

**Awareness of Life Skills among Senior Secondary School
Students of East and South Districts of Sikkim**

A Dissertation Submitted

To

Sikkim University



**In Partial Fulfilment of the Requirement for the
Degree of Master of Philosophy**

By

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Date:

DECLARATION

I, **Jayashree Prasad** hereby declare that the Dissertation entitled “**Awareness of Life Skills among Senior Secondary School Students of East and South Districts of Sikkim**” submitted by me to the Department of Education, Sikkim University for the partial fulfilment for the Degree of Masters of Philosophy in Education, is an original work and has not been submitted earlier to Sikkim University or to any other institution for the fulfilment of the requirement for any course of study. I also declare that no chapter of this manuscript in whole or in part is lifted and incorporated in this report from any earlier work done by others or me. This work is the outcome of my original and genuine effort.

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CONTENTS

Declaration

Certificate

Acknowledgements

Contents

	CHAPTERS	PAGE NO.
	CHAPTER-I	1-28
	INTRODUCTION	
1.	Introduction	1-4
1.1	Meaning of Skills	4
1.1.1	Concept of Life Skills	4-6
1.1.2	Importance of Life Skills Education	6-7
1.1.3	Need of Life Skills for Adolescents	7-8
1.1.4	Strategies of Developing Life Skills	8-9
1.1.5	Life Skills in Sikkim	10-11
1.1.6	The Core Life Skills	11-21
1.2	Operational Definition of the Key Terms Used	22-23
1.3	Rationale of the Study	23-24
1.4	Statement of the Problem	24
1.5	Objectives of the Study	24-25
1.6	Formulation of Hypotheses	25-28
1.7	Delimitation of the Study	28
1.8	Epilogue	28
	CHAPTER-II	29-55
	THE REVIEW OF RELATED LITERATURE	
2.1	Review of Related Literature	29
2.2	Importance of Review of Related Studies	29-32
2.3	Studies Conducted in India	32-42
2.4	Studies Conducted in Abroad	42-55

2.5	Summary of the Review of Related Studies	55
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CHAPTER-III **56-70**

METHODOLOGY

3	Methodology	57
3.1	Design of the Study	57
3.2	Population	57
3.3	Sample of the Study	57-58
3.4	Variables	60
3.4.1	Independent Variables	61
3.4.2	Dependent Variables	61-64
3.5	Tools Used	65
3.5.1	Standardization	65
3.5.2	Pilot Study	66
3.5.3	Administration of Tool	66
3.5.4	Scoring	66
3.5.5	Item Analyses	66-67
3.5.6	Reliability and Validity	68
3.5.7	Scoring Procedures	68
3.6	Statistical Techniques Used	69
3.7	Epilogue	70

CHAPTER-IV **71-97**

**ANALYSES AND
INTERPRETATION OF DATA**

4	Analyses and Interpretation of Data	71
4.1	Organization of Data	71
4.2	Analysis of data	71
4.3	Gender wise Analyses on Awareness of Life Skills among Senior Secondary School Students	74
4.4	Epilogue	97

CHAPTER-V **98-121**
SUMMARY, FINDINGS,
RECOMMENDATIONS AND
CONCLUSIONS

5	Summary	98-100
5.1	Operational Definitions of the Key Terms Used	100-101
5.2	Rationale of the Study	102
5.3	Statement of the Problem	103
5.4	Objectives of the study	103
5.5	Formulation of Hypotheses	103-106
5.6	Delimitations of the Study	106
5.7	Methodology – Design of the Study	107
5.8	Population	107
5.9	Sample of the Study	107
5.10	Variables	108-112
5.11	Tools Used	112-114
5.12	Statistical Technique Used	114
5.13	Analysis and Interpretation of Data	114
5.14	Organization of Data	115
5.15	Analysis of Data	115
5.16	Findings of The Study	115-118
5.17	Conclusions	118-119
5.18	Recommendations	119-120
5.19	Suggestions for Further Research	120-121
	BIBLIOGRAPHY	122-135
	APPENDICES	

LIST OF TABLES

Table No.	TITLE	PAGE NO.
3.1	The distribution of the sample	57
3.2	Item Analyses Values of the Questionnaire	67-68
3.3	The distribution of the sample with respect to their dimensions	69
4.1	Mean, standard deviation of senior secondary school students on Awareness towards Life Skill	71-72
4.2	Frequency distribution of senior secondary school students on Awareness towards Life skill	73
4.3	Difference between total mean scores of Senior Secondary School with regard to gender variation towards Awareness of Life Skills	74
4.4	Difference between mean scores of boys and girls students of Senior Secondary School with regard to the Self-Awareness	75-76
4.5	Difference between mean scores of boys and girls students of Senior Secondary School with regard to the Empathy	76
4.6	Difference between mean scores of boys and girls of Senior Secondary School with regard to the Critical Thinking	77
4.7	Difference between mean scores of boys and girls students of Senior Secondary School with regard to the Creative Thinking	77-78
4.8	Difference between mean scores of boys and girls students of Senior Secondary School with regard to the Decision Making	78
4.9	Difference between mean scores of boys and girls students of Senior Secondary School with regard to the Problem Solving	79
4.10	Difference between mean scores of boys and girls students of Senior Secondary School with regard to the Interpersonal Relationship	79-80
4.11	Difference between mean scores of boys and girls students of Senior Secondary School with regard to the Effective Communication	80
4.12	Difference between mean scores of boys and girls	81

	students of Senior Secondary School with regard to the Coping with Stress	
4.13	Difference between mean scores of male and female students of Senior Secondary School with regard to the Coping with Emotions	81-82
4.14	Management Wise Differential Analysis on Awareness of Life Skills among Senior Secondary School Students	82
4.15	Difference between mean scores of government and private students of Senior Secondary School with regard to the Self-Awareness	83-84
4.16	Difference between mean scores of government and private students of Senior Secondary School with regard to the Empathy	84
4.17	Difference between mean scores of government and private students of Senior Secondary School with regard to the Critical Thinking	85
4.18	Difference between mean scores of government and private students of Senior Secondary School with regard to the Critical Thinking	85-86
4.19	Difference between mean scores of government and private students of Senior Secondary School with regard to the Decision Making	86
4.20	Difference between mean scores of government and private students of Senior Secondary School with regard to the Problem Solving	87
4.21	Difference between mean scores of government and private students of Senior Secondary School with regard to the Interpersonal Relationship	87-88
4.22	Difference between mean scores of government and private students of Senior Secondary School with regard to the Effective Communication	88
4.23	Difference between mean scores of government and private students of Senior Secondary School with regard to the Coping with Stress	89
4.24	Difference between mean scores of government and private students of Senior Secondary School with regard to the Coping with emotions	89-90
4.25	Locale wise Differential Analysis on Awareness of Life Skills Among Senior Secondary School	90
4.26	Difference between mean scores of urban and rural students of Senior Secondary School with regard to the Self-Awareness	91-92
4.27	Difference between mean scores of urban and rural	92

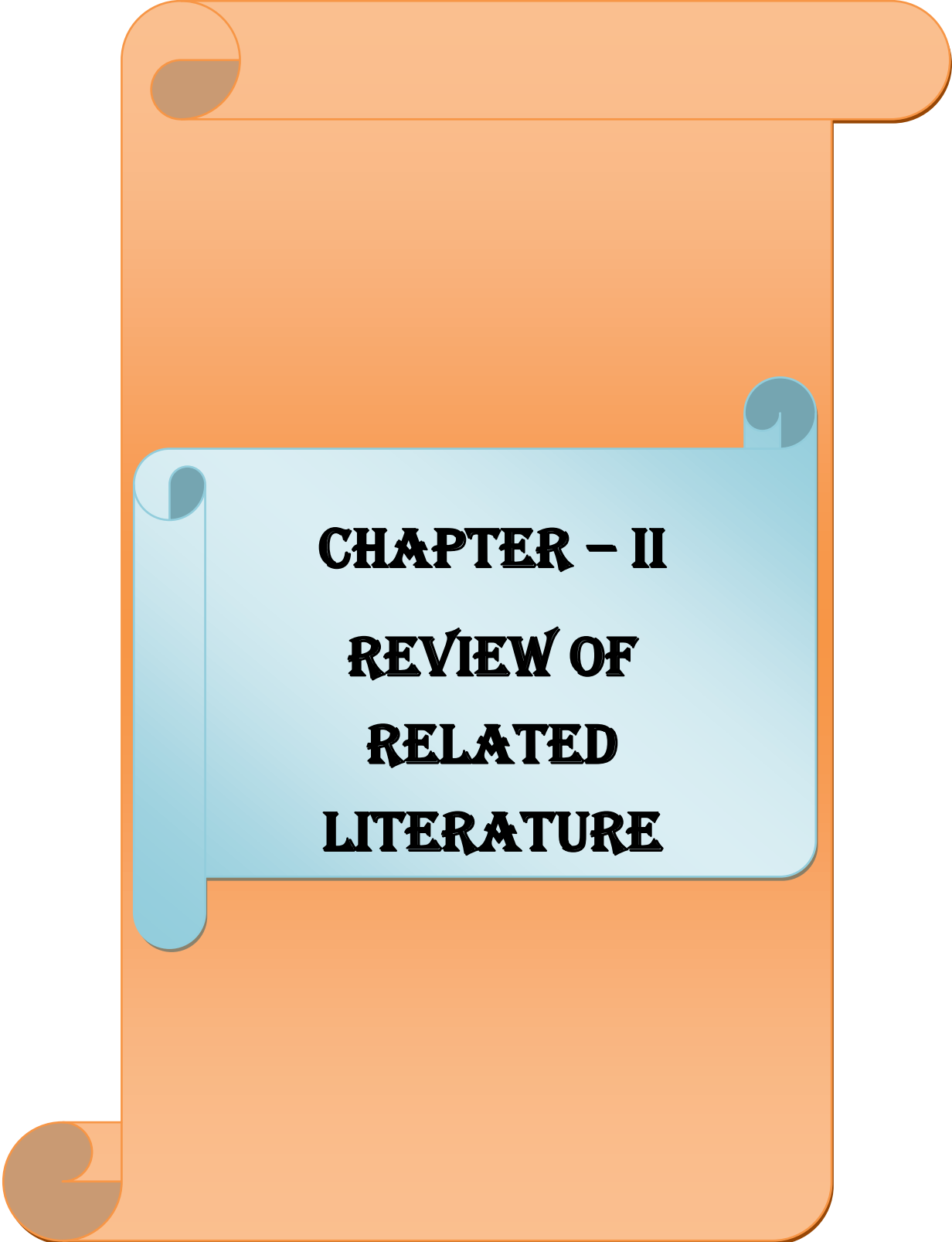
	students of Senior Secondary School with regard to the Empathy	
4.28	Difference between mean scores of urban and rural students of Senior Secondary School with regard to the Critical Thinking	92-93
4.29	Difference between mean scores of urban and rural students of Senior Secondary School with regard to the Creative Thinking	93
4.30	Difference between mean scores of urban and rural students of Senior Secondary School with regard to the Decision Making	94
4.31	Difference between mean scores of urban and rural students of Senior Secondary School with regard to the Problem Solving	94-95
4.32	Difference between mean scores of urban and rural students of Senior Secondary School with regard to the Inter Personal Relationship	95
4.33	Difference between mean scores of urban and rural students of Senior Secondary School with regard to the Effective Communication	96
4.34	Difference between mean scores of urban and rural students of Senior Secondary School with regard to the Coping with Stress	96-97
4.35	Difference between mean scores of urban and rural students of Senior Secondary School with regard to the Coping with Emotions	97

LIST OF FIGURES

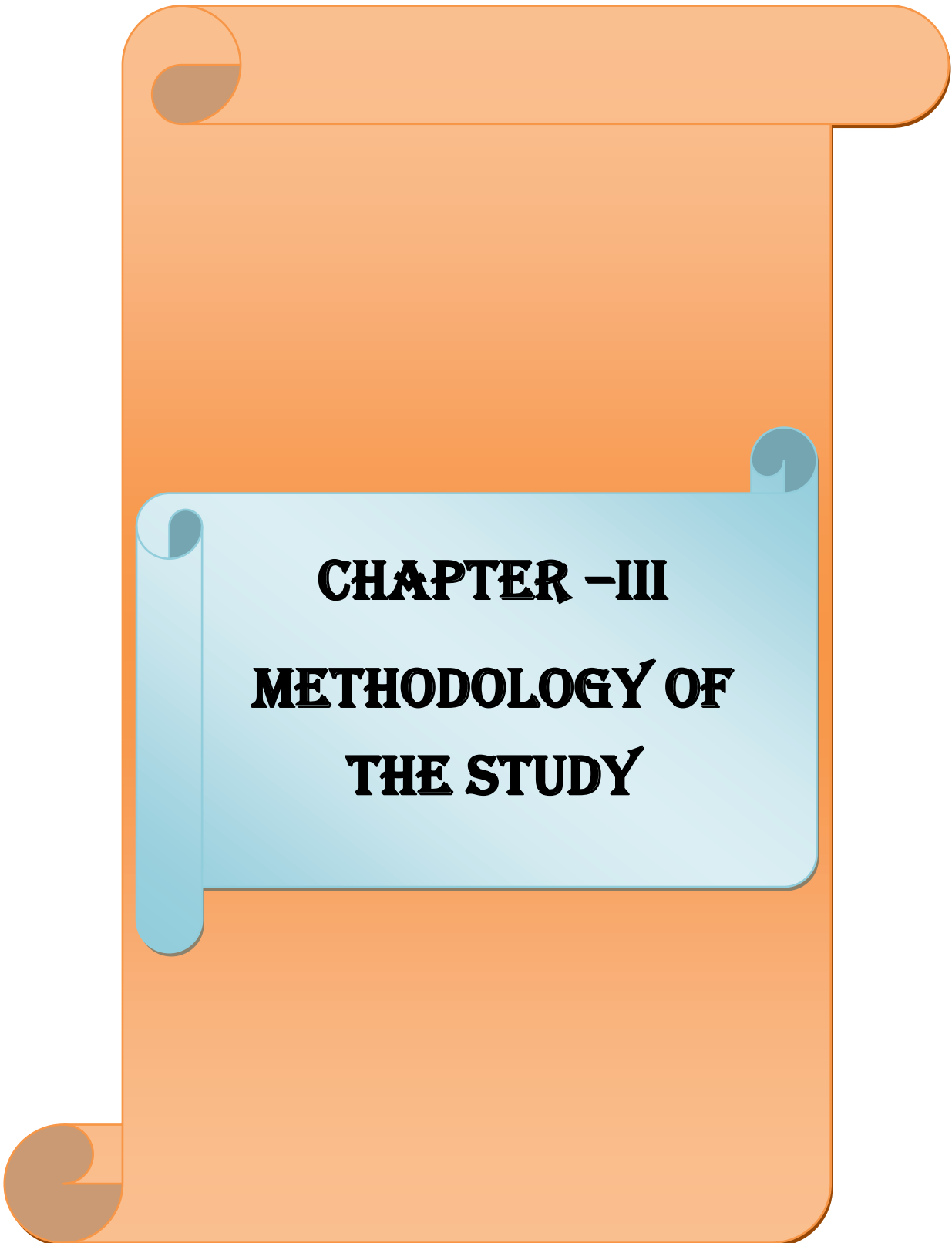
FIGURE No.	TITLE	PAGE NO.
3.1	Pie Chart showing the number of Individuals concerned to Gender	58
3.2	Pie Chart showing the number of Individual concerned in respect to the Management	59
3.3	Pie Chart showing the number of Individuals concerned to Locale	60
4.1	Bar Graph Diagrammatic representation of total awareness of life skills for total sample	72
4.2	Bar Diagram depicting mean scores awareness of like skill among boys and girls of senior secondary school students	75
4.3	Diagram depicting mean scores awareness of like skill among government and private of senior secondary school students	83
4.4	Bar Diagram depicting mean scores awareness of like skill among urban and rural of senior secondary school students	91



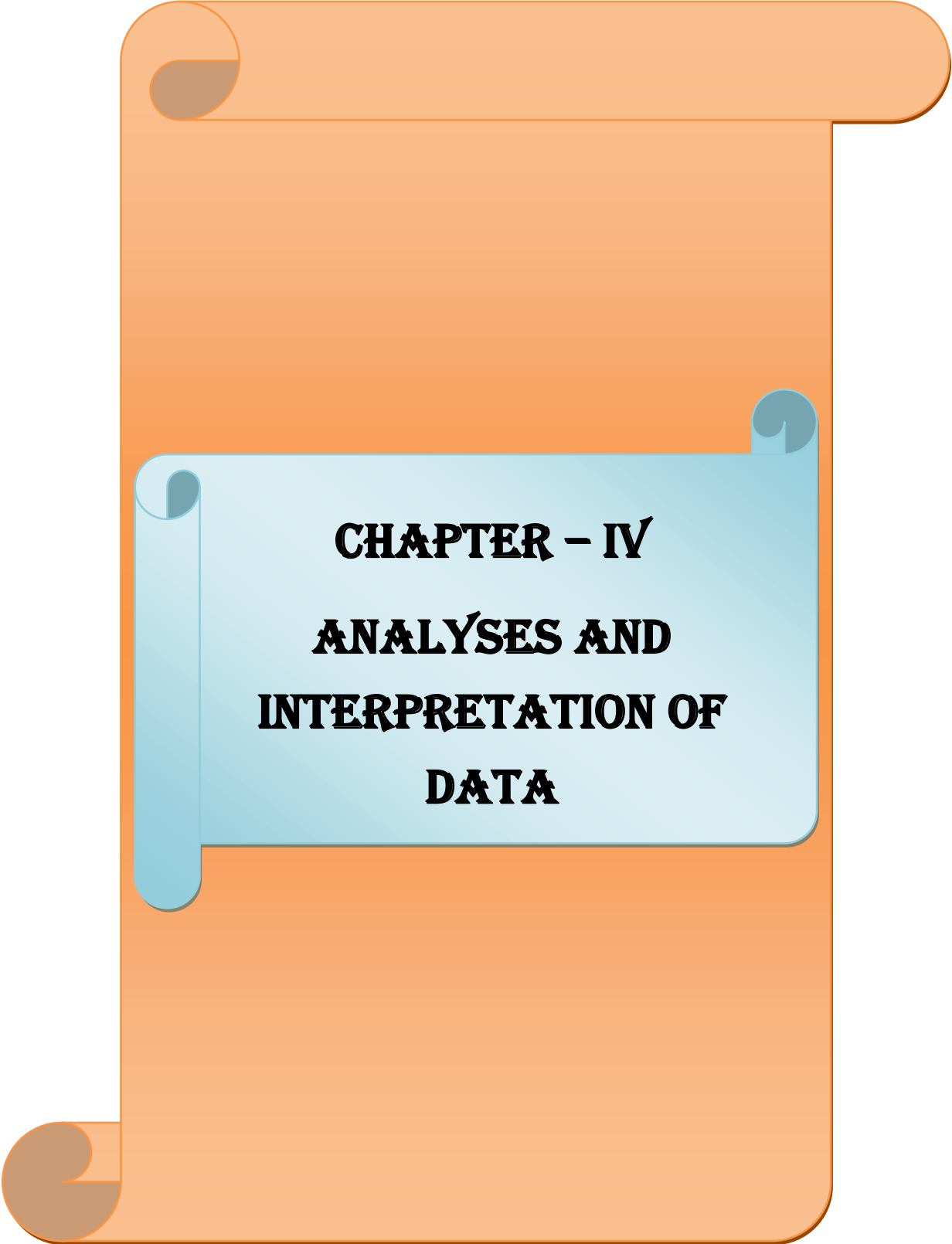
CHAPTER - I
INTRODUCTION



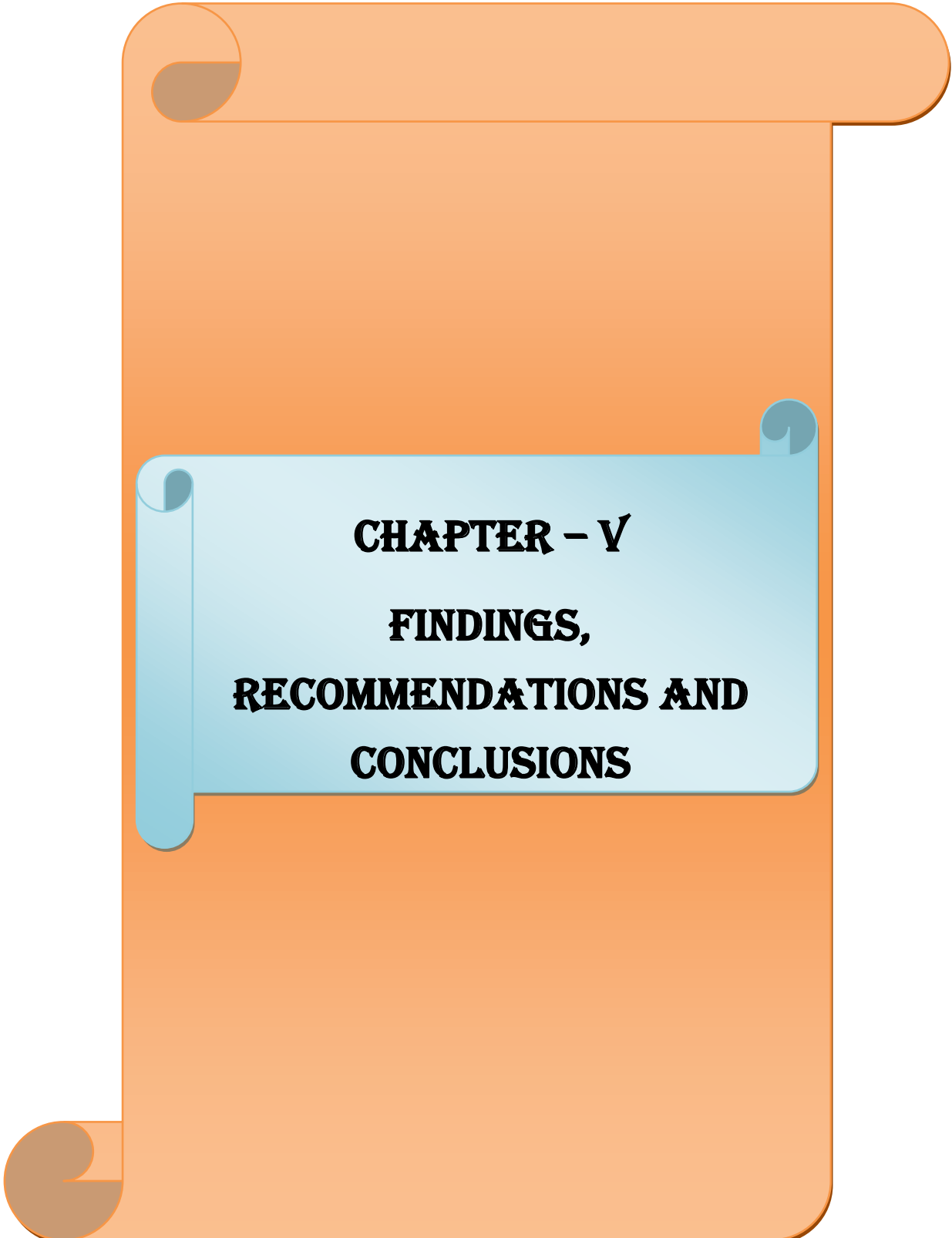
CHAPTER - II
REVIEW OF
RELATED
LITERATURE



CHAPTER -III
METHODOLOGY OF
THE STUDY



CHAPTER - IV
ANALYSES AND
INTERPRETATION OF
DATA



CHAPTER - V
FINDINGS,
RECOMMENDATIONS AND
CONCLUSIONS



REFERENCES

The image features a large, vertical, light orange scroll with rounded corners and a subtle gradient. The scroll is partially unrolled, with the top and bottom edges curled over. In the center of the scroll, there is a horizontal, light blue banner with rounded ends and a slight shadow, giving it a three-dimensional appearance. On this banner, the word "APPENDIX" is written in a bold, black, serif font. The overall design is clean and modern, with a focus on the central text.

APPENDIX

CHAPTER-I

INTRODUCTION

1. Introduction

The present fast and materialistic life has forgotten to provide the basic life skills to all the members of the society. The society is considered a more favorable place for the development of certain non-scholarly goals that are more required in the present day alteration to the environment. It is very much apparent that life skills of adolescents are undergoing enormous restiveness during this stage (Damle, 2013). Adolescents are unable to understand the emotional restiveness happening within them and thus are unable to tackle effective emotional pain, conflicts, defeat and anxieties about the future, which are often the driving force for high risk behaviors (Chhadva & Kacker, 2013). With an exceptional shift in the construction of society, there is reported a rise in teen anxiety, which can be because of disturbed family dynamics, peer pressure, inability to cope with studies, drug abuse, lack of competence etc. leading to maladaptive behavior (Singh & Kaur, 2015). Accent on the development of life skills draws its roots from the Vedic Education system in which main objective was to develop the physical, moral and intellectual powers of men. It was not merely theoretical, but related to the realities of life. The pupils apprehend the various problems of life through listening, intellection, reflection and meditation (Disha - Education, 2015).

Awareness of life skills is one of the successful components for reinforcing flexibility among adolescents, teachers and family members. Awareness is the most critical components that will help adolescents to have great and fruitful lives. Self-awareness means to know and to feel good about and satisfied with ourselves. Awareness skill acquisition has a critical role in promoting emotional well-being and

quality of a satisfied life for each individual. Autonomous societies have an important duty to provide a basic life skill education to all their members so that they can lead an effective life. The state; by its social qualities, awareness aims to enable its members to be liberated, to maintain their individuality, and to acquire the basic skills required to live together with its basic educational practices. Adolescents are envisioned to cope with different imperative social situations they experience. In order to oversee social life successfully, it is required to have some life skills collection. Life skills awareness are the basic skills that assist adolescents acquire the competences that are required to deal with the facts of life they will experience. Life skills enable individuals to succeed in the environment they live in (Danish and Nellen, 1997). The concept of life skills widely used in fields such as education, health, and social policies includes a wide range of skills. According to the World Health Organization (WHO, 1997), life skills may involve countless skills and the definition and the nature of life skills may vary according to the culture and the environment.

The education system, as predominant today, is somewhat unbalanced. It lays ideal focus on the acquisition of information even at the expense of skills, attitudes and qualities. Living as we do a sophisticated way of life in a cultured society, what we require is absolutely an intellectual mode of education. Knowledge in itself has little esteem unless it is put to use. We require today, among other things, life skills in a bigger way rather than were recognition of information. Life skills are skills, strengths and capabilities that assistance people face problems of their regular daily existence with a positive attitude and go about with their everyday tasks effectively. Any skill that is useful in our life can be viewed as a life skill. Tying our shoe laces, swimming, driving a car and using a computer are, for the vast majority, valuable

fundamental life skills. Awareness of life skills would put us on the highway to development and improvement, all the while, empowering us to lead our lives as adequately and efficiently as possible.

WHO (1997), suggests that life skills education as generic skills should incorporate the practice of skills in connection to significant wellbeing and social problems. Life skills lessons should be combined with health information, and may also be joined with other approached. As respects the techniques, it's recommended that life skills should work around own experiences and encounters them. Life skills sessions should include dynamic instructing and learning process. The techniques could incorporate brainstorming, role play, games and debates. It further proposes that life skills education programs for youths could cover concerns related to the prevention of drug abuse and young pregnancy, the promotion of mental well-being early before the impact of negative patterns of behavior and association. The school is an appropriate place for the introduction of life skills education in perspective of:

- The role schools in the socialization of youngsters
- Access to children and adolescents on a huge scale
- Economic efficiencies (utilize existing infrastructure)
- High credibility with guardians and community members
- Possibilities for short and long term assessment

Actually, life skills are essential for exercises requiring intellectual and physical activities of the people. Advancement of skills in a conscious way of enhancing and strengthening life is an essential way towards the complete use of the adolescent's possibilities. When we consider life skills as human resources, we indicated out that they contribute to the achievement of objectives and satisfaction of

life, adolescent's may require at least one of the life skills of subjective – information, knowledge and thinking, the psychomotor– strong movement associated with mental processes and the capacity to do physical work or affective - emotions and feeling. In this way, development of life skills can only be possible with a fruitful administration process based on education. Adolescents obtain fundamental abilities like the assurance of qualities, attitudes and goal orientation, decision making, problem solving, implementation, appraisal and communication. Thus, adolescents can find themselves and make out how to cope with problems (Goldsmith, 2000).

1.1 Meaning of Skills

Skills like cognition, emotions and behavior are typically formed in the format of structures like; self-awareness, empathy, critical thinking, creative thinking, decision making, ability of problem solving, effective communication, interpersonal relationship, coping with stress and coping with emotions. Now, it appears that traditional associations like family, school and other social foundations are not successful in creating such skills in children and adolescents. Different variables like; media, social and moral situations, social adjustments, desires and values among children and their folks have contributed much to the advancement of these skills. Thus, it is important to give events to children and adolescents to learn life skills besides the acquisition of reading, writing and counting abilities. Today, everywhere throughout the world the significance of mental prosperity is more stressed and vast researches have been done in this field. As a result its importance and role becomes clearer to people and in social life.

1.1.1 Concept of Life Skills

The term life skills refer to the usual skill related to managing and living, it encourages us to achieve our ambitions and live to our full potential. Life

skills gained via teaching or direct experience that are utilized to deal problems and questions commonly encountered in day by day life. Lifelong learning is the consistent working building of skills and knowledge throughout the life of an individual. It occurs through encounters experienced over the span of a lifetime. Life skills are distinctive in relation to skills like reading, writing, numeracy and specialized abilities which are considered as functional “livelihood” skills. A term often utilized almost interchangeably with skills-based education.

Life skills enable people to translate knowledge, attitudes and values into genuine abilities - i.e., "what to do and how to do it". Effective acquisition and utilization of life skills can impact the way we feel about ourselves and others, and equally will influence the way we are perceived by others. Life Skills contribute to our perceptions of self-efficacy, self-confidence and self-esteem. Life Skills in this manner assumes an important role in the promotion of mental prosperity. The advancement of mental prosperity contributes to our inspiration to look after ourselves as well as other people, the prevention of mental disorders, and the prevention of health and behavior problems. Life Skills as generic skills in connection with day to day existence could frame the establishment of life Skills education for the promotion of mental prosperity, and healthy interaction and behavior. More issue particular skills, such as self-assured managing peer pressure to utilize drugs, to have unprotected sex, or to become involved in vandalism, could be based on this establishment.

The World Health Organization (1997), defines Life Skills as "abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life". This is related to the level of a person's psychosocial competence in his or her ability to enhance a state of physical, mental

and social prosperity within the significant social cultural milieu. “Mental health researchers have identified the concept of Psychosocial competence (that is, locus of control, coping, and self efficacy) and cultural diversities (that is, race, sex, and culture) as constructs central to improving models for understanding and enhancing psychosocial well being.”(Jones, 2004). Moreover, “a socially competent individual is able to make use of personal and environmental resources to achieve pro-social goals” (Waters & Sroufe, 1983). Life Skills are diverse in relation to skills like reading, writing, numeracy and technical skills which are considered as practical “livelihood” skills.

1.1.2 Importance of Life Skills

Life skills incorporate psychosocial abilities and interpersonal skills that assistance individuals make informed conclusion, solve problems, think critically and creatively, communicate effectively, build healthy relationships, relate with others, and adjust to managing their lives in a sound and beneficial way. Basically, there are two kinds of skills - those related to thinking termed as "*thinking skills*"; skills related to dealing with others termed as "*social skills*". While thinking skills, identify with reflection at an individual level, social skills incorporate interpersonal skills and do not necessarily rely on logical thinking. It is the mix of these two kinds of skills that are required for accomplishing assertive behavior and negotiating effectively. “*Emotional*” can be perceived as a skill not only in making objective decisions, but also in being able to influence others agree to one's point of view. To do that, settling first with oneself is vital. In this way, self management is an important skill, including managing/coping with feelings, emotions, stress and resisting peer and family pressure. The young individuals as supporters require both thinking and social skills for agreement building and promotion of issues of concern.

- Life skills help teenagers to transit effectively from adolescence to adulthood by a healthy development of social and emotional skills.
- It helps in the advancement of social competence and problem solving skills, which in turn enable adolescents to shape their own particular personality.
- It helps to measure the pros and cons of the condition, hence, act as a mediator to problem behavior.
- It advances positive social standard that an effect the adolescent health services, schools and family.
- It enables adolescents to differentiate amongst hearing and listening and thus, ensuring less advancement misconceptions regarding issues such as drugs, liquor abuse and so forth.
- It defers the beginning of the abuse of tobacco, alcohol and so on.
- It assists the improvement of positive confidence and teaches outrage control.

“Life Skills education is designed to facilitate the practice and reinforcement of psychosocial skills in a culturally and developmentally appropriate way; it contributes to the promotion of personal and social development, the prevention of health and social problems, and the protection of human rights.” (WHO, 1999).

1.1.3 Need of Life Skills for Adolescents

Adolescence is the most basic period of an individual. It indicates the transitional stage from youth to adulthood marked by obvious physical, cognitive, emotional and social changes. The inbuilt taboos exist in the general public in the form of command and supports from the near and dear ones guide the adolescents to grow in development. Ways of life have changed because of globalization and technology

invasion from day to day affairs in a big way. The very focused, competitive world of today and the absence of traditional standards and support have increased the stress among adolescents resulting in various mental health issues such as depression, anxiety, loneliness, rejection, modesty, anger, conflicts in interpersonal relationship and failure. (Smith et al. 2004) Needs of awareness of life skills are:-

1. It is relatively simple to impart esteems and influence at this formative stage to create responsible and safe behavior in future life.
2. Peer pressures are exceptionally motivating factors in adoption of particular behavior patterns.
3. They are in a phase of experimentation. At this age, it empowers them to make informed and responsible choice about their ways of life.
4. Correct information and qualities imparted to one group of adolescents passes effortlessly to the next youngsters.

1.1.4 Strategies of Developing Life Skills

Development of life skills can be adequately done utilizing distinctive strategies. WHO prescribes Brainstorming and Role-play, both should be followed by discussion.

A) Brainstorming: is a system broadly utilized as a part of various settings and one such is in the development of life skills. It is, where, every one of the individuals from a group will have a typical theme on which, they can discuss deliberately. There is an initiator for this. In a school setting, it could be an instructor. While distinctive thoughts are being given out by members, no esteem judgment is made, no remarks are passed, no understanding or contradictions are recommended, and no gratefulness is appeared to any of the issues. The undertaking of the facilitator is just to pool same number of ideas as given by individuals. After, the group feels that it has depleted the

whole arrangement of issues expressed, it could then be put to discussion. For instance, there is an issue for which a group may have a carving is subject to brainstorming to pool every single conceivable solution.

B) Role Play: Role play is yet another procedure utilized as a part of various settings and one such is in the advancement of life skills. Role play is a technique where a group of individuals or students in a school setting is urged to enact a small drama in light of a theme or script. In this procedure adolescents build up specific perspectives about the worth of the context. When the role-play is enacted, the whole class watches the play. A particular circumstance is depicted. After this enactment, include every one of the students in discussion. Discuss the content and focal element of the role-play, concentrate discourses on the skills and the particular component of the life skill. This empowers students to comprehend the significance of the skill. It influences them to consider the worry of the skill and empowers them to work towards it. In this manner, it not only sensitizes one to skill, but also gives a chance to create when students are presented with numerous such role-play circumstances.

Thus, in India today's adolescents are presented with more information and social choices than in prior periods in which life skills have assumed very imperative part and magnetized the inspiration of many concerned experts, professionals and institutions. May be since the WHO's initiatives, India could have taken a positive stand on the part of life skills training in the school education. Consequently, there are distinctive perspectives and interpretations of life skills education in the nation. Maybe it isn't past the point where it is possible to accept an approach building agreement towards bringing a specific kind of normal understanding of how life skills should be advanced in the nation.

1.1.5 Life Skills in Sikkim

Sikkim is the smallest province of India. If we look at the map of India, the shape of Sikkim resembles a thumb. Sikkim, regarded as the 22nd territory of India lies in the lap of Himalayas. Education in Sikkim emerged with the study of Lamaism, and after that with the predominance of British East India Company many missionary schools were set up. And these schools still serve education to the general population of Sikkim. With the annexation of Sikkim with Indian government in 1975, the political scenario was changed into the democratic form of government. Furthermore, the system of education was completely based on Indian context. The advancement in the field of education has shown a great improvement in Sikkim. Even if the state is really small, education in Sikkim has been related with a great revolution. There is a need in establishment of more schools and colleges in the state of Sikkim. Regarded schools and colleges are affiliated to CBSE and ICSE board, the education in Sikkim has a co-operative endeavor with primary, secondary and senior secondary education.

In the present situation of expanded urbanization and widespread globalization, the adolescents are confused a lot. There is a lot of stress on achievement and performance of the instructors and guardians. The end result is a burden on adolescents who are poor problem solvers and poor decision makers. Life skills education is very important and essential part of the educational framework around the world. In Sikkim schools, however life skills education is yet to be completely initiated and recognized as an essential part of the educational program. In most schools, value education is mistaken with life skills education and they have value education as part of the educational program as it is one of the necessities of the National Curriculum, however there is not much emphasis on life skills education.

In Sikkim the schools need to create theoretical and down to earth structure of the program which ought be made utilitarian at all levels of schooling. They should have addresses substantiated with situational studies and role plays where adolescents can practice correct life skills behaviors and experience its belongings. A lot of thought requires to be given on the best way to acquire life skills education into the homes of exceptional adolescents, including street and abused children and children in Non Governmental Organizations (NGOs). Proficient systems of educationists, psychologists, emotional wellness experts and policy makers would be required to build up a concrete workable life skills training program for them. The training program would need to rise above all advancement phases of the adolescents and should have an inbuilt observing and assessment framework.

1.1.6 The Core Life Skills

According to World Health Organization (1997), there are ten core Life Skills. These categories though independent of each other are interlinked and overlap. These suggested life skills by WHO were also adopted by Central Board of Secondary Education (CBSE), India.

- A) Self-awareness
- B) Empathy
- C) Critical thinking
- D) Creative thinking
- E) Decision making
- F) Problem Solving
- G) Effective communication
- H) Interpersonal relationship
- I) Coping with stress

J) Coping with emotion

A) Self Awareness

Self awareness means the ability to perceive one's own particular self, character, strengths, weaknesses, desires and dislikes. Developing self-awareness can help in the acknowledgement of stress and decide when one is experiencing pressure. It is likewise regularly an essential for effective communication and interpersonal relations, as well as for developing sympathy for others.

Defining self awareness or self concept is extremely problematic; as Harre (1998) stresses, it is one of the most broadly used but also among the most uncertain terms in psychological terminology. The idea of self may go up against various implications connected to the abilities, inclinations, and personal attributes that an individual trust he or she have which recognize him or her from another.

Positive general self-concepts have been connected to different markers of positive development, including positive associate connections and general satisfaction. (Tarrant, 2006). Having a general negative self-concept in adolescence has been related to depression, drug use, and eating disorders in girls. Both adolescent's boys and girls struggle with negative self concepts, but female adolescents tend to stress more over physical appearance than do males.

B) Empathy

Empathy is the ability to envision what life resembles for someone else, even in a circumstance that we may not be familiar with. Empathy can help us to comprehend and accept other people who might be altogether different from ourselves. This can enhance social interactions, particularly in situations of ethnic or cultural diversity. Empathy can also help to strengthen behavior towards an individual in need of care and assistance.

Empathy is constructed on self awareness. Empathy is to comprehend what others feel, think and how they encounter their general surroundings without losing one's own particular personality and hold over one's own thoughts and feelings. Empathy involves the capacity to communicate the understanding of sentiments and emotions verbally and non-verbally. Researches on empathy expose those children as young as fifteen months can encounter empathy.

Empathy is something mistaken with the sympathy. Sympathy includes really being influenced by the other individual's perceptions, opinions and feelings. For instance, if a man is frustrated and sad, the sympathizer would experience the similar feelings, developing in struggling with the similar problems. Thus, sympathy can actually get in the way of effective leading. Empathy is a key skill in effective leadership and powerful administration of personal and professional life.

C) Critical Thinking

Critical thinking is intentional and intelligent judgments about what to accept or what to do because of perceptions, acquaintance, verbal or written expressions, or contentions. Critical thinking may include deciding the importance and significance of what is observed or communicated, or, concerning a given induction or contention, determining if there is sufficient justification to accept the conclusion as obvious.

Fisher (1997) defines critical thinking as "Skilled, active, interpretation and evaluation of observations, communications, information, and argumentation."

Moore & Parker (2004) define it more narrowly as the careful, deliberate determination of whether one should accept, reject, or suspend judgment about a claim and the degree of confidence with which one accepts or rejects it.

In the words of Elder (2007), critical thinking is a process of self-guided, self disciplined thinking. Individuals who have the capacity of critical thought are

definitely aware of the intrinsically defective nature of human thinking when left unchecked. An intense capacity in critical thinking prompts the advancements of the intellectual ethics of integrity, humility, politeness, compassion, feeling of equity and trust in reason.

D) Creative Thinking

Creative thinking is a procedure through which an individual may deliver something new or unique or may utilize existing information or knowledge to arrive at solutions to issues circumstances in a way which is totally different to earlier usage. It involves a large group of thinking styles like flexibility, originality, familiarity, elaboration, brainstorming, modification, alteration, associative thinking, attribute listing, metaphorical thinking, forced relationships and concentrates on investigating ideas, generating possibilities, searching for some right answers instead of only one.

Creativity is thought to be an endowment of nature, yet studies done by psychologists and educationists on different variables which affect creativity, demonstrate that creativity among school children is identified with their mental, social and environmental qualities. Vijayalakshmi (1980), Kumari et al (1986), has revealed the existence of significant correlation between creativity and socioeconomic status. Studies revealed that instruction of guardians, social and intellectual basis of the family, professional background and vocational independence of guardians impact creative capabilities of children.

Data indicates that when children start school, their imagination is clear and flourishing. When they achieve/reach fourth grade, however, children turn out to be all the more adjusting, less likely to take risks, and less playful and unconstrained. Researchers have shown that the pattern of reducing creativity continues throughout the school years and into adulthood.

The purpose of creative thinking is to fortify interest and advance difference. Creative thinking is a basic aptitude that children and adolescents need to develop. This will improve both decision making and problem solving skills by empowering children and adolescents to investigate the available alternatives and different results of their activities or non activities. It is additionally important to understand that creativity exists in all individuals and just requires the harmonious intersection of nature and sustain for it to develop and flourish.

E) Decision making

Decision making is the way toward making a choice between at least two alternatives. This also revealed that the maker of the decision must aware of the outcomes of his or her action. Accordingly the ability of making positive choices in a useful way will also deter negative outcomes and enable adolescents to comprehend issues identified with their fives.

Traditional theories of decision making were intellectual in nature: they accepted that decision makers dispassionately evaluated the results of alternative courses of action and chose the one that would yield the best positive outcomes (Loewenstein & Lemer, 2003). Consciousness extremely influence the decision making process of the person. They can affect the substance of the information recovered in the cerebrum during decision-making (Erber, 1991; LeDoux, 1993; Meyer, Gayle, Meeham, & Harman, 1990). Anxiety is one of the commonly experienced feelings among adolescents. Anxiety represses information processing, recovery and promotes aggression. It has effects on observations, ideas, reasoning, and at last decisions (Fischhoff et al, 2005; Lemer et al., 2003). Some explores on the working of the cerebrum demonstrate that all choices are sincerely based, and rationale is being used to give a reasonable explanation for whatever choice is taken.

Man and women behave in a distinctively in a given circumstance of decision making. They have their own point of view, which can be neither right nor wrong, however only just extraordinary. Men have an inclination to be focused and consistent while women tend to emphasize feelings and have a greater amount of expanded awareness than men.

F) Problem Solving

Problem solving helps us to deal constructively with problems in our lives. Significant issues that are left uncertain can cause mental pressure and give ascent to accompanying physical strain. It is a self-directed cognitive-behavioral process by which a person, couple, or group attempts to recognize or find effective solutions to particular problems experienced in regular living. (D'ZurUla & Goldfried, 1971).

A problem can be any life circumstance or assignment that demands a response for versatile functioning, but no effective reaction is immediately obvious or accessible due to the presence of one or more obstacles. The demands in a problematic circumstance may originate in the environment or within the individual. The obstacles may incorporate curiosity, vagueness, unpredictability, conflicting stimulus demands, performance skill deficits, or lack of resources. A specific problem may be time bound, or a progression of comparative or related events or a chronic, continuous circumstance.

Adolescents require understanding that indiscreetly and carelessness are hindrance to effective problem solving as the problem perspective is rendered limit with just one or a couple of solution choices taken into consideration. It is additionally vital for teenagers understand as endeavors are narrow, impulsive, thoughtless, hurried, and inadequate. An individual with this problem-solving style typically

considers just a couple of solution alternatives, often frequently going to the principal that comes to mind.

What's more, he or she examines alternative solutions and consequences rapidly, imprudently and unsystematically, and screen solution outcomes carelessly and insufficiently. The avoided issues solver like to maintain a strategic distance from issues as opposed to going up against them head on, puts off problem solving for as long as possible, waits for issues resolve themselves, and attempts to move the responsibility for solving his or her issues to another individual. This is extremely typical of adolescents and thus teaching problem solving skills enables the adolescents to take decisions which will have a good result.

G) Effective Communication

Effective communication helps exposition of oneself, both verbally and non-verbally in a way that is suitable to the way of life and situation that person is in. It improves the ability to express not only feelings and desires, but also needs and anxiety, permitting the seeking of guidance and help in the midst of need.

Communication has been defined by Johnson (1972) as, "a person sending a message to another individual with the conscious intent of evoking a response". Effective communication prevails between two persons when the recipient interprets the sender's message similarly the sender expected it to be understood and responses properly, either verbally or non-verbally. In an investigation done by an anthropologist it was found that only 7 percent of communication was verbal while 58 percent was gesturing and 35 percent was accented, (Nelson-Jones, 1990)

To support effective communication adolescents need to create skills of listening and confidence to avoid conflict and create positive connections. Some of the listening can be categorized as follows:

Superficial listening: in this kind of listening, individuals might be listening with a lot of their own great deal distractions and scarcely tune in to the wavelength of the other individual's communication, leading to or strengthening superficial relationships with barely any trusting elements.

Selective listening: in this kind of listening, a man listens to just what he needs to listen to and helpfully leaves the rest, which might just be the most critical thing that the other individual is attempting to pass on.

Attentive listening: in this kind of listening, one is listening to the words as well as to the non-verbal communication. This is profound and genuine listening which upgrades further trust and full ventilation. All the three listening facilitate the effective communication.

H) Interpersonal Relationship

Interpersonal relationship is an ability which enables the individual to collaborate positively with others. This ability permits individuals in creating and keeping up solid and friendly relationships in the family, group and social context. This assures social help which significantly adds to the psychological and social well-being of the person. It likewise encourages ending relationships in a useful way.

Interpersonal relations are vital in the identity formation of young adults. A person who can effectively and successfully redefines and recasts his relationships in a positive way.

Research studies showed that the nature of interpersonal relationships were unmistakably an essential factor in building up one's identity and adjustment in the social circle. These relationships related to those with guardians, educators, peers and companions and essentially helps the adolescents' build a sound inner self personality

(Bartle, Anderson & Sabatelli, 1989). It was additionally observed that broken homes and stressed family relationships are related to defaulting behavior (Anolik, 1980).

Healthy interpersonal relationships are important for the improvement of a positive self concept and high self esteem (Sandler, Roosa, 1996, Harter, 1985), which thusly upgrade self awareness, empathy and effective communication. Positive parental support is related to close relationships with parents and siblings, high self esteem, academic achievement and advanced moral development (Argyle & Hinderson, 1985; Maeoby, 1980). The absence of parental support may have precisely the opposite effect; low self esteem, poor school work, impulsive behavior, poor social modification and freak and antisocial behavior (Peterson & Rollins, 1987).

I) Coping with Stress

Managing stress is about identifying of the causes of stress in daily life, the way in which it influences people and the activity expected to control levels of stress in day by day life. This may mean making a move to diminish the causes of stress, for instance, by making improvements to the physical condition or way of life on the other hand it might mean figuring how to relax, with the goal that pressures made by unavoidable stress which give the accession to health issues.

Stress is a fundamental part of life, which be that as it may become opposed to everyday working when ecological or internal requests surpasses an individual's assets to adjust to the circumstance. In spite of the fact that the "stress" was being utilized by psychologists from much before, Hans Selye, an endocrinologist, broadened and expanded and promoted the idea in 1936, to incorporate the reaction of the body to any request. In Selye's terminology, "stress" refers to a condition, and "stressor" to the internal response causing stress. He too coined the term "eustress" (1975) and distinguished it as opposite to distress. The last is the condition which

represents a danger to the people's normal functioning and should be comprehended as far as its controlling systems.

Stress in modern utilization for the most part is in its “distress” form. It covers a tremendous scope of phenomena from calm irritation to the sort of issues that may bring about an extreme breakdown of health. Indications of stress might be cognitive, emotional, physical or behavioral. Signs incorporate poor understanding, a general negative viewpoint, excessive stressing, ill humor, disturbance, inability to relax, feelings of loneliness or isolation, depression, non-specific physical symptoms like aches and pains, diarrhea, constipation, nausea, dizziness, chest pain, palpitation, anorexia nervosa, eating binges, dozing excessively or insufficient, pulling from others, ignoring duties, using liquor, cigarettes, or drugs to relax, and nervous habits (e.g. Nail biting or pacing). There are different adapting techniques for successfully countering the ill effects of negative stress. However, looking for proficient help still conveys with it the shame that one is a 'failure' since one cannot cope with day by day and life events, students may want to 'save face' and more probable approach a companion instead of an approach an educator or counselor for help. (Frydenberg, 1993).

“Stress and storm” is part of an adolescent’s life (Holmbeck, 1988). Accordingly, it is important for them to comprehend the need of adequately managing stress and diminishing its effect of negative stress in everyday life.

J) Coping with emotions

Emotions can be depicted as feeling good or bad. Good feeling to be profitable, though bad feeling being adverse to the person. Coping with emotions includes acknowledgment of emotions in oneself and in others. It is monitoring how emotions impact behavior and how to react appropriately to the emotions. Extreme

emotions, similar to anger or sorrow can have exceptionally negative consequences for the sound of an individual in the event that he or she is not prepared to respond suitably to the circumstance which triggers such emotional states.

Emotions are reactions to the particular occasions and give helpful contributions to judgment and decision and can be isolated into positive emotions and negative emotions. Emotions modify ideas, behavior and essential analysis and have an enormous outcome which impact on the decision making and consequent activities. Emotions are fundamental parts of human instinct and are communicated through practices like non-verbal communication, facial expressions, speech affections and so on. However unreasonable emotional reactions may hamper judgment and misshape thinking.

Moods are long-term feelings that individuals can find themselves in, such as negativity, positive thinking, despairing, happiness and tension. One of the real emotions expressed by youth is an outrage. Numerous adolescents are aggressive and show violent behavior on a daily basis in school, home and community context. Adolescents require creating systems to oversee and cope with emotions, as nonsensical emotional states will prompt a twisting of contemplated activity and decrease interpersonal relations.

Inevitably, cultural and social components will decide the correct idea of life skills. For instance, eye contact might be encouraged in boys for effective communication, but not for girls in few societies, so gender issues will emerge in recognizing the idea of life skills for psychological competence. The exact substance of life skills training subsequently be resolved at the national level, or in a more nearby context. However, described in general terms, life skills are being instructed in such a wide variety of nations that they seem to have significance across cultures.

1.2 Operational Definitions of the Key Terms Used

Skill – A skill of the student which perform perfectly and differently compared with others. A skill is a manipulatory talent applicable for both cognitive and conative capacities. Students can use this ability when they are in need in some critical situations.

Life Skills – Life skills are essential for the students, particularly to select for vocations. Those who are having awareness of life skills will surely prosper in their in their life. The life skills can also strengthen by practice regularly and implement those skills regularly.

Self-awareness – Student has to posses attentiveness towards life, carefulness towards life, systematic planning about life will come under self awareness.

Empathy – Empathy is a deep sense of feeling about oneself. It means any agony faced by our relative or friend the other has to feel the same feeling is the empathetic attachment.

Critical Thinking – Student has to posses the capacity of thinking. Thinking can be applied to social issues or subject issues will be considered as critical thinking.

Creative Thinking – Creative thinking is thinking differently. The students have to diagnose any issue in different ways and ultimately choose the best one among all.

Decision Making – Taking the judgment by the students after analysis. Sometimes it is good to discuss with elders, teachers and parents take any important decisions.

Problem Solving – This problem solving method is applicable to both the social issues and academic issues. In this method the students have to use his cognitive capacities for solving the problem.

Interpersonal Relationship – The relationship between the peer group, teachers, and family members should be maintained perfectly and positively. Students should cultivate harmonious relationships between the people.

Effective Communication – Exchange of ideology between one person to another person and this vehicle is known as effective communication. The student has to develop their vocabulary, grammar and pronunciation to enhance their effective communication ability.

Coping with Stress – Stress is a painful psychological threat to a person. In order to reduce stress the student has to cope up with the stress. Systematic planning in life will make to cope up with stress with students.

Coping with Emotions – Negative emotions cause damage to the individual in both psychological and physiological ways. Students have to maintain tolerance for their negative emotions which is a positive sign for their development.

Students: Students here refer to the senior secondary school students studying in the east and the south district of Sikkim.

1.3 Rationale of the Study

- The researcher has chosen the topic the Awareness of Life skills in east and south districts of Sikkim according to the 10 dimensions given by Central Board of Secondary Education (CBSE). So the main intention of the researcher is to know whether the life skills are possessed by senior secondary school students or not.
- Awareness of Life skills helps the senior secondary school students to empower in challenging situations. Various skills like self-awareness, empathy, critical thinking, creative thinking, problem solving, decision making, interpersonal relationship, effective communication, coping with

stress and coping with emotions.

- Many research studies are conducting their researches based on gender. Here in this study also the researcher wants to know the implementation of life skills for both boys and girls who are studying in senior secondary schools in the South and East districts of Sikkim.
- The life skills prescribed by CBSE or utilized by senior secondary schools in both east and south districts of Sikkim or not. So the researcher wants to conduct the study in both east and south districts of Sikkim.
- The researcher intended to know whether both the Government and private schools are implementing the life skills or not. In order to know the implementation of this variable management the researcher can understand the implementation of life skills.
- The researcher wants to know how far the dimensions of life skills are among the independent variables and to know the differences between bifurcations of all independent variables like gender, management and locale.

1.4 Statement of the Problem

“Awareness of Life Skills among Senior Secondary School Students of East and South Districts of Sikkim”

1.5 Objectives of the Study

1. To study the awareness of life skills among senior secondary school students.
2. To study the awareness of life skills among senior secondary school students with regard to their gender variation.
3. To study the awareness of life skills among senior secondary school students with regard to their locality variation.

4. To study the awareness of life skills among senior secondary school students with regard to their type of institution i.e. government and private.

1.6 Formulation of Hypotheses

Ho1: There is no significant difference in awareness of life skills between boys and girls senior secondary school students.

Ho2: There is no significant difference in awareness of life skills between urban and rural senior secondary school students.

Ho3: There is no significant difference in awareness of life skills between government and private senior secondary school students.

Secondary Hypotheses

Ho1: There is no significant difference in awareness of life skills between boys and girls senior secondary school students with regard to self-awareness.

Ho2: There is no significant difference in awareness of life skills between boys and girls senior secondary school students with regard to empathy.

Ho3: There is no significant difference in awareness of life skills between boys and girls senior secondary school students with regard to critical thinking.

Ho4: There is no significant difference in awareness of life skills between boys and girls senior secondary school students with regard to creative thinking.

Ho5: There is no significant difference in awareness of life skills between boys and girls senior secondary school students with regard to decision making.

Ho6: There is no significant difference in awareness of life skills between boys and girls senior secondary school students with regard to problem solving.

Ho7: There is no significant difference in awareness of life skills between boys and girls senior secondary school students with regard to interpersonal relationship.

Ho8: There is no significant difference in awareness of life skills a between boys and girls senior secondary school students with regard to effective communication.

Ho9: There is no significant difference in awareness of life skills a between boys and girls senior secondary school students with regard to coping with stress.

Ho10: There is no significant difference in awareness of life skills between boys and girls senior secondary school students with regard to coping with emotions.

Ho11: There is no significant difference in awareness of life skills between urban and rural senior secondary school students with regard to self-awareness.

Ho12: There is no significant difference in awareness of life skills between urban and rural senior secondary school students with regard to empathy.

Ho13: There is no significant difference in awareness of life skills between urban and rural senior secondary school students with regard to critical thinking.

Ho14: There is no significant difference in awareness of life skills between urban and rural senior secondary school students with regard to creative thinking.

Ho15: There is no significant difference in awareness of life skills between urban and rural senior secondary school students with regard to decision making.

Ho16: There is no significant difference in awareness of life skills between urban and rural senior secondary school students with regard to problem solving.

Ho17: There is no significant difference in awareness of life skills between urban and rural senior secondary school students with regard to interpersonal relationship.

Ho18: There is no significant difference in awareness of life skills between urban and rural senior secondary school students with regard to effective communication.

Ho19: There is no significant difference in awareness of life skills between urban and rural senior secondary school students with regard to coping with stress.

Ho20: There is no significant difference in awareness of life skills between urban and rural senior secondary school students with regard to coping with emotions.

Ho21: There is no significant difference in awareness of life skills between government and private senior secondary school students with regard to self-awareness.

Ho22: There is no significant difference in awareness of life skills between government and private senior secondary school students with regard to empathy.

Ho23: There is no significant difference in awareness of life skills between government and private senior secondary school students with regard to critical thinking.

Ho24: There is no significant difference in awareness of life skills between government and private senior secondary school students with regard to creative thinking.

Ho25: There is no significant difference in awareness of life skills between government and private senior secondary school students with regard to decision making.

Ho26: There is no significant difference in awareness of life skills between government and private senior secondary school students with regard to problem solving.

Ho27: There is no significant difference in awareness of life skills between government and private senior secondary school students with regard to interpersonal relationship.

Ho28: There is no significant difference in awareness of life skills between government and private senior secondary school students with regard to effective communication.

Ho29: There is no significant difference in awareness of life skills between government and private senior secondary school students with regard to coping with stress.

Ho30: There is no significant difference in awareness of life skills between government and private senior secondary school students with regard to coping with emotions.

1.7 Delimitations of the Study

The present study was delimited in the following aspects:

1. The state of Sikkim has four districts. The study was restricted to only two districts i.e. East and South districts of the state.
2. The study was delimited to three demographic variables like gender, locality and management only.
3. The study was confined to class XI and XII senior secondary school students only.

1.8 Epilogue

The researcher after construction of objectives, hypotheses of the present study concentrate on the reviews studies from various sources like books, journals, internet etc, for collection of Indian studies and abroad studies. Since the topic is a new topic in Indian context so the researcher has adopted life skills along with its 10 dimensions for review studies. The reviews studies were collected to find out the missing gap between different researches and to find out a solution in this line. All those studies were kept under second chapter named as a review of related literature.

CHAPTER-II

2.1 Review of Related Literature

The aim of the present research is to review the past investigations made on related studies of Awareness of Life Skills in India and abroad. These research studies help the investigator in arranging, defining and delimiting this research record. The review of previous investigations has also been supportive in deciding the procedure as well as designing the present study and interpretation of the findings. It is highly fundamental that the research worker survey the literature and studies related to the issue under investigation in the preliminary organization of research. Survey of related literature suggest findings, following and assessing reports of research as well as report of casual perceptions and feelings that relate to the individuals arranged research projects. The benefits of the capacity to make utilization of the insight accumulated through the ages empowers him to ensure that his concern does not exist in vacuum and significant work has been done on issues identified in his proposed investigation. The achievement of his efforts will depend in no little measure on the degree to which he capitalizes on the advances in both experimental and theoretical studies made by previous researchers.

The purpose of this literature review was to pass on to the reader what knowledge and thoughts have been built up on a subject and what are the qualities and shortcomings. The literature review enable the reader to be raised to in regards to the condition of research in the field and acquaints the reader with any contrasting points of view and perspectives on the subject.

2.2 Importance of Reviews of Related Studies

The need and significance of related investigations and literature have been featured by Best who says 'Essentially all human knowledge can be found in books

and libraries. Unlike other animals that must start anew with each generation, man expands upon the accumulated and recorded information of the past (John, W. Best, 'Research in Education', Eaglewood Cliffs, N.J: Prentice Hall of India Pvt., Ltd., Inc., 1950, P.31).

Dewey has laid out a review of related studies as the third step of the scientific method. It is a critical step which invariably limits the risk of dead ends, rejected topics, rejected studies, wasted endeavors, trial and error activity stretched out towards approaches already discarded by previous investigators and considerably more important erroneous findings based on the flawed research design (George, J. Mouly, 'The Review of Related Research', The Science of Educational Research', New York, American Book Co., 1963, p. 3).

The Survey of Related Literature and studies also help to maintain a strategic distance from the danger of duplication. It helps the investigator to see 'whether the proof effectively accessible tackled the issue adequately without further investigation and thus to stay away from the danger of duplication (Carter, V. Good, Barr and Scates, D.E., 'Methodology of Educational Research', New York, Appleton Century Crofts, Inc., 1941, p. 168).

Every investigator is required to know what sources are accessible in his/her field of inquiry, which of them, he/she is probably going to utilize and where and how to discover them. Review of related literature is other than shaping one of the early chapters in a research report for orienting the readers, fills some different needs.

Carter, V. Good thinks, 'the key to the huge storage facility of published literature may open ways to sources and give a helpful orientation for a definition of the issue, background for selection of procedure and comparative data for

interpretation of results. In order to be truly creative and original, one must read widely and fundamentally as a stimulus to thinking'.

The major purpose of review of the accessible literature is to decide the significant facts, which are basically strategy to the problem under investigation. For the learning rising up out of the investigations would empower the investigator to maintain a strategic distance from unexpected duplication, and also it would likewise give the understanding and insight for development of a logical framework for the present problem under investigation. In addition, studies that have been done would provide for formulating research hypotheses and indicating what should be done will frame the reason for the justification of the study under investigation.

Aggarwal (1975) has listed eleven essential explanations behind which review of related studies should be made.

- The review of the literature is the basis of a large portion of the research projects in the physical sciences, natural sciences and humanities.
- A survey of the related literature gives the researcher's comprehension of the past work that has been done.
- The results of the review really provide the information utilized as a part of the research.
- It empowers us to know the methods for getting to the frontier in the field of our problem. Until the point when we have realized what others have done and what still stays to be done in our general vicinity, we can't build up a research project that will contribute to encouraging learning in our field.
- A review of the literature would build up the knowledge of the investigator. Thus, the information gained will save the researcher's time.
- The significance of the review is very evident in delimiting the research

problem and in characterizing it better.

- The review of the literature will give the understudy knowledge he/she needs to change over his/her conditional research issues with a particular and brief one.
- A review of the literature can help the research laborer in making his/her alarm to research possibilities that have been neglected.
- On the way toward looking into reviewing the literature student is to caution for discovering research approaches in his/her zone that has ended up being sterile.
- The review of literature gives a chance of gaining insight into the strategies, measures subjects and methodologies utilized by other research laborers, this in turn lead to significant improvement of our research plan.

This chapter contains the review of related literature and it comprehensively comprises of both Indian and foreign studies. Reviews were gathered from various sources like Books, Journals, Magazines, News paper articles, Chapters published in books and web.

2.3 Studies Conducted in India

Yadav & Iqbal (2009) contemplated on “Impact of Life Skill Training on Self-esteem, Adjustment and Empathy among Adolescents”. The aim of the present study was to see the impact of life skill training on self esteem, adjustment and empathy among adolescents. They found significant positive influence on life skill training on self-esteem, emotional adjustment, educational adjustment, total adjustment and empathy. The findings also revealed that empathy and interpersonal sensitivity can be utilized as successful ‘tools’ for changing delinquent or disturbed youngsters to school.

Kaur (2011) reported on “A Study of Impact of Life Skills Intervention Training on Emotional Intelligence of College Adolescents”. The study inspected the effects of an intervention program on the emotional intelligence of college adolescents. The investigation involved 60 understudies male and female falling in the age group of 18 to 20 yrs. The findings of the study revealed that life skills based intervention program will have a significant impact on the emotional intelligence of adolescents.

Rao et al (2011) conducted a study on “India's Youth Education Scenario-Need for Inclusion of Life Skills”. The study analyzed the importance of Life Skills Education (LSE) in terms of behavior modification of adolescent delinquents. Results demonstrate that life skills program helped them to fortify their identities. Behavioral changes are happenings among the boys who were prepared and criminal inclination descended and ethical quality expanded.

Vranda & Rao (2011) performed a study on “Life Skills Education for Young Adolescents – Indian Experience”. The investigation depicts the zone of life skills often used the ideas, for example, emotional insight, social capability, and social aptitudes; these are synonymous ideas reflective of life skills where there is an awesome cover among these developments. It was presumed that the adolescent needs to plan for a worldwide fruitful grown-up life of the rivalry and independent functioning which is conceivable just through improving their mental abilities through life skills training.

Hiradhr (2012) studied on “Effectiveness of Technology - Enabled Language Enhancement Program to Develop the Written Communication Skills of ESL Learners at Tertiary Level”. One of the purposes of the investigation was to address

the issue of writing skills within the technology-enabled language learning program with execution-based assignments in supporting students' writing skills. In addition, there was no significant difference between the mean scores on the pre-test and post-test of the students who experienced the technology-enabled language enhancement program to develop written communication skills.

Khera & Khosla (2012) conducted a study on "A study of core life skills of adolescents in relation to their self-concept developed through Yuva school life skill program". The study investigated the relationship between self-concept and core life skills in randomly selected 500 adolescents studying in secondary classes of Sarvodaya schools situated in south Delhi who had experienced Yuva School Life-Skills Program (SLP). They suggested that there is a positive connection between core affective Life-Skills and self-concept of adolescents which implies the individuals who have these essential skills have better confidence in all angles. The consequences of this study indicate that self-concept have enhanced both core effective life skills and core cognitive life skills

Mousami et al (2012) studied on "Promoting Positive Wellbeing in Early Adolescence: Implementing Life Skills". The study explored the impact of life skills training on early adolescence. They found a significant relationship between positive wellbeing in early adolescence and life skills training. The finding also proves gender difference exist while utilizing generic life skills. Furthermore the study found socioeconomic differences exist that upper middle class and below poverty line class has showed difference in impact of life skills training in early adolescence.

Sr & Lancy (2012) investigated into "Development and validation of a life skills questionnaire (LSQ)". One of the objectives of this study was to develop a scale

to measure life skills and to assess the levels of life skills in early and late adolescents of High school and Pre University College. The Participants for this study were chosen from different colleges and schools of Bangalore city. The sample consists of 300 student adolescents (150 males and 150 females) studying in classes 8 to 12 (early adolescents 12–15 and late-adolescents 16–18). A descriptive survey of adolescents was done with the assistance of self-administered questionnaire prepared in English. All the data obtained from the questionnaire survey were edited, coded and bolstered to the computer for further computations. Results demonstrate that 155 adolescents (52%) had a life skills scores over the mean, and 145 (48%) had beneath the mean score. In general, 39 (13%) had high levels of Life skills, 220 (73%) had average level and 41 (14%) had a low level of life skills. Age significantly ($P = .000$) influences the level of life skills in adolescents, late adolescents having a high level of life skills. However, overall male and female subjects don't indicate a significant difference in the level of life skills and also both male and female subjects of the early and late adolescents do not differ in the level of life skills.

Lado (2013) undertook a study on “Development of language skill training program in English for B.Ed. Students”. The study aims to develop language skill training program in English for students of B.Ed. i.e. for student teachers. The objectives of the study are to develop language skill training program for B.Ed. Students and to study the effectiveness of training programs in terms of LSRW skills with the help of oral and written achievement tests. Findings suggest that research can be attempted for language skills like communication skill, presentation skill, discussion skill, etc. at different educational levels from primary to tertiary.

Agric (2014) undertook a study on “Impact of intervention on life skill development among adolescent girls”. It was observed that in the pre test majority of

the adolescent girls encountered a medium level of creative thinking (55 %) and empathy (76.7%). Around 77.5 percent had a high level of critical thinking, coping with stress (70.9%) and problem solving ability (65.8%). None of them were seen in a low level of classification except for creative thinking (9.2%). Post test led after an intervention showed that majority of adolescent girls had a high level of critical thinking (94.16 %) trailed by coping with stress (79.12 %), problem solving ability (70 %), creative thinking (50 %) and empathy (57.5 %). The findings recommend that there is a significant difference between pre test and post test scores of adolescent girls with regard to problem solving, coping with stress and empathy. Further, the mean scores showed that life skill development was significantly better on post test over the pre test.

Gulhane (2014) undertook a study on “Life Skills Development through School Education”. The objective of the life skill education to promote mental well being and competence in youngsters as they confront the realities of life. The study found that life skill based education through school educational programs encourages the students to adopt a positive approach to secure themselves and to promote health and meaningful social relationship life skills to encourage a total and incorporated improvement of an individual to function effectively do social being.

Parvathy & Renjith (2015) examined on “Impact of Life Skills Education on Adolescents in Rural School”. The major objective of the study is to analyze the knowledge of life skills among adolescents and the effect of life skills instruction preparing for their insight level. The study is done in the coastal zone school in the taluk of Karunagapally, Kerala, India. An experimental study method involving pre-post study is led with experiment-delayed group. A sample size of 57 is taken with 30 samples in the experimental group and 27 samples in the experiment-delayed group.

The result indicates that experimental and experiment–delayed group was founded similarly in their social-statistic status. The study has revealed a significant impact of life skills education training a adolescents.

Singh (2015) studied on “Strategies for Development of Life Skills and Global Competencies”. The purpose of the study is to enable students to know and comprehend themselves better, live life more intentionally and purposely, accomplish personal satisfaction and fulfillment and achieve their goals, personally and academically. The result revealed an educators and policy makers should concentrate on the need of students and global competencies in helping students develop a perfect fit, Since progress is immaculate fit.

Vashishtha (2015) explored into “Impact of Life Skills on Leadership Development”. The study aims to see the impact of life skills sessions on problem solving and decision making attitude of school level pioneers. For this reason, 150 students were selected from 10 different schools. The age group extends between 16-18 years. The results have shown a significant improvement in the skills of decision making and problem solving in the pioneers.

Bardhan (2016) examined on “Life Skills Education: A Strategy for Handling Adolescents’ Risk Behavior”. In this study, the analyst has influenced an endeavor to comprehend whether and how school students learned life skills through their persistent contribution with school specialist, their classmates and instructors and its effect in adjusting their behavior. The study was conducted among the adolescent school students with risky behavior. The study proved that with continuous life skills training along with organized counseling helped in creating positive changes among the students with problem behavior. It has likewise enabled the children to develop friendly relationship with instructors, peers and guardians.

Chakra (2016) investigated into “Influence of Personal Variables on Core Affective Life Skills of Adolescents”. This study was conducted to find out the influence of personal variables on core affective life skills of adolescents. The sample was comprised of 544 adolescents, including 292 girls and 252 boys. The result revealed that the request of birth and family income has significant influence on interpersonal relationship dimension of life skills. The study showed gender, number of kin and family compose has no significant influence on core affective life skills.

Jaleel & Premachandran (2016) conducted a study on “A Study on the Metacognitive Awareness of Secondary School Students”. The aim of the study is to prepare children to be lifelong learners, and enable students to become aware of themselves as learners and to take control of their own exercises. The study analyzed that the vast majority of students precipitously gets metacognitive information and skills to a specific degree from their folks, their peers and particularly from their instructors. In any case, students show a considerable variation in their metacognitive capacity and students frequently demonstrate an expansion in self-confidence when they manufacture metacognitive abilities. Self-adequacy enhances inspiration and additionally learning achievement. The study shows that Gender, Locality and Type of Management do not influence the Metacognitive ability of students.

Kalaiyaran & Soloman(2016) performed a study on “Importance of Self-Awareness in Adolescence – A Thematic Research Paper”. The study here describes that self-awareness is very much needed to adolescence because without acknowledgement and notice his/her on claim self they cannot do any work effectively. The researcher further inferred that, adolescence must comprehend his/her own true self and acknowledge, watch their level of self-awareness at each minute of

his/her life and must acknowledge and should be aware of their level of self-awareness before beginning any work and doing any activity.

Muthulakshmi & Pamela (2016) reported on “Life skills in relation to achievement in genetics among eleventh standard students”. The present study highlighted how life skills training advance achievement among the adolescence students. The objective of the present study was to investigate the effectiveness of life skills training on academic achievement and achievement in genetics among eleventh standard students. The sample comprised of 64 students from Government school. The life skills are instructed with various techniques selected by the investigators. The experimental group received pre-test with life skills treatment and control group was not given the treatment and pre-test. Post-test was given to both the groups. The result revealed that the ‘treated group’ has scored superior than the control group on Academic achievement and Achievement in Genetics with the influence of pre-test. Findings also supported that there is a significant difference in mean scores of achievement in genetics and academic achievement among the pupils given ‘Life-skills’ training with pre-test and the pupils who were not given the life skills training and pre test.

Monteiro & Shetty (2016) conducted a study on “Introduction f Life Skills Education in Curriculum for Creative and Positive Social Functioning among Young Students”. One of the major objectives of adolescence education is to develop life skills to empower youngsters to react to the real life situations in positive and capable ways. The study comprises of 210 students (105 girls and 105 boys) 12 to 21 years Mangalore city of Dakshina Kannada, Karnataka State, India. The participants of this investigation were from High schools, PU and degree colleges in Mangalore city were randomly selected. The investigation surveyed that the large portion of the

adolescents is having absence of confidence in students acquired life skills. The study suggests that implementing adolescent education is mandatory for schools and colleges. In addition, it was found that there is a significant difference between self-esteem and life-skills scores acquired by students. It also shows that those who have low self esteem have low life skills and those who have normal range of self-esteem have high levels of life skills.

Pujar & Patil (2016) probed into “Life Skill Development: Educational Empowerment of Adolescent Girls”. The study was directed to know the life skill development among rural adolescent girls and effect of intervention on life skills. The sample for the study contained 120 adolescent girls studying in 8th and 9th standards. The girls belonging to age range of 13 to 15 years were randomly selected for the investigation. Agendas were utilized to collect the data regarding various life skills such as problem solving ability, creative thinking, critical thinking, coping with stress and empathy. The results of the study revealed that at pre test, the majority of the adolescent girls experienced a medium level of creative thinking (55%) and empathy (76.7%). Around 7.5 percent had a high level of critical thinking, coping with stress (70.9%) and problem solving ability (65.8%). After the mediation, majority of adolescent girls had a high level of critical thinking (94.16%) followed by coping with stress (79.12%), problem solving (70%), creative thinking (50%) and empathy (57.5%). Thus, the mediation on life skill education is useful for the rural adolescent girls to take positive activities and enhancing their coping skills of stress and problem solving ability.

Dhingra & Chauhan (2017) performed a study on “Assessment of life-skills of adolescents in relation to selected variables”, the objectives of the study is to evaluate the life-skills of the chose adolescents and to decide the variety in their life-skills with

their SES and instruction of guardians. Major life skills include problem solving, decision making, creativity and critical thinking, effective communication, interpersonal skills, empathy, and self-awareness, coping with stress and emotions. These life-skills have additionally been grouped as; Thinking skills, Social skills, and Emotional skills. Dimension wise analysis revealed that they scored slightest in the dimension of coping with stress, pointing to the need for more emphasis on the acquisition of this skill to deal with the ever demanding requirements of everyday life. Based on the findings the Life-skills of adolescents are influenced by different elements, socioeconomic status and instruction of guardians being some of them. The results showed that there was a highly significant correlation found between parental instruction and levels of life-skills of adolescent additionally strengthen the thought that education plays a crucial role in making guardians aware of the needs of their youngsters.

Hilta & Kumar (2017) studied on “Effect of Life Skills Training on Emotional Distress: A Comparative Study between Adolescent Boys and Girls”. The study investigated the Effect of Life Skills Training on Adolescent boys and girls with high Emotional Distress. The major findings of the study indicate that Life Skills training has significant impact in diminishing emotional distress and enhancing emotional well-being in adolescents. It was also found highly significant in girls as compared to boys. The results revealed that of positive and negative feelings in terms of interaction effect between group and gender show different trends. On positive emotions, there is no significant communication impact between gender and group, while this is found to be significant for negative emotions.

Kumar (2017) undertook a study on “Morality and Life skills: The need and importance of life skills education”. This study concerned with the necessary life

skills, their impact on adolescent improvement and the method for utilization of life skills education during schooling. Thus, the researcher investigated that imparting life skills education to the adolescents is useful to address the necessities of adolescents, helps in motivating, providing practical, intellectual, emotional, social and self-administration skills for life adjustments.

Prajapati et al (2017) conducted a study on “Significance of Life Skills Education”. The present study was conducted with the aim of studying the application and proper implementation of life skill training. Imparting life skills training to the students can be useful as it particularly addresses the requirements of adolescence, helps in motivating, providing practical, intellectual, emotional, social and self-management skills for life adjustments. It was showing positive consequences of imparting life skills education to students and acquiring the change in adolescent’s attitude, thought and behavior by providing a steady situation to them.

2.4 Studies Conducted in Abroad

Elksnin & Elksnin (2007) studied on “Fostering Social-Emotional Learning in the Classroom”. The study indicates that ninety three percent of emotional significance is passed on non-verbally. Fifty five percent through facial expression, body posture and motions, thirty eight percent through tone of the voice. Subsequently, legitimate utilization of proper facial expressions, gestures, and non-verbal communication are instructed to enable them to express their emotions more adequately.

Jonathan (2007) studied on “Bringing Critical Thinking to the Education of Developing Country Professionals”. According to the researcher the students had demonstrated a capacity to embrace interdisciplinary analysis: to address presumptions of existing practice; and to seek solutions for local needs that frequently

departed from those suggested by Commonly-shown Western-based Theory. The student gained outstandingly in introduction skills and self-assurance. These are critical qualities for achieving change in developing countries. Inferences from the results of the investigation are constrained by the sample of highly talented graduate students. Further documented experiments involving the implementation of student-centered in Asian settings are required. The engineering students had learned the essential mechanical skills for doing analysis, but would not regularly have obtained a definite knowledge of the assumptions underlying the tools in use, substantially less the approach and moral issues encompassing their application. The students discovered that the engineering approach to planning is flawed because there is no such thing as an 'accurate forecast'. Fore castes rely on a progression of presumptions, which must be select subjectively – about how the population will develop; where the individual will choose will travel; and they will make travel choices.

Rayan & Shetty (2008) conducted a studied on “Developing Engineering Students’ Communication Skills by reducing their Communication Apprehension”. This study disclosed that among a sample of 120 students speaking tests revealed that the most of the students have high communication apprehension and around 60 percent of students lack communication skills. Successful just if measures are taken to enable students defeat communication apprehension, it is conceivable to build up their communication skills in an effective way. In light of this assumption, certain measures were taken to enable students to decrease their communication apprehension. The results of individual report of communication apprehension and speaking tests, and the suggestions given by the students themselves to beat their communication apprehension and discloses the means taken to enable students defeat

their communication apprehension and hence build up their communication skills.

Holt et al (2008) probed into “Do Youth Learn Life Skills through their involvement in High School Sport? A Case Study”. In this study it was analyzed whether and how youth learned life skills through their inclusion on a secondary school soccer team. The collected data from fieldwork and meeting with 12 male student’s - competitors and the head mentor from one team. Results showed that the mentor’s philosophy included building relationships and including student-competitors in decision making. Issues identifying with three life skills (initiative, respect, and teamwork/leadership) were identified. Although minimal direct educating of these life skills, it was said that players have generally been makers of their own experiences that upheld the advancement of these skills.

Forrester (2008) performed a study on “Thinking Creatively – Thinking critically.” The investigator indicate that the development of creative and critical thinking is viewed as an encouragement to autonomous and student - focused learning. In any case, what precisely do we mean when we discuss about creative and critical thinking? At the point when and for what reason did these terms come into prominence in present day training? This paper has analyzed and consider a portion of the assorted, however, not generally concurred meanings of these broadly utilized terms. The language and literature classroom has offered as an example in order to demonstrate ways of putting these approaches into practice. At last the paper had close with a discourse of the utilization of critical and creative thinking in the Hong Kong context. The investigator concluded that “If the educational community is to energize both creative and critical thinking, at that point students must be given the inspiration to think, an opportunity to create thoughts, and the cooperation and support of a learning group that gives data, feedback and encouragement. Creative

instructors had energize creative learners, yet those educators likewise need to utilize critical thinking to evaluate their own showing techniques and their students' learning styles. Instruction needs educators and students who can interface thoughts, see similarities and differences, or more all, be adaptable and inquisitive in their thinking. Creative and critical thinking skills include and influence both educators and learners: they are united in sharing the responsibility for effective learning.

Sharon et al (2008) performed a study on "Implementing the Life Skills Training drug prevention program: Factors related to implementation fidelity". This study suggests some imperative factors that associations should consider to guarantee constancy, such as choosing programs with features that limit complexity while maximizing flexibility. Time constraints in the classroom ought be considered while selecting a program. Student behavior also impacts program conveyance, so schools should prepare instructors in the utilization of classroom administration abilities. This task included comprehensive program monitoring and specialized help that likely facilitated the recognizable proof and determination of issues and added to the overall highest form of implementation. The study revealed that the schools ought to recognize the significance of training and specialized help to guarantee quality program delivery.

Roeser & Peck (2009) undertook a study on "An Education in Awareness: Self-Motivation, and Self-Regulated Learning in Contemplative Perspective". The purpose of this article was to explore applied relations between the self/identity build and the development of motivation and self-regulation. From the study it was watched that thoughtful instruction, as an "education in awareness," can possibly change the lives of youngsters to improve things, for all that, innovative educational program development and thorough logical research are expected to assess the soundness.

Trilling & Fadel (2009) studied on “Century Skills: Learning for Life in Our Times”. The core life skill addresses specific zones individuals need to get and create. Life and profession, for instance, depict the capacity to be flexible, adaptable, self-coordinated, socially aware, responsible and capable. As far as it matters to them, learning and development incorporate the capacity to be creative and innovative, critical, problem-solving, informative and collaborative. Finally, it suggests that data, media and technology comprise in the capacity to access and utilize data, to make and investigate media items, and to apply innovation successfully. It was also found that once it considered and incorporated into educational programs, direction, and evaluation, these skills can enable schools and instructors set up learning situations equipped for building up the life skills required in the 21st century.

Dietrich (2010) investigated into “Decision Making: Factors that influence Decision Making, Heuristics Used, and Decision Outcomes”. In this study, the investigator opined that Decision making is a vital zone of research in intellectual psychology. Understanding the procedure by which people make decisions is imperative to understanding the choices they make. There are few factors that influence decision making. Those components are past encounters, psychological predispositions, age and individual contrast, confidence in individual significance, and an acceleration of responsibility. Heuristics are mental alternate ways that take a portion of the intellectual heap of decision makers. There are numerous sorts of heuristics, yet there are three essential and normally utilized; representative, availability, anchoring and adjustment. Findings suggest that after an individual makes a decision, there are a few contrasting results, including second thoughts and fulfillment and it was found that decisions that are reversible are more wanted and individual will pay a premium for the capacity to turn around decisions; however

reversibility may not lead to positive or agreeable results. In addition, psychological therapists have created numerous decision making models, which clarify the procedure by which individuals effectively make decisions.

Pacific Policy Research Center (2010) conducted a study on “21st Century Skills for Students and Teachers”. The objective of the publication in this literature review synthesizes published takes a shot at 21st century learning skills. There has been a significant move throughout the most recent century from assembling to emphasizing data and learning administrations. The Partnership for 21st Century Skills has built up a system for 21st century realizing, which depicts the skills that students need to flourish in the present worldwide economy. The North Central Regional Education Laboratory (NCREL) and the Metiri Group have additionally recognized a framework for 21st century skills, which is sorted out into four classifications: digital age literacies, inventive thinking, effective communication, and high productivity. 1 This literature review is sorted out in accordance with the framework created by the Partnership for 21st Century Learning Skills. 2 The literature review started by characterizing 21st century learning skills, and afterwards moves to address “Core Themes and Subjects,” “Learning and Innovation Skills,” “Life and Career Skills,” and “Information, Media, and Technology Skills.” The survey concludes with discussions of 21st century emotionally supportive networks. Taking everything into account, there is much work to be done to fuse 21st century learning principles and implement educational modules intended to instruct to such guidelines. To appropriately prepare – to become college and work prepared – students and educators must learn and offer substance inside the context of 21st century skills. To do this, they will require the help of training policy makers, business, community and family.

Raymond et al (2011) studied on “Interrelationships among Teacher Care, Students’ Life Skills Development and Academic Achievement: Implications for School Guidance Work”. The findings of the study disclosed that this is the first study in Hong Kong to inspect the impact of instructor mind on junior secondary students’ life skills development and their academic accomplishment. Findings from this study provide preliminary help to the positive, powerful impacts of teacher care for junior secondary students’ life skills development and their academic accomplishment. This study mirrors that the foundation of a more customized instruction condition drives the students toward success in academic accomplishment and trust in life skills development.

Emily & Viering (2012) undertook a study on “Assessing 21st Century Skills: Integrating Research Findings”. This paper synthesizes investigated evidence prove relating to a few so-called 21st century skills: critical thinking, creativity, collaboration, meta cognition, and motivation. It gives a reason for concentrating on these five skills and clarifies their significance as instructive results. It additionally condenses peer-reviewed research in distributed education and psychology so as to answer a few inquiries regarding these skills: (1) how do researchers characterize them; (2) how are they identified with each other both theoretically and experimentally; and (3) how do researchers traditionally quantify them. The findings indicate the utilization the responses to these inquiries to make a few suggestions with respect to how best to evaluate these skills. Briefly, research suggests these skills are interrelated in complex ways.

Reza (2012) reported on “Effectiveness of Academic and Life Skills Instruction on the Freshmen Academic Achievement”. The purpose of this study was to examine the effectiveness of direction of academic and life skills on the freshmen

academic achievement. The research strategy was semi-experimental with pre-test and post-test plan with a control group. The statistical sample included 170 freshmen were randomly selected and allotted in experimental and control groups. The instruments were Life skills inventory, average grade first term, and statistic questions. The experimental group attended in 10 weekly sessions (35 hours) of academic and life skills training. The results showed that the students who had received academic and life skills training achieved significantly higher scores in life skills and academic achievement than those with no training. In addition, no significant differences between male and female students in the score of life skills and academic achievement observed. It appears that evaluating and meeting student's life skills and academic achievement need, particularly in the first year of their study are extremely essential.

Simone & Mary (2012) probed into “The Effect of Physical Activity on the Stress Management, Interpersonal Relationships and Alcohol Consumption of College Freshmen”. The aim of this study was to access the modification of health behaviors in college students as they change through their freshman year. The investigator surveyed 167 freshmen, ages 18 to 25, to inspect the impacts of physical activity in the stress management, interpersonal relationships, and alcohol consumption in college freshmen. The participant’s reactions were at standard to 3-month result and 3-month to 6-month result. The Health-Promoting Lifestyle Profile-II questionnaire and the Daily Drinking Questionnaire inspect the wellbeing practices and drinking consumption. Students with moderate physical action had almost a large portion of better stress management as compared with students with higher physical activity. However, this result was not statistically significant. Hardly any study has assessed physical activity and the health behaviors of stress management, interpersonal

relationships, and alcohol consumption in college students. This study can provide further understanding of health advancement practices, behaviors in college students.

Britz (2013) undertook a study on “Sources and Outlets of Stress among University Students: Correlation between Stress and Unhealthy Habits”. This exploration into the stretch evaluated the sources and outlets of stress among a group of 124 college freshmen at James Madison University. Results revealed that a high degree and frequency of stress exists among the members, with more than 50 percent of students reporting high levels of stress. The significant reason for stress were found to be academically workload and time management, high stress management and high stress levels among participants correlated with numerous unwanted practices, including compromised quality of diet and diminished measure of rest.

Dormer (2013) investigated into “Improving Speaking Accuracy Through Awareness”. This study disclosed that most English students need to expand their receptive dialect; they have to hear and read more English and need to realize what to do with it. Introduction isn't sufficient: thoughtfulness regarding points of interest are required. The result indicates that many propelled English learners confront the troublesome challenge to become highly skilled English users despite fossilized blunders, insufficient learning opportunities, and little contact with capable English speakers who are capable and willing to give supportive feedback. Thus, reading as well, requires a more prominent level of awareness

Rezaei & Hashim (2013) investigated into “Impact of Awareness Raising about Listening Micro-skills for the Listening Comprehension Enhancement: An Exploration of the Listening Micro-skills in EFL Classes”. This investigation is an extension of research concentrating on the manufactured approach and interventionist perspective of dialect learning. It broadens the consequences of previous studies

concentrating on skill awareness. As the results reveal, breaking listening into smaller micro-skills and after that offering awareness to the learners about these micro-skills are a powerful method to teach listening skill at the lower levels in EFL settings. In spite of the fact that there are some counter contentions against breaking listening into smaller skills, this study has shown that this can be an effective way to enhance listening comprehension. According to the findings, it is suggested that listening effort be depicted in accord with listening micro-skills.

Ndirangu et al (2013) probed into “Gender Factors in Implementation of Life Skills Education in Secondary Schools in Nairobi, Kenya”. This study explored the gender factors facing implementation of Life Skills Education in Secondary Schools in Nairobi East District, Nairobi County, Kenya. Findings indicate that there are restrictions in choosing life skills' instructors in schools and those life skills was principally educated by female educators. The dominant part of female students disliked imparting their issues with boys and favored girls. This suggests gender orientation particular boundaries in the instructing of life skills in schools. Moreover, findings revealed that principals of schools did not encourage instructors' participation of seminars and workshops to upgrade their skills. The study recommends gender orientation responsive instructing of life skills.

Khosravani et al (2014) performed a study on “Analyzing the Effects of Iranian EFL Textbooks on Developing Learners' Life Skills”. The study analyzed that communication/linguistic life skills and individual/social life skills can be enhanced more by Iranian EFL textbooks. For these life skills, the measure of positive answers is more and negative answers lower than different classes. The findings indicate that leadership life skills, critical thinking life skills, and decision making/problem solving life skills cannot be enhanced by Iranian EFL textbooks significantly. In addition,

these life skills have the most negative and the minimum positive answers among the filled questionnaires.

Abdelhalim (2015) conducted a study on “Children Literature Based Program for Developing EFL Primary Pupils’ Life Skills and Language Learning Strategies”. The purpose of the study was to investigate the adequacy of a proposed English language program based on view of mix diverse forms of children’s literature in building up the required life skills and language learning strategies of fifth year primary school students. Collected information was analyzed utilizing quantitative and qualitative methodology. Results revealed that life skills and language learning strategies can be instructed successfully through the medium of children’s literature. As a whole, this study added to the ESL/EFL field by providing information about the significance of skill building for life at a young age and that crucial changes required for language instruction.

Gerami (2015) studied on “Life Skills Training and Its Effectiveness: A Systematic Review”. The purpose of this study was to enable individuals to comprehend themselves better and have proper and compelling interpersonal relationships, emotional control, and better administration of unpleasant circumstances and take care of the problems of the individuals. In this study, a comprehensive review of the assortment of life skills and effectiveness in order to give techniques to enhance harms inside the family by a more extensive view. The study proves that students can maintain balance between feeling and cognition and between independence and dependence necessary for self unmistakable and stable individual personality by learning life skills.

Kivunja (2015) probed on “Teaching Students to Learn and to Work Well with 21st Century Skills: Unpacking the Career and Life Skills Domain of the New

Learning Paradigm”. The result of the study revealed that skills here, – flexibility and adaptability, initiative and self-direction, social and diverse-cultural skills, productivity and accountability, as well as authority and duty, – are not new in the public arena. However, the majority of them has not been incorporated into the core curricula instructed to students in many foundations of advanced education.. The findings suggest that all institutions and their graduates in this manner need to give themselves the most ideal opportunity to be competitive, focused in the 21st century Digital Economy, by incorporating these skills in their educational module.

Akfirat & Kezer (2016) undertook a study on “A Program Implementation for the Development of Life Skills of Primary School 4th Grade Students.” In this study, a program covering the dimensions of "Communication, Self-recognition, Self-confidence, being able to say “No”, and Problem-Solving Skills" was created and applied to the 4th grade. The results indicated that, the program applied is effective. In addition, the assessment shapes taken from the students toward the end of every session the students evaluated the exercises as fun, helpful, and as exercises where they both had a fabulous time and learnt.

Cakir et al (2016) studied on “An Exploration of the Relationship Between Students’ Preferences For Formative Feedback and Self-Regulated Learning Skills”. The purpose of this study is to explore the relationships between students’ preferences for formative feedback and self-regulated learning skills. This study also used the Cronbach Alpha values for calculating reliability were 0.96 for preferences toward formative feedback questionnaire and 0.92 for self-regulated learning skills questionnaire. The quantitative data was collected from students proceeding in various departments in a Faculty of Education, Turkey. In the light of the findings of this study, formative feedback, recognizing the effort students have made is much of

the time favored. The greater part of the students frequently favored formative feedback that is valuable. Such a finding points out the inconsistency among educators and students with respect to the usefulness of the feedback. Formative feedback that instructor cares about the work students have done is much of the time favored. This finding is supported by the analysis of difference within the groups of various self-regulated learning skills despite of students' self-regulated learning skills, low, average or high, each and every group frequently regularly favored the kinds of formative feedback.

Albayrak et al (2017) investigated into “Relating the Learned Knowledge and Acquired Skills to Real Life: Function Sample”. In the light of the research findings, it was found that the pre-service educators had an insufficiency in understanding the capacity definition and essential functional concepts. With this result, the existence of the research issue was reaffirmed. As per research findings, one might say that the insufficiencies in the meaning of capacity begin from the way that the ideas of the definition set and the esteem set are not completely understood. This result can be thought of as as an indication of the existence of lacks in the skills of pre-service instructors, foe example analogy, communication and association, which are very essential for mathematics.

Esentas & Ozbey (2017) conducted a study on “Self-Awareness and Leadership Skills of Female Students in Outdoor Camp”. The study intends to determine the part of youth camp practice, sorted by the Ministry of Youth and Sports, in the advancement of self-awareness and leadership skills of female students taking part in youth camps. The findings of the study revealed that youth camp practices contribute to the advancement of self-awareness and leadership skills in female sstudents and giving students' obligation, every now and again to utilize and

upgrade their skills at camp environment contributes to change of female students' self-awareness levels and especially confidence in themselves.

2.5 Summary of the Review of Related Literature

After going through both the Indian and Foreign review studies the researcher has found some of the lacunas in the researches and also the missing gap between the studies conducted on life skills. Since the life skills prescribed by WHO and adoption of CBSE in the Indian context take place in very recent years. So the studies conducted on Indian context on life skills are very less and in foreign context the life skills conducted with a lot of cultural fair variations. As per the researcher identification, most of the foreign studies are not fit to suit in Indian context.

Most of the Indian studies conducted on life skills are quite relevant for the present research. The studies, like Hilda & Kumar (2007) found that gender differences were identified for coping with emotions. Sr & Lancy (2012) conducted a study on high level, average level and low level of life skills. They also found that there is no significant difference between boys and girls. Mousami et al (2012) in their study found gender differences on life skills and Chakra (2016) has found that no significant influence of gender on core life skills. Yadav & Iqbal (2009) study found positive influence on Empathy. Vashishtha (2015) study that there was a significant improvement was found for problem solving dimension. Agric (2014) and Pujar & Patil (2016) were also conducted the studies on core life skills for drawing the percentages of life skills.

The researcher after analyzing the total review studies and adopted the method to go in these lines related to life skills. The methodology adopted was kept in the next chapter.

CHAPTER-III

METHODOLOGY

3 Methodology

3.1 Design of the Study

The purpose of the study was to study the awareness of life skills among senior secondary school students of east and south districts of Sikkim. Therefore, the present study was based on the descriptive survey method.

3.2 Population

The entire group from which the sample is drawn is known as population. A population is a well define a group of individuals or observations. In the present study, senior secondary school students of government and private schools were taken. In Sikkim overall 80 senior secondary schools were established in all 4 districts of Sikkim. But most of the schools are located in east and south districts of Sikkim. Approximately the total population of senior secondary school students was 16000. The investigator decided to collect 400 samples from the population and it constitutes 40% of the sample from the population.

3.3 Sample of the Study

The representative proportion of the population is called a sample. A sample of 400 senior secondary school students was selected from East and South Districts of Sikkim. Out of 400 students, 200 students were selected from east district and 200 were selected from south district of Sikkim and 200 students were also selected from

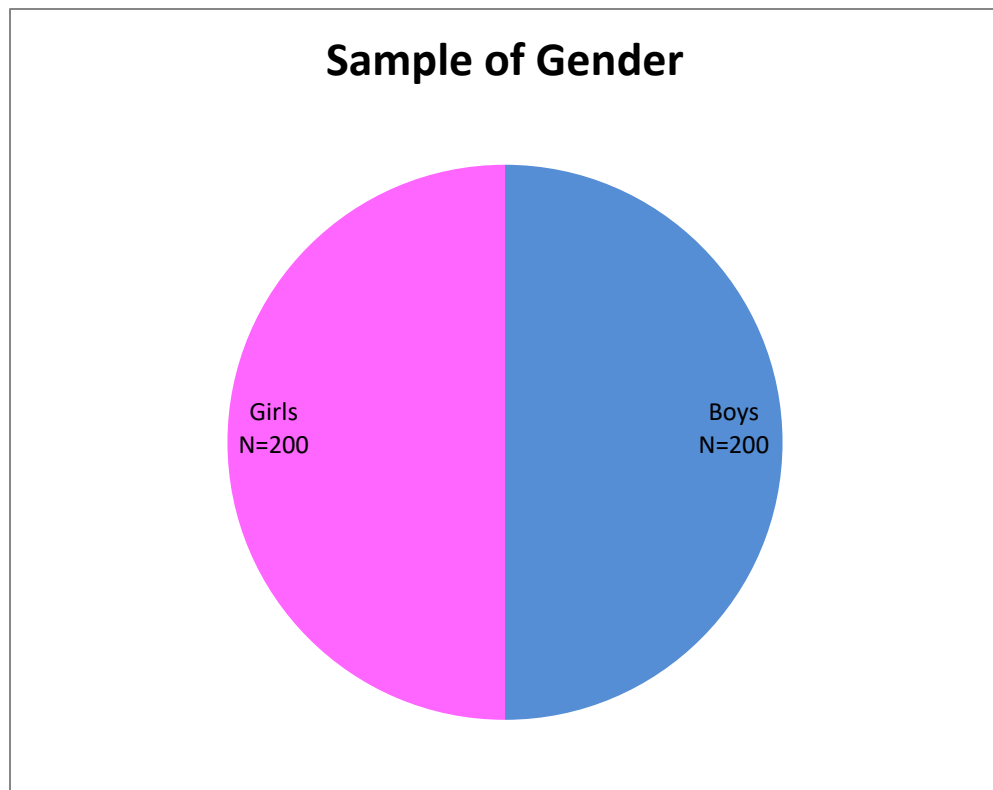
government schools and 200 students from private schools in which 200 boys and 200 girls from both the institutions. The sample was collected by way of Stratified Random Sampling Technique. It means an equal number of Gender, equal number of Management and equal number of Locales was taken.

Table 3.1: The distribution of the sample

Sl. No.	Independent Variable	Category	N	Total Sample
1.	Gender	Boys	200	400
		Girls	200	
2.	Management	Government	200	400
		Private	200	
3.	Locale	Urban	200	400
		Rural	200	

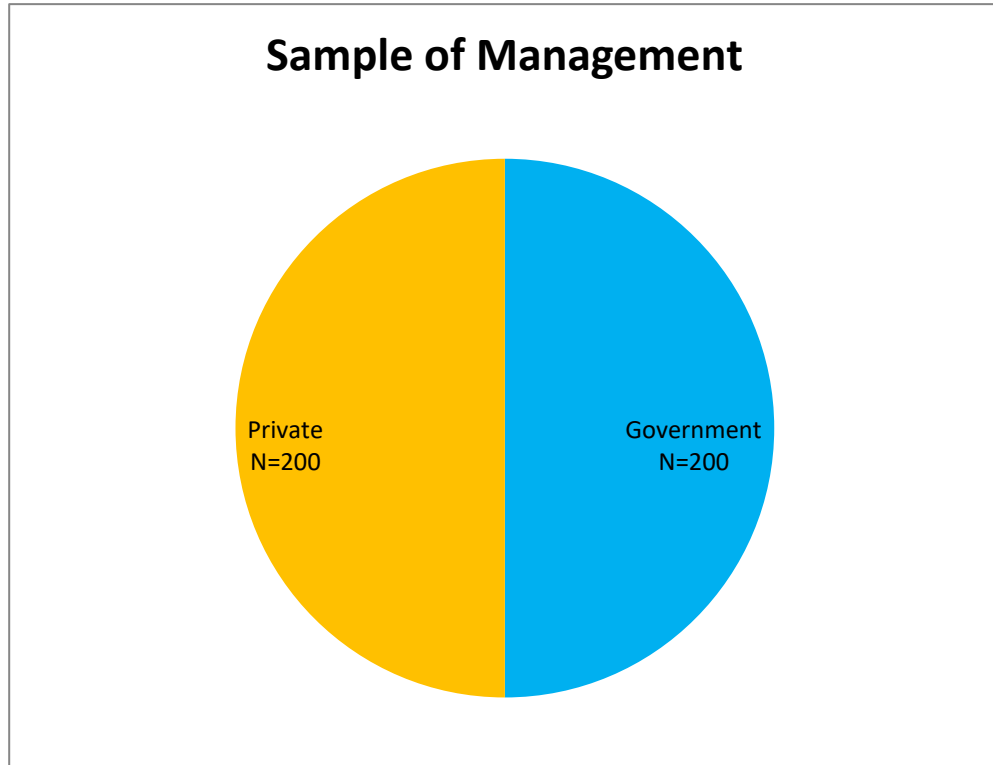
In table number 3.1: The researcher has taken the total sample of 400 Senior Secondary School students. The sample was bifurcated according to each independent variable. In the present study there are independent variables, namely Gender, Locale and Management. For Gender 200 boys and 200 girls bifurcated, for Locale bifurcated into rural 200 and urban 200 and for Management it is bifurcated into government and private also same number has taken. Hence, the sample resembles the stratified random sampling technique.

Figure 3.1: Pie Chart showing the number of Individuals concerned to Gender



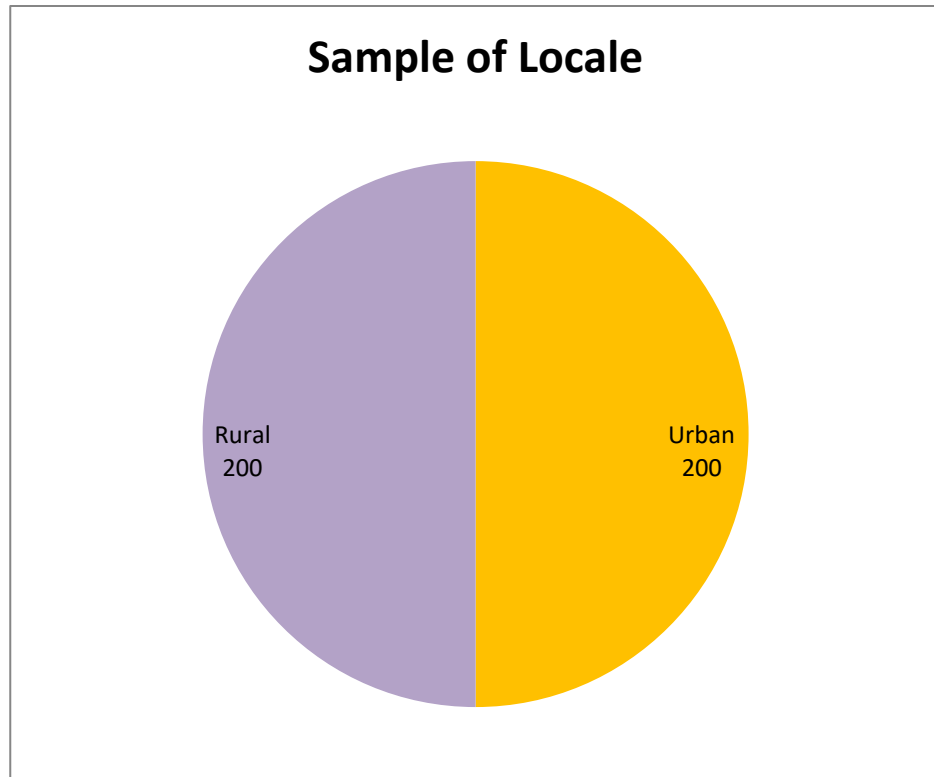
The above pie chart shows the distribution of boys and girls in gender independent variable. Both boys and girls are having equal number of sample size that is 200 which denotes stratified random sampling.

Figure 3.2: Pie Chart showing the number of Individual concerned in respect to the Management



The above pie chart shows the distribution of senior secondary school students who are studying under private and government management schools. Here the researcher has taken an equal number of students that is 200 each under management independent variable. It also shows the stratified random sampling technique.

Figure 3.3: Pie Chart showing the number of Individuals concerned to Locale



The above pie chart shows the distribution of senior secondary school students under urban and rural schools. Here the researcher selected the equal number of students that is 200 for measurement of locale independent variables. This variable also shows a stratified random sampling method.

3.4 Variables

In the Present study there are three independent variables, namely Gender, Management and Locale. The dependent variable is awareness of Life Skills and it consists of 10 dimensions

3.4.1 Independent Variables

1. Gender – It is the bifurcation of boys and girls who are studying in 11th and 12th classes of Senior Secondary Schools in both East and South districts of Sikkim. By including this variable in the study, the researcher can understand the significant difference between boys and girls belongs to awareness of Life Skills.
2. Management - It is the bifurcation of government and private senior secondary schools located in south and east districts of Sikkim. Generally, government schools are aided salary structure for the staff and the institutional facilities along with infrastructure facilities are good. As per my observation here the private schools are also good. The researcher has incorporated these variables to observe the differences between government schools and private schools.
3. Locale – These Independent Variables bifurcated into urban and rural based on the demography of the region. Urban schools are located in towns and in the municipal jurisdiction having good facilities. But in rural schools are located in villages and remote places and some lacuna in the facilities. The researcher has incorporated these variables to know the differences between rural and urban located senior secondary schools.

3.4.2 Dependent Variables

Awareness of Life Skills- According to the CBSE report, they have suggested 10 dimensions belong to Awareness of Life Skills. Life Skills are many, but here in the present study, the researcher has selected only the CBSE prescribed 10 dimensions only.

Dimensions of Awareness of Life Skills

1. Self-awareness – The researcher has taken self –awareness as how the individual is attentive towards himself. In order to get the broader identification the researcher has selected some themes. This dimension measures the contents like relationships, Communication, establishing rapport, hardship for the talents and reflections of life. By a combination of all these things the ultimate product is Self-Awareness.
2. Empathy – Then researcher has chosen the items like care about the elders, kindness towards pet animals and birds, caring towards children when they are in need it for measuring empathy dimension. Empathy is taken care about our loved ones in the family and if they feel pain it hurts the feeling of the empathetic individual. The researcher has constructed the item for this dimension based on the family environment of senior secondary students. Those students who are having a high level of empathy will be a having high level awareness of this life skill.
3. Critical thinking – The researcher has taken the items, like solving problems, acting according to the situation, find out an easy way for the problem, systematic way of thinking and approach complex issues in a different way for measuring the dimension of critical thinking. Critical thinking is a cognitive approach to analyze so many issues and to react in a perfect way. Senior secondary school students who are having a higher level of critical thinking will be having perfect decisions. A High score in this dimension

considers the individual is having high levels of critical thinking in awareness of life skills.

4. Creative thinking – The researcher has selected the item's like new ideas, influence of thinking compares to others, creative ideas in working conditions, thought processes that facilitate to create ideas and come up with new ideas were taken for measuring the dimension of creative thinking. The senior secondary students who are having a high level of creative thinking may do the things skilled differently compare to others.

5. Decision making - The researcher has constructed the items like independent decisions, difficulty in taking decisions, taking the advice of others for taking decisions, taking the decisions in a logical and systematic way and taking important decisions will totally measure the decision making of senior secondary school students. The students who are having the ability of taking decision making will have an individual decision making capacity. The students who scored more value in this dimension are also having the good decision making ability. Hence the researcher has incorporated as per the suggestion by the CBSE to measure awareness of life skills.

6. Problem Solving - The researcher has selected the items like hard work for the problem solving, elderly suggestions for the problem solving, problem solving skills in social relationships, confidence about problem solving and feeling of nervousness to solve new problems for measuring problem solving dimension. The senior secondary students who are having problem solving skills can able to solve their own individual problems. The students who scored more value in this dimension are also having a high level of problem solving skills.

7. Interpersonal relationship - The researcher has framed the items like reactions towards negative emotions, caring about friends, depending on relatives, participation in group activities and maintaining distance between people measures the interpersonal relationship dimension. The senior secondary school students who scored much in this dimension are generally having good relationships with other people.

8. Effective communication - The researcher has selected the items like effective communication, clear and understandable communication, difficulty in conversation, good expression with others and thinking twice before communication measures the effective communication dimension. The senior secondary school students who are having good communication ability can express their ideology to their teachers. Students who scored more score in this dimension are regarded as effective communicators.

9. Coping with stress – The researcher has selected the statement like coping with the problems, uses of alcohol and drug abuse, upset mood, adjusting the mind to become happy and feeling of stress totally measure the coping with stress dimension. The senior secondary school students who are having low stress are not at all a problem but extreme stress is dangerous. The normal stress will be known as eustress, which is positive in nature and the extreme stress will be known as distress. The students who scored high level in this dimension can easily cope up with stress.

10. Coping with emotions – The researcher has framed the items like the feeling of jealousy, aversion on school mates, tolerance, negative emotions and relaxation techniques collective measures the coping with emotion dimensions. In emotions students will face positive emotions like love, likeness, affection, etc., and negative emotions like hatred, anger and grudge, etc. The positive emotions always make better the personality

of the individual but negative emotions makes him unhealthy in psycho physiological aspects. The students who scored higher values in this dimension are having the skill of coping with emotions.

3.5 Tools Used

The researcher has constructed and standardized the tool for the purpose of measuring awareness of life skills. For this purpose the researcher has adopted pilot study given underneath.

3.5.1 Standardization – Initially the researcher has framed a number of statements for each dimension of life skills awareness scale. The researcher has adopted five point Likert's types of scale for each statement. After construction of all statements for 10 dimensions, the researcher has distributed this questionnaire to the subject experts. After taking the suggestions from 7 subject experts the researcher has modified the tools according to the suggestions given by the subject experts. The researcher has taken care for the construction of every statement for the dimensions. The techniques used by the researcher are

1. The statement was fit for the culture of Sikkim.
2. The statement is neither too difficult nor too easy.
3. The statement suits for both boys and girls, for rural and urban students and for Government and Private school students.

Likewise researcher framed number of statements for every dimension. In this way 100 questionnaires were framed for initial pilot study.

3.5.2 Pilot Study

In a pilot study, the researcher has visited 2 schools from East Sikkim and 2 schools from South Sikkim. Out of 4 schools 2 schools from government and 2 schools from private opted.

3.5.3 Administration of the Tool

The researcher has selected the group method for collection of data. Before going to collect the data the researcher has given some instructions to the students. There is no time limit for the completion of the test, but randomly students were completed within 20 minutes. The researcher has clarified the doubts of the students while they are marking the questionnaire. Likewise the researcher has collected the 100 completed filled questionnaires for the pilot study.

3.5.4 Scoring

Every statement is having 5 marking schemes like Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SA). The researcher has adopted the positive items for all dimensions and the scoring procedure is 5,4,3,2 and 1 respectively for every statement. In this way the 100 statements were given scores and the totality of the score for the each dimension was calculated and kept in a tabular form.

3.5.5 Item Analysis

Item analyses were conducted for each statement upper 27% and Lower 27% and calculated t-values. Likewise item analyses were conducted for statements of all dimensions. The highly significant values are retained and non significant values and

very low significant value were discarded from the questionnaire. The final questionnaires were consisting of 5 statements each of the 10 dimensions.

Table 3.2: Item Analyses Values of the Questionnaire

Items	Values	Items	Values
Item 1	4.54**	Item 26	7.93**
Item 2	4.32**	Item 27	4.14**
Item 3	9.55**	Item 28	3.66**
Item 4	5.55**	Item 29	5.29**
Item 5	4.18**	Item 30	9.55**
Item 6	2.49*	Item 31	3.45**
Item 7	9.15**	Item 32	2.41**
Item 8	9.55**	Item 33	2.95**
Item 9	9.42**	Item 34	2.40**
Item 10	7.65**	Item 35	2.66**
Item 11	7.46**	Item 36	7.53**
Item 12	9.96**	Item 37	3.24**
Item 13	8.02**	Item 38	2.61**
Item 14	8.19**	Item 39	4.59**
Item 15	7.92**	Item 40	3.80**
Item 16	3.29**	Item 41	2.25*
Item 17	7.53**	Item 42	2.13*
Item 18	5.51**	Item 43	5.30**

Item 19	3.66**	Item 44	5.29**
Item 20	3.66**	Item 45	2.71**
Item 21	2.72**	Item 46	6.61**
Item 22	4.87**	Item 47	5.44**
Item 23	5.09**	Item 48	3.86**
Item 24	3.28**	Item 49	4.62**
Item 25	4.19**	Item 50	3.14**

*= significant at 0.01 (1.96 to 2.58)

**=significant at 0.05 (more than 2.58)

3.5.6 Reliability and Validity

The reliability for the awareness of the life skills scale was calculated by using the formula Cronbech's Alpha which is 0.81 which is a highly reliable tool. After calculating reliability, internal validity is calculated by the square root l method and the value is 0.90. So the Life skills Awareness Scale is highly reliable and highly valid.

3.5.7 Scoring Procedures

All statements are scored as 5, 4, 3, 2 and 1 respectively. All 50 items in the questionnaire are positive items. The minimum score for every dimension is 5 and the maximum score is 25. Likewise for the total dimensions the minimum score shall be 50 and the maximum score shall be 250 so the average score shall be 150. The statement composition of awareness of life skills is shown below:-

Table 3.3: The distribution of the sample with respect to their dimension

Sl. No	Dimensions	No. of Statements	Identification of Statements by Number
1.	Self-awareness	5	1, 2, 3, 4, 5
2.	Empathy	5	6, 7, 8, 9, 10
3.	Critical Thinking	5	11, 12, 13, 14, 15
4.	Creative Thinking	5	16, 17, 18, 19, 20
5.	Decision Making	5	21, 22, 23, 24, 25
6.	Problem Solving	5	26, 27, 28, 29, 30
7.	Interpersonal Relationship	5	31, 32, 33, 34, 35,
8.	Effective Communication	5	36, 37, 38, 39, 40
9.	Coping with Stress	5	41, 42, 43, 44, 45
10.	Coping with Emotions	5	46, 47, 48, 49, 50

3.6 Statistical Techniques Used

The researcher has used the statistics like mean, SDs, t-values and Cronbach Alpha for calculating reliability. The analysis was done and the Tables were constructed, the inference values were incorporated into the tables and every table has given the discussions about the values. All these things were kept in the next chapter and title with analysis and interpretation of the data.

3.7 Epilogue

The data were analyzed based on the statistics given above and kept those things in the form of tables. The significant values were discussed beneath every table and four histograms were constructed for the total sample and three independent variables. All these things were kept in the fourth chapter and entitled with analyses and interpretation of data.

CHAPTER-IV

ANALYSIS AND INTERPRETATION OF DATA

The data may be adequate, valid and reliable to any extent, it does not serve any worthwhile purpose unless it is carefully edited, systematically classified and tabulated, scientifically analyzes, intelligently interpreted and rationally concluded.

4.1 Organization of Data

After having administered the test, the investigator assessed the answer sheets. The test was scored so that statistical treatment could possible. This chapter is categories into four groups. The first category is the totality of the life skills awareness scale 2 tables and 1 charts for the contents were given and in category 2 the totality of gender along with 10 dimensions were given. For the third category management and 10 dimensions were given and for the forth category's locale and its 10 dimensions were incorporated.

4.2 Analysis of Data

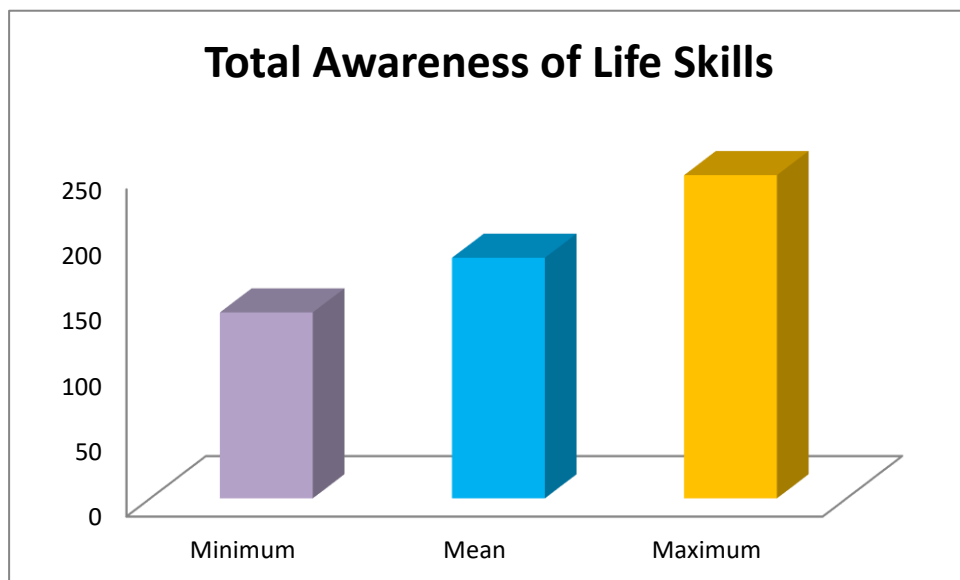
The details of the analysis of data collected from the selected sample on Awareness of Life Skills among Senior Secondary School Students of East and South Districts of Sikkim are presented as under.

Table No. 4.1: Mean, standard deviation of senior secondary school students on Awareness towards Life Skill

	N	Minimum	Maximum	Mean	Std. Deviation
Total	400	142	247	183.80	17.392

In the table number 4.1. Shows the minimum value, maximum value and the mean value along with standard deviation belongs to total 400 values. According to the mean score all the sample groups of senior secondary school students are having an average level of awareness of life skills. Jaleel, S. & Premachandran, P. (2016) study shows that gender, locality and type of management do not influence on the meta-cognitive abilities of the students.

Figure 4.1: Bar Graph Diagrammatic representation of total awareness of life skills for total sample



On Bar Graph the total chart shows that the total awareness of life skills for the total sample group. The minimum score in the above chart is 142 and the maximum is 247. The mean score value consisting of 183.80 which represents the average score for the whole sample. It indicates that the total senior secondary school students having an average level of awareness towards life skills.

Table No. 4.2: Frequency distribution of senior secondary school students on Awareness towards Life skills

Range	Frequency	%	Interpretation
222-241	5	1.25	High Awareness
202-221	53	13.25	Above average Awareness
182-201	162	40.5	Average Awareness
162-181	139	34.75	Below Average Awareness
142-161	41	10.25	Low Awareness

From the above table no 4.2 it revealed that only 1.25% of Senior Secondary School Students of Sikkim have high Life Skill awareness, whereas 13.25% Senior Secondary School students have above average Life Skill awareness. It also shows that a majority of 40.5% Senior Secondary students of Sikkim has an average Life Skill awareness, 34.75% Senior Secondary students have below average life skill awareness. And it also shows that only 10.25% Senior Secondary students have Low Life Skill awareness. The study shows that majority of Senior Secondary students has average Life Skill awareness, so there is a need of providing Awareness on Life Skills towards Self-Awareness, Empathy, Critical Thinking, Creative Thinking, Effective Communication, Inter Personal Relationship, Effective Communication, Coping with Stress and Coping with Emotions. Sr & Lancy (2012) conducted a study on high level, average level and low level of life skills. They also found that there is no significant difference between boys and girls. Agric (2014), Pujar & Patil (2016) were also conducted the studies on core life skills for drawing the percentages of life skills.

4.3 Gender wise Analysis on Awareness of Life Skills among Senior Secondary School Students

In order to find the difference in the scores on awareness of life skills among senior secondary school students, the test of significance of difference between the means of the male and female was calculated. The value of 't' ratio was calculated and presented in the table below.

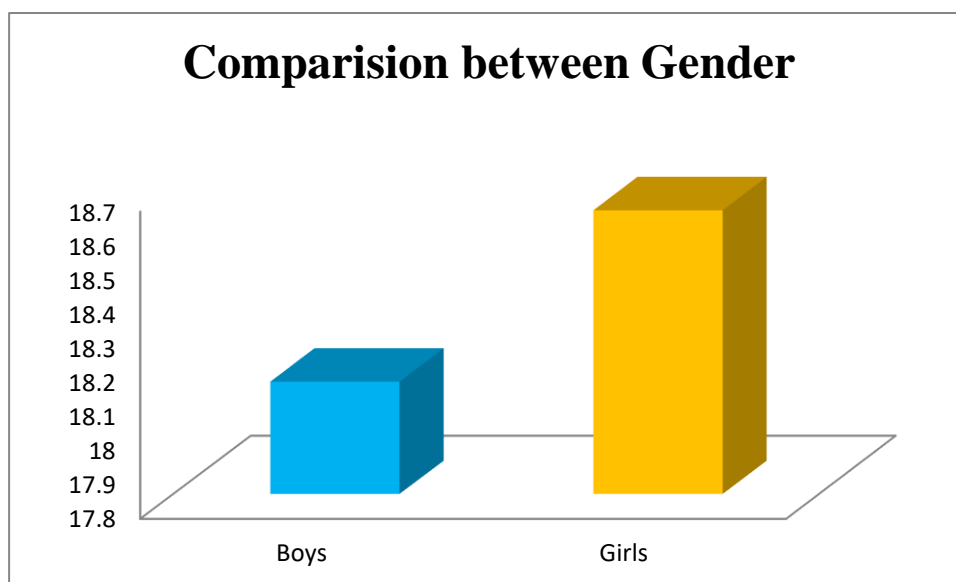
Table No. 4.3: Difference between total mean scores of Senior Secondary School with regard to gender variation towards Awareness of Life Skills

Gender	Number of samples	Mean	SD	t – value	Remarks
Boys	200	18.13	16.89	2.94	Significant at 0.01 level
Girls	200	18.63	17.56		

The mean scores, S.Ds and 't' value of the awareness of life skills concern to boys and girls are incorporated in table no. 4.3. It can be understood that 't' value belongs to gender has found statistically significant at 0.01 level.

Hence, the null hypothesis framed for awareness of life skills states that, *there is no significant difference between boys and girls senior secondary school students of awareness of life skills* is rejected. Mousami, et al (2012) in their study found gender differences on life skills and Chakra, A. (2016) has found that no significant influence of gender on core life skills.

Figure 4.2: Bar Diagram depicting mean scores awareness of life skill among boys and girls of senior secondary school students



The above histogram shows the difference between boys and girls in total sample of 400 students. The diagram indicated that girls mean score is more than that of boys under awareness of life skills.

Table No. 4.4: Difference between mean scores of boys and girls students of Senior Secondary School with regard to the Self-Awareness

Gender	Number of samples	Mean	SD	t – value	Remarks
Boys	200	18.64	2.74	0.067	Not significant
Girls	200	18.62	3.18		

The mean scores, S.Ds and t-value of the self-awareness dimension of awareness of life skills concern to boys and girls are incorporated in table no. 4.4. It can be understood that 't' value belongs to the self-awareness dimension has found not significant.

Hence, the null hypothesis framed for dimension self-awareness states that, *there is no significant difference between boys and girls senior secondary school students for the dimension self-awareness* is accepted.

Table No. 4.5: Difference between mean scores of boys and girls students of Senior Secondary School with regard to the Empathy

Gender	Number of samples	Mean	SD	t – value	Remarks
Boys	200	19.57	2.95	2.03	Significant at 0.05 level
Girls	200	20.18	3.08		

The mean scores, S.Ds and 't' value of the dimension empathy on awareness of life skills concern to boys and girls are incorporated in table no. 4.5. It can be understood that 't' value belongs to empathy dimension has found significant at 0.05.

Hence, the null hypothesis framed for dimension empathy states that, *there is no significant difference between boys and girls senior secondary school students for the dimension empathy* is rejected. Yadav & Iqbal (2009) study found positive influence on Empathy.

Table No. 4.6: Difference between mean scores of boys and girls of Senior Secondary School with regard to the Critical Thinking

Gender	Number of samples	Mean	SD	t – value	Remarks
Boys	200	18.45	2.89	1.74	Not significant
Girls	200	18.93	2.64		

The mean scores, S.Ds and ‘t’ value of the critical thinking dimension of awareness of life skills concern to boys and girls are incorporated in table no. 4.6. It can be understood that ‘t’ value belongs to the critical thinking dimension has found not significant.

Hence, the null hypothesis framed for dimension critical thinking states that, *there is no significant difference between boys and girls senior secondary school students in the dimension critical thinking* is accepted.

Table No. 4.7: Difference between mean scores of boys and girls students of Senior Secondary School with regard to the Creative Thinking

Gender	Number of samples	Mean	SD	t – value	Remarks
Boys	200	17.74	2.75	0.07	Not significant
Girls	200	17.76	2.69		

The mean scores, S.Ds and ‘t’ value of the creative thinking dimension of awareness of life skills concern to boys and girls are incorporated in table no. 4.7. It can be understood that ‘t’ value belongs to the creative thinking dimension has found not significant.

Hence, the null hypothesis framed for dimension creative thinking states that, *there is no significant difference between boys and girls senior secondary school students in the dimension creative thinking* is accepted.

Table No. 4.8: Difference between mean scores of boys and girls students of Senior Secondary School with regard to the Decision Making

Gender	Number of samples	Mean	SD	t – value	Remarks
Boys	200	17.91	2.82	1.58	Not significant
Girls	200	18.36	2.86		

The mean scores, S.Ds and ‘t’ value of the decision making dimension of awareness of life skills concern to boys and girls were incorporated in table no. 4.8. It can be understood that ‘t’ value belongs to the decision making dimension has found not significant.

Hence, the null hypothesis framed for dimension decision making states that, *there is no significant difference between boys and girls of senior secondary school students in the dimension decision making* is accepted.

Table No. 4.9: Difference between mean scores of boys and girls students of Senior Secondary School with regard to the Problem Solving

Gender	Number of samples	Mean	SD	t – value	Remarks
Boys	200	18.41	2.69	3.30	Significant at 0.01
Girls	200	19.29	2.62		

The mean scores, S.Ds and ‘t’ value of the dimension problem solving on awareness of life skills concern to boys and girls are incorporated in table no. 4.9. It can be understood that ‘t’ value belongs to problem solving dimension has found significant at 0.01 level.

Hence, the null hypothesis framed for dimension problem solving states that, *there is no significant difference between boys and girls senior secondary school students in the dimension problem solving* is rejected. Vashishtha, K. (2015) study that there was a significant improvement was found for problem solving dimension.

Table No. 4.10: Difference between mean scores of boys and girls students of Senior Secondary School with regard to the Interpersonal Relationship

Gender	Number of samples	Mean	SD	t – value	Remarks
Boys	200	17.80	3.04	3.44	Significant at 0.01 level
Girls	200	18.86	3.10		

The mean scores, S.Ds and ‘t’ value of the interpersonal relationship dimension of awareness of life skills concern to boys and girls are incorporated in table no. 4.10. It can be understood that ‘t’ value belongs to the interpersonal relationship dimension has found significant at 0.01 level.

Hence, the null hypothesis framed for dimension interpersonal relationship states that, *there is no significant difference between boys and girls senior secondary school students to the dimension interpersonal relationship* is rejected.

Table No. 4.11: Difference between mean scores of boys and girls students of Senior Secondary School with regard to the Effective Communication

Gender	Number of samples	Mean	SD	t – value	Remarks
Boys	200	18.50	2.94	1.48	Not significant
Girls	200	18.94	2.93		

The mean scores, S.Ds and ‘t’ value of the effective communication dimension of awareness of life skills concern to boys and girls are incorporated in table no. 4.11. It can be understood that ‘t’ value belongs to effective communication dimension has found not significant.

Hence, the null hypothesis framed for dimension effective communication states that, *there is no significant difference between boys and girls senior secondary school students for the dimension effective communication* is accepted.

Table No. 4.12: Difference between mean scores of boys and girls students of Senior Secondary School with regard to the Coping with Stress

Gender	Number of samples	Mean	SD	t – value	Remarks
Boys	200	16.62	2.79	2.06	Significant at 0.05 level
Girls	200	17.17	2.58		

The mean scores, S.Ds and ‘t’ value of the coping with stress dimension of awareness of life skills concern to boys and girls are incorporated in table no. 4.12. It can be understood that ‘t’ value belongs to coping with stress dimension has found significant at 0.05 level.

Hence, the null hypothesis framed for dimension coping with stress states that, *there is no significant difference between boys and girls senior secondary school students for the dimension coping with stress* is rejected.

Table No. 4.13: Difference between mean scores of male and female students of Senior Secondary School with regard to the Coping with Emotions

Gender	Number of samples	Mean	SD	t – value	Remarks
Boys	200	17.66	2.95	1.94	Not significant
Girls	200	18.24	3.07		

The mean scores, S.Ds and ‘t’ value of the coping with emotions dimension of awareness of life skills concern to boys and girls are incorporated in table no. 4.13. It can be understood that ‘t’ value belongs to coping with emotions dimension has found not significant.

Hence, the null hypothesis framed for dimension coping with emotions states that, *there is no significant difference between boys and girls senior secondary school students for the dimension coping with emotions* is accepted. Hilta, C. R. & Kumar, G.V. (2007) found that gender differences were identified for coping with emotions.

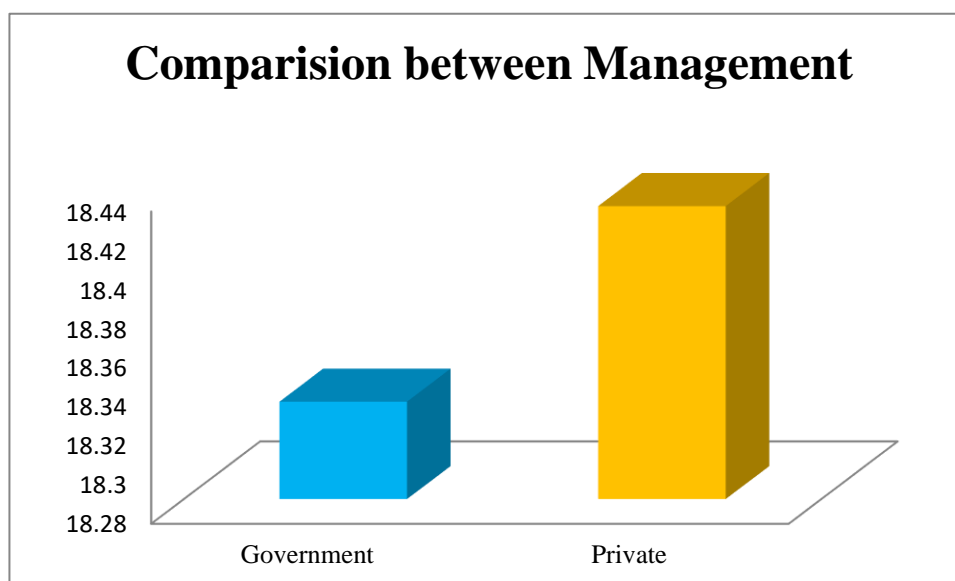
Table No. 4.14: Management wise Differential Analysis on Awareness of Life Skills among Senior Secondary School Students

Management	Number of samples	Mean	SD	t – value	Remarks
Government	200	18.33	17.75	0.63	Not significant
Private	200	18.43	17.06		

The mean scores, S.Ds and ‘t’ value of the awareness of life skills concern to government and private are incorporated into table no. 4.14. It can be understood that ‘t’ value belongs to management has found not significant.

Hence, the null hypothesis framed for awareness of life skills states that, *there is no significant difference between government and private senior secondary school students of awareness of life skills* is accepted.

Figure 4.3: Bar Diagram depicting mean scores awareness of like skill among government and private of senior secondary school students



The above chart shows that the mean scores of government and private management senior secondary school students. It can be understood that the mean score of private school students is comparably higher than that of government school students.

Table No. 4.15: Difference between mean scores of government and private students of Senior Secondary School with regard to the Self-Awareness

Management	Number of samples	Mean	SD	t – value	Remarks
Government	200	18.47	3.08	1.11	Not significant
Private	200	18.80	2.85		

The mean scores, S.Ds and ‘t’ value of the self-awareness dimension of awareness of life skills concern to government and private are incorporated into table

no. 4.15. It can be understood that ‘t’ value belongs to the self-awareness dimension has found not significant.

Hence, the null hypothesis framed for dimension self-awareness states that, *there is no significant difference between government and private senior secondary school students for the dimension self-awareness* is accepted.

Table No. 4.16: Difference between mean scores of government and private students of Senior Secondary School with regard to the Empathy

Management	Number of samples	Mean	SD	t – value	Remarks
Government	200	19.65	3.08	1.50	Not significant
Private	200	20.10	2.97		

The mean scores, S.Ds and ‘t’ value of the empathy dimension of awareness of life skills concern to government and private are incorporated in table no. 4.16. It can be understood that ‘t’ value belongs to empathy dimension has found not significant.

Hence, the null hypothesis framed for dimension empathy states that, *there is no significant difference between government and private senior secondary school students for the dimension empathy* is accepted.

Table No. 4.17: Difference between mean scores of government and private students of Senior Secondary School with regard to the Critical Thinking

Management	Number of samples	Mean	SD	t – value	Remarks
Government	200	18.50	2.96	1.35	Not significant
Private	200	18.88	2.58		

The mean scores, S.Ds and ‘t’ value of the critical thinking dimension of awareness of life skills concern to government and private are incorporated in table no. 4.17. It can be understood that ‘t’ value belongs to the critical thinking dimension has found not significant.

Hence, the null hypothesis framed for dimension critical thinking states that, *there is no significant difference between government and private senior secondary school students in the dimension critical thinking* is accepted.

Table No. 4.18: Difference between mean scores of government and private students of Senior Secondary School with regard to the Creative Thinking

Management	Number of samples	Mean	SD	t – value	Remarks
Government	200	17.79	2.78	0.29	Not significant
Private	200	17.71	2.67		

The mean scores, S.Ds and ‘t’ value of the creative thinking dimension of awareness of life skills concern to government and private are incorporated in table

no. 4.18. It can be understood that ‘t’ value belongs to the creative thinking dimension has found not significant.

Hence, the null hypothesis framed for dimension creative thinking states that, *there is no significant difference between government and private senior secondary school students in the dimension creative thinking* is accepted.

Table No. 4.19: Difference between mean scores of government and private students of Senior Secondary School with regard to the Decision Making

Management	Number of samples	Mean	SD	t – value	Remarks
Government	200	18.09	2.79	0.35	Not significant
Private	200	18.19	2.90		

The mean scores, S.Ds and ‘t’ value of the decision making dimension of awareness of life skills concern to government and private are incorporated in table no. 4.19. It can be understood that ‘t’ value belongs to the decision making dimension has found not significant.

Hence, the null hypothesis framed for dimension decision making states that, *there is no significant difference between government and private senior secondary school students in the dimension decision making* is accepted.

Table No. 4.20: Difference between mean scores of government and private students of Senior Secondary School with regard to the Problem Solving

Management	Number of samples	Mean	SD	t – value	Remarks
Government	200	18.87	2.65	0.18	Not significant
Private	200	18.82	2.73		

The mean scores, S.Ds and ‘t’ value of the problem solving dimension of awareness of life skills concern to government and private are incorporated in table no. 4.20. It can be understood that ‘t’ value belongs to problem solving dimension has found not significant.

Hence, the null hypothesis framed for dimension problem solving states that, *there is no significant difference between government and private senior secondary school students for the dimension problem solving is accepted.*

Table No. 4.21: Difference between mean scores of government and private students of Senior Secondary School with regard to the Interpersonal Relationship

Management	Number of samples	Mean	SD	t – value	Remarks
Government	200	18.44	3.13	0.67	Not significant
Private	200	18.23	3.11		

The mean scores, S.Ds and ‘t’ value of the interpersonal relationship dimension of awareness of life skills concern to government and private are incorporated in table no. 4.21. It can be understood that ‘t’ value belongs to the interpersonal relationship dimension has found not significant.

Hence, the null hypothesis framed for dimension interpersonal relationship states that, *there is no significant difference between government and private senior secondary school students to the dimension interpersonal relationship* is accepted.

Table No. 4.22: Difference between mean scores of government and private students of Senior Secondary School with regard to the Effective Communication

Management	Number of samples	Mean	SD	t – value	Remarks
Government	200	18.81	2.95	0.59	Not significant
Private	200	18.63	2.93		

The mean scores, S.Ds and ‘t’ value of the effective communication dimension of awareness of life skills concern to government and private are incorporated in table no. 4.22. It can be understood that ‘t’ value belongs to effective communication dimension has found not significant.

Hence, the null hypothesis framed for dimension effective communication states that, *there is no significant difference between government and private senior secondary school students for the dimension effective communication* is accepted.

Table No. 4.23: Difference between mean scores of government and private students of Senior Secondary School with regard to the Coping with Stress

Management	Number of samples	Mean	SD	t – value	Remarks
Government	200	16.76	2.70	0.98	Not significant
Private	200	17.03	2.69		

The mean scores, S.Ds and ‘t’ value of the coping with stress dimension of awareness of life skills concern to government and private are incorporated in table no. 4.23. It can be understood that ‘t’ value belongs to coping with stress dimension has found not significant.

Hence, the null hypothesis framed for dimension coping with stress states that, *there is no significant difference between government and private senior secondary school students for the dimension coping with stress* is accepted.

Table No. 4.24: Difference between mean scores of government and private students of Senior Secondary School with regard to the Coping with emotions

Management	Number of samples	Mean	SD	t – value	Remarks
Government	200	17.91	3.15	0.24	Not significant
Private	200	17.99	2.18		

The mean scores, S.Ds and ‘t’ value of the coping with emotions dimension of awareness of life skills concern to government and private are incorporated in table

no. 4.24. It can be understood that ‘t’ value belongs to coping with emotions dimension has found not significant.

Hence, the null hypothesis framed for dimension coping with emotions states that, *there is no significant difference between government and private senior secondary school students for the dimension coping with emotions* is accepted.

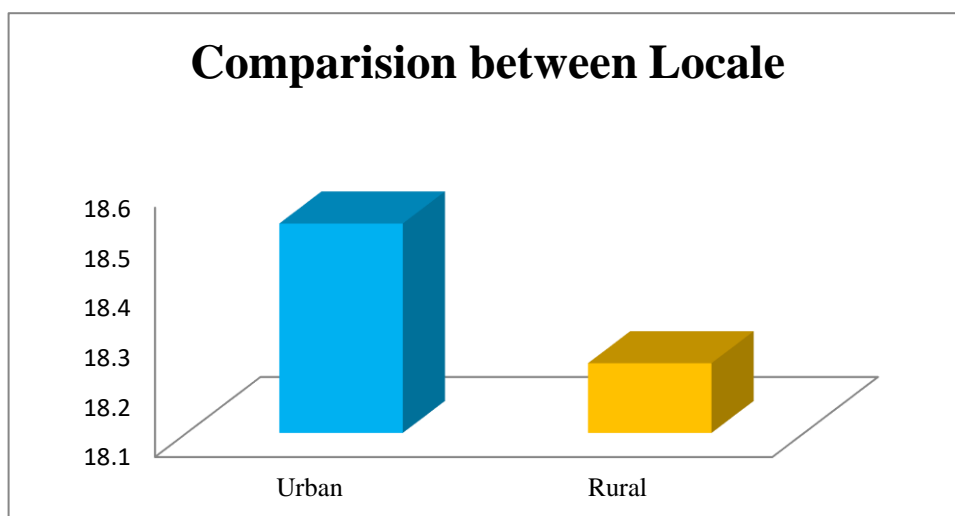
Table No. 4.25: Locale wise Differential Analysis on Awareness of Life Skills among Senior Secondary School Students

Locale	Number of samples	Mean	SD	t – value	Remarks
Urban	200	18.52	18.79	1.59	Not significant
Rural	200	18.24	15.79		

The mean scores, S.Ds and ‘t’ value of the awareness of life skills concern to urban and rural are incorporated in table no. 4.25. It can be understood that ‘t’ value belongs to Locale has found not significant.

Hence, the null hypothesis framed for awareness of life skills states that, *there is no significant difference between urban and rural senior secondary school students of awareness of life skills* is accepted.

Figure 4.4: Bar Diagram depicting mean scores awareness of life skill among urban and rural of senior secondary school students



The above chart shows that the difference between the mean scores of urban and rural senior secondary school students under locale independent variable. Urban students are comparably better than rural students in awareness of life skills.

Table No. 4.26: Difference between mean scores of urban and rural students of Senior Secondary School with regard to the Self-Awareness

Locale	Number of samples	Mean	SD	t – value	Remarks
Urban	200	18.94	2.98	2.09	Significant at 0.05 level
Rural	200	18.32	2.92		

The mean scores, S.Ds and ‘t’ value of the dimension self-awareness on awareness of life skills concern to urban and rural are incorporated in table no. 4.26. It can be understood that ‘t’ value belongs to the self-awareness dimension has found significant at 0.05.

Hence, the null hypothesis framed for dimension self-awareness states that, *there is no significant difference between urban and rural senior secondary school students for the dimension self-awareness* is rejected.

Table No. 4.27: Difference between mean scores of urban and rural students of Senior Secondary School with regard to the Empathy

Locale	Number of samples	Mean	SD	t – value	Remarks
Urban	200	19.98	3.10	0.70	Not significant
Rural	200	19.77	2.74		

The mean scores, S.Ds and ‘t’ value of the empathy dimension of awareness of life skills concern to urban and rural are incorporated in table no. 4.27. It can be understood that ‘t’ value belongs to empathy dimension has found not significant.

Hence, the null hypothesis framed for dimension empathy states that, *there is no significant difference between urban and rural senior secondary school students for the dimension empathy* is accepted.

Table No. 4.28: Difference between mean scores of urban and rural students of Senior Secondary School with regard to the Critical Thinking

Locale	Number of samples	Mean	SD	t – value	Remarks
Urban	200	18.82	2.74	0.91	Not significant
Rural	200	18.56	2.82		

The mean scores, S.Ds and ‘t’ value of the critical thinking dimension of awareness of life skills concern to urban and rural are incorporated in table no. 4.28. It can be understood that ‘t’ value belongs to the critical thinking dimension has found not significant.

Hence, the null hypothesis framed for dimension critical thinking states that, *there is no significant difference between urban and rural senior secondary school students for the dimension critical thinking* is accepted.

Table No. 4.29: Difference between mean scores of urban and rural students of Senior Secondary School with regard to the Creative Thinking

Locale	Number of samples	Mean	SD	t – value	Remarks
Urban	200	17.68	2.87	0.51	Not significant
Rural	200	17.82	2.56		

The mean scores, S.Ds and ‘t’ value of the creative thinking dimension of awareness of life skills concern to urban and rural are incorporated in table no. 4.29. It can be understood that ‘t’ value belongs to the creative thinking dimension has found not significant.

Hence, the null hypothesis framed for dimension creative thinking states that, *there is no significant difference between urban and rural senior secondary school students for the dimension creative thinking* is accepted.

Table No. 4.30: Difference between mean scores of urban and rural students of Senior Secondary School with regard to the Decision Making

Locale	Number of samples	Mean	SD	t – value	Remarks
Urban	200	18.30	2.87	1.12	Not significant
Rural	200	17.98	2.82		

The mean scores, S.Ds and ‘t’ value of the decision making dimension of awareness of life skills concern to urban and rural are incorporated in table no. 4.30. It can be understood that ‘t’ value belongs to the decision making dimension has found not significant.

Hence, the null hypothesis framed for dimension decision making states that, *there is no significant difference between urban and rural senior secondary school students for the dimension decision making* is accepted.

Table No. 4.31: Difference between mean scores of urban and rural students of Senior Secondary School with regard to the Problem Solving

Locale	Number of samples	Mean	SD	t – value	Remarks
Urban	200	18.95	2.73	0.77	Not significant
Rural	200	18.74	2.65		

The mean scores, S.Ds and ‘t’ value of the problem solving dimension of awareness of life skills concern to urban and rural are incorporated in table no. 4.31. It

can be understood that ‘t’ value belongs to the problem solving dimension has found not significant.

Hence, the null hypothesis framed for dimension problem solving states that, *there is no significant difference between urban and rural senior secondary school students for the dimension problem solving* is accepted.

Table No. 4.32: Difference between mean scores of urban and rural students of Senior Secondary School with regard to the Inter Personal Relationship

Locale	Number of samples	Mean	SD	t – value	Remarks
Urban	200	18.38	3.27	0.28	Not significant
Rural	200	18.29	2.96		

The mean scores, S.Ds and ‘t’ value of the interpersonal relationship dimension of awareness of life skills concern to urban and rural are incorporated in table no. 4.32. It can be understood that ‘t’ value belongs to the interpersonal relationship dimension has found not significant.

Hence, the null hypothesis framed for dimension interpersonal relationship states that, *there is no significant difference between urban and rural senior secondary school students for the dimension interpersonal relationship* is accepted.

Table No. 4.33: Difference between mean scores of urban and rural students of Senior Secondary School with regard to the Effective Communication

Locale	Number of samples	Mean	SD	t – value	Remarks
Urban	200	19.03	2.96	2.13	Significant at 0.05 level
Rural	200	18.41	2.89		

The mean scores, S.Ds and ‘t’ value of the dimension effective communication on awareness of life skills concern to urban and rural are incorporated in table no. 4.33. It can be understood that ‘t’ value belongs to effective communication dimension has found significant at 0.05 level.

Hence, the null hypothesis framed for dimension effective communication states that, *there is no significant difference between urban and rural senior secondary school students for the dimension effective communication* is rejected.

Table No. 4.34: Difference between mean scores of urban and rural students of Senior Secondary School with regard to the Coping with Stress

Locale	Number of samples	Mean	SD	t – value	Remarks
Urban	200	16.94	2.59	0.31	Not significant
Rural	200	16.85	2.80		

The mean scores, S.Ds and ‘t’ value of the coping with stress dimension of awareness of life skills concern to urban and rural are incorporated in table no. 4.34. It

can be understood that ‘t’ value belongs to coping with stress dimension has found not significant.

Hence, the null hypothesis framed for dimension coping with stress states that, *there is no significant difference between urban and rural senior secondary school students for the dimension coping with stress* is accepted.

Table No. 4.35: Difference between mean scores of urban and rural students of Senior Secondary School with regard to the Coping with Emotions

Locale	Number of samples	Mean	SD	t – value	Remarks
Urban	200	18.19	3.09	1.60	Not significant
Rural	200	17.71	2.93		

The mean scores, S.Ds and ‘t’ value of the coping with emotions dimension of awareness of life skills concern to urban and rural are incorporated in table no. 4.35. It can be understood that ‘t’ value belongs to coping with emotions dimension has found not significant.

Hence, the null hypothesis framed for dimension coping with emotions states that, *there is no significant difference between urban and rural senior secondary school students for the dimension coping with emotions* is accepted.

4.4 Epilogue

After analysis and interpretation of the data the findings of the study, recommendations of the study and suggestions for further research were kept in the next chapter entitled with summary and conclusions.

CHAPTER-V

SUMMARY AND CONCLUSIONS

In this chapter the researcher has framed the contents like summary, the findings of the study, conclusions, recommendations and suggestions were kept in every side heading.

Life skills development enables the adolescents to translate knowledge, attitude and their wellbeing conduct, such as acquiring the ability to reduce particular risk behavior and embrace healthy behavior that enhance their lives general, such as planned ahead, career planning, decision making, and forming positive relationships (WHO, 1997). Life skills are skills to manage genuine and saw the dangers that stand up to a man's life. Life skills enable adolescents to strengthen their overall development and add to the inspiration and skills to create and keep healthy behavior. By empowering the school, students and adolescents in the household exercises they are empowered to reinforce their life skills.

Awareness of life skill is one of the successful components for reinforcing flexibility among adolescents, teachers and family members. Awareness is the most critical components that will help adolescents to have great and fruitful lives. Self-awareness means to know and to feel good about and satisfied with ourselves. Awareness skill acquisition has a critical role in promoting emotional well-being and quality of a satisfied life for each individual. It shows the individual how he/she can comprehend his emotions and be aware of their reality; and this leads to an awareness of his own need and others' need, too. Awareness is a factor that makes our idea to turn towards our capacity and positive focuses. Henceforth, it will be the beginning of useful and valuable practices and increase the awareness or sense of responsibility.

One of the major objectives of adolescence education is to develop life skills to engage youngsters to react to the real life situations in positive and capable ways. Life Skills are psycho-social capacities that empower individuals to translate knowledge, attitude and qualities regarding their concerns into all around educated and healthy behaviors. Empowered with skills; youngsters are able to take decisions based on a logical procedure of *“what to do, why to do, how to do and when to do.”*

Therefore, life skills are a vast group of psycho-social and interpersonal skills, which can help individuals, to make informed decisions, communicate effectively and develop coping and self management skills that may enable a person to lead a healthy and beneficial life. Life skills are basically those capacities that assistance advance mental prosperity and competence in youngsters as they confront the realities of life. Most development experts agree that life skills are by and large connected with regards to wellbeing and social events. Life skills enable youngsters to make a positive move to ensure them and advance wellbeing and positive social connections. Self-awareness, self-esteem and self-confidence are important tools for understanding one’s strengths and weaknesses. Consequently, the individual is able to perceive available opportunities and prepare to confront possible threats. This leads to the improvement of a social awareness of the concerns of one’s family and society. Subsequently, it is conceivable to recognize issues that emerge within both the family and society. With life skills, one is able to explore alternatives, weigh pros and cons and make judicious decisions in solving each problem or issue as it emerges. It also involves having the capacity to set up interpersonal relationships with others. Life skills empower effective communication, for instance, being able to differentiate between hearing and listening and guaranteeing that messages are transmitted precisely to stay away from mis-communication and misinterpretations.

Life Skills Education results in bridging up correspondence barriers with parents and other adults. It empowers youngsters to deal with distressing circumstances adequately without losing one's temper or getting moody, learning to disagree pleasantly with use of appropriate "I" messages, and assertiveness skills are important for improvement of confidence, positive attitudes, making a firm stand on values, beliefs and social differences. When an individual adapts all the essential skills to cope with challenges individuals will feel more confident, motivated, and develop a positive attitude towards life, in this manner, make more developed and grown-up like choice, begins taking duties regarding their activities and in turn abstain from risk taking and risky behaviors and turn out to be more helpful individuals for the next generation.

5.1 Operational Definitions of the Key Terms Used

Skill – A skill of the student which perform perfectly and differently compared with others. A skill is a manipulatory talent applicable for both cognitive and conative capacities. Students can use this ability when they are in need in some critical situations.

Life Skills – Life skills are essential for the students, particularly to select for vocations. Those who are having awareness of life skills will surely prosper in their in their life. The life skills can also strengthen by practice regularly and implement those skills regularly.

Self-awareness – Student has to posses attentiveness towards life, carefulness towards life, systematic planning about life will come under self awareness.

Empathy – Empathy is a deep sense of feeling about oneself. It means any agony faced by our relative or friend the other has to feel the same feeling is the empathetic attachment.

Critical Thinking – Student has to possess the capacity of thinking. Thinking can be applied to social issues or subject issues will be considered as critical thinking.

Creative Thinking – Creative thinking is thinking differently. The students have to diagnose any issue in different ways and ultimately choose the best one among all.

Decision Making – Taking the judgment by the students after analysis. Sometimes it is good to discuss with elders, teachers and parents take any important decisions.

Problem Solving – This problem solving method is applicable to both the social issues and academic issues. In this method the students have to use his cognitive capacities for solving the problem.

Interpersonal Relationship – The relationship between the peer group, teachers, and family members should be maintained perfectly and positively. Students should cultivate harmonious relationships between the people.

Effective Communication – Exchange of ideology between one person to another person and this vehicle is known as effective communication. The student has to develop their vocabulary, grammar and pronunciation to enhance their effective communication ability.

Coping with Stress – Stress is a painful psychological threat to a person. In order to reduce stress the student has to cope up with the stress. Systematic planning in life will make to cope up with stress with students.

Coping with Emotions – Negative emotions cause damage to the individual in both psychological and physiological ways. Students have to maintain tolerance for their negative emotions which is a positive sign for their development.

Students: Students here refer to the senior secondary school students studying in the east and the south district of Sikkim.

5.2 Rationale of the Study

- The researcher has chosen the topic the Awareness of Life skills in east and south districts of Sikkim according to the 10 dimensions given by Central Board of Secondary Education (CBSE). So the main intention of the researcher is to know whether the life skills are possessed by senior secondary school students or not.
- Awareness of Life skills helps the senior secondary school students to empower in challenging situations. Various skills like self-awareness, empathy, critical thinking, creative thinking, problem solving, decision making, interpersonal relationship, effective communication, coping with stress and coping with emotions.
- Many research studies are conducting their researches based on gender. Here in this study also the researcher wants to know the implementation of life skills for both boys and girls who are studying in senior secondary schools in the South and East districts of Sikkim.
- The life skills prescribed by CBSE or utilized by senior secondary schools in both east and south districts of Sikkim or not. So the researcher wants to conduct the study in both east and south districts of Sikkim.
- The researcher intended to know whether both the Government and private schools are implementing the life skills or not. In order to know the implementation of this variable management the researcher can understand the implementation of life skills.
- The researcher wants to know how far the dimensions of life skills are among the independent variables and to know the differences between bifurcations of all independent variables like gender, management and locale.

5.3 Statement of the Problem

“Awareness of Life Skills among Senior Secondary School Students of East and South Districts of Sikkim”

5.4 Objectives of the Study

1. To study the awareness of life skills among senior secondary school students.
2. To study the awareness of life skills among senior secondary school students with regard to their gender variation.
3. To study the awareness of life skills among senior secondary school students with regard to their locality variation.
4. To study the awareness of life skills among senior secondary school students with regard to their type of institution i.e. government and private.

5.5 Formulation of Hypotheses

Ho1: There is no significant difference in awareness of life skills between boys and girls senior secondary school students.

Ho2: There is no significant difference in awareness of life skills between urban and rural senior secondary school students.

Ho3: There is no significant difference in awareness of life skills between government and private senior secondary school students.

Secondary Hypotheses

Ho1: There is no significant difference in awareness of life skills between boys and girls senior secondary school students with regard to self-awareness.

Ho2: There is no significant difference in awareness of life skills between boys and girls senior secondary school students with regard to empathy.

Ho3: There is no significant difference in awareness of life skills between boys and girls senior secondary school students with regard to critical thinking.

Ho4: There is no significant difference in awareness of life skills between boys and girls senior secondary school students with regard to creative thinking.

Ho5: There is no significant difference in awareness of life skills between boys and girls senior secondary school students with regard to decision making.

Ho6: There is no significant difference in awareness of life skills between boys and girls senior secondary school students with regard to problem solving.

Ho7: There is no significant difference in awareness of life skills between boys and girls senior secondary school students with regard to interpersonal relationship.

Ho8: There is no significant difference in awareness of life skills a between boys and girls senior secondary school students with regard to effective communication.

Ho9: There is no significant difference in awareness of life skills a between boys and girls senior secondary school students with regard to coping with stress.

Ho10: There is no significant difference in awareness of life skills between boys and girls senior secondary school students with regard to coping with emotions.

Ho11: There is no significant difference in awareness of life skills between urban and rural senior secondary school students with regard to self-awareness.

Ho12: There is no significant difference in awareness of life skills between urban and rural senior secondary school students with regard to empathy.

Ho13: There is no significant difference in awareness of life skills between urban and rural senior secondary school students with regard to critical thinking.

Ho14: There is no significant difference in awareness of life skills between urban and rural senior secondary school students with regard to creative thinking.

Ho15: There is no significant difference in awareness of life skills between urban and rural senior secondary school students with regard to decision making.

Ho16: There is no significant difference in awareness of life skills between urban and rural senior secondary school students with regard to problem solving.

Ho17: There is no significant difference in awareness of life skills between urban and rural senior secondary school students with regard to interpersonal relationship.

Ho18: There is no significant difference in awareness of life skills between urban and rural senior secondary school students with regard to effective communication.

Ho19: There is no significant difference in awareness of life skills between urban and rural senior secondary school students with regard to coping with stress.

Ho20: There is no significant difference in awareness of life skills between urban and rural senior secondary school students with regard to coping with emotions.

Ho21: There is no significant difference in awareness of life skills between government and private senior secondary school students with regard to self-awareness.

Ho22: There is no significant difference in awareness of life skills between government and private senior secondary school students with regard to empathy.

Ho23: There is no significant difference in awareness of life skills between government and private senior secondary school students with regard to critical thinking.

Ho24: There is no significant difference in awareness of life skills between government and private senior secondary school students with regard to creative thinking.

Ho25: There is no significant difference in awareness of life skills between government and private senior secondary school students with regard to decision making.

Ho26: There is no significant difference in awareness of life skills between government and private senior secondary school students with regard to problem solving.

Ho27: There is no significant difference in awareness of life skills between government and private senior secondary school students with regard to interpersonal relationship.

Ho28: There is no significant difference in awareness of life skills between government and private senior secondary school students with regard to effective communication.

Ho29: There is no significant difference in awareness of life skills between government and private senior secondary school students with regard to coping with stress.

Ho30: There is no significant difference in awareness of life skills between government and private senior secondary school students with regard to coping with emotions.

5.6 Delimitations of the Study

The present study was delimited in the following aspects:

1. The state of Sikkim has four districts. The study was restricted to only two districts i.e. East and South districts of the state.
2. The study was delimited to three demographic variables like gender, locality and management only.
3. The study was confined to class XI and XII senior secondary school students only.

5.7 Methodology - Design of the Study

The purpose of the study was to study the awareness of life skills among senior secondary school students of east and south districts of Sikkim. Therefore, the present study was based on the descriptive survey method.

5.8 Population

The entire group from which the sample is drawn is known as population. A population is a well define a group of individuals or observations. In the present study, senior secondary school students of government and private schools were taken. In Sikkim overall 80 senior secondary schools were established in all 4 districts of Sikkim. But most of the schools are located in east and south districts of Sikkim. Approximately the total population of senior secondary school students was 16000. The investigator decided to collect 400 samples from the population and it constitutes 40% of the sample from the population.

5.9 Sample of the Study

The representative proportion of the population is called a sample. A sample of 400 senior secondary school students was selected from East and South Districts of Sikkim. Out of 400 students, 200 students were selected from east district and 200 were selected from south district of Sikkim and 200 students were also selected from government schools and 200 students from private schools in which 200 boys and 200 girls from both the institutions. The sample was collected by way of Stratified Random Sampling Technique. It means an equal number of Gender, equal number of Management and equal number of Locales was taken.

5.10 Variables

In the Present study there are three independent variables, namely Gender, Management and Locale. The dependent variable is awareness of Life Skills and it consists of 10 dimensions

Independent Variables

1. Gender – It is the bifurcation of boys and girls who are studying in 11th and 12th classes of Senior Secondary Schools in both East and South districts of Sikkim. By including this variable in the study, the researcher can understand the significant difference between boys and girls belongs to awareness of Life Skills.
2. Management - It is the bifurcation of government and private senior secondary schools located in south and east districts of Sikkim. Generally, government schools are aided salary structure for the staff and the institutional facilities along with infrastructure facilities are good. As per my observation here the private schools are also good. The researcher has incorporated these variables to observe the differences between government schools and private schools.
3. Locale – These Independent Variables bifurcated into urban and rural based on the demography of the region. Urban schools are located in towns and in the municipal jurisdiction having good facilities. But in rural schools are located in villages and remote places and some lacuna in the facilities. The researcher has incorporated these variables to know the differences between rural and urban located senior secondary schools.

Dependent Variables

Awareness of Life Skills- According to the CBSE report, they have suggested 10 dimensions belong to Awareness of Life Skills. Life Skills are many, but here in the present study, the researcher has selected only the CBSE prescribed 10 dimensions only.

Dimensions of Awareness of Life Skills

1. Self-awareness – The researcher has taken self –awareness as how the individual is attentive towards himself. In order to get the broader identification the researcher has selected some themes. This dimension measures the contents like relationships, Communication, establishing rapport, hardship for the talents and reflections of life. By a combination of all these things the ultimate product is Self-Awareness. 2.
2. Empathy – Then researcher has chosen the items like care about the elders, kindness towards pet animals and birds, caring towards children when they are in need it for measuring empathy dimension. Empathy is taken care about our loved ones in the family and if they feel pain it hurts the feeling of the empathetic individual. The researcher has constructed the item for this dimension based on the family environment of senior secondary students. Those students who are having a high level of empathy will be a having high level awareness of this life skill.
3. Critical thinking – The researcher has taken the items, like solving problems, acting according to the situation, find out an easy way for the problem, systematic way of thinking and approach complex issues in a different way for measuring the dimension of critical thinking. Critical thinking is a cognitive approach to analyze so many issues and to react in a perfect way. Senior secondary school students who are having a higher level of critical thinking will be having perfect decisions. A High score in this

dimension considers the individual is having high levels of critical thinking in awareness of life skills.

4. Creative thinking – The researcher has selected the item's like new ideas, influence of thinking compares to others, creative ideas in working conditions, thought processes that facilitate to create ideas and come up with new ideas were taken for measuring the dimension of creative thinking. The senior secondary students who are having a high level of creative thinking may do the things skilled differently compare to others.

5. Decision making - The researcher has constructed the items like independent decisions, difficulty in taking decisions, taking the advice of others for taking decisions, taking the decisions in a logical and systematic way and taking important decisions will totally measure the decision making of senior secondary school students. The students who are having the ability of taking decision making will have an individual decision making capacity. The students who scored more value in this dimension are also having the good decision making ability. Hence the researcher has incorporated as per the suggestion by the CBSE to measure awareness of life skills.

6. Problem Solving - The researcher has selected the items like hard work for the problem solving, elderly suggestions for the problem solving, problem solving skills in social relationships, confidence about problem solving and feeling of nervousness to solve new problems for measuring problem solving dimension. The senior secondary students who are having problem solving skills can able to solve their own individual problems. The students who scored more value in this dimension are also having a high level of problem solving skills.

7. Interpersonal relationship - The researcher has framed the items like reactions towards negative emotions, caring about friends, depending on relatives, participation

in group activities and maintaining distance between people measures the interpersonal relationship dimension. The senior secondary school students who scored much in this dimension are generally having good relationships with other people.

8. Effective communication - The researcher has selected the items like effective communication, clear and understandable communication, difficulty in conversation, good expression with others and thinking twice before communication measures the effective communication dimension. The senior secondary school students who are having good communication ability can express their ideology to their teachers. Students who scored more score in this dimension are regarded as effective communicators.

9. Coping with stress – The researcher has selected the statement like coping with the problems, uses of alcohol and drug abuse, upset mood, adjusting the mind to become happy and feeling of stress totally measure the coping with stress dimension. The senior secondary school students who are having low stress are not at all a problem but extreme stress is dangerous. The normal stress will be known as eustress, which is positive in nature and the extreme stress will be known as distress. The students who scored high level in this dimension can easily cope up with stress.

10. Coping with emotion – The researcher has framed the items like the feeling of jealousy, aversion on school mates, tolerance, negative emotions and relaxation techniques collective measures the coping with emotion dimensions. In emotions students will face positive emotions like love. Likeness, affection, etc., and negative emotions like hatred, anger and grudge, etc. The positive emotions always make better the personality of the individual but negative emotions makes him unhealthy in

psycho physiological aspects. The students who scored higher values in this dimension are having the skill of coping with emotions.

5.11 Tools Used

The researcher has constructed and standardized the tool for the purpose of measuring awareness of life skills. For this purpose the researcher has adopted pilot study given underneath.

Standardization – Initially the researcher has framed a number of statements for each dimension of life skills awareness scale. The researcher has adopted five point Likert's types of scale for each statement. After construction of all statements for 10 dimensions, the researcher has distributed this questionnaire to the subject experts. After taking the suggestions from 7 subject experts the researcher has modified the tools according to the suggestions given by the subject experts. The researcher has taken care for the construction of every statement for the dimensions. The techniques used by the researcher are

1. The statement was fit for the culture of Sikkim.
2. The statement is neither too difficult nor too easy.
3. The statement suits for both boys and girls, for rural and urban students and for Government and Private school students.

Likewise researcher framed number of statements for every dimension. In this way 100 questionnaires were framed for initial pilot study.

Pilot Study

In a pilot study, the researcher has visited 2 schools from East Sikkim and 2 schools from South Sikkim. Out of 4 schools 2 schools from government and 2 schools from private opted.

Administration of the Tool

The researcher has selected the group method for collection of data. Before going to collect the data the researcher has given some instructions to the students. There is no time limit for the completion of the test, but randomly students were completed within 20 minutes. The researcher has clarified the doubts of the students while they are marking the questionnaire. Likewise the researcher has collected the 100 completed filled questionnaires for the pilot study.

Scoring

Every statement is having 5 marking schemes like Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SA). The researcher has adopted the positive items for all dimensions and the scoring procedure is 5,4,3,2 and 1 respectively for every statement. In this way the 100 statements were given scores and the totality of the score for the each dimension was calculated and kept in a tabular form.

Item Analysis

Item analyses were conducted for each statement upper 27% and Lower 27% and calculated t-values. Likewise item analyses were conducted for statements of all dimensions. The highly significant values are retained and non significant values and

very low significant value were discarded from the questionnaire. The final questionnaires were consisting of 5 statements each of the 10 dimensions.

Reliability and Validity

The reliability for the awareness of the life skills scale was calculated by using the formula Cronbech's Alpha which is 0.81 which is a highly reliable tool. After calculating reliability, internal validity is calculated by the square root 1 method and the value is 0.90. So the Life skills awareness scale is highly reliable and highly valid.

Scoring Procedures

All statements are scored as 5, 4, 3, 2 and 1 respectively. All 50 items in the questionnaire are positive items. The minimum score for every dimension is 5 and the maximum score is 25. Likewise for the total dimensions the minimum score shall be 50 and the maximum score shall be 250 so the average score shall be 150.

5.12 Statistical Technique Used

The researcher has used the statistics like mean, SDs, t-values and Cronbech Alpha for calculating reliability. The analysis was done and the Tables were constructed, the inference values were incorporated into the tables and every table has given the discussions about the values. All these things were kept in the next chapter and title with analysis and interpretation of the data.

5.13 Analysis and Interpretation of Data

The data may be adequate, valid and reliable to any extend, it does not serve any worthwhile purpose unless it is carefully edited, systematically classified and tabulated, scientifically analyzes, intelligently interpreted and rationally concluded.

5.14 Organization of Data

After having administered the test, the investigator assessed the answer sheets. The test was scored so that statistical treatment could be possible. This chapter is divided into four categories. The first category is the totality of the life skills awareness scale 2 tables and 1 chart for the contents were given and in category 2 the totality of gender along with 10 dimensions were given. For the third category management and 10 dimensions were given and for the fourth category's locale and its 10 dimensions were incorporated.

5.15 Analysis of Data

The details of the analysis of data collected from the selected sample on Awareness of Life Skills among Senior Secondary School Students of East and South Districts of Sikkim are presented as under.

5.16 Findings of The Study

The researcher has conducted the statistical analysis and draws the findings from every analysis and kept in a serial order

- 1: There is a significant difference in awareness of life skills between boys and girls senior secondary school students. Girls mean score is more than that of boys in awareness of life skills.
- 2: There is no significant difference in awareness of life skills between boys and girls senior secondary school students.
- 3: There is no significant difference in awareness of life skills between government and private senior secondary school students.

- 4: There is no significant difference in awareness of life skills between boys and girls senior secondary school students with regard to Self-awareness.
- 5: There is a significant difference in awareness of life skills between boys and girls senior secondary school students with regard to Empathy. Girls mean score is more than that of boys in awareness of life skills.
- 6: There is no significant difference in awareness of life skills between boys and girls senior secondary school students with regard to Critical Thinking.
- 7: There is no significant difference in awareness of life skills between boys and girls senior secondary school students with regard to Creative Thinking.
- 8: There is no significant difference in awareness of life skills among between boys and girls senior secondary school students with regard to Decision Making.
- 9: There is a significant difference in awareness of life skills between boys and girls senior secondary school students with regard to Problem Solving. Girls mean scores are higher than that of boys in awareness of life skills.
- 10: There is a significant difference in awareness of life skills between boys and girls senior secondary school students with regard to Interpersonal Relationship. Girls mean scores are higher than that of boys in awareness of life skills.
- 11: There is no significant difference in awareness of life skills a between boys and girls senior secondary school students with regard to Effective Communication.
- 12: There is a significant difference in awareness of life skills a between boys and girls senior secondary school students with regard to Coping with Stress. Girls mean scores is higher than that of boys in awareness of life skills.
- 13: There is no significant difference in awareness of life skills between boys and girls senior secondary school students with regard to Coping with Emotions.

- 14: There is no significant difference in awareness of life skills between urban and rural senior secondary school students with regard to Self-Awareness.
- 15: There is no significant difference in awareness of life skills between urban and rural senior secondary school students with regard to Empathy.
- 16: There is no significant difference in awareness of life skills between urban and rural senior secondary school students with regard to Critical Thinking.
- 17: There is no significant difference in awareness of life skills between urban and rural senior secondary school students with regard to Creative Thinking.
- 18: There is no significant difference in awareness of life skills between urban and rural senior secondary school students with regard to Decision Making.
- 19: There is no significant difference in awareness of life skills between urban and rural senior secondary school students with regard to Problem Solving.
- 20: There is no significant difference in awareness of life skills between urban and rural senior secondary school students with regard to Inter Personal Relationship.
- 21: There is no significant difference in awareness of life skills between urban and rural senior secondary school students with regard to Effective Communication.
- 22: There is no significant difference in awareness of life skills between urban and rural senior secondary school students with regard to Coping with Stress.
- 23: There is no significant difference in awareness of life skills between urban and rural senior secondary school students with regard to Coping with Emotions.
- 24: There is no significant difference in awareness of life skills between government and private senior secondary school students with regard to Self-Awareness.
- 25: There is no significant difference in awareness of life skills between government and private senior secondary school students with regard to Empathy.

26: There is no significant difference in awareness of life skills between government and private senior secondary school students with regard to Critical Thinking.

27: There is no significant difference in awareness of life skills between government and private senior secondary school students with regard to Creative Thinking.

28: There is no significant difference in awareness of life skills between government and private senior secondary school students with regard to Decision Making.

29: There is no significant difference in awareness of life skills between government and private senior secondary school students with regard to Problem Solving.

30: There is no significant difference in awareness of life skills between government and private senior secondary school students with regard to Interpersonal Relationship.

31: There is no significant difference in awareness of life skills between government and private senior secondary school students with regard to Effective Communication.

32: There is no significant difference in awareness of life skills between government and private senior secondary school students with regard to Coping with Stress.

33: There is no significant difference in awareness of life skills between government and private senior secondary school students with regard to Coping with Emotions.

5.17 Conclusions

The researcher has taken Gender as one of the independent variable in the present study. It measures the significant values between boys and girls who are studying XI and XII classes of senior secondary schools of east and south districts of Sikkim. On overall observations there is a significant difference between boys and girls in total awareness of life skills.

1. **Gender** - Awareness of life skills concern to gender consisting of 10 dimensions among which empathy, problem solving, interpersonal relationships and coping

with stress are Significant. On all significant dimensions like empathy, problem solving, interpersonal relationships and coping with stress dimensions girls are superior to boys in awareness of life skills. The dimensions, namely self-awareness, critical thinking, creative thinking, decision making, effective communication and coping with emotions are not significant.

2. **Management** - The independent variable like management is the bifurcation of government and private school student's awareness of life skills. This variable is not significant in the total sample and at the same time the 10 life skill dimensions were also not significant. It means both government and private school students are having more or less equal awareness of life skills.
3. **Locale** – Locale independent variable is the bifurcation of urban and rural students. On totality there is no difference between rural and urban in awareness of life skills. The dimensions like self-awareness and effective communication between rural and urban are significant. In these two dimensions urban students' mean values are more than that of rural students. The remaining dimensions like empathy, critical thinking, creative thinking, decision making, problem solving, interpersonal relationships, coping with stress and coping with emotions are not significant.

5.18 Recommendations

The findings of the study have some important recommendations for educational practices:-

1. The school students may enhance their awareness of life skills on an overall basis.
2. Boys should enhance their thinking capabilities on par with the girls.
3. Girls should enhance their problem solving capabilities on par with the boys.

4. The government school students must enhance their creativity in awareness of life skills.
5. The boys have to maintain punctuality and discipline in schools.
6. The rural school students have to enhance skills and capacities in problem solving, decision making and communication.
7. Particularly in rural schools, both boys and girls are having communicative problems to express their ideology to their teachers. So teachers have to train their students in communicative aspects.
8. The researcher has observed that the inter relationships' in urban schools are not that much better so it is recommended to enhance their relationships in a positive manner.
9. Information, education and communication should be intensified to make students aware of the life skills problem issues.
10. In south districts of Sikkim the admission rate of senior secondary school students is very low. So educationists, teachers and parents have to look into the matter and enhance the admission rate in every school.
11. In the East district of Sikkim senior secondary schools it is observed that boys are very mischievous behavior. It is recommended that the teachers have to take psychological punishments for modification of students' behavior.

5.19 Suggestions for Further Research

A cautious thoughts of the chapter entitled "Recommendations for further research" in different research studies, guides us with respect to the appropriateness of an issue and in helping us delimiting our research problems. On the basis of the above findings, the investigator is inclined to following suggestions for further research:-

1. It is suggested to conduct the same studies in the west and north districts of Sikkim.
2. It is suggested to add some more independent variable like class, stream, social status, financial status and tribal studies for more understanding of awareness of life skills.
3. Research can be conducted on seeking the opinion of the teachers/guardians in developing the life skill awareness among students.
4. A study can be conducted in the nearby hill stations like Kalimpong and Darjeeling Districts of West Bengal.
5. Similar study may be conducted on secondary school students.
6. A comparative study on awareness of life skills between the hill stations of Sikkim and West Bengal can be done.
7. In the present study, the investigator has taken 10 life skills prescribed by the CBSE. But other skills can be also included for measuring the totality of life skills.

CONTENTS

Declaration

Certificate

Acknowledgements

Contents

	CHAPTERS	PAGE NO.
	CHAPTER-I	1-28
	INTRODUCTION	
1.	Introduction	1-4
1.1	Meaning of Skills	4
1.1.1	Concept of Life Skills	4-6
1.1.2	Importance of Life Skills Education	6-7
1.1.3	Need of Life Skills for Adolescents	7-8
1.1.4	Strategies of Developing Life Skills	8-9
1.1.5	Life Skills in Sikkim	10-11
1.1.6	The Core Life Skills	11-21
1.2	Operational Definition of the Key Terms Used	22-23
1.3	Rationale of the Study	23-24
1.4	Statement of the Problem	24
1.5	Objectives of the Study	24-25
1.6	Formulation of Hypotheses	25-28
1.7	Delimitation of the Study	28
1.8	Epilogue	28
	CHAPTER-II	29-55
	THE REVIEW OF RELATED LITERATURE	
2.1	Review of Related Literature	29
2.2	Importance of Review of Related Studies	29-32
2.3	Studies Conducted in India	32-42
2.4	Studies Conducted in Abroad	42-55

2.5	Summary of the Review of Related Studies	55
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CHAPTER-III **56-70**

METHODOLOGY

3	Methodology	57
3.1	Design of the Study	57
3.2	Population	57
3.3	Sample of the Study	57-58
3.4	Variables	60
3.4.1	Independent Variables	61
3.4.2	Dependent Variables	61-64
3.5	Tools Used	65
3.5.1	Standardization	65
3.5.2	Pilot Study	66
3.5.3	Administration of Tool	66
3.5.4	Scoring	66
3.5.5	Item Analyses	66-67
3.5.6	Reliability and Validity	68
3.5.7	Scoring Procedures	68
3.6	Statistical Techniques Used	69
3.7	Epilogue	70

CHAPTER-IV **71-97**

**ANALYSES AND
INTERPRETATION OF DATA**

4	Analyses and Interpretation of Data	71
4.1	Organization of Data	71
4.2	Analysis of data	71
4.3	Gender wise Analyses on Awareness of Life Skills among Senior Secondary School Students	74
4.4	Epilogue	97

CHAPTER-V **98-121**
SUMMARY, FINDINGS,
RECOMMENDATIONS AND
CONCLUSIONS

5	Summary	98-100
5.1	Operational Definitions of the Key Terms Used	100-101
5.2	Rationale of the Study	102
5.3	Statement of the Problem	103
5.4	Objectives of the study	103
5.5	Formulation of Hypotheses	103-106
5.6	Delimitations of the Study	106
5.7	Methodology – Design of the Study	107
5.8	Population	107
5.9	Sample of the Study	107
5.10	Variables	108-112
5.11	Tools Used	112-114
5.12	Statistical Technique Used	114
5.13	Analysis and Interpretation of Data	114
5.14	Organization of Data	115
5.15	Analysis of Data	115
5.16	Findings of The Study	115-118
5.17	Conclusions	118-119
5.18	Recommendations	119-120
5.19	Suggestions for Further Research	120-121
	BIBLIOGRAPHY	122-135
	APPENDICES	

LIST OF TABLES

Table No.	TITLE	PAGE NO.
3.1	The distribution of the sample	57
3.2	Item Analyses Values of the Questionnaire	67-68
3.3	The distribution of the sample with respect to their dimensions	69
4.1	Mean, standard deviation of senior secondary school students on Awareness towards Life Skill	71-72
4.2	Frequency distribution of senior secondary school students on Awareness towards Life skill	73
4.3	Difference between total mean scores of Senior Secondary School with regard to gender variation towards Awareness of Life Skills	74
4.4	Difference between mean scores of boys and girls students of Senior Secondary School with regard to the Self-Awareness	75-76
4.5	Difference between mean scores of boys and girls students of Senior Secondary School with regard to the Empathy	76
4.6	Difference between mean scores of boys and girls of Senior Secondary School with regard to the Critical Thinking	77
4.7	Difference between mean scores of boys and girls students of Senior Secondary School with regard to the Creative Thinking	77-78
4.8	Difference between mean scores of boys and girls students of Senior Secondary School with regard to the Decision Making	78
4.9	Difference between mean scores of boys and girls students of Senior Secondary School with regard to the Problem Solving	79
4.10	Difference between mean scores of boys and girls students of Senior Secondary School with regard to the Interpersonal Relationship	79-80
4.11	Difference between mean scores of boys and girls students of Senior Secondary School with regard to the Effective Communication	80
4.12	Difference between mean scores of boys and girls	81

	students of Senior Secondary School with regard to the Coping with Stress	
4.13	Difference between mean scores of male and female students of Senior Secondary School with regard to the Coping with Emotions	81-82
4.14	Management Wise Differential Analysis on Awareness of Life Skills among Senior Secondary School Students	82
4.15	Difference between mean scores of government and private students of Senior Secondary School with regard to the Self-Awareness	83-84
4.16	Difference between mean scores of government and private students of Senior Secondary School with regard to the Empathy	84
4.17	Difference between mean scores of government and private students of Senior Secondary School with regard to the Critical Thinking	85
4.18	Difference between mean scores of government and private students of Senior Secondary School with regard to the Critical Thinking	85-86
4.19	Difference between mean scores of government and private students of Senior Secondary School with regard to the Decision Making	86
4.20	Difference between mean scores of government and private students of Senior Secondary School with regard to the Problem Solving	87
4.21	Difference between mean scores of government and private students of Senior Secondary School with regard to the Interpersonal Relationship	87-88
4.22	Difference between mean scores of government and private students of Senior Secondary School with regard to the Effective Communication	88
4.23	Difference between mean scores of government and private students of Senior Secondary School with regard to the Coping with Stress	89
4.24	Difference between mean scores of government and private students of Senior Secondary School with regard to the Coping with emotions	89-90
4.25	Locale wise Differential Analysis on Awareness of Life Skills Among Senior Secondary School	90
4.26	Difference between mean scores of urban and rural students of Senior Secondary School with regard to the Self-Awareness	91-92
4.27	Difference between mean scores of urban and rural	92

	students of Senior Secondary School with regard to the Empathy	
4.28	Difference between mean scores of urban and rural students of Senior Secondary School with regard to the Critical Thinking	92-93
4.29	Difference between mean scores of urban and rural students of Senior Secondary School with regard to the Creative Thinking	93
4.30	Difference between mean scores of urban and rural students of Senior Secondary School with regard to the Decision Making	94
4.31	Difference between mean scores of urban and rural students of Senior Secondary School with regard to the Problem Solving	94-95
4.32	Difference between mean scores of urban and rural students of Senior Secondary School with regard to the Inter Personal Relationship	95
4.33	Difference between mean scores of urban and rural students of Senior Secondary School with regard to the Effective Communication	96
4.34	Difference between mean scores of urban and rural students of Senior Secondary School with regard to the Coping with Stress	96-97
4.35	Difference between mean scores of urban and rural students of Senior Secondary School with regard to the Coping with Emotions	97

LIST OF FIGURES

FIGURE No.	TITLE	PAGE NO.
3.1	Pie Chart showing the number of Individuals concerned to Gender	58
3.2	Pie Chart showing the number of Individual concerned in respect to the Management	59
3.3	Pie Chart showing the number of Individuals concerned to Locale	60
4.1	Bar Graph Diagrammatic representation of total awareness of life skills for total sample	72
4.2	Bar Diagram depicting mean scores awareness of like skill among boys and girls of senior secondary school students	75
4.3	Diagram depicting mean scores awareness of like skill among government and private of senior secondary school students	83
4.4	Bar Diagram depicting mean scores awareness of like skill among urban and rural of senior secondary school students	91

BIBLIOGRAPHY

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APPENDIX

Life Skills Education Scale

Preliminary Information

1. Name:				
2. School Name:				
3. Gender:	Boy	<input type="checkbox"/>	Girl	<input type="checkbox"/>
4. Locality:	Urban	<input type="checkbox"/>	Rural	<input type="checkbox"/>
5. Management:	Government	<input type="checkbox"/>	Private	<input type="checkbox"/>

Instructions

Dear Student,

I am collecting this data purely for the sake of my Research study. All the mentioned statements in this scale are used for my research purpose only and it should not be divulged to anybody. So I request you to give genuine response for all the statements. Don't leave any statement blank.

Note:

Strongly Agree SA	Agree A	Undecided U	Disagree D	Strongly Disagree SD

Kindly tick mark your suitable responses (√) in the relevant box

Sl.No.	Items	SA	A	U	D	SD
1.	I am skillful in building lasting relationships.	SA	A	U	D	SD
2.	I speak confidently in front of my teachers.	SA	A	U	D	SD
3.	I easily establish rapport with new people I meet.	SA	A	U	D	SD
4.	I think and strive hard to improve my special talents.	SA	A	U	D	SD
5.	I am reflective about my life.	SA	A	U	D	SD
6.	I take care of all the elders of our society.	SA	A	U	D	SD
7.	I am kind towards animals and birds.	SA	A	U	D	SD
8.	It upsets me when another child is being shouted at.	SA	A	U	D	SD
9.	I get very upset when I see someone cry.	SA	A	U	D	SD
10.	It affects me very much when one of my friends is upset.	SA	A	U	D	SD
11.	I think in all directions to solve any problems.	SA	A	U	D	SD
12.	I think and act according to the situation.	SA	A	U	D	SD
13.	I prefer to think to find out an easy way for the problem.	SA	A	U	D	SD
14.	I can develop a more focused and systematic way of thinking.	SA	A	U	D	SD
15.	I can able to approach complex issues in a variety of ways.	SA	A	U	D	SD
16.	I typically create new ideas by combining existing ideas.	SA	A	U	D	SD
17.	I can be very persuasive in influencing others to adopt my creative thinking.	SA	A	U	D	SD
18.	I can turn creative ideas into workable solution.	SA	A	U	D	SD
19.	I believe in unconscious processes that facilitate my creative work.	SA	A	U	D	SD
20.	I read widely to come up with new ideas.	SA	A	U	D	SD
21.	I can take decision independently.	SA	A	U	D	SD
22.	I cannot take decisions when I am confused.	SA	A	U	D	SD
23.	I use the advice of other people in making my important decision.	SA	A	U	D	SD
24.	I make decision in a logical and systematic way.	SA	A	U	D	SD

25.	I generally make important decisions at the last minute.	SA	A	U	D	SD
26.	I work hard to solve the problem.	SA	A	U	D	SD
27.	I take the elderly suggestions to solve the problem.	SA	A	U	D	SD
28.	I use problem-solving skills in my social relationships.	SA	A	U	D	SD
29.	I am confident about my ability to solve problems.	SA	A	U	D	SD
30.	I am nervous when I have to tackle new problems.	SA	A	U	D	SD
31.	I react slowly towards negative emotions.	SA	A	U	D	SD
32.	I wonder how much my friends really care about me.	SA	A	U	D	SD
33.	I am better off if I don't trust my relative too much.	SA	A	U	D	SD
34.	I try to participate in group activities.	SA	A	U	D	SD
35.	I like to maintain distance about my personal relations with people.	SA	A	U	D	SD
36.	I can communicate effectively with people.	SA	A	U	D	SD
37.	I feel clear communication is easy to understand.	SA	A	U	D	SD
38.	When I become upset, I find it difficult to continue the conversation.	SA	A	U	D	SD
39.	I am good at explaining my ideas to others.	SA	A	U	D	SD
40.	I prepare for all communications and think things twice before I speak.	SA	A	U	D	SD
41.	I use a calm and optimistic attitude to think about how to cope with the problem.	SA	A	U	D	SD
42.	I make myself numb by drinking alcohol or drug abuse.	SA	A	U	D	SD
43.	When I feel upset I talk with classmates or friends about it.	SA	A	U	D	SD
44.	I try to adjust my mindset and allow myself to be happier.	SA	A	U	D	SD
45.	I generalize that I have bad luck when I face stress.	SA	A	U	D	SD
46.	I am not jealous of my friends in the school.	SA	A	U	D	SD
47.	I am not having aversion on any school mate.	SA	A	U	D	SD
48.	I am tolerant towards others.	SA	A	U	D	SD

49.	I believe Negative emotions cause damage to both physical and mind.	SA	A	U	D	SD
50.	I practice relaxation techniques every day.	SA	A	U	D	SD