

A Study of Life Skills Education and its Effects on Mental Health of Higher Secondary School Students

Shumila Fatma Naqvi

M.Ed., Eram Girls Degree College, Lucknow

Seema Khan

Assistant Professor, Eram Girls Degree College, Lucknow

ABSTRACT

The present research study was undertaken to investigate Life skills and its effect on mental health of higher secondary schools students and how it's influenced by medium of instruction (private and government school) and gender. The study of life skills and mental health correlation. Descriptive survey method was used. Using a sampling technique, we selected a sample of 100 students of Lucknow. Life skills scale by Dr Chandra Kumari and Ms. Ayushi Tripathi and mental health by Arun Kumar Singh and Alpana Sen Gupta was used by the researcher after checking its reliability and validity after that researcher analysed on the bases of statistical computation there is a very small negative relationship between life skills and mental health of higher secondary school students.

Keywords: Life skills, Mental Health, School, Students, Education

INTRODUCTION

Education helps human being to understand tradition and human value. Education helps in two ways one its make children intelligent, character-oriented on the other side its makes an essential and powerful tools for the development of society the personal progress of the child his mental, physical and emotional development can be achieved only through education.

Education is the third eye of a person it gives insight into all problems. It teaches how to act correctly. It prompts understand the true meaning of life. It removes darkness and shatters illusion. Education is the foundation of the entire super structure of the country we are try to build.

Received: 05.06.2022

Accepted: 30.06.2022

Published: 30.06.2022



This work is licensed and distributed under the terms of the Creative Commons Attribution 4.0 International License (<https://creativecommons.org/licenses/by/4.0>), which permits unrestricted use, distribution, and reproduction in any Medium, provided the original work is properly cited.

The future of our country rests on the shoulder of our current generation. Education plays an important role in making these young people a powerful pillar for today's generation and young people, who will one day pave the way for progress and raise the country to the pinnacle of development.

Today's life is very complex and many face a variety of problems. In today's higher secondary school students face many challenges, including social, educational, financial and psychological issues.

Education helps each learner grow as a whole. Education has important opportunities to influence the future of our society by significantly improving the development of students' life skills.

In this regard, this study considers life skills and mental health.

LIFE SKILLS:

The life skills develop attitudes and belief in a positive manner. Life skills help develop children's/students personality, talents and mental and physical abilities and realize their true potential through learning.

Life skills are defined as "a group of psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationship, empathize with others, and cope with and manage their lives in a healthy and productive manner. Life skills may be directed toward personal actions or actions toward other, as well as toward action to change the surrounding environment to make it conducive to health".

WORD HEALTH ORGANISATION (WHO) in 1993 defined life skill and identified ten core set of skills.

These are:-

- Self-awareness
- Empathy

- Interpersonal communication
- Interpersonal relationship
- Decision making
- Problem solving
- Critical thinking
- Creative thinking
- Coping with emotion
- Coping with stress

MENTAL HEALTH:

Mental health has been regarded as a state of human well-being when recognizing abilities, coping with the stresses of normal life, working productively and successfully, and contributing to the community. World Health Organization (2003) Mental health is the emotional and psychological well-being that allows individuals to use their cognitive and emotional abilities, function in society, and meet the normal needs of daily life.

Mental health can affect relationships in daily life as well as physical health. Mental health also includes the ability to enjoy life and balance life's activities with mental resilience efforts. Since health is a fundamental requirement of life, it is correctly said that "health is wealth". Mental health is important for the overall well-being of individual societies and countries.

NEED OF THE STUDY:

The study addresses the mental health issues and focused on the development of life skills. Life skills education helps the higher secondary students to empower in challenging situations. Life skills help the students to solve issues related to adolescent period and develop a positive attitude. Skills-based education is promoting mental health and wellbeing of school going adolescents. Life-skills ability can change his or her knowledge, mentality and values of life by power. the problem of behaviour and mental health can be removed by life skills.

OBJECTIVE OF THE STUDY:

To find out life skills education and mental health of higher secondary school students.

HYPOTHESIS:

There will be no significant correlation between Life Skills and Mental Health of higher secondary school students.

SCOPE OF THE STUDY:

Research focuses on the formation of Life Skills and Mental Health of higher secondary school students. Life skills education decreasing Mental Health issues and construct self-confidence, encourage critical thinking, foster freedom and help students to communicate more effectively. Life-skills is necessary for the bright future of students.

DE-LIMITATION OF THE STUDY:

1. The study is limited to higher secondary schools of private and government aided schools affiliated to U.P Board and CBSE Board.
2. The study is limited to Lucknow district only.
3. The study is limited to Class 11 and Class 12 students.

RESEARCH DESIGN AND METHODOLOGY:

In this study 'Descriptive survey' method was used.

- **POPULATION:**

The population in the study refers to class 11 and 12 Standard English and Hindi medium private and government aided schools of U.P Board and CBSE Board.

- **SAMPLE:**

The researcher selected randomly 100 students of higher secondary schools. Out of total sample of 100, girls were 50 and boys were 50 from English medium and Hindi medium.

- **SAMPLING TECHNIQUE:**

In the present study purposive random sampling is used.

- **TOOLS:**

The researcher used Life Skills Scale developed by Dr. Chandra Kumari and Ms. Ayushi Tripathi and Mental Health Battery developed by Arun Kumar Singh and Alpana Sen Gupta

- **PROCEDURE OF COLLECTION DATA:**

The researcher has been collected data of higher secondary school Lucknow.

To collect the required data, researcher sought permission of the Principal, Coordinators of investigation.

ANALYSIS AND INTERPRETATION:

The data was subjected to necessary statistical computation.

Table 1:

Showing the life skills mean, standard deviation and t-value of different groups.

Variables	Groups	Number	Mean	SD.	t-value	P-value	Significant
Gender	Boys	50	180.84	18.01	0.5169	0.6064	NS
	Girls	50	179.06	16.39			
Medium of instruction	Private	50	179.36	17.71	17.1195	0.0001	S
	Government	50	180.54	16.74			

From the above table1 it is inferred that Life Skills variable gender shows the difference. It consider to not statistically significant and variables medium of school indicated the difference is considered to be extremely statistically significant.

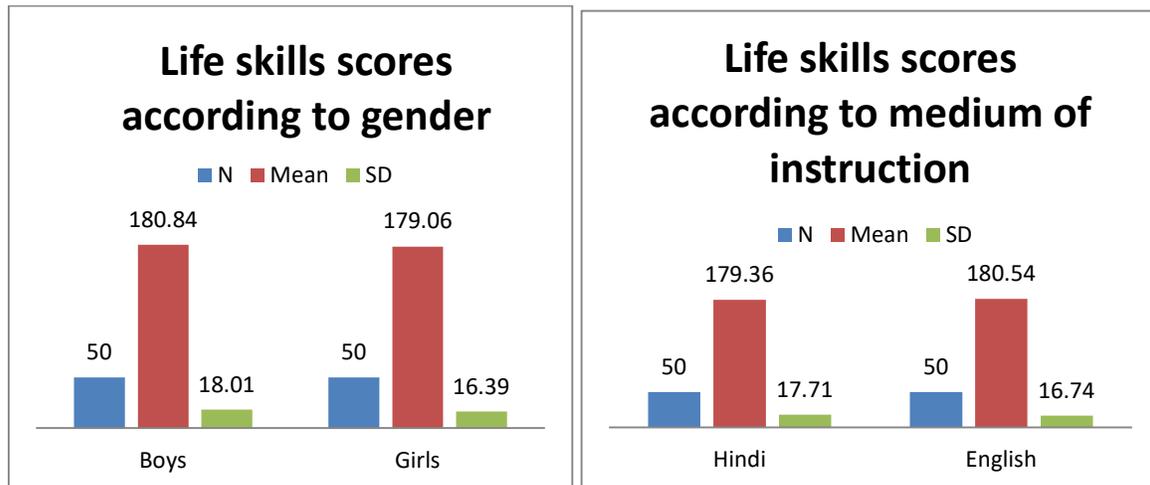


Table 2: Showing the Mental Health Mean, SD and t-value of different groups

Variables	Gender	Number	Mean	SD.	t-value	P-value	Significant
Gender	Boys	50	76.54	7.96	0.1492	0.8817	NS
	Girls	50	76.76	6.93			
Medium of school	Hindi	50	73.38	6.94	4.7940	0.001	S
	English	50	79.92	6.70			

Result of the table 2 indicated that Mental Health of variable gender difference is considered to be not statistically significant and medium of school difference is considered to be extremely statistically significant.

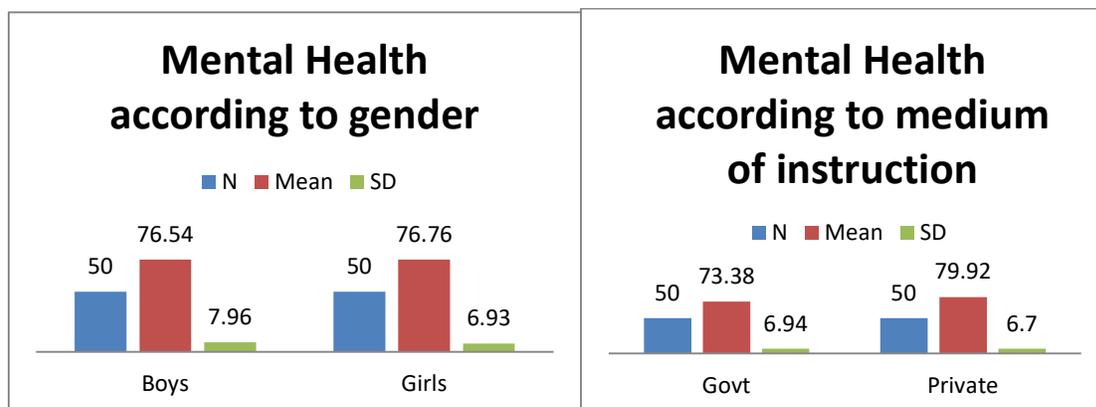
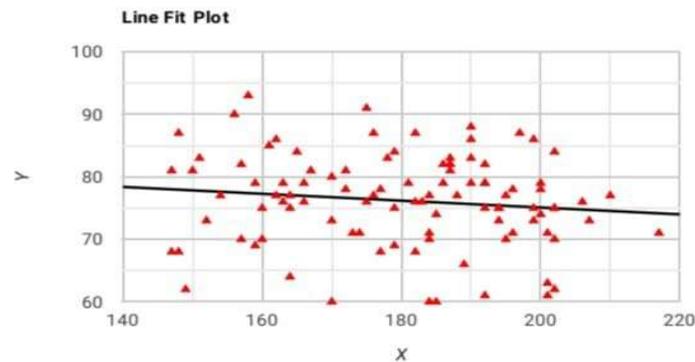


Table 3: showing coefficient correlation value

Variable	'r 'value
Life skills	-0.1287
Mental Health	



From the above table 3 the Pearson Correlation value -0.1287 shows that there is a non-significant very small negative relationship between Life skills and Mental Health of higher secondary school students.

FINDINGS:

There is correlation obtained between Life Skills and Mental Health among higher secondary students was -0.1287 which was negatively correlated. It means that the variables Life Skills and Mental Health have an inverse relationship. This meant that as the variable life skills increase, the other variable mental health decreases, and vice versa. It can be verbally interpreted as there is a substantial negative correlation between Life Skills and Mental Health of higher secondary school students.

CONCLUSION:

Life skills assist person to apprehend greater approximately themselves maintaining someone intellectually wholesome for correct intellectual fitness it important to have appropriate

surroundings which feasible thru existence competencies training the goal of existence competencies is to help each person withinside the attainment of fuller happier greater harmonious and greater powerful existence.

EDUCATION IMPLICATION:

The results of the study are very useful for teachers, parents and all others who are interested and involved in the effort to make the student's passage to adulthood even smoother.

SUGGESTIONS:

- Large sample can be taken up for the similar study.
- Similar study can be conducted in other districts
- Gender, caste etc. other variables can be taken up.
- Same study can be conducted at different level also.

REFERENCES:

1. Aggrarwal, J.C.(1968).Education Research. NewDelhi:Arya Book Depot.
2. Best,Johnw (1977)Research in Education(Indian Edition)NewDelhi:Prentice -Hall of India.
3. Kothari, C.R (2004)Research Methodology: Methods and Techniques (second revised edition)NewDelhi :New Age International Publisher.
4. Aishath Nasheeda (2018)A Narrative Systematic Review of Life skills Education: Effectiveness, Research Gaps And Priorities, Malesia.
5. Daisy P.J.A Radhakrishnan Nair (2018)An exploratory study on Life Skills Intervention And Its Impact on the study skills among young adolescent, India. International Journal of Innovations In Engineering And Technology (IJJET)HTTP://Dx.Doi.Org/10.21172/Ijiet.103.02 volume 10 Issn :2319-1058
6. Kawalekar, J.S.(2017).The value of Life skills in Higher Education .IOSR Journal of Research and Method in Education ,7(3),43-46

-
7. Sharma .M and Bala ,N (2015) Gender Equality through Life Skills Education .Shrinkhla Ek Shodhparak Vaicharik Patrika,2(11),21-24
 8. Singh ,D Shaema ,P.(2016).Status of Life -skill Education and Its practices in India .IJEAR,6(1),67-69
 9. V,P,and Pillai,R(2015).Impact of Life Skills Education on adolescent in rural school.