



# RELATIONSHIP BETWEEN LIFE SKILLS AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS

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**Abstract:** The aim of this research is to examine the Relationship between Life Skills and Academic Achievement of Secondary School Students and also find out the academic achievement and life skills of secondary school boys and girls. The present study belongs to a Normative Survey research. The students studying at government, private aided and private unaided schools from Hassan district coming under Mysore Educational Division of Karnataka are selected as sample for this research. The researcher collects, analyzes and interprets the varied kinds of numerical data obtained from the subjects. The size of the sample all together was 240 out of which 120 were boys and 120 were girls. For the present investigation, Life Skills Inventory was self-developed by Vijaya Shivaputrappa Agadi & Dr. Umme Kulsum (2019) was considered for the data collection and academic achievement of students collected from office records of respective schools. The collected data was analyzed by utilizing Karl Pearson's Product Moment of Coefficient Correlation and Independent 't' test. In all cases the level of significance was fixed at 0.05 level of confidence. From the correlation analysis, it was found positive significant relationship between Academic Achievement and Life Skills of secondary school students and from 't' test analysis it was confirmed that girls had life skills and academic achievement than that of boys. Teachers' role is very important in developing life skills among students and this effort should be continued more and maintained by them. Special classrooms for conducting life skills should be allocated in schools especially for boys. Transition to new methods and techniques of teaching and assessing life skills should be more adopted by teachers to improve their academic achievement. Life skills activities should be included with self assessment.

**Index Terms** - Life Skills, Academic Achievement, Secondary School Students, Education

## INTRODUCTION

Life skills help the children in exploring the issues of day-to-day existence, permitting them to develop into solid, dependable, and useful grown-ups. The upgrade of life skills has been viewed as one of the main assets for boosting younger people's positive and useful turn of events. The educational programs will focus on comprehensive improvement of students, furnishing them with the key 21st century skills, to upgrade fundamental learning and critical thinking and more prominent spotlight on experiential learning. Students will have expanded adaptability and selection of subjects with the goal that they pick their own ways as per their gifts and interests. There will be no inflexible partitions among arts and science, activities related to curricular as well as extra-curricular activities among professional and academic streams. The goal is to give equivalent accentuation regarding all subjects like science, social science, arts, language, sports, mathematics with integration of professional and scholastic streams in school.

Life skills were educated to adolescents in the past when families assembled consistently at supper time to visit about the occasions of the day. Kids gained from seeing how their folks and senior kin responded to different social and enthusiastic conditions. The skill is characterized as a space of capacity where an individual has shown capability and which must be learned through training. A life skill is one that permits an individual to relate definitively and beneficially with the climate and others, henceforth working on their personal satisfaction and forestalling broken conduct. Lindhardand Dlamini (1990) interprets life skills as coping skills. The expression 'coping' alludes to a fruitful or successful method of managing difficulties like feeling, prevailing burdens, and intellectual tensions. The improvement of life skills will support the advancement of equipped and sure direct in managing oneself and the environmental elements. 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.

Meenu and Rani (2021) exposed the life skills among secondary school students across sex and found significant sex variations in cognitive and interpersonal elements of life skills among secondary school students. Venkatesh et al. (2020) evaluated the life skills among students in a secondary school in Tumkur and found that students had highest on critical thinking skills and least on coping with ability. School girls had more compared to boys with the ability of adapting to pressure & feelings, self awareness and decision making. Abdi and Davoudi (2015) studied to find out the relationship between Life Skills and Academic Achievement of High School Students and found that life skills of high school students positively correlated with academic achievement. Balasundari and Benjamin (2014) examined the relationship of Life Skills and Academic Achievement of secondary school students and found positive significant relationship between life skills and academic achievement of secondary school students in Karaikudi area. From the above studies it was observed that there is a relationship of life skills with academic achievement of school students.

## **NEED FOR THE STUDY**

Life skills help young people to navigate the challenges of everyday life which enable them to develop into healthy, responsible, and productive adults. Life skills are central to psychological theories that aim to understand how skills and competencies develop in an individual. The promotion of life skills has been identified as key resources for enhancing positive and productive development among adolescents. Life skills have been defined by WHO (1987) as the abilities for adaptive and positive behavior that enable an individual to deal effectively with the demands and challenges of everyday life. Therefore, Life skills are important to be inculcated in adolescents' education to help them confront the conflicts effectively and act positively in society. Life skills contribute to shape and build good citizenship in students, letting them know the importance of democracy and also the qualities of self- confidence, social sensitivity and strong relationship bonds with peers and society at large. In short, learning and practice of life skills, to be relevant, ought to be attuned with the objectives of education which must relate to the overall aims of all individuals to be able to lead a successful life, coupled with balanced understanding of their self-value, self-conscious, selection of actual aims of life, emotional independence, making healthy relations with others, achieving necessary social skills of making, maintaining friends etc. Hence, the present research is highlighted the important of life skills for secondary school children and how it related with academic achievement is examined.

## **STATEMENT OF THE PROBLEM AND PURPOSE**

The topic identified for the present investigation is "Relationship between Life Skills and Academic Achievement of Secondary School Students." The aim of this research is to examine the Relationship between Life Skills and Academic Achievement of Secondary School Students and also find out the academic achievement and life skills of secondary school boys and girls.

## **OBJECTIVES**

The objective of the present research is

1. To find out the relationship between Life Skills and Academic Achievement of secondary school students.
2. To find out the significant differences in the Academic Achievements and Life Skills of secondary school students.

## **HYPOTHESES**

1. There is no significant relationship between Academic Achievement and Life Skills of secondary school students.
2. There is no significant difference in the Academic Achievement of secondary school boys and girls.
3. There is no significant difference in the Life Skills of secondary school boys and girls.

## METHODOLOGY

The aim of this research is to examine the Relationship between Life Skills and Academic Achievement of Secondary School Students and also find out the academic achievement and life skills of secondary school boys and girls. The present study belongs to a Normative Survey research. The students studying at government, private aided and private unaided schools from Hassan district coming under Mysore Educational Division of Karnataka are selected as sample for this research. The researcher collects, analyzes and interprets the varied kinds of numerical data obtained from the subjects. The size of the sample all together was 240 out of which 120 were boys and 120 were girls. For the present investigation, Life Skills Inventory was self-developed by Vijaya Shivaputrappa Agadi & Dr. Umme Kulsum (2019) was considered for the data collection and academic achievement of students collected from office records of respective schools. The collected data was analyzed by utilizing Karl Pearson's Product Moment of Coefficient Correlation and Independent 't' test. In all cases the level of significance was fixed at 0.05 level of confidence.

## ANALYSIS AND INTERPRETATION OF DATA

**Table-1**

Table shows results related to coefficient of correlation between Life Skills and Academic Achievement of secondary school students.

Variables	N	Df	'r' Value	Sig. level
Dependent Variable: Academic Achievement and Independent Variable: Life Skills	240	238	0.330	*

\*Significant at 0.05 level (Table Value  $r = 0.138$ )

The obtained 'r' value of 0.330 is greater than the table value of 0.138 at 0.05 level of significance related to relationship between Academic Achievement and Life Skills 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 Academic Achievement and Life Skills of secondary schools students." The students who had perceived higher life skills had more academic achievement and vice versa.

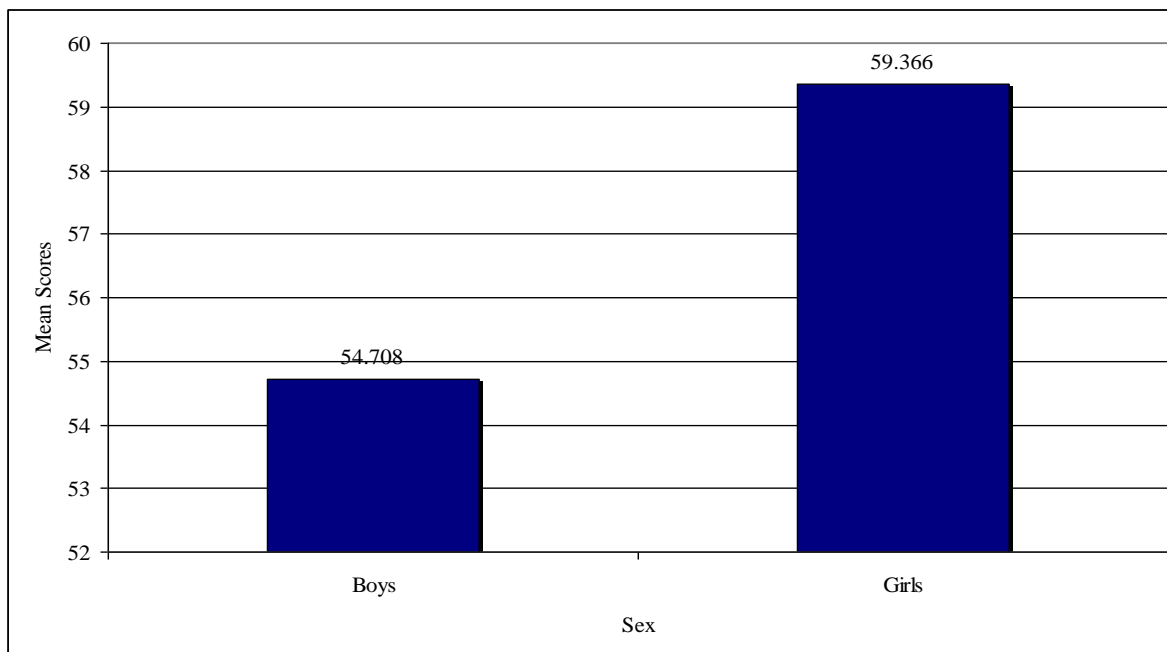
**Table-2**

Table shows Number (N), Mean (M), Standard Deviation (SD) and 't' values of Academic Achievement scores of secondary school boys and girls.

Variable: Sex	N	Mean	Standard Deviation	't' Value	Sig. level
Boys	120	54.708	13.292	2.83	*
Girls	120	59.366	12.177		

\*Significant at 0.05 level ('t'=1.97).

The obtained 't' value 2.83 is greater than the table value 1.97 at 0.05 level of significance with regard to difference in the Academic Achievement of secondary school boys and girls. Hence the null hypothesis-2 is rejected and an alternate hypothesis has been accepted that "there is a significant difference in the Academic Achievement of secondary school boys and girls." The secondary school girls had more achievement in academics (M=59.366) than secondary school boys (M=54.708).



**Fig.1:** Comparison of Academic Achievement scores of secondary school boys and girls.

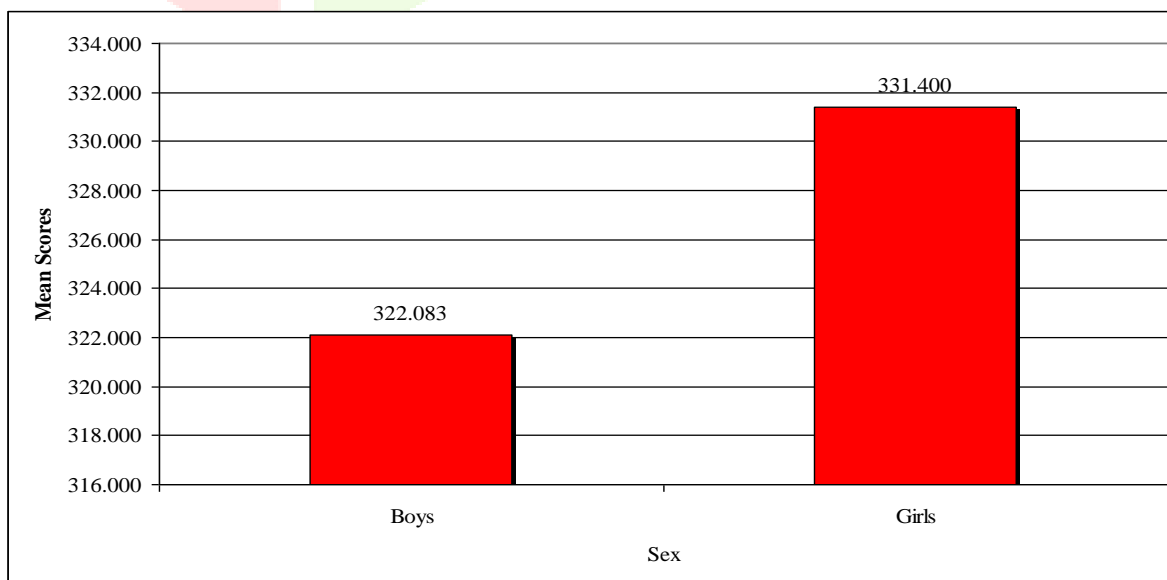
**Table-3**

Table shows Number (N), Mean (M), Standard Deviation (SD) and ‘t’ values of Life Skills scores of secondary school boys and girls.

Variable: Sex	N	Mean	Standard Deviation	‘t’ Value	Sig. level
Boys	120	322.083	25.776	3.05	*
Girls	120	331.400	21.377		

\*Significant at 0.05 level (‘t’=1.97).

The obtained ‘t’ value 3.05 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 boys and girls. 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 boys and girls.” The secondary school girls had more life skills (M=331.400) than secondary school boys (M=322.083).



**Fig.2:** Comparison of Life Skills scores of secondary school boys and girls.

## FINDINGS

1. There was a significant relationship between Academic Achievement and Life Skills of secondary schools students.
2. There was a significant difference in the Academic Achievement of secondary school boys and girls. The secondary school girls had more achievement than secondary school boys.
3. There was a significant difference in the Life Skills of secondary school boys and girls. The secondary school girls had more life skills than secondary school boys.

## EDUCATIONAL IMPLICATIONS

From the correlation analysis, it was found positive significant relationship between Academic Achievement and Life Skills of secondary school students and from 't' test analysis it was confirmed that girls had life skills and academic achievement than that of boys. Teachers' role is very important in developing life skills among students and this effort should be continued more and maintained by them. Special classrooms for conducting life skills should be allocated in schools especially for boys. Transition to new methods and techniques of teaching and assessing life skills should be more adopted by teachers to improve their academic achievement. Life skills activities should be included with self assessment.

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