



Study of life skills of private and government school adolescents of Hoshiarpur city

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Abstract

Life skills are important because they give adolescents more control to improve their lives. We all need life skills learning to work effectively they have an impact on behavior and choices made by adolescents which further effect their life. The main objective of life skills is to enable to learn a concept of oneself as a person of worth and dignity. It should help one to understand oneself and lead to growth in personal responsibility. Violent behavior increased pro social behavior, decreased negative self destructive behavior, increase ability to plan ahead and choosing effective solution of the problem improve self images develop critical and creative thinking are some of the positive effects produced by life skills education. As a result through this study the investigator intends to carry out a research in this domain to find out the impact of the government and private school on the level of life skill attainment in the adolescents.

Keywords: critical thinking skill and creative thinking skill

Introduction

Life is beautiful but not always easy. It has problems too and challenge lies in facing them with courage. For surviving in this challenging world of ever changing demands one must have certain set of skills. Life skills help the individual to develop into healthy, productive and responsible human being. Life skills enable the individuals to deal effectively with demands and challenges of everyday life. Life skill has been defined by the World Health Organization (WHO) as "abilities for adaptive and positive behavior that enable individuals to deal effectively with demands and challenges of everyday life". 'Adaptive 'means that a person is flexible in approach and is able to adjust in different circumstances. 'Positive behavior' implies that a person is forward looking and even in difficult situations, can find a ray of hope and opportunities to find solutions. Life skills are not taught directly but learned indirectly through experiences. Core life skills are ability for adaptive and positive behavior that individuals to deal effectively with the demands and challenges of everyday life. Adaptive means that a person is flexible in approach and is able adjust in different circumstance. Positive behavior implies that a parsing is forward looking and even in difficult situating can find a ray of hope and opportunities to find solution. World Health Organization (W.H.O) has defined life skills as, "the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life". UNICEF defines life skills as, "a behavior change or behavior development approach designed to address a balance of three areas: Knowledge, attitude and skills". Thus, life skills are essentially those abilities that help promote mental well being and competence in young people as they face the realities of life. Life skills have been defined as follows: "Personal and social skills required for young people to function confidently and competently with

themselves, with other people and with the wider community".

Life skills are the skills necessary for successful living. They are the abilities for adaptive and positive behavior that enable individuals to deal with the demands and challenges of everyday living. Essential life skills include such things as being able to recognize and describe one's feeling, giving and receiving feedback, recognizing assumptions, setting realistic and attainable goals, and employing problem-solving strategies. In other words Life skills are abilities that facilitate the physical, mental and emotional well-being of an individual and competence in young people as they face the realities of life.

According to UNICEF, UNESCO and WHO their 10 core life skills namely decision making, effective communication, self-awareness, empathy, problem solving, interpersonal relationship, coping with emotions, coping with stress, creative thinking, and critical thinking.

Objectives

1. To study the level of life skills in male and female adolescents of the Private schools.
2. To study the level of life skills in male and female adolescents of the Government schools.
3. To compare the level of life skills in male and female adolescents of Private schools.
4. To compare the level of life skills in male and female adolescents of Government school.
5. To compare the level of life skills in male adolescents of Private and Government school.
6. To compare the level of the life skills of the female adolescents of Private and Government School.
7. To compare the level of life skills of the adolescents of Private and Government school.

Related Studies

A brief account of related studies as under

Khera, s., Khosla, s., (2012) ^[11] "A study of core life skills of adolescents in relation of their self concept developed through Yuva school life skill programme." Education plays an important role towards the overall development of human beings. School education helps in the formation of a sound personality in the child. School education can broadly be classified as elementary (class I to VIII) and secondary (IX-XII) education. Today, more and more societal pressures, greater complexity, uncertainty and diversity, rapid changes in the environment and continued deprivation put adolescents at the crossroads of their lives facing an uncertain future in facing the responsibilities of adulthood and to enter the world of work. During the 21st century, life, globally, is undergoing significant transition and change. Among the most affected are the adolescents. Core life skills play an essential part of adolescents which are the future of our country. The study investigated the relationship between self concept and core life skills selected randomly 500 adolescents studying in secondary classes of sarvodaya schools situated in south Delhi under gone for YUVA (SLP). The Major findings of the study that there is a positive co-relation between Core Affective Life Skill and Self Concept of adolescents which means those who posses these essential skills are better confidence in all aspects.

Mangrulkar, l., Vince Whitman, c., & Posner, m. (2001) "Life skills approach to child and adolescent healthy human development. "This paper aims to present the theoretical and research foundations of a life skills approach; define life skills, analyze the challenges of implementing life skills programs, develop a common language and vocabulary to advance the approach. Ensuring that children are healthy and able to learn is an essential part of an effective education system. As many studies show, education and health are inseparable. A child's nutritional status affects cognitive performance and test scores; illness from parasitic infection results in absence from school, leading to school failure and dropping out (Vince Whitman *et al.*, 2001). Structures and conditions of the learning environment are as important to address as individual factors. Water and sanitation conditions at school can affect girl's attendance. Children cannot attend school and concentrate if they are emotionally upset or in fear of violence. On the other hand, children who complete more years of schooling tend to enjoy better health and have access to more opportunities in life. Equipping young people with knowledge, attitudes, and skills through education is analogous to providing a vaccination against health threats educating for health is an important component of any education and public health. It protects young people against threats both behavioral and environmental, and complements and supports policy, services, and environmental change.

Azizi-Fini. I; Hajibagheri. A (2015) ^[1] Critical thinking skills in nursing students: a comparison between freshmen and senior students. Critical thinking is one of the most important concepts in the field of education. Despite studies published on nursing students critical thinking skills (CTS), some suggest that there is not enough evidence supporting the relationship between content of nursing education programs and nursing students' CTS. Given the existing discrepancies,

this study aimed to compare the critical thinking skills of freshmen and senior nursing students. This comparative study was conducted on 150 undergraduate freshmen and senior nursing students in Kashan University of Medical Sciences, during 2012. The students in the first and the last semesters of their study in nursing were entered in the study using the census method. Data were collected using a questionnaire including questions on demographic data and the California Critical Thinking Skills Test, form B. Data analysis was performed using the SPSS v.13 software. Descriptive statistics were calculated. Moreover, independent sample t-test and Spearman and Pearson's correlation coefficients were used in the data analysis. Both the freshmen and senior nursing students had low CTS. The mean critical thinking scores were 11.79 ± 4.80 and 11.21 ± 3.17 for the freshmen and the senior students, respectively ($P = 0.511$). Moreover, no significant correlation was found between the students' score in CTS and their age, gender, high school grade point average (GPA), rank in university entrance examination (RUEE) and interest in the nursing profession. The students were low skilled in critical thinking and their CTS did not significantly change during their nursing degree. Thus it may be concluded that the nursing education program did not affect the CTS of its students. Longitudinal studies are suggested for assessing nursing students' critical thinking over time. Moreover, revising the curriculum and preparing nursing educators for implementing innovative and active teaching strategies are suggested.

Popil. I (2011): "Promotion of critical thinking by using case studies as teaching method" This paper examines the use of case studies as teaching strategies to promote critical thinking. Critical thinking and case studies are defined as teaching method. The benefits and limitations of case studies are also discussed. The literature review investigates research studies that have indicated how case studies facilitate and promote active learning, help clinical problem solving, and encourage the development of critical thinking skills. Using case studies in teaching will assist nurse educators in promoting active learning; furthermore, it will help in developing critical thinking skills, which are extremely important for nurses and other health care professionals.

Murray. A; Kukrner. J (2015): "Fostering a creativity mindset in content area pre-service teachers through their use of literacy strategies" This paper emerges from our longitudinal study exploring pre-service and beginning content area teachers' literacy practices in Eastern Canada. It describes how secondary mathematics, science, social studies, and other content area pre-service teachers used literacy strategies in their teaching. These strategies were learned during a course taught by the authors called *Literacy in the Content Areas*. We note the ways their inclusion of literacy strategies enabled pre-service teachers to approach their teaching more creatively and encouraged secondary students to be more creative in learning the content. Like Jeffrey and craft (2004), we view these two aspects of creativity in teaching as integral to one another. We suggest the use of literacy strategies provides windows into pre-service teachers' creativity mindsets and their abilities to improvise within their own disciplines.

After reviewing the related literature the investigator has come to know that no one has evaluated the level of life skills of the

private and government school adolescents. Earlier that’s why the researcher decided to conduct the present study.

Method of Research

Descriptive research studies are designed to obtain pertinent and precise information concerning the current status of phenomena and, whenever possible, to draw valid general conclusions from the facts discovered.

Sample of 200 students was selected from different schools of Hoshiarpur city. Out of 200 students, 100 were adolescents of Private school and 100 were adolescents of Government school. 100 adolescents of Private school are further divided into 50 male and 50 female adolescents & 100 adolescents of Government school are further divided into 50 male and 50 female adolescents.

Survey and Testing Techniques were used in the present

research work while administering various tests viz. critical thinking scale and Creative thinking scale, but these tools were developed by the research scholar.

Analysis an interpretation of the data

Data analysis and interpretation is process of assigning meaning to the collected information and determining the conclusions, significance and implications of finding the step involved in data analysis are function of the type of information collected.

Hypotheses 1

Hypotheses 1 (a): There exist no significant gender differences in the levels of critical thinking skill of private school adolescents

Table 1: Table showing the comparison of the critical thinking skills of the male and female adolescents of the private school

Categories	N	MEAN	S.D	S.E _D	C.R	Significance of Difference	Interpretation
Male adolescent	50	76.32	6.75	1.35	3.44	Significant	Rejected
Female adolescent	50	79.76					

Table no.1 shows that the obtained mean scores for critical thinking skill of private school adolescents are 76.32and 79.76 respectively. The obtained C.R. is 3.44 which is more than table value at both 0.01 and 0.05 level of significance. This shows that there is significant difference between the level of Critical Thinking skill in male and female adolescents of

Private School. Hence, **hypothesis 1(a) is rejected.**

Hypotheses 1 (b): There exist no significant gender differences in the levels of creative thinking skill of private school adolescents

Table 2: table showing the comparison of the creative thinking of the male and female adolescents of the private school

Categories	N	Mean	S.D	S.E _D	C.R	Significance of Difference	Interpretation
Male adolescent	50	6.16	2.31	0.46	3.21	Significant	Rejected
Female adolescent	50	7.64					

Table no.2 shows that the obtained mean scores for creative thinking skill of private school adolescents are 6.16and 7.64 respectively. The obtained C.R. is 3.21 which is more than table value at both 0.01 and 0.05 level of significance. This shows that there is significant difference between the level of Creative Thinking skill in male and female adolescents of

Private School. Hence, hypothesis 1(a) is rejected.

Hypotheses 2

Hypotheses 2 (a): There exist no significant gender differences in the levels of critical thinking skill of government school adolescents

Table 3: Table showing the comparison of the critical thinking skills of the male and female adolescents of the government school

Categories	N	Mean	S.D	S.E _D	C.R	Significance of difference	Interpretation
Male adolescent	50	79.32	6.18	1.23	5.72	Significant	Rejected
Female adolescent	50	72.28					

Table no.3 shows that the obtained mean scores for critical thinking skill of private school adolescents are 79.32and 72.28 respectively. The obtained C.R. is 5.72 which is more than table value at both 0.01 and 0.05 level of significance. This shows that there is significant difference between the level of Critical Thinking skill in male and female adolescents of

Government School. Hence, hypothesis 2(a) is rejected

Hypotheses 2 (b): There exist no significant gender differences in the levels of creative thinking skill of government school adolescents

Table 4: Table showing the comparison of the creative thinking of the male and female adolescents of the government school

Categories	N	Mean	S.D	S.E _D	C.R	Significance of difference	Interpretation
Male adolescent	50	6.76	1.85	0.37	0.22	Not significant	Accepted
Female adolescent	50	6.68					

Table no.4 shows that the obtained mean scores for creative thinking skill of government school adolescents are 6.76 and 6.68 respectively. The obtained C.R. is 0.22 which is less than table value at both 0.01 and 0.05 level of significance. This shows that there is no significant difference between the level of Creative Thinking skill in male and female adolescents of

Government School. Hence, hypothesis 2(b) is accepted.

Hypotheses 3

Hypotheses 3 (a): There exist no significant differences in the levels of critical thinking skills of the female private and government school adolescents

Table 5: Table showing the comparison of the critical thinking skills of the female adolescents of the private and government school

Categories	N	Mean	S.D	S.Ed	C.R	Significance of Difference	Interpretation
Female private adolescent	50	79.76	7.48	1.49	5.02	Significant	Rejected
Female government adolescent	50	72.28					

Table no.5 shows that the obtained mean scores for critical thinking skills of the female private and adolescents are 79.76and 72.28 respectively. The obtained C.R. is 5.02 which is more than table value at both 0.01 and 0.05 level of significance. This shows that there is significant difference between the levels of Critical Thinking skills in female

adolescents of private and Government School. Hence, hypothesis 3(a) is rejected.

Hypotheses 3 (b): There exist no significant differences in the levels of creative thinking skills of the female private and government school adolescents

Table 6: table showing the comparison of the creative thinking skills of the female adolescents of the private and government school

Categories	N	Mean	S.D	S.Ed	C.R	Significance of difference	Interpretation
Female private adolescent	50	6.68	2.41	0.48	2	Significant At 0.05 level	Rejected
Female government adolescent	50	7.64					

Table no.6 shows that the obtained mean scores for creative thinking skills of the female private and adolescents are 6.68 and 7.64 respectively. The obtained C.R. is 2 which is more than table value at 0.05 level of significance but less than at 0.01 level of significance. This shows that there is significant difference between the levels of Creative Thinking skills in female adolescents of private and Government School at

0.05level of significance. Hence, hypothesis 3(b) is rejectedat 0.05 level.

Hypotheses 4

Hypotheses 4 (a): There exist no significant differences in the levels of critical thinking skills of the male private and government school adolescents

Table 7: table showing the comparison of the critical thinking skills of the male adolescents of the private and government school

Categories	N	Mean	S.D	S.Ed	C.R	Significance of difference	Interpretation
Male private adolescent	50	79.32	5.911	1.18	2.54	Significant At 0.05 level	Rejected
Male government adolescent	50	76.32					

Table no.7 shows that the obtained mean scores for critical thinking skills of the male private and adolescents are 79.32and 76.32 respectively. The obtained C.R. is 2.54 which is more than table value at both 0.05 level of significance But less than table value at 0.01 level of significance. This shows that there is significant difference between the levels of Critical Thinking skills in female adolescents of private and

Government School at 0.05 level of significance. Hence, hypothesis 3(a) is rejected at 0.05 level.

Hypotheses 4 (b): There exist no significant differences in the levels of creative thinking skills of the male private and government school adolescents

Table 8: table showing the comparison of the creative thinking skills of the male adolescents of private and government school

Categories	N	Mean	S.D	S.Ed	C.R	Significance of difference	Interpretation
Male private adolescent	50	6.76	1.66	0.33	1.81	Not significant	Accepted
Male government adolescent	50	6.16					

Table no.8 shows that the obtained mean scores for creative thinking skills of the male private and adolescents are 6.76and 6.16 respectively. The obtained C.R. is 1.81 which is less than table value at both 0.01 and 0.05 level of significance. This shows that there is no significant difference between the levels of Critical Thinking skills in female adolescents of private and Government School at 0.01 and 0.05 level of significance.

Hence, hypothesis 4(b) is accepted at 0.05 level.

Hypotheses 5

Hypotheses 5 (a): There exist no significant difference between the levels of critical thinking skill of the private and government school adolescents.

Table 9: table showing the comparison of the critical thinking of the adolescents of the private and government school

Categories	N	Mean	S.D	S.Ed	C.R	Significance of difference	Interpretation
Private adolescent	100	77.82	6.52	0.91	1.98	Not significant	Accepted
Government adolescent	100	76.02					

Table no.9 shows that the obtained mean scores for critical thinking skill of private and government school adolescents are 77.82 and 76.02 respectively. The obtained C.R. is 1.98 which same as table value at 0.05 level of significance and less than table value at 0.01 level of significance. This shows that there is no significant difference between the level of

Critical Thinking in adolescents of Private and Government School adolescents. Hence, hypothesis 5(a) is accepted.

Hypotheses 5 (b): There is no significant difference between the levels of creative thinking skill of the private and government school adolescents.

Table 10: Table showing the comparison of the creative thinking skills of the adolescents of the private and government school

Categories	N	Mean	S.D	S.Ed	C.R	Significance of difference	Interpretation
Private adolescent	100	6.46	2.10	0.29	2.41	Significant	Rejected
Government adolescent	100	7.16					

Table no. 10 shows that the obtained mean scores for creative thinking skill of private and government school adolescents are 6.46 and 7.16 respectively. The obtained C.R. is 2.41 which is more than table value at both 0.01 and 0.05 level of significance. This shows that there is significant difference between Of Creative Thinking in adolescents of Private and Government School adolescents. Hence, hypothesis 5(b) is rejected.

Critical Thinking in adolescents of Private and Government School adolescents. Hence, hypothesis 5(a) is accepted.

10. There is significant difference between Of Creative Thinking in adolescents of Private and Government School adolescents. Hence, hypothesis 5(b) is rejected.

Conclusions

On the basis of analysis and interpretation following conclusions are drawn:

1. There is significant difference between the level of Critical Thinking skill in male and female adolescents of Private School. Hence, hypothesis 1(a) is rejected.
2. There is significant difference between the level of Creative Thinking skill in male and female adolescents of Private School. Hence, hypothesis 1(a) is rejected.
3. There is significant difference between the level of Critical Thinking skill in male and female adolescents of Government School. Hence, hypothesis 2(a) is rejected.
4. There is no significant difference between the level of Creative Thinking skill in male and female adolescents of Government School. Hence, hypothesis 2(b) is accepted.
5. There is significant difference between the levels of Critical Thinking skills in female adolescents of private and Government School. Hence, hypothesis 3(a) is rejected.
6. There is significant difference between the levels of Creative Thinking skills in female adolescents of private and Government School at 0.05 level of significance. Hence, hypothesis 3(b) is rejected at 0.05 level.
7. There is significant difference between the levels of Critical Thinking skills in female adolescents of private and Government School at 0.05 level of significance. Hence, hypothesis 3(a) is rejected at 0.05 level.
8. There is no significant difference between the levels of Critical Thinking skills in female adolescents of private and Government School at 0.01 and 0.05 level of significance. Hence, hypothesis 4(b) is accepted at 0.05 level.
9. There is no significant difference between the level of

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