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RESEARCH ANALYSIS AND EVALUATION

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Research Paper -Education

Effectiveness of Life Skill Education on Interpersonal relationship and Self awareness of 8th Standard students in Gadag Skills



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Life is a battle. I live and died in a continuous struggle -Swami Vivekananda echo a sentiment which in fact is the voice of every youth's heart in today's competitive world.

Education is not merely a means of thought or a school for citizenship. It is a initiation into the life of spirit, a training of human souls in the pursuit of truth and the practice of virtue and develop the beauty of struggle, sentiment and competitive minds.

It is the capacity to feel pleasure and pain at the right moment. Education is never -ending process of inner growth and development, making life progressive, cultured and civilized. It is a dynamic and continuous process, by which human being develop thinking and reasoning, problem solving, creativity, intelligence positive sentiments, life coping skills.

Education should prepare the individual for complete living. Life skills education and life sill will help a person to secure a complete living. Education equips man with all the skills required to face the challenge presented to him by the nature. Environment, school, society and the teachers play a very important role to equip a child to meet the challenges of day to day life.

Need and Importance

School plays a important role in socializing and shaping individuals through the process of education the educunt must acquire the ability to handle all the situation he is going to face. Life skills education Interpersonal relationship and Self awareness are the three variable in the present study. Through this study, the investigator wants to compare the life skills education and interpersonal relationship and Self awareness of 8th standard students of secondary school.

Life skills education is essentially survival skills that would allow a person to wade through the world. Adolescence is an age group in which the different skills develop rapidly. Through this study we can understand about the life skills attained by the adolescence students of 8th standard. Through the comparison of life skills of higher secondary schools. We will get to know about the difference if any in the life skills of students. The study will also help to know about the interpersonal relationship and Self awareness of students.

Children of today are the citizens of tomorrow. So we have to train them to acquire different skills to live in the society with satisfaction.

Objectives of the study

- To assess life skill education programme on Interpersonal relationship and Self awareness.
- To study the difference of life skill education programme on Interpersonal relationship and Self awareness scores of 8th standard students of secondary schools of Gadag city in control and experimental group.
- To study the relationship among life skills education programme on Interpersonal relationship and Self awareness scores of 8th standard students of secondary schools of Gadag city in control and experimental group.

Methodology

The present study is a experimental study to compare the life skill education and Interpersonal relationship and Self awareness of 8th standard students of secondary schools of Gadag City.

Tool Used

"life Skill scale" (Interpersonal relationship and Self awareness) prepared and standardized by the researcher.

Sample

The sample for the study consist of 100 samples of 8th standard students of secondary schools of Gadag city were selected randomly and randomized 50 students into two groups i.e. control and experimental groups in the present study.

Statistical Method used

In pursuance of the objectives the analysis of covariance (ANCOVA) technique has been applied to find out the effect of control and experimental group on interpersonal relationship and self awareness of 8th standard students of secondary schools of Gadag city by pre test scores as a covariate. The Karl Pearson's correlation coefficient method was performed among pretest scores of interpersonal relationship and self awareness of 8th standard students of secondary schools of Gadag city in control and experiment groups. The following sections:

Hypothesis:

There is no significant difference between two groups (control and experiment) with respect to pretest, posttest and delayed posttest interpersonal relationship scores of 8th standard students of secondary schools of Gadag city.

To achieve this hypothesis, the Analysis of covariance (ANCOVA) (pretest scores as covariate) technique has been applied and the results are presented in the following table.

Table: Comparison of between two groups (control and experiment) with respect to pretest, posttest and delayed posttest interpersonal relationship scores of 8th standard students of secondary schools of Gadag city by Analysis of covariance (ANCOVA)

Groups Pretest Posttest Delayed posttest

Groups	Pretest		Posttest			Delayed posttest		
	Mean	SD	Mean	SD	adjusted mea	Mean	SD	Adjusted mean
Control group	19.54	3.14	19.28	4.49	19.47	19.16	19.28	19.54
Experiment group	20.6	4.38	44.4	3.47	44.21	44.9	44.78	20.6
F-test	1.9326@		1047.1370#			1002.3904#		
P-value	0.1676		0.0001*			0.0001*		

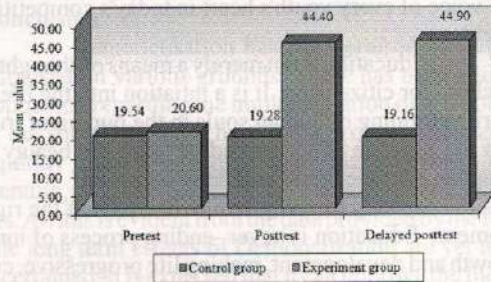
*p<0.05, @one way ANOVA applied, # ANCOVA applied

The results of the above table clearly show the following:

- The two groups (Control and experiment) do not differ significantly with respect to pretest interpersonal relationship scores of 8th standard students of secondary schools (F=1.9326, p>0.05) at 5% level of significance. It means that, the pretest interpersonal relationship scores of 8th standard students of secondary schools are similar in Control and experiment group.
- A two groups (Control and experiment) differ significantly with respect to posttest interpersonal relationship scores of 8th standard students of secondary schools (F=1047.1370, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the posttest interpersonal relationship scores are different in two groups (Control and experiment). It means that, the posttest interpersonal relationship scores of 8th standard students of secondary schools are significantly higher in experiment group as compared to control group.
- A two groups (Control and experiment) differ significantly with respect to delayed posttest interpersonal relationship scores of 8th standard students of secondary schools (F=1002.3904, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the de-

layed posttest interpersonal relationship scores are different in two groups (Control and experiment). It means that, the delayed posttest interpersonal relationship scores of 8th standard students of secondary schools are significantly higher in experiment group as compared to control group. The mean scores of pretest, posttest and delayed posttest interpersonal relationship scores of 8th standard students of secondary schools are also presented in the following figure.

Figure: Comparison of between two groups with respect to pretest, posttest and delayed posttest interpersonal relationship scores of 8th standard secondary school students of Gadag city



Hypothesis:

There is no significant difference between two groups (control and experiment) with respect to pretest, posttest and delayed posttest self awareness scores of 8th standard students of secondary schools of Gadag city. To achieve this hypothesis, the Analysis of covariance (ANCOVA) (pretest scores as covariate) technique has been applied and the results are presented in the following table.

Table: Comparison of between two groups (control and experiment) with respect to pretest, posttest and delayed posttest self awareness scores of 8th standard students of secondary schools of Gadag city by Analysis of covariance (ANCOVA)

Groups Pretest Posttest Delayed posttest

Groups	Pretest		Posttest			Delayed posttest		
	Mean	SD	Mean	SD	Adjusted mean	Mean	SD	Adjusted mean
Control group	19.2	2.84	18.8	3.36	18.82	18.64	18.63	19.2
Experiment group	19.84	6.03	42.26	2.87	42.24	42.84	42.85	19.84
F-test	0.4610@		1392.6575#			1391.6272#		
P-value	0.4987		0.0001*			0.0001*		

*p<0.05, @one way ANOVA applied, # ANCOVA applied

The results of the above table clearly show the following:

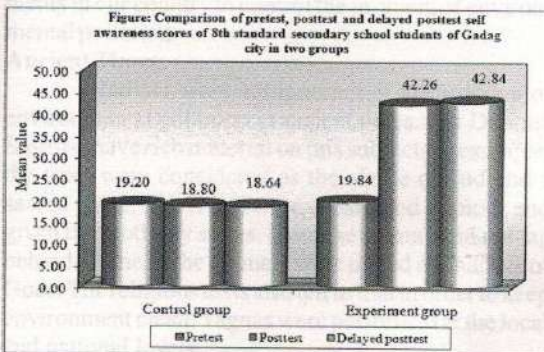
- The two groups (Control and experiment) do not differ significantly with respect to pretest self awareness scores of 8th standard students of secondary schools (F=0.4610, p>0.05) at 5% level of significance. It means that, the pretest self awareness scores of 8th standard

students of secondary schools are similar in Control and experiment group.

* A two groups (Control and experiment) differs significantly with respect to posttest self awareness scores of 8th standard students of secondary schools ($F=1392.6525, p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the posttest self awareness scores are different in two groups (Control and experiment). It means that, the posttest self awareness scores of 8th standard students of secondary schools are significantly higher in experiment group as compared to control group.

* A two groups (Control and experiment) differs significantly with respect to delayed posttest self awareness scores of 8th standard students of secondary schools ($F=1391.6232, p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the delayed posttest self awareness scores are different in two groups (Control and experiment). It means that, the delayed posttest self awareness scores of 8th standard students of secondary schools are significantly higher in experiment group as compared to control group. The mean scores of pretest, posttest and delayed posttest self awareness scores of 8th standard students of secondary schools are also presented in the following figure.

* following figure.



Correlation analysis among component scores of total life skills of 8th standard students of secondary schools of Gadag city in two groups (control and experiment)

In this section, we established the relationships among of pretest component scores of total life skills of 8th standard students of secondary schools of Gadag city scores in two groups (control and experiment) by Karl Pearson's correlation coefficient method was applied and the results are presented in the following tables.

Hypothesis: There is no relationship between components scores of total life skills i.e, interpersonal relationship,

ship, and self awareness of 8th standard students of secondary schools of Gadag city in control group

To achieve this hypothesis, the Karl Pearson's correlation coefficient method was applied and the results are presented in the following table.

Table: Results of correlation coefficient between components scores of total life skills i.e. interpersonal relationship, and self awareness of 8th standard students of secondary schools of Gadag city in control group

Components	Interpersonal relationship	Self awareness
Interpersonal relationship	-	
Self awareness	$r=0.1936$	

From the results of the above table, it can be seen that

- self awareness scores of 8th standard students of secondary schools of Gadag city are independent on each other in control group.
- A non-significant and positive correlation was observed between pretest interpersonal relationship and pretest self awareness scores of 8th standard students of secondary schools of Gadag city in control group ($r=0.1936, p>0.05$) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the pretest interpersonal relationship and pretest self awareness scores of 8th standard students of secondary schools of Gadag city are independent on each other in control group.

Hypothesis:

There is no relationship between components scores of total life skills i.e. interpersonal relationship, and self awareness of 8th standard students of secondary schools of Gadag city in experiment group

To achieve this hypothesis, the Karl Pearson's correlation coefficient method was applied and the results are presented in the following table.

Table: Results of correlation coefficient between components scores of total life skills i.e. interpersonal relationship, and self awareness of 8th standard students of secondary schools of Gadag city in experiment group

From the results of the above table, it can be seen that

Components	Interpersonal relationship	Self awareness
Interpersonal relationship	-	
Self awareness	$r=0.3324^*$	

A significant and positive correlation was observed between pretest interpersonal relationship

and pretest self awareness scores of 8th standard students of secondary schools of Gadag city in experiment group ($r=0.3324$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the pretest interpersonal relationship and pretest self awareness scores of 8th standard students of secondary schools of Gadag city are dependent on each other in experiment group.

Conclusion

- The pre test interpersonal relationship and Self awareness scores of 8th standard students of secondary schools are similar in control and experimental group.
- The pos test interpersonal relationship and Self awareness scores of 8th standard students of

secondary schools are significantly higher in experimental group as compared to control group.

- The delayed post test interpersonal relationship and Self awareness scores of 8th standard students of secondary schools are significantly higher in experimental group as compared to control group.
- The pre test interpersonal relationship and pre test self awareness scores of 8th standard students of secondary schools of Gadag City are independent on each other in control group.
- The pre test interpersonal relationship and pre test self awareness scores of 8th standard students of secondary schools of Gadag city are dependent on each other in experimental group.

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