



# A Study Of Life Skills Of Secondary School Students In Relation To Their Psychological Well-Being

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## Abstract

The aim of the present study was to compare and relation between the life skills and psychological well-being of secondary schools students. In this study collect the data 100 students random sampling from private and government schools for secondary schools students in the Haryana district of Sonipat. The tool used life skills developed by Nair A.R. & R. Subasree (2104) & Psychological well being scale developed by Sudha Bhogale & Indira Jai Prakash (1995). The mean, SD, „t“-test and co-relation were used to analyze the data. According to study’s finding, there is no effect of psychological well-being & life skills by Gender and no relationship between psychological well-being and life skills of secondary school students.

**Keywords:** Life skills, Psychological well-being, secondary school students.

## Introduction

The term "education" refers to both teaching and learning activities. Typically, it specifically pertains to how children and younger adults are taught and learn. Both imparting information to others and absorbing it from someone else are acts of education. Education also covers the institution of teaching as a whole as well as the information acquired via formal education or instruction. There are a few other noun senses for education.

The objective of psychological well-being is to explain how people view their lives. These assessments may be largely cognitive (e.g., marital or life satisfaction) or they may include the frequency of people's pleasant feelings (e.g., joy as evaluated by the experience sampling approach) and unpleasant emotions (e.g., sadness as measured by the experience sampling technique) (e.g.; depression).

Psychological well-being is the evaluation of one's life, and it includes elements like marriage contentment, life satisfaction, the absence of despair and anxiety, and good feelings and moods.

The three elements of psychological well-being work together to produce a larger factor of interacting variables. Global happiness can be broken down into happiness in several spheres of life, such as enjoyment, passion, engagement, friendship, and so forth.

A broad range of psychological interpersonal abilities that might support someone in making significant life decisions are collectively referred to as "life skills." A kid has to develop a wide range of competencies—cognitive, social, and practical skills—outside of reading, writing, and math in order to effectively handle the difficulties of the competitive world.

A foundational set of life skills was recognised by the World Health Organization in 1994. They include problem-solving, decision-making, goal-setting, critical and creative thinking, assertiveness, self awareness, empathy, and stress and emotion management abilities. These abilities are essential for living a long and happy life.

The Committee on School Health Program also emphasised the importance of Life Skills training (Renuka Ray Committee, 1960). The following life skills have also been divided into categories by UNICEF in order to be cultivated in kids at various educational levels.

### **Review of related literature**

Sujatha & Jayakumar K. N (2017). "Relationship between Psychological Well-being and Life Skills among Students of Women College" The numerous personal issues that women college students face in their daily lives provide psychological, social, and financial difficulties. If they have inadequate life skills, sometimes these problems will result in low psychological wellness. The current study discovered that female students have social skills that were related to their psychological health. The survey also found that pupils had good communication, assertiveness, and cognitive skills, which would help them perform well and deal with daily challenges. Women used to receive more advice or direction from family members, which resulted in improved life skills and enhanced aptitude in several areas. It is determined that among female college students, life skills and wellbeing are related.

Kasapoglu, K. & Didin, M. (2019). "Life skills as a predictor of psychological well-being of pre- service pre-school teachers in Turkey." The purpose of this study was to investigate the relationship between pre-service pre-school teachers' psychological well-being and their life skills. It also sought to ascertain whether or not various pre-service pre-school teachers' characteristics, such as gender, age, grade level, type of instruction, cumulative grade point average, and participation in life skills courses, could significantly predict psychological well-being. Conclusion: Pre-service preschool teachers have the best communication and interpersonal skills, but the worst emotional regulation and stress management abilities.

## **Justification of the study**

Life Skills, classroom fitness, and well-being, in accordance with the CBSE system of education, are significant global markers of modern education. According to some researchers, psychological well-being can be explained in terms of identity, lifelong personal development, healthy interpersonal relationships, self-awareness and self, and freedom.

Researchers in this discipline work to comprehend not only variations between individuals in negative levels of long-term well-being, but also those between them in desirable clinical conditions. On the other hand, a person is considered to have low psychological well-being if they are unhappy with their lives, don't feel much love and affection, and have a lot of unpleasant emotions like anxiety or rage.

In many ways, worrying about subtle distinctions between such terminology is neither required nor beneficial because psychological wellbeing (PWB) and other expressions that refer to good mental states, such happiness or satisfaction, are relatively comparable at their most fundamental level. So researcher understanding psychological well-being and how it relates to the life skills of secondary school students is the study's main goal.

## **Statement of the problem**

**“A study of life skills of secondary school students in relation to their psychological well-being”**

## **Objectives of the study**

1. To study & compare the life skills of boys & girls of secondary school students.
2. To study & compare the psychology well-being of boys & girls of secondary school students.
3. To find out the relationship between life skills & Psychology well-Being of secondary school students.

## **Hypotheses of the study**

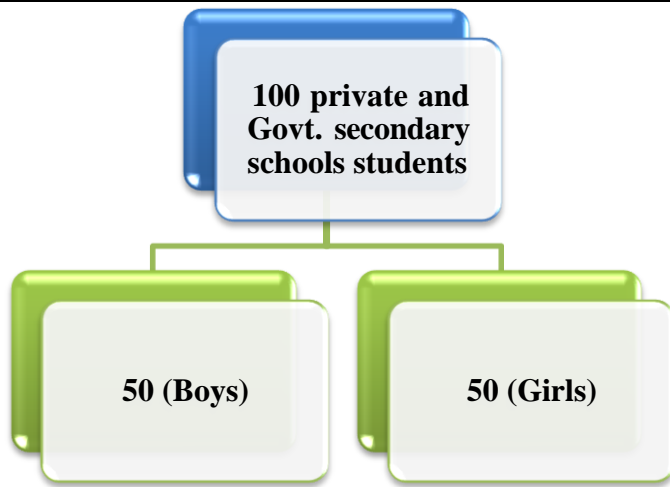
1. There will be no significant difference of life skills of boys & girls of secondary school students.
2. There will be no significant difference of the psychology well-being of boys & girls of secondary school students.
3. There will be no significant relation between life skills & Psychology well-Being of secondary school students.

## **Methodology of the study**

In present study, Descriptive survey method will be used.

## **Sample of the study**

In research paper sample of 100 private and Govt. Schools students were selected through random sampling techniques. 50 students are boys and 50 students are girls.



### Variable of the study

Variables i.e., Life skills and Psychological well-being were used for research work.

### Tool used

Life skills scale developed by Nair A.R.. & R.Subasree (2014)

Psychological well being scale developed by Sudha Bhogale & Indira Jai Prakash (1995)

### Statistical Techniques used

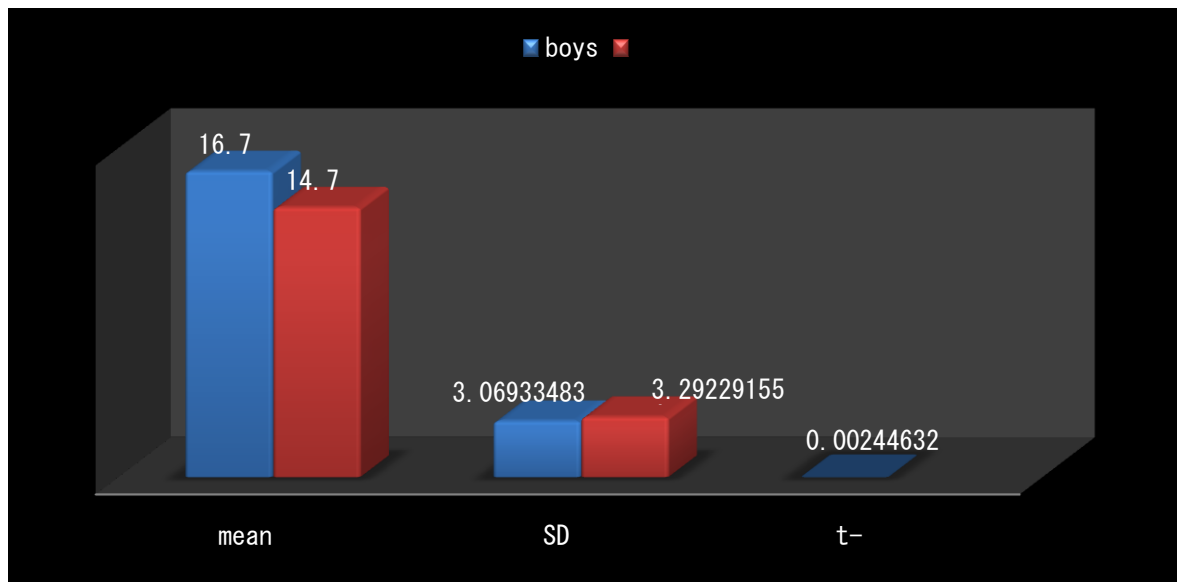
Mean , SD, „t“-test , co-relation was used in present study .

### Results and Discussion

**Objective :1** To study & compare the life skills of boys & girls of secondary school students.

**Table -1**

Groups	N	Mean	S.D.	„t“-value	Level of significant
Boys	50	16.74	3.0693348	0.002446324	0.05
Girls	50	14.76	3.292292		



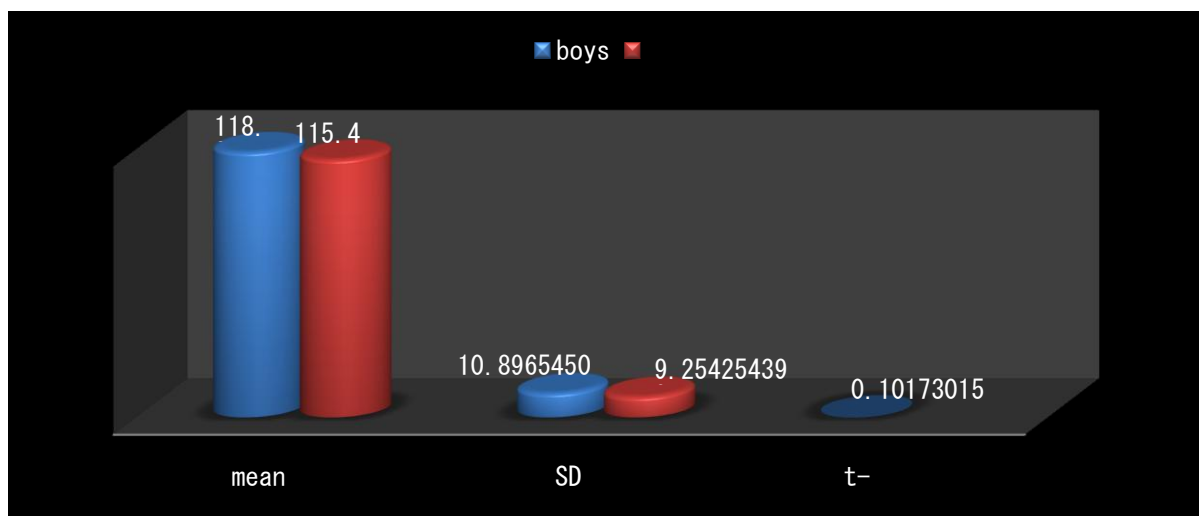
**Fig. 1**

It can be seen from table 1 & fig. 1 that the „t“-value is 0.002446324 with 98 degree of freedom was observed significant at 0.05 , which shows that the life skills of boys and girls of secondary school students differ significantly . Therefore , the null hypothesis **“There will be no significant difference of life skills of boys & girls of secondary school students”** is accepted. Thus , we can says that life skills is not affected by gender. In terms of mean scores it can be concluded that boys and girls are 16.74 & 14.76 respectively.

**Objective:2** To study & compare the psychology well-being of boys & girls of secondary school students.

**Table – 2**

Groups	N	Mean	S.D.	„t“- value	Level of significance
Boys	50	118.8	10.89655	0.10173	0.05
Girls	50	115.46	9.254254		



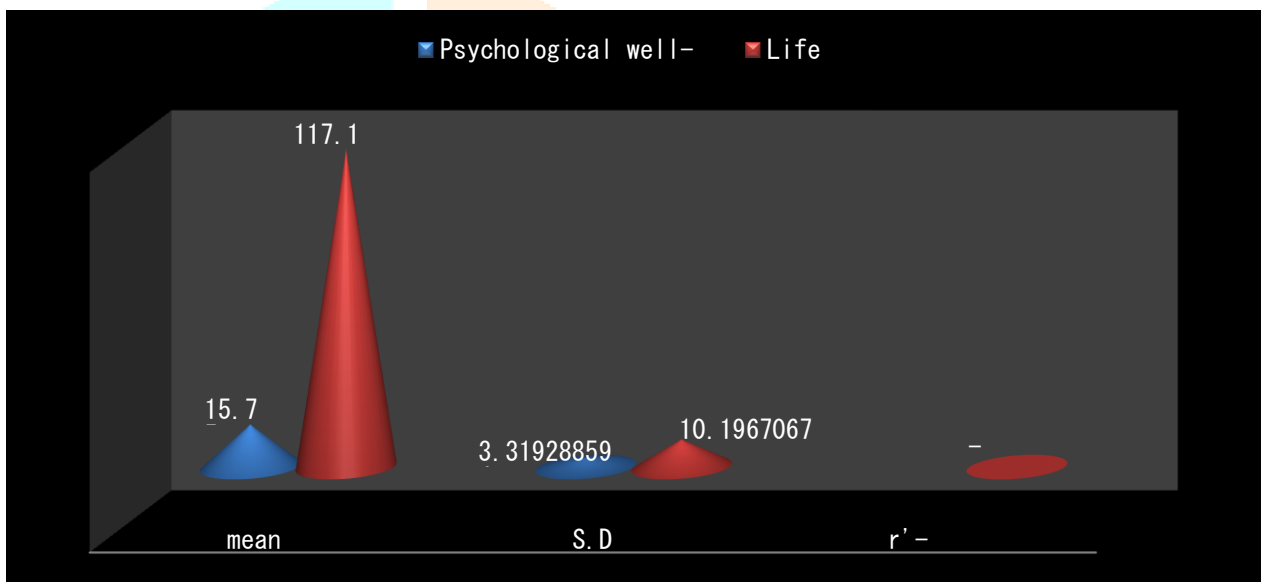
**Fig. 2**

It can be seen from table 2 & fig. 2 that the „t“-value is 0.101730153 with 98 degree of freedom was observed significant at 0.05 , which shows that the psychological well-being of boys and girls of secondary school students differ significantly . Therefore , the null hypothesis **“There will be no significant difference of psychological well-being of boys & girls of secondary school students”** is accepted. Thus , we can says that psychological well-being is not affected by gender. In terms of mean scores it can be concluded that boys and girls are 118.8 & 115.46 respectively.

**Objective : 3** To find out the relationship between life skills & Psychology well-Being of secondary school students.

**Table – 3.**

Groups	N	Mean	S.D.	„r“-value	Level of significance
Life skills	100	117.13	10.19670	-0.074535876	0.05
Psychological well-Being	100	15.75	3.319289		



**Fig. 3**

It can be seen from table 3 & fig. 3 that the „r“-value is-0.074535876 was observed significant at 0.05 , which shows that the relationship between psychological well-being and Life skills of secondary school students differ significantly . Therefore , the null hypothesis **“There will be no significant relation between psychological well-being & Life skills of secondary school students”** is accepted. Thus , we can says that psychological well-being & life skills are not co- relate in gender. In terms of mean scores it can be concluded that psychological well- being and life skills are 15.75 & 117.13 respectively.

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