



**ORIGINAL RESEARCH PAPER**

**Education**

**ATTITUDE OF COLLEGE STUDENTS TOWARDS LIFE SKILLS**

**KEY WORDS:** life skills, college students.

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**ABSTRACT**

Education is most important part of any society. Mind of any person can be transform through education. Adolescent is age at which most types of development done like morel development, social development, physical development and personality development etc. Life skills also a part of any person personality. There are many life skills but in the given study investigators took ten life skills i.e. critical thinking, decision making, problem solving, Decision making, Creative thinking, Effective Communication, Interpersonal relationships, Self-awareness, Empathy, Coping with emotion and Coping with stress. To access attitude towards life skills a sample of 100 students were taken from different undergraduate courses on the basis of purposive random sampling from Rohtak. Life Skill Assessment scale by Dr. Radha Krishnan Nair (2010) was used for data collection. When investigators compare result on the basis of types of institution it shows that **private institution** students are having **more** life skills rather than **govt. institution** students but there is a no significant difference between life skills of students based on streams. The result also shows that **male** students are having more life skills rather than **counterparts**. Life skills can be enhances by applying different types of intervention program, workshops, making essential part of education.

**Introduction:**

Education plays a powerful role in building a good and powerful society. As a person sharpens his mind with the use of knowledge, his consciousness develops and mind becomes more logical. He also able to develops his skills. Young people are considered the major agents in their own development, which means that they have the ability to create the supportive relationships and communities they need to grow and succeed. In the present scenario, students face many types of challenges regarding their studies and life. As the present life style, skills become faint for example calculator makes calculation easy so we escape from mind calculations. Due to dramatic changes in global economies over the past five years have been matched with the transformation in technology and these are all impacting on education, the workplace and our home life. To cope with the increasing pace and change of modern life, students need to learn new life skills, such as the ability to cope with stress and frustration. Today's students will have many new jobs in their lifetime, with associated pressures and the need for flexibility. **Dr. Joseph Oonyu(2010)** is conducted on "awareness and application of life skills education in primary schools" The study established that, despite a significant awareness of life skills among teachers and pupils, pupils in schools near camps were more aware of life skills than pupils in schools far from camps. The head teachers and teachers in schools far from camps were less involved in the promotion of life skills than their counterparts in schools near camps. Application of life skills also varied between pupils in schools near camps and those far from camps. This is partly due to the less involvement of head teachers and teachers, less utilization of xii structures such as debating/writers clubs, guidance and counseling sessions. The study further established that teachers do not have enough time, funds, lack life skills materials, face cultural influence. Life skills endow individuals in dealing with stresses and pressures in life and equip them well with competence to manage challenging situations. They enhance their coping resources and personal and social competencies. **National Research Council, (2001)** Research has shown that the development of cognitive skills, such as the ability to stop and objectively reflect on a disagreement with another person, can increase positive interpersonal skills and reduce the person's antisocial behavior and interpersonal abilities. Effective communication through the cognitive skills used to process and interpret complex verbal and nonverbal message and formulate and express appropriate responses. As a psychological competence life skills are different from other significant skills that individuals may have, such as literacy, numerically, technical and livelihood skills. There are many

skills in our life. But we are taking ten life skills according to our test with examples of the life skills activity i.e. Decision making, Problem solving, Critical thinking, Creative thinking, Effective Communication, Interpersonal relationships, Self-awareness, Empathy, Coping with emotion, and Coping with stress.

**Statement of the Problem:**

**"Attitude of college students towards life skills."**

**Objective of the Study:**

- To study and compare the life skill of undergraduate students on the basis of types of institution.
- To study and compare the life skill of undergraduate students on the basis of their stream.
- To study and compare the life skill of undergraduate students on the basis of their gender.

**Hypotheses of the Study:**

- There will be no significant difference among undergraduate students on the basis of types of institution towards life skills.
- There will be no significant difference among undergraduate students on the basis of their stream towards life skills.
- There will be no significant difference among undergraduate students on the basis of their gender towards life skills.

**Research Methodology & Sample:**

The present study is based on the descriptive Survey Method of research and a sample of 100 students selected from different undergraduate courses on the basis of purposive random sampling from Rohtak District, Haryana.

**Tool Used:**

Life Skill Assessment scale by Dr. Radha Krishnan Nair (2010).

**Analysis and interpretation of data:**

**Objective (1):** To Study and Compare the Life Skills basis of Types of Institution.

**Table 1**

Group	N	Mean	Sd	T-Value	Level of Significance	Remarks
Govt	50	324.46	27.04	3.11	2.60 at 0.01 Level	Significant
Private	50	339.46	28.87			

**Interpretation:**

It is evident from the table 1 that the calculated 't' value of life skills is 3.11 and tabulated value is 2.60 at 0.01 level of significance with 98 df. Calculated 't' value is greater than tabulated t-value, So the null hypothesis '**There will be no significant difference among undergraduate students on the basis of types of institution towards life skills.**' is **rejected**. Mean scores of Govt. institution students is 324.46 whereas mean score of Private institution students is 339.46. It shows that **private institution** students are having **more** life skills rather than **govt. institution** students.

**Objective (2)** To study and compare the life skills on the basis of their stream

**Table 2**

Group	N	Mean	Sd	t-value	Level of Significance	Remark
Science	50	322.68	23.65	0.04	1.98 at 0.05 Level	Not significant
Arts	50	312.94	23.72			

**Interpretation:**

It is evident from the table 2 that the calculated 't' value of life skills is 0.04 and tabulated value is 1.98 at 0.05 level of significance with 98 df. Calculated 't' value is less than tabulated t-value, So the null hypothesis '**There will be no significant difference among undergraduate students on the basis of types of streams towards life skills.**' is **accepted**. From the above discussion we can say that there is a no significant difference between life skills of both streams students.

**Objective 3:** To Study and Compare the life skills on the basis of their gender

**Table 3**

Group	N	Mean	Sd	T-Value	Level of Significance	Result
Male	50	320.98	20.66	3.33	2.62 at 0.01 Level	Significant
Female	50	312.7	27.01			

**Interpretation:**

It is evident from the table 3 that the calculated 't' value of life skills is 3.33 and tabulated value is 2.62 at 0.01 level of significance with 98 df. Calculated 't' value is greater than critical t-value, So the null hypothesis '**There will be no significant difference among undergraduate students on the basis of gender towards life skills.**' is **rejected**. Mean score of male students is 320.98 whereas mean scores of female students is 312.7. It shows that **male** students are having more life skills rather than **counterparts**.

**Conclusion:**

The present study concluded that male students are having more life skills rather than female under graduation students. Private institution students are having more life skills rather than govt. institution students. On the other hand there is no difference between life skills on the basis of stream. Life skills and its consequences could be either positive or negative. A proper understanding of such consequences along with the causes could help to optimize the benefits and minimize its ill effects. Hence it is very crucial that efforts be made to help these individuals experience freedom but on a right note and manner with proper guide and support. So, there is a tremendous scope for the teachers and parents to work towards preventing negative consequences of life skills as well as helping the victims overcome their unpleasant experiences.

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