EFFECTIVENESS OF LIFE-SKILLS EDUCATION ON COMMUNICATION AND SELF-AWARENESS SKILLS OF 9TH STANDARD SECONDARY SCHOOL STUDENTS OF GADAG DISTRICT

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Abstract

Keywords:

Life Skill Education

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The present study to find out the Effectiveness of Life-skills Education on Communication and Self-awareness Skills of 9th Standard Secondary School Students of Gadag District. The study adopts experimental research method for investigation. One hundred 9th standard students of secondary schools of Gadag city were selected randomly and randomized 50 students into two groups i.e. control group and experiment group. Differential analysis of Analysis of covariance (ANCOVA) between the two groups by pretest scores of as a covariate on posttest and delayed test total life skill and its components scores of 9th standard students of secondary schools of Gadag city in two groups (control and experiment). The pretest communication skills scores of 9th standard students of secondary schools are similar in control and experiment group. The posttest communication skills scores of 9th standard students of secondary schools are significantly higher in experiment group as compared to control group. The delayed posttest communication skills scores of 9th standard students of secondary schools are significantly higher in experiment group as compared to control group. The pretest self-awareness scores of 9th standard students of secondary schools are similar in control and experiment group. The posttest self-awareness scores of 9th standard students of secondary schools are significantly higher in experiment group as compared to control group.

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1. Introduction

Life skills have been defined by WHO as the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life. They represent the psycho-social skills that determine valued behavior and include reflective skills such as problem-solving and critical thinking, to personal skills such as self-awareness and to interpersonal skills. Practicing life skills leads to qualities such as self-esteem, sociability and tolerance, to action competencies to take action and generate change and to capabilities to have the freedom to decide what to do and who to be. Life skills are thus distinctly different from physical or perceptual motor skills, such as practical or health skills, as well as from livelihood skills, such as crafts, money management and entrepreneurial skills. Health and livelihood education however, can be designed to be complementary to life skills education and vice versa (Taremian, 1999).

"Life skills are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life" (WHO, 1996).

Life skills cause the promotion of psychosocial abilities. These abilities help the individual for effective confrontation of conflicts and stressful situations, so that he acts positively and compatible in relation with other people in society. In this way, learning and practice of life skills would cause the reinforcement or change in view, value and manner of man. Consequently, by the occurrence of positive and healthy behaviors many of the health problems are preventable.

Effective communication

In the information age, we have to send, receive, and process huge numbers of messages every day. But effective communication is about more than just exchanging information; it's also about understanding the emotion behind the information. Effective communication can improve relationships at home, work, and in social situations by deepening your connections to others and improving teamwork, decision-making and problem solving. It enables to communicate even negative or difficult messages without creating conflict or destroying trust. Effective communication combines a set of skills including nonverbal communication, attentive listening, the ability to manage stress in the moment, and the capacity to recognize and understand emotions and those of the person communicating with. While effective communication is a learned skill, it is more effective when it's spontaneous rather than formulaic. A speech that is

read, for example, rarely has the same impact as a speech that's delivered (or appears to be delivered) spontaneously. Of course, it takes time and effort to develop these skills and become an effective communicator. The more effort and practice you put in, the more instinctive and spontaneous your communication skills will become.

Objectives of the Study

1.   To study the difference between two groups (control and experiment) with respect to pretest, posttest and delayed posttest communication skills scores of 9th standard students of secondary schools of Gadag city.

2.   To study the difference between two groups (control and experiment) with respect to pretest, posttest and delayed posttest self-awareness scores of 9th standard students of secondary schools of Gadag city

Hypotheses

1)   There is no significant difference between two groups (control and experiment) with respect to pretest, posttest and delayed posttest communication skills scores of 9th standard students of secondary schools of Gadag city.

2)   There is no significant difference between two groups (control and experiment) with respect to pretest, posttest and delayed posttest self awareness scores of 9th standard students of secondary schools of Gadag city.

Methodology

The study adopts experimental research method for investigation

Sample

One hundred 9th standard students of secondary schools of Gadag city were selected randomly and randomized 50 students into two groups i.e. control group and experiment group in the present study. .

Tools

The following measurement tools were used for reliable assessment of the variables

- Communication Skills

- Self-awareness Skills

Statistical Techniques

Differential analysis of Analysis of covariance (ANCOVA) between the two groups by pretest scores of as a covariate on posttest and delayed test total life skill and its components scores of 9th standard students of secondary schools of Gadag city in two groups (control and experiment)

Analysis and Interpretation

Hypothesis: There is no significant difference between two groups (control and experiment) with respect to pretest, posttest and delayed posttest communication skills scores of 9th standard students of secondary schools of Gadag city.

To achieve this hypothesis, the Analysis of covariance (ANCOVA) (pretest scores as covariate) technique has been applied and the results are presented in the following table.

Table-1: Comparison of between Two Groups (control and experiment) with Respect to Pretest, Posttest and Delayed Posttest Communication Skills Scores of 9th Standard Students of Secondary Schools of Gadag City by Analysis of covariance (ANCOVA)

Groups	Pretest		Posttest			Delayed posttest		
	Mean	SD	Mean	SD	Adjusted mean	Mean	SD	Adjusted mean
Control group	19.28	3.39	19.30	3.61	19.41	19.18	19.32	19.28
Experiment group	20.20	6.14	47.00	3.35	46.89	47.10	46.96	20.20
F-test	0.8590@		1746.0868#			1566.4788#		
P-value	0.3563		0.0001*			0.0001*		

*p<0.05, @one way ANOVA applied, # ANCOVA applied

The results of the above table clearly show the following:

- The two groups (control and experiment) do not differ significantly with respect to pretest communication skills scores of 9th standard students of secondary schools (F=0.8590, p>0.05) at 5% level of significance. It means that, the pretest communication skills scores of 9th standard students of secondary schools are similar in Control and experiment group.

- Two groups (control and experiment) differ significantly with respect to posttest communication skills scores of 9th standard students of secondary schools (F=1746.0868, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative

hypothesis is accepted. It means that, the posttest communication skills scores are different in two groups (control and experiment). It means that, the posttest communication skills scores of 9th standard students of secondary schools are significantly higher in experiment group as compared to control group.

• Two groups (control and experiment) differ significantly with respect to delayed posttest communication skills scores of 9th standard students of secondary schools (F=1566.4788, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the delayed posttest communication skills scores are different in two groups (Control and experiment). It means that, the delayed posttest communication skills scores of 9th standard students of secondary schools are significantly higher in experiment group as compared to control group.

Hypothesis: There is no significant difference between two groups (control and experiment) with respect to pretest, posttest and delayed posttest self awareness scores of 9th standard students of secondary schools of Gadag city.

To achieve this hypothesis, the Analysis of covariance (ANCOVA) (pretest scores as covariate) technique has been applied and the results are presented in the following table.

Table-2: Comparison of between Two Groups (control and experiment) with Respect to Pretest, Posttest and Delayed Posttest Self Awareness Scores of 9th Standard Students of Secondary Schools of Gadag City by Analysis of covariance (ANCOVA)

Groups	Pretest		Posttest			Delayed posttest		
	Mean	SD	Mean	SD	Adjusted mean	Mean	SD	Adjusted mean
Control group	19.20	2.84	18.80	3.36	18.82	18.64	18.63	19.20
Experiment group	19.84	6.03	42.26	2.87	42.24	42.84	42.85	19.84
F-test	0.4610@		1392.6525#			1391.6232#		
P-value	0.4987		0.0001*			0.0001*		

*p<0.05, @one way ANOVA applied, # ANCOVA applied

The results of the above table clearly show the following:

• Two groups (control and experiment) do not differ significantly with respect to pretest self awareness scores of 9th standard students of secondary schools (F=0.4610, p>0.05) at 5%

level of significance. It means that, the pretest self awareness scores of 9th standard students of secondary schools are similar in Control and experiment group.

• Two groups (control and experiment) differ significantly with respect to posttest self awareness scores of 9th standard students of secondary schools ($F=1392.6525$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the posttest self awareness scores are different in two groups (control and experiment). It means that, the posttest self awareness scores of 9th standard students of secondary schools are significantly higher in experiment group as compared to control group.

• A two groups (control and experiment) differ significantly with respect to delayed posttest self awareness scores of 9th standard students of secondary schools ($F=1391.6232$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the delayed posttest self awareness scores are different in two groups (control and experiment). It means that, the delayed posttest self awareness scores of 9th standard students of secondary schools are significantly higher in experiment group as compared to control group.

Findings

• Two groups (control and experiment) do not differs significantly with respect to pretest communication skills scores of 9th standard students of secondary schools

• Two groups (control and experiment) differ significantly with respect to posttest communication skills scores of 9th standard students of secondary schools

• Two groups (control and experiment) differ significantly with respect to delayed posttest communication skills scores of 9th standard students of secondary schools

• Two groups (control and experiment) do not differs significantly with respect to pretest self awareness scores of 9th standard students of secondary schools

• Two groups (control and experiment) differs significantly with respect to posttest self awareness scores of 9th standard students of secondary schools

• Two groups (control and experiment) differs significantly with respect to delayed posttest self awareness scores of 9th standard students of secondary schools

Conclusion

- The pretest communication skills scores of 9th standard students of secondary schools are similar in Control and experiment group

- The posttest communication skills scores of 9th standard students of secondary schools are significantly higher in experiment group as compared to control group

- The delayed posttest communication skills scores of 9th standard students of secondary schools are significantly higher in experiment group as compared to control group

- The pretest self awareness scores of 9th standard students of secondary schools are similar in Control and experiment group

- The posttest self awareness scores of 9th standard students of secondary schools are significantly higher in experiment group as compared to control group.

Educational Implications

- Life Skills education enables the students to be actively involved in a dynamic teaching and learning process.

- Life Skill Education can be initiated, even at the later stages, where in, all individuals irrespective of their age, are given an opportunity to reframe the ways and move towards improved ways to manage themselves in given situations.

- Career education defines both the formation and development of an active oriented attitude toward self-awareness and personal development, and the exploration of educational and professional opportunity.

- Pupils awareness of what is good is very low and needs to be strengthened.

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