors the relationship between functional/life skills curricula (the intervention) and transition-related outcomes for secondary aged youth with disabilities was explored in this systematic review. A total of 50 studies intervening with 482 youth with (largely) disability labels of moderate to severe mental retardation were reviewed. The findings of this review provide tentative support for the efficacy of using functional/life skills curricular interventions across educational environments, disability types, ages, and gender in promoting positive transition-related outcomes.

Kobayashi *et.al.*, (2013) investigated the reliability and validity of the Multidimensional Scale of Life Skills in Late Childhood, an instrument designed to measure a concept similar to zest for living in late childhood. A total of 1,888 elementary school students in the 4th, 5th, and 6th grades residing in urban and suburban areas as well as in remote islands of three prefectures (Okinawa, Kagoshima, and Nagasaki) were surveyed. On the basis of the analysis, 24 items and seven factors were extracted. These factors were problem-solving/synthesis, relationship with friends, personal manners, decision-making and future planning, self-learning, collecting and using information, and leadership. To examine the construct validity of the scales, a goodness-of-fit model was determined by confirmatory factor analysis, and satisfactory values were found (GFI = 0.952, AGFI = 0.937, CFI = 0.966, RMSEA = 0.016). The validity of the goodness-of-fit model and the reliability of the scales indicate that the Multidimensional Scale of Life Skills in Late Childhood is an effective assessment tool.

Roodbariet.al., (2013) investigated the purpose of life skills training effects on social development, emotional and social compatibility of female students in first-grade high school in Neka city in 2011. The present study is experimental type in which pre-test and post-test design were used with a control group. The sample in the study consisted of all female students in first-grade of high school in Neka and among them 30 subjects were randomly selected into experimental and control groups of 15 subjects each. The experimental group was trained in life skills for about 10 two-hour sessions each, once a week. The tool used in this research was social development questionnaire of Alice Witsman and high school students' adjustment questionnaire of Sinha and Singh (1993), respectively. Findings showed that life skills training has a positive effect on social development, emotional and social adjustment. Therefore, social skills training improved social development, emotional adjustment, social adjustment, and finally skill training could increase the public health level of children and adolescence compatibility.

3. Method:

Objectives of the study:

To examine life skills among the intermediate students and their relationship with socio-demographic variables under study.

The formulated hypotheses based on these objectives are

Hypotheses:

H1: There is no significant difference of opinion among the respondents on Life Skill Management based on Gender.

H2: There is no significant difference of opinion among the respondents on Life Skill Management based on Locality.

H3: There is no significant difference of opinion among the respondents on Life Skill Management based on Subject of Study.

Sample

The study has been undertaken from 2500 students from the north coastal districts of Andhra Pradesh (Srikakulam, Vizianagaram and Visakhapatnam).

Tool:

In the present study measures three major variables like gender, locality and subject of study by using Life Skills Measurement Inventory Scale. Life Skills Measurement Inventory Scale constructed and standardized by N.V.S. Suryanarayana (2010). The reliability and validity values are 0.759 and 0.87.). The present Surya's Life Skills Inventory Scale (SLSI S) is adopted with the help of predictive validity. The finalized questionnaire consists of 40 items. In the questionnaire, there are 40 items with nine dimensions. Against each item five alternative responses provided against each statement viz., - Very High (VH), High (H); Moderate (M); Low (Low) and Very Low (VL). The details of which are presented in the following table.

Procedure :

The investigator visited above 40 educational institutions in the districts Srikakulam, Vizianagaram, Visakhapatnam where intermediate course is offered. The investigator took permission from the respective principals for administering the tool life skill measurement inventory on the intermediate students. The tools were administered personally. Students in the respective institution were requested to record their particulars as per the demographic data sheet enclosed to the tool. Respondents were further advised not to leave any item of the tool, unanswered. The respondents filled the questionnaire in the presence of the investigator and returned those sheets to the investigator.

Analysis:

The key of this tool valued according to the scoring procedure mentioned hereunder. The responses with respect to Life Skills Measurement Inventory were scored as follows:—There are five alternative choices against each item with descriptive terms – Very High, High, Moderate, Low and Very Low. The total number of items in the questionnaire is 40. The weightages for the items is awarded as ‘5’ for Very High (VH), ‘4’ for High (H), ‘3’ for Moderate (M), ‘2’ for Low (L) and ‘1’ for Very Low (VL). This shows that the total score of the tool is in between ‘40’ to ‘200’.

4.Results and Discussion

As there are few studies showing a relationship between socio demographic factors and development of life skills the researcher has formulated the null hypothesis follows

Testing of opinions on Life Skill Management based on Gender:

H1: There is no significant difference of opinion among the respondents on Life Skill Management based on Gender.

Table - 1
Life Skill Management based on Gender

Gender	N	Mean	S.D	T
Male	1683	125.04	24.84	3.38**
female	817	121.33	27.43	

Note : *p≤0.05 level; **p≤0.01 level

Table-1 Illustrates the difference of mean and Standard Deviation of opinions on Life Skill Management between male respondents and female respondents. The mean value obtained by male respondents is 125.04, whereas the mean value obtained by female students is 121.33 and the standard deviations are 24.84 and 27.43 respectively. Since, the obtained t value of 3.38 is significant at 0.01 level. So, the null hypothesis is rejected. This indicates that there is a significant difference of opinion among the respondents on Life Skill Management based on gender.

Similar conducted by Hamidreza Vatankhah and others (2013) studied investigating the effectiveness of teaching the life skills (Anger Control) on increasing happiness and self-esteem of the girl students of the Shahed high school in Tonkabon.

Jahangir Maghsoudi and others (2010) studied the authors disclose that life skills have different effects on various aspects of the mental health. Social adjustment prepares adolescents for entering to the adulthood.

Testing of opinions on Life Skill Management based on Locality:

H2: There is no significant difference of opinion among the respondents on Life Skill Management based on Locality.

Table - 2

Life Skill Management based on Locality

Measuring category	Sum Squares	Degrees of Freedom	Mean Squares	'F' Value
Between Groups	3,725.73	2	1,862.86	2.15
Within Groups	2,155,743.21	2,497	868.333	
Total	2,159,468.95	2,499		

It can be observed that F-value of 2.158 is less than 19.5 of the Henry.E.Garrett formula (1961 Feb 26) Statistics in Psychology and education. This shows that there is no significant difference of opinion among the respondents in their life skills based on Locality. Hence, the null hypothesis is accepted.

Sasazawa and others investigated the reliability and validity of the multidimensional scale of life skills in late childhood, an instrument designed to measure a concept similar to "zest for living" in late childhood. A total of 1,888 elementary school students in the 4th, 5th, and 6th grades residing in urban and suburban areas as well as in remote islands of 3 prefectures (Okinawa, Kagoshima, and Nagasaki) were surveyed. On the basis of our analysis, 24 items and seven factors were extracted.

These factors are problem-solving/synthesis, relationship with friends, personal manners, decision-making and future planning, self-learning, collecting and using information, and leadership.

Testing of opinions on Life Skill Management based on Subject of Study:

H3: There is no significant difference of opinion among the respondents on Life Skill Management based on Subject of Study.

Table - 3

Life Skill Management based on Subject of Study

Measuring Category	Sum Squares	Degrees of Freedom	Mean Squares	'F' value
Between Groups	15,468.562	2	5,156.187	5.559
Within Groups	2,315,191.439	2,497	927.561	
Total	2,330,660.000	2,499		

It can be observed that the F-value of 5.559 is less than 8.53 of the Henry.E.Garrett formula (1961 Feb 26) Statistics in Psychology and education. This shows that there is significant difference of opinion among the respondents in their life skills based on Subject of Study. Hence, it is necessary to verify the Discipline wise. An analysis of the group indicates that Life skills management based on subjects of study is significantly more in M.P.C group students as compared to H.E.C group students (125.00 +/- 30.63 vs 120.23 +/- 32.05; $t = 2.63$, $p < 0.05$), C.E.C group students (125.00 +/- 30.63 vs 118.35 +/- 29.36; $t = 3.83$, $p < 0.01$), Bi.P.C group students as compared to C.E.C group students (122.84 +/- 29.82 vs 118.35 +/- 29.36; $t = 2.72$, $p < 0.01$). This finding indicates that M.P.C group students have more life skill management based on subject of study than Bi.P.C, H.E.C and C.E.C group students. Life skills are a set of human skills acquired via direct teaching or indirectly through experiences that are used to handle problems and questions commonly encountered in daily life.

5. Summary:

Development of life skill is a lifelong process and learning the skill is a continuous building up of skills and knowledge throughout the life of an individual. It occurs through experiences encountered in the course of one's lifetime. The term 'health education' is often used almost interchangeably with life skills. However the difference between the two is in the type of content or topics that are covered. Not

all program content is considered "health-related." For example, life skills-based literacy and numeracy, or life skills-based peace education, or human rights are not directly related to health.

Studies have been done separately on life skills among intermediate students. Keeping the above into consideration the present research was confined to a study of influence of socio demographical factors on Life Skills among Intermediate Students in the North Coastal Districts of Andhra Pradesh.

After careful observation of the literature and experiences of earlier researchers, it was found that Life Skills Measurement Inventory (LSMI) can be measured either on observation and interviews or use of tests including inventories and writing scales as was executed by the previous investigators. In the present study the researcher made use of the popular tool "Life Skills Measurement Inventory" duly constructed and standardized by N.V.S. Suryanarayana (2010). The researcher followed the Survey type method by distributing the questionnaire among the sample of Junior College Students.

Conclusion:

After a careful analysis of the data, the result of the present study has revealed the following:
There is no significant difference of opinion based on locality and significant difference of opinion based on gender and subject of study of the socio demographical factors and life skills of the respondents. It can be inferred therefore, that socio demographical factors and life skills aspects have significant difference of opinion based on gender and subject of study and there is no significant opinion based on locality.

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