



RELATIONSHIP BETWEEN LIFE SKILLS AND SOCIO-ECONOMIC STATUS OF SCHOOL CHILDREN

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Abstract: The purpose of this investigation is to know the relationship between Life Skills and Socio-Economic Status of Secondary School children and also know the Life Skills among secondary school students educating in government, private aided and private unaided schools. The present study followed a Descriptive Survey research. The students at secondary schools studying at government, private aided and private unaided schools at Hassan district coming under Mysore Educational Division of Karnataka are the samples. The sample size was 240 students out of which 120 were boys and 120 were girls. Life Skills Inventory self-developed by Vijaya Shivaputrappa Agadi & Dr Umme Kulsum (2019) and modified Kuppaswamy's Socio Economic Status was utilized for the data collection. The collected data was analyzed by utilizing Karl Pearson's Product Moment of Coefficient of Correlation and Independent 't' test. In all cases the level of significance was fixed at 0.05 level of confidence. The results were obtained with the help of Statistician by using SPSS Package along with MS Excel (MS Office). From the correlation analysis, it was found positive significant relationship between Life Skills and Socio Economic Status of secondary school students and from 't' test analysis it was confirmed that government school students had more life skills than that of private aided and private unaided schools. The government should sensitize families on need and importance of supporting their children's education for better academic achievement and provide life skills education by conducting life skills programmes at school level.

Index Terms – Life Skills, Socio-Economic Status, Secondary, School Students. Type of Management

INTRODUCTION

Education is principal for accomplishing full human potential, fostering an impartial and just society, and advancing public turn of events. Giving general admittance to quality education is the way in to India's proceeded with rising, and authority on the worldwide stage as far as financial development and social safeguarding. India will have the most elevated populace of youngsters on the world over the course of the following decade, and our capacity to give top notch educational freedoms to them will decide the eventual fate of our country. Despite the fact that life skills have existed from the start of man's presence in the world, the expression 'life skill education' has as of late become well known. As per Oxenham (2003), endeavours to work on individuals' 'Life Skill' and thus enhance human asset advancement started far before the 1940s. The taking in measure was moved from the study hall to the student's situational setting, making it straightforwardly and quickly supportive to the student and advancing his life conditions. This was a turning point in education and proficiency, when people started to assemble better life skills and occupation.

Life skills help children in exploring the issues of day-to-day existence, permitting them to develop into solid, dependable, and useful grown-ups. Life skills are at the core of psychological theories that try to see how a singular's gifts and capacities expand. The upgrade of life skills has been viewed as one of the main assets for boosting younger's positive and useful turn of events. The most common disorders among adolescents include depression, anxiety disorders and attention-deficit hyperactivity disorder and substance abuse disorder. Life skills education can be an important vehicle to equip students to enable dynamic contribution in society. Life skills have been defined as "the abilities for adaptive and positive behaviour that enables individuals to deal effectively with the demands and challenges of everyday life."

New conditions and real factors require new ways. The new ascent in pestilences and pandemics requires that we are prepared with elective methods of value education at whatever point and any place conventional and in-person methods of education are unrealistic. In such a manner, the Public Education Strategy (2020) perceives the significance of utilizing the benefits of innovation while recognizing its possible dangers and risks. It calls for painstakingly planned and fittingly scaled pilot studies to decide how the advantages of on the web/computerized education can be procured while tending to or alleviating the disadvantages. Meanwhile, the current advanced stages and continuous ICT-based educational drives should be improved and extended to meet the current and future difficulties in giving quality education to all. Life Skills Education can be provided to children by their parents by facilitating more facilities to acquire knowledge and skills. So, socio-economic status was found significant role in providing life skills education.

Socioeconomic status is the social standing or class of an individual or group. It is often measured as a combination of education, income and occupation. Socioeconomic status (SES) is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic access to resources and social position in relation to others. When analysing a family's SES, the household income, earners' education, and occupation are examined, as well as combined income, whereas for an individual's SES only their own attributes are assessed. Recently, research has revealed a lesser recognized attribute of SES as perceived financial stress, as it defines the "balance between income and necessary expenses". Perceived financial stress can be tested by deciphering whether a person at the end of each month has more than enough, just enough, or not enough money or resources. Some studies conducted on Life Skills of younger children in India. The studies by Bhushan and Shekhar (2020) studied the role of different Life Skills in improving the academic performance of students. Life-skills have found to bring change in behavior of individual and reduce learning problems and help to increase the student's academic achievement. Behera (2020) developed on Life Skill Education in Classroom. An attempt was made to understand the concept and types of Life Skill Education, why it was needed and who need it. Sowmyashree and Sreenivasa (2019) studied the life skill and its effect on achievement by selecting samples through random sampling method, 120 government school children were taken. The result found significant difference among adolescent students on their life skill subsequent to preparing than prior to guidance. Rajni Dhingraa & Kirti Singh Chauhan (2017) studied the Life Skills of the selected Adolescents & to determine the Variation in their Life Skills with their Socio Economic Status and Education of Parents and found highly significant correlation between Parental Education & Levels of Life Skills of Adolescents. Educated parents are more conscious about the growth opportunities for their children, hence they can provide conducive environment to their children to learn and grow well. Saboowala, Rabiya and Pandya (2017) contemplated to know the Interactive Effect of Life Skills Education Program and Socio-Economic Status of Students on their Critical Thinking Skills and discovered that life skills education works with the basic considering students and assuming this is the case, for which level of socio economic status of students. Chandra and Azimuddin (2013) impacted of Socio Economic Status on academic achievement of secondary school students of Lucknow city and found positive relationship was seen among SES and academic achievement. Reddy (2008) found the level of two important components of Life skills i.e. problem solving and interpersonal skills among students in relation to the socio-economic factor and confirmed that no difference in the interpersonal skills and problem solving skill with respect to sex, type of family, socio economic status & locality. From the above studies it was found that Life Skills are inter-correlated with type of management and socio-economic status.

NEED OF THE STUDY

These inward pressure and social assumptions lead to snapshots of vulnerability, self questions and dissatisfaction in the young adult. It is at these circumstances that the youngster faces challenges and implies in hazard taking practices. Therefore, life skills education is critical to assist youngsters to adapt to difficulties that they face in their everyday lives. The school authority has presented life skill education at the higher secondary school level. The educational plan has been changed by various terminologies giving accentuation as indicated by the current setting. However, the student who has gone to life skills preparing have drops of the establishments. Anyway, it is beneficial to discover the situation with the ten life skills among the higher secondary school students. The present investigation conducted by the researcher is to find out the relationship of socio-economic status of children on providing life skills education and also know the life skills education of students from various type of schools.

STATEMENT OF THE PROBLEM

The topic identified for the current investigation is on “Relationship between Life Skills and Socio-Economic Status of School Children”

PURPOSE OF THE STUDY

The purpose of this investigation is to know the Relationship between Life Skills and Socio-Economic Status of Secondary School Students and also know the Life Skills among secondary school students educating in government, private aided and private unaided schools.

OBJECTIVES OF THE STUDY

1. The first objective is to examine the relationship between Socio Economic Status and Life Skills of Secondary School Students
2. The second objective is to find out the significant differences in the Life Skills of secondary school students studying in government, private aided and unaided institutions.

RESEARCH HYPOTHESES

1. There is no significant relationship between Life Skills and Socio Economic Status of secondary schools students.
2. There is no significant difference in the Life Skills of secondary school students studying in government and private aided schools.
3. There is no significant difference in the Life Skills of secondary school students studying in private aided and private unaided schools.
4. There is no significant difference in the Life Skills of secondary school students studying in government and private unaided schools.

METHODOLOGY

The purpose of this investigation is to know the relationship between Life Skills and Socio-Economic Status of Secondary School children and also know the Life Skills among secondary school students educating in government, private aided and private unaided schools. The present study followed a Descriptive Survey research. The students at secondary schools studying at government, private aided and private unaided schools at Hassan district coming under Mysore Educational Division of Karnataka are the samples. The sample size was 240 students out of which 120 were boys and 120 were girls. Life Skills Inventory was self-developed by Vijaya Shivaputrappa Agadi & Dr. Umme Kulsum (2019) and modified Kuppaswamy's Socio Economic Status was utilized for the data collection. The collected data was analyzed by utilizing Karl Pearson's Product Moment of Coefficient of Correlation and Independent 't' test. In all cases the level of significance was fixed at 0.05 level of confidence. The results were obtained with the help of Statistician by using SPSS Package along with MS Excel (MS Office).

ANALYSIS AND INTERPRETATION OF DATA

Table-1: Table shows results related to coefficient of correlation between Life Skills and Socio Economic Status of secondary school students.

Variables	No.	df	'r' Value	Sig. level
Life Skills (DV) and Socio-Economic Status (IV)	240	238	0.271	*

DV=Dependent Variable; IV=Independent Variable; *Significant at 0.05 level (Table Value $r = 0.138$)

The obtained 'r' value of 0.271 is greater than the table value of 0.138 at 0.05 level of significance related to relationship between Life Skills and Socio Economic Status perceived by secondary school students. Hence, the stated null hypothesis-1 is rejected

and an alternate hypothesis has been accepted that “there is a significant relationship between Life Skills and Socio Economic Status of secondary schools students.” The students who had higher socio economic status had better life skills and vice versa.

Table-2: Table shows Number (N), Mean (M), Standard Deviation (SD) and ‘t’ values of Life Skills scores of secondary school students with different type of schools.

Variable: Type of Management	N	Mean	Standard Deviation	‘t’ Value	Sig. level
Government	80	338.662	16.891	3.92	*
Private Aided	80	324.937	26.301		
Private Aided	80	324.937	26.301	2.12	*
Private Unaided	80	316.625	22.961		
Government	80	338.662	16.891	6.91	*
Private Unaided	80	316.625	22.961		

*Significant at 0.05 level ($t=1.97$).

The said table-2 explains the ‘t’ test results on life skills scores of secondary school students from government, private aided and unaided schools of Hassan District. The obtained ‘t’ value 3.92 is greater than the table value 1.97 at 0.05 level of significance with regard to difference in the Life Skills of secondary school students studying in government and private aided schools. Hence, the null hypothesis-2 is rejected and an alternate hypothesis has been accepted that “there is a significant difference in the Life Skills of secondary school students studying in government and private aided schools.” The students from government schools had more life skills ($M=338.662$) than students from private aided schools ($M=324.937$).

Further, the obtained ‘t’ value 2.12 is greater than the table value 1.97 at 0.05 level of significance with regard to difference in the Life Skills of secondary school students studying in private aided and private unaided schools. Hence, the null hypothesis-3 is rejected and an alternate hypothesis has been accepted that “there is a significant difference in the Life Skills of secondary school students studying in private aided and private unaided schools.” The students from aided schools had more life skills ($M=324.937$) than students from private unaided schools ($M=316.625$).

The said table further also confirmed that the obtained ‘t’ value 6.91 is greater than the table value 1.97 at 0.05 level of significance with regard to difference in the Life Skills of secondary school students studying in government and private unaided schools. Hence, the null hypothesis-4 is rejected and an alternate hypothesis has been accepted that “there is a significant difference in the Life Skills of secondary school students studying in government and private unaided schools.” The students from government schools had more life skills ($M=338.662$) than students from private unaided schools ($M=316.625$). The same has been represented in graphical presentation in Fig.1.

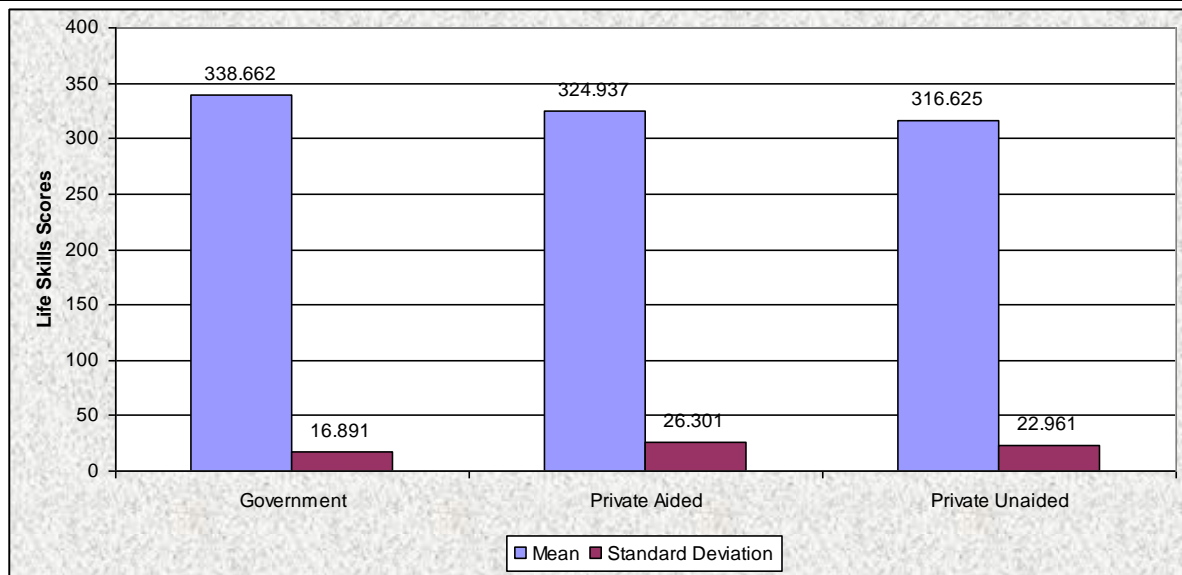


Fig.1: Comparison of Life Skills scores of secondary school students from different schools.

FINDINGS

1. There was a significant relationship between Life Skills and Socio Economic Status of secondary schools students.
2. There was a significant difference in the Life Skills of secondary school students studying in government and private aided schools. The students from government schools had more life skills than students from private aided schools.
3. There was a significant difference in the Life Skills of secondary school students studying in private aided and private unaided schools. The students from aided schools had more life skills than students from private unaided schools.
4. There was a significant difference in the Life Skills of secondary school students studying in government and private unaided schools. The students from government schools had more life skills than students from private unaided schools.

EDUCATIONAL IMPLICATIONS

From the correlation analysis, it was found positive significant relationship between Life Skills and Socio Economic Status of secondary school students and from 't' test analysis it was confirmed that government school students had more life skills than that of private aided and private unaided schools. The government should sensitize families on need and importance of supporting their children's education for better academic achievement and provide life skills education by conducting life skills programmes at school level. Improving school system and intervention of programs that may help to reduce risk factors and provide awareness about learning of life skills education therefore, increased research on the correlation between SES and Life Skills Education is essential. The study recommends the parents, teachers, heads of institutions to make Life Skills a compulsory subject of study in the frame work of the curriculum. Life skill management for school children is the need of today's world.

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