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RESEARCH ANALYSIS AND EVALUATION

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Research Paper- Education

Effectiveness of Life-Skills Education on Creative thinking and Critical Thinking Skills of 9th Standard Secondary School Students of Gadag District

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ABSTRACT

The present study is to find out the Effectiveness of Life-skills Education on Creative Thinking and Critical Thinking Skills of 9th Standard Secondary School Students of Gadag District. The study adopts experimental research method for investigation. One hundred 9th standard students of secondary schools of Gadag city were selected randomly and randomized 50 students into two groups i.e. control group and experiment group in the present study. Differential analysis of Analysis of covariance (ANCOVA) between the two groups by pretest scores of as a covariate on positive and delayed test total life skill and its components scores of 9th standard students of secondary schools of Gadag city in two groups (control and experiment). The pre test critical thinking and creative thinking scores of 9th standard students of secondary schools are similar in control and experiment group. The post test critical thinking and creative thinking scores of 9th standard students of secondary schools are significantly higher in experiment group as compared to control group. The delayed post test critical thinking and creative thinking scores of 9th standard students of secondary schools are significantly higher in experiment group as compared to control group.

Introduction

Education is the process of all round development of an individual. Education thus enables an individual to live his life efficiently and successfully. Every individual has certain goals in life. He tries to achieve those goals. In this endeavor he/she has to acquire certain skills to lead a happy life in the present democratic society that encounters a number of challenges in economic, social, political and technological fields. These skills are known as Life skills. Every teacher has to keep these skills in his/her mind while creating optimum and challenging learning atmosphere in the classroom situation.

Life Skills Training (LST) helps the promotion of psychological health of children and adolescents in different aspects of their lives and it is considered among the principle preventive programs at primary level. Health is the main section of a happy life and schools have an important role in giving awareness to adolescents regarding health problems and education of life skills to them.

Hossoini (1999) believes that education is the most important and effective period for preventive education is adolescence. For this reason, the experts of psychological health consider the preventive education among adolescents is highly important. Critical thinking includes the component skills of analyzing arguments, making inferences using inductive or deductive reasoning, judging or evaluating and making decisions or solving problems. Background knowledge is a necessary but not a sufficient condition for enabling critical thought within a given subject.

Critical thinking involves both cognitive skills and dispositions. These dispositions, which can be seen as attitudes or habits of mind, include open- and fair-mindedness, inquisitiveness, flexibility, a propensity to seek reason, a desire to be well-informed and a respect for and willingness to entertain diverse viewpoints.

Critical thinking skills :

Skills of estimation of positive and negative dimensions of an experience or event without the influence of personal bias is critical thinking. There is more objectivity in critical thinking

Creative thinking

It is the ability to think innovatively, analyse, create, new think, originality from the basic knowledge in a divergent way.

Objectives of the Study

- To study the difference between two groups (control and experiment) with respect to pretest, posttest and delayed posttest critical thinking scores of 9th standard students of secondary schools of Gadag city.
- To study the difference between two groups (control and experiment) with respect to pretest, posttest and delayed posttest creative thinking scores of 9th standard students of secondary schools of Gadag city.

Hypotheses

- I. There is no significant difference between two groups (control and experiment) with respect to pretest, posttest and delayed posttest critical thinking scores of 9th standard students of secondary schools of Gadag city.

2. There is no significant difference between two groups (control and experiment) with respect to pretest, posttest and delayed posttest creative thinking scores of 9th standard students of secondary schools of Gadag city.

Methodology

The study adopts Experimental research method for investigation.

Sample

One hundred students who are studying IX standard in secondary schools of Gadag city were selected randomly. From this group of 100 students, 50 students are selected for control group and another 50 students are selected for experimental group in the present study.

Tools

The following measurement tools were used for reliable assessment of the variables

- Critical thinking
- Creative thinking

Statistical Techniques

Differential analysis of Analysis of covariance (ANCOVA) between the two groups by pretest scores of as a covariate on posttest and delayed test total life skill and its components scores of 9th standard students of secondary schools of Gadag city in two groups (control and experiment)

Analysis and Interpretation

Hypothesis:

There is no significant difference between two groups (control and experiment) with respect to pre test, post test and delayed post test critical thinking scores of 9th 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.

The results of the above table clearly show the following:

- The two groups (control and experiment) do not differ significantly with respect to pretest critical thinking scores of 9th standard students of secondary schools ($F=0.0138, p>0.05$) at 5% level of significance. It means that, the pretest critical thinking scores of 9th standard students of secondary schools are similar in control and experiment group.
- The two groups (control and experiment) differ significantly with respect to posttest critical thinking scores of 9th standard students of secondary schools ($F=1412.9110, p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the posttest critical thinking scores are different in two groups (control and experiment). It means that, the posttest critical thinking scores of 9th standard students of secondary schools are significantly higher in experiment group as compared to control group.
- The two groups (control and experiment) differ significantly with respect to delayed posttest critical thinking scores of 9th standard students of secondary schools ($F=1391.6693, p<0.05$) at percent level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the delayed posttest critical thinking scores are different in two groups (control and experiment). It means that, the delayed posttest critical thinking scores of 9th standard students of secondary schools are significantly higher in experiment group as compared to control group.

Hypothesis:

There is no significant difference between two groups (control and experiment) with respect to pretest, posttest and delayed posttest creative thinking scores of 9th standard students of secondary schools of Gadag city.

Table-1: Comparison of Effectiveness of Life skills Education between Two Groups (control and experiment) with respect to Pretest, Posttest and Delayed Posttest Critical Thinking Scores of 9th Standard Students of Secondary Schools of Gadag City by Analysis of covariance (ANCOVA)

| Groups | Pretest | | Posttest | | | Delayed posttest | | |
|---------------|---------|------|------------|------|---------------|------------------|------|---------------|
| | Mean | SD | Mean | SD | Adjusted mean | Mean | SD | Adjusted mean |
| Control group | 21.36 | 4.67 | 20.96 | 4.24 | 20.98 | 21.1 | 3.7 | 21.12 |
| Experiment | 21.46 | 3.79 | 42.46 | 2.35 | 42.44 | 41.94 | 2.69 | 41.92 |
| F-test | 0.0138@ | | 1412.9110# | | | 1391.6693# | | |
| P-value | 0.9066 | | 0.0001* | | | 0.0001* | | |

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

Table-2: Comparison of between two groups (control and experiment) with respect to pretest, posttest and delayed posttest creative thinking scores of 9th standard students of secondary schools of Gadag city by Analysis of covariance (ANCOVA)

| Groups | Pretest | | Posttest | | | Delayed posttest | | |
|---------------|---------|------|------------|------|---------------|------------------|------|---------------|
| | Mean | SD | Mean | SD | Adjusted mean | Mean | SD | Adjusted mean |
| Control group | 19.3 | 3.56 | 19.18 | 3.54 | 19.37 | 19.06 | 19.5 | 19.3 |
| Experiment | 20.46 | 3.64 | 44.56 | 3.38 | 44.37 | 42.88 | 42.5 | 20.46 |
| F-test | 2.5940@ | | 1416.8345# | | | 647.2070# | | |
| P-value | 0.1105 | | 0.0001* | | | 0.0001* | | |

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

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.

The results of the above table clearly show the following:

- The two groups (control and experiment) do not differ significantly with respect to pretest creative thinking scores of 9th standard students of secondary schools (F=2.5940, p>0.05) at 5 Per cent level of significance. It means that, the pretest creative thinking scores of 9th standard students of secondary schools are similar in control and experiment group.
- The two groups (control and experiment) differs significantly with respect to posttest creative thinking scores of 9th standard students of secondary schools (F=1416.8345, p<0.05) at 5 Per cent level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the posttest creative thinking scores are different in two groups (Control and experiment). It means that, the posttest creative thinking scores of 9th standard students of secondary schools are significantly higher in experiment group as compared to control group.
- The two groups (control and experiment) differs significantly with respect to delayed posttest creative thinking scores of 9th standard students of secondary schools (F= 647.2070, p<0.05) at 5 per cent level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the delayed posttest creative thinking scores are different in two groups (control and experiment). It means that, the delayed posttest creative thinking scores of 9th standard students of secondary schools are significantly higher in experiment group as compared to control group.

Findings

- The two groups (control and experiment) do not differ significantly with respect to pretest critical

thinking scores of 9th standard students of secondary schools

- A two groups (control and experiment) differs significantly with respect to posttest critical thinking scores of 9th standard students of secondary schools
- A two groups (control and experiment) differs significantly with respect to delayed posttest critical thinking scores of 9th standard students of secondary schools
- The two groups (control and experiment) do not differ significantly with respect to pretest creative thinking scores of 9th standard students of secondary schools
- A two groups (control and experiment) differs significantly with respect to posttest creative thinking scores of 9th standard students of secondary schools
- A two groups (control and experiment) differs significantly with respect to delayed posttest creative thinking scores of 9th standard students of secondary schools

Conclusion

The pretest critical thinking and creative thinking scores of 9th standard students of secondary schools are similar in control and experiment group. The posttest critical thinking and creative thinking scores of 9th standard students of secondary schools are significantly higher in experiment group as compared to control group. The delayed posttest critical thinking and creative thinking scores of 9th standard students of secondary schools are significantly higher in experiment group as compared to control group.

Educational Implications

The results obtained in the present study supports that Life Skills Training increase students creative thinking and critical thinking Skills. Students who enjoy high Self-esteem, Mental health and Assertiveness seem to be less critical of themselves,

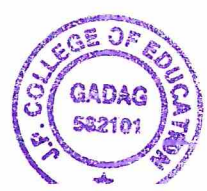
are more able to withstand social and personal pressures, and are better able to act on their own beliefs and values. Life Skills not help to overcome problems, but also equip one to lead a quality life. Living Skills mean being active and taking the responsibility of behaving in a particular manner, in a particular situation for healthy living. Life Skills education per cent enables the children to be actively involved in a dynamic

teaching and learning process. Experimental learning is based on actual practice of what is being taught. Life Skill Education is essentially applicable to school and college students, because it is here that socialization and independent handling of one's situations occur. In fact, Life skill education can even in still a healthier way of handling situations before negative patterns take root.

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