



A Study Of Life Skills Between Non-Muslim And Muslim Girls With Reference To Their Family Background Factors

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Life skills is a term used to describe a set of basics skills acquired through learning and direct life experience that enable individuals and groups to effectively handle issues and problems commonly encountered in daily life. The present study aims to compare the life skills of Non-Muslim and Muslim girls and to study the effect of their family background factors on life skills. For this purpose 200 girls from Dist. (U.S.N.), Uttarakhand were selected through systematic random sampling. Life Skills scale constructed by Dr. Raina Tiwari was used. The collected data was analyze using ANOVA and POST HOC test. Result revealed that Non-Muslim girls possess better life skills scores and life skills of Non-Muslim and Muslim girls differ in respect to their socioeconomic consciousness.

Key words: Life skills, Non-Muslim And Muslim Girls ,socioeconomic consciousness

INTRODUCTION

“The greatest discover of my generation is that a human being can alter his life by altering his attitudes”-
William James.

Life skills may be viewed as a range of psycho- social and cognitive abilities that equip children to make informed decisions and choices, manage their emotional well being and communicate effectively (**Singh & Menon, 2015**). In a constantly changing environment having life skills is an essential part of being able to meet the challenges of everyday life. Human beings are blessed with the ability to change and adapt the situation or environment for their survival growth and for betterment. **UNICEF** reports on life skills, refers to positive behavior that compasses a mix of knowledge, behavior, attitude and value which designates the possessions of certain skills and knows how to do something positively or reach an aim. **Arulsubila (2016)**, reported that life skills training have a significant effect on positive mental health and self- esteem of vulnerable adolescence.

Khera, Sandhya (2012), points out that adolescents having good self concepts have improved both their core affective life skills and core cognitive life skills significantly through Yuva SLP. **SSA** also has emphasized the need under in agenda, life skills training focusing on upper primary girls, included in their active programmes, keeping in mind the relevance life skills vulnerable, felt to study of life skills among Hindu and Muslim girls with their reference to their family background factors. Life Skills programme has become a very important at school level (**Gangne, 1974; stice, 1987**).

NEED OF THE STUDY

Grabinger & Dunlap (1995), highlighted the need of learning life skills. They felt that in complex world, learning to think critically to analyse and synthesize information to solve technical, social, economical, political and scientific problems and to walk productively in groups are critical skills for successful and fulfilling participation in our modern and competitive society. Life Skills helps people to make decisions firmly, communicate effectively and develop coping capacities for self management which needed for healthy and productive life. Students need new life skills such as the ability to deal with stress and frustration. Today's students will have many new jobs over the course of their lives with associated pressure and the need for flexibility. The development in life skills helps students to find new ways to thinking and problem solving, recognize the impact of their actions and teaches them to take responsibilities for what they do rather than blame others, build confidence both in spoken actions and for group collaboration and cooperation. Analyze options, make decisions and understand why they make certain choice outside the classroom, develop a greater sense of self awareness and appreciation for others.

There are following immense areas where girls can develop themselves by practicing life skills.

- a) Self-esteem and confidence in using voice
- b) Negotiation and refusal
- c) Cooperation and team work

Reo et al. (2011), analyzed the importance of life skills education in terms of behavior modification of juvenile delinquents; result showed that life skills programmes helped them to strengthen their personality. **Kaur, Mandeep (2014)** indicated that school going adolescents whose fathers and mothers are less educated possess significantly more life skills than their counterparts. **Godadila & Mohalik (2016)** made a study of life skills need assessment among tribal secondary students pointed out that 80% of students express the need of training in self-awareness and effective communication 78% students express the need of coping with stress and interpersonal relation and 55% students showed interest in need of decision making, problem solving and critical thinking.

Thus the upcoming generation needs to have strong base of all the life of the major life skills to have a better personality and secured future.

Objectives of the study

1. To assess the life skills status of Non- Muslim and Muslim girls.
2. To compare the life skills of Non- Muslim and Muslim girls with reference to their socioeconomic status.

Research question

1. What is the life skills status of Non- Muslim and Muslim girls?

Hypothesis

Ho(1)-There is no significance difference in life skills level between Non- Muslim and Muslim girls.

Ho(2)- There is no significance difference in life skills level between Non- Muslim and Muslim girls with reference to their socioeconomic status.

Delimitation of study

The study was delimited to only girls from Tehsil Kichha Dist. Udham Singh Nagar, Uttarakhand, studying at senior secondary level.

Design of the study

❖ Method

The present study based on 'Survey Method', type of descriptive research.

❖ **Population**

The population of study consisted Non- Muslim and Muslim girls studying at senior secondary level, Tehsil Kichha Dist. Udham Singh Nagar, Uttarakhand. Total numbers of girls were in both grades 751.

❖ **Sample and sampling technique**

The sample comprised of 100 Non- Muslim girls and 100 Muslim girls were selected by systematic random sampling technique.

❖ **Tool used**

- 1) Personal Information Sheet.
- 2) 'Life skills Scale' of **Dr. Raina Tiwari (2013-14)**, was used.

❖ **Statistical Techniques**

For analysis of data t-test and ANOVA was used. The POST HOC test was used to find out the significance difference between mean of significance variable.

Analysis and Interpretation

Ho(1)-There is no significance difference in life skills level between Hindu and Muslim girls

Table-1**Mean, SD and t-value of life skills scores of Non- Muslim and Muslim respondents**

Name	N	Mean	SD	t- value	Result
Non- Muslim	100	27.77	3.83	0.52	Not Significant
Muslim	100	28.27	3.60		

In table-1 there is minor difference between Non- Muslim and Muslim girls mean. 't' value 0.52 was not significant at 0.05 level of significance. This revealed that Non- Muslim and Muslim girls did not differ with respect to their life skills in a significant manner. Thus the null hypothesis was accepted.

Ho(2)- There is no significance difference in life skills level between Non- Muslim and Muslim girls with reference to their socioeconomic status.

Table-2**Means and standard deviations of life skills of Non- Muslim and Muslim girls with reference to their socioeconomic consciousness**

Socioeconomic consciousness status	N	Mean	SD
High	2	25.00	2.83
Middle	119	28.67	3.65
Low	79	27.11	3.64

The above mean values indicate that mean scores of middle socioeconomic consciousness status respondents was higher than the mean scores of higher socioeconomic consciousness status and low socioeconomic consciousness status of respondents. In order to test the significance of difference between these means, ANOVA was carried out and the results are presented in table-3

Table-3

Results of ANOVA of respondents' life skills of Non- Muslim and Muslim girls with reference to their socioeconomic consciousness

Sources of Variance	SS	MS	df	F	Result
Between Groups	133.72	66.86	2	5.04*	Significant
Within Groups	2612.19	13.26	197		

*Significant at 0.01 level.

Above table reveals that the F- value is 5.04 at df 2/197. which is significant at 0.01 level of significance. It indicates that socioeconomic consciousness status of respondents differs with respect to their life skills in a significant manner. Thus the null hypothesis-2 rejected. Therefore to find out that which particular groups vary result, POST HOC test with least significance conducted.

Table-4

POST HOC with least significance difference

Socio-economic consciousness status		Mean difference	Result
High	Middle	3.67	Not Significant
	Low	2.11	Not Significant
Middle	High	3.67	Significant
	Low	1.56	

POST HOC test reveals that significance difference was found in middle socioeconomic consciousness status of respondents. It was noted that respondents' belong to middle socioeconomic consciousness status possessed better life skills.

Research Question

- 1- What is the life skills status of Non- Muslim and Muslim girls?

Table-5

Life skills status of Non- Muslim and Muslim girls

Religion/Cat egories	Class	Very high Skills	High Skills	Skills	Low Skills	Very Low Skills
Non- Muslim	9 th	3(6%)	35(70%)	12(24%)		
	10 th	1(2%)	44(88%)	5(10%)		
Muslim	9 th	1(2%)	40(80%)	8(16%)	1(2%)	
	10 th	2(4%)	41(82%)	7(14%)		

Table -5 shows that 6% Non- Muslim girls of class 9th hold very high skills and 88% girls of class 10th hold high skills which are higher than their counterparts in each level of life skills. Therefore it was concluded that Non- Muslim girls possess high life skills than the Muslim girls on the basis of life skills scores.

Conclusion

- 1- Life skills of Non- Muslim and Muslim girls did not differ in respect to their religion.
- 2- Life skills of Non- Muslim and Muslim girls differed significantly in respect to their of socio-economic consciousness status. Girls belong to middle socio-economic consciousness group hold better life skills.
- 3- Non- Muslim girls possess better life skills than the Muslim girls on the basis of life skills scores.

Implications

- 1- Life skills program should be introduced in school curriculum so that girls belong to less educated family can learn these life skills in school to enhance their life qualities.
- 2- Life skills education should be start in schools especially to cover these main areas.
 - a) Interpersonal skills
 - b) Communication Skills
 - c) Decision making skills

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