

# A STUDY ON PERCEPTION TOWARDS LIFE SKILLS EDUCATION AND ITS INFLUENCE ON ACADEMIC ACHIEVEMENT

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**Abstract:** World Health Organisation (WHO) has recommended Ten Life Schools, which are to be developed among the School and College Adolescent students. This is mainly because to face the challenges and to overcome the Problems when they are in the school or college or in life. As per the recommendation of WHO Government of Tamilnadu have taken lot of measures to develop Life Skills among high and higher secondary school students by the past two decades. Presently the investigator has tried to study the perception towards life skills and its influence on academic achievement among high school students. For the study descriptive survey method has been adopted. Four hundred and forty students from twenty two schools have been collected from Villupuram district using simple random sampling technique. Schools include Government, Government Aided and Self financed Types. Descriptive analysis, Differential analysis and correlation analysis have been applied statistically. Hypothesis were tested. The findings clearly show that the level of life skills education among high school students is moderate. The Level of Perception towards life skills education among high school students is moderate. There is a significant difference between life skills education and its influence on academic achievement of high school students. Finally the present study concludes that the perception of life skills is playing a major role to students academic achievement.

**Keywords:** Perception, Life skills, Academic Achievement, High School Students, Life skills education.

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## 1. INTRODUCTION

In modern world students are more engaging in the technological equipments rather than developing life skills. The student's life requires essential life skills to survive in the society in a pleasant manner. In this view the authorities of the school have planned to teach the life skills to the students to make them realize the same in their academic and life settings. Life skills education plays a major role among the students community to fulfill their academic requirements and personal accomplishments. The academic achievement of the students has a close relationship with their life skills. The present student's perception is towards various fields rather than life skills. Hence, the class teachers should emphasize and explain the importance of life skills and also develop them among the students, because the high school students are yet to become an adult. With this consideration the school and teacher should play a major role to implement the life skills education at high school level. Students are very much interested in learning the life skills due to the fact that it leads to the better academic achievements in the subjects. The life skills not only influences in the academic achievements but also in their life settings and work environment. The present investigation, is to make the students realize the importance of life skills education and to develop the perception towards life skill education at high school level. The life skills education is inevitable part of the education system. With the above perspectives the investigator has made an attempt to find out the perception towards the life skills and its influence on academic achievements among the high school students. The school environment is a right platform to develop the life skills and to realize the same.

In the academic stream of the students there are many life skills involved but only few of them are playing a dominant role, in the enhancement of students achievement. The life skills education is playing a major role in the students academic achievement and in personal life and make them strengthened personality. The present investigation is mainly focusing on life skills education and its influence on the academic achievement of students in school level. The students who are familiar in the life skills education will achive in education. The life skills education offers sufficient knowledge and skills to the students not only in academics but also in the life. In this light of the above concept the investigator rationally present the investigation entitled “A Study on Perception towards Life Skills Education and its Influence on Academic Achievement among the High School Students in Villupuram District”

**OBJECTIVES OF THE STUDY**

1. To identify the level of life skills education among high school students
2. To identify the level of perception of life skills education among high school students

**2. RESEARCH METHOD**

The investigator has administered descriptive survey method to find the perception towards life skill education and its influence on the academic achievement of students studying at high school level.

**SAMPLE AND SAMPLING TECHNIQUE**

For the purpose of the investigation, the investigator has collected 440 (Four Hundred and forty) Students from 22 (Twenty Two) schools located in Villupuram District by administering simple random techniques.

**STATISTICAL TECHNIQUES**

The following statistical techniques were applied to the present investigation.

- Descriptive analysis
- Differential analysis
- Correlation Analysis

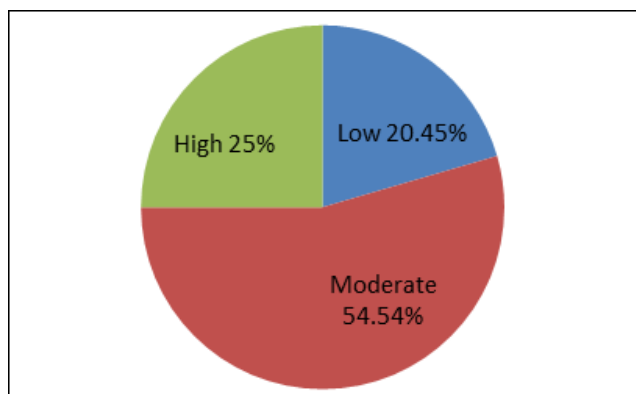
**HYPOTHESES OF THE STUDY**

1. The level of life skills education among high school students is moderate.
2. The level of perception towards life skills education among high school students is moderate.
3. There is no significant difference between life skills education and its influence on academic achievement of high school students.

**TABLE I: The level of life skills education among high school students is moderate**

	<b>N</b>	<b>Low</b>	<b>N</b>	<b>Moderate</b>	<b>N</b>	<b>High</b>
Life Skills	90	20.45%	240	54.54%	110	25%

In the above table the level of life skills education is 20.45 at low level, 54.54% at moderate level and 25 % at high level



**Figure 1: Level of life skills education among high school students**

**TABLE II: The level of perception towards life skills education among high school students is moderate**

Life Skills	N	Low (%)	N	Moderate (%)	N	High (%)
Self Awareness	130	29.54	210	47.72	100	22.72
Problem Solving	110	25	240	54.54	90	20.45
Decision Making	90	20.45	200	45.45	150	34.09
Critical thinking	120	27.27	220	50	100	22.72
Creative Thinking	130	29.54	240	54.54	70	15.90
Interpersonal Relationship	100	22.72	225	51.13	115	26.13
Effective Communication	140	31.81	240	54.54	60	13.63
Empathy	100	22.72	210	47.72	130	29.54
Managing stress and emotions	120	27.27	200	45.45	120	27.27

From the above table the following conclusions are drawn:

The study has found that almost 27% of high school students have high level of decision making (34.09), empathy (29.54) managing stress (27.27) and interpersonal relationship (26.13).

The study has found that nearly 54% of high school students have moderate level in problem solving, creative thinking, effective communication (54.54), and interpersonal relationship (51.13).

The study has found that nearly 22% of high school students have low level critical thinking, managing stress and emotions (27.27) interpersonal relationship and empathy (22.72).

The study has concluded that almost life skills education among high school students have moderate level of Self-awareness, Problem solving, Decision making, Critical thinking, Creative thinking, Interpersonal relationship, Effective communication, Empathy and Managing stress & emotions.

**TABLE III: There is no significant difference between life skills education and its influence on academic achievement of high school students.**

Life Skills	Mean	SD	t	S
Self Awareness	14.49	2.86	2.87	S
Problem Solving	13.95	2.63	2.44	S
Decision Making	14.40	2.79	8.65	S
Critical thinking	16.19	3.31	8.95	S
Creative Thinking	18.29	3.61	9.07	S
Interpersonal Relationship	16.08	3.60	4.61	S
Effective Communication	15.02	3.14	5.40	S
Empathy	13.92	3.01	8.51	S
Managing stress and emotions	26.30	4.41	6.61	S

#### Significant at 5% level 1.97

The above table has revealed that the calculated 't' value is higher than the table value (1.97) at 5% level. It is inferred that there is a significant difference between all the life skills such as Self-awareness, Problem solving, Decision making, Interpersonal relationship, Effective communication, Empathy and Managing stress & emotions and its influence on academic achievement of high school students. Hence, the Hypothesis framed by the investigator is rejected in the findings of the study. There is a significant difference between life skills education and its influence on academic achievement of high school students.

### 3. CONCLUSION

The present investigation strongly concludes that the life skills education is one among the inevitable subjects to the students' community because it is an integral part of education and Life. Hence the life skills education perceived by students will support for their higher studies, to select a right carrier and to live as a good citizen. Here the present

investigation has stressed upon the importance of life skills education in the schools in order to achieve academically and ultimately to reach their goals. The present study finally concludes that the perception of life skills is playing a major role to students academic achievement. Hence it is important to motivate the students to become familiar in the life skills through their school activities.

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