

**IMPACT STUDY OF HEALTH EDUCATION AND LIFE  
SKILL PROGRAMME- 'ULLASAPPARAVAKAL'**

**Standard I & II**

**Project Report**

**National Population Education Project**



**State Council of Educational Research and Training (SCERT),  
Poojappura, Thiruvananthapuram, Kerala  
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## **PREFACE**

The study entitled "Impact Study of Health Education and Lifeskill Programme Ullasapparavakal." was conducted by SCERT, Kerala to assess the acquisition of life-skills among pupils of classes I and II with the introduction of the Health Education and Life Skill Programme- Ullasapparavakal.

Ullasapparavakal was introduced in 93 schools throughout the state as part of the activities of the ORC Project of the academic year 2016-'17.

The objective of "Ullasaparavakal" Health Education and Life Skill Programme -HELP (STD I to XII) is to equip children with abilities for adaptive and positive behavior that enables them to deal effectively with the demands and challenges of everyday life and the right attitude to develop healthy habits and responsible behavior, including gender sensitivity, through imparting of participatory Life Skill Education Programme.

As part of the package of learning materials, Workbook for students and Handbook for teachers for all classes were developed by SCERT in consultation with experts, physicians, practicing teachers, faculty from DIETs and representatives from SSA Kerala.

It is a fact that the school is the most important medium to reach out to young people. Hence the programme which was designed to influence children was incorporated into the educational system through the curriculum. The study proved that the intervention of ullasapparavakal enhanced the knowledge level of learners to some extent.

Let me place on record my sincere gratitude to all the crew who have involved in the study. Without their whole-hearted cooperation the study would not have been materialized.

Suggestions for improvement are most welcome.

**Dr. J. Prasad**  
Director  
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## **ACKNOWLEDGEMENT**

The purpose of the study entitled IMPACT STUDY OF HEALTH EDUCATION AND LIFE SKILL PROGRAMME- ‘ULLASAPPARAVAKAL’ is an intervention programme for finding out the effectiveness among the students of various classes on the acquisition of life skills. I gratefully acknowledge NCERT for the financial support rendered to complete this work. I wish to express my thanks to Dr. J. Prasad, Director, SCERT for providing all support for the successful completion of the study. I express my deep sense of gratitude to Research Team who assisted me in this course of work. The project is based on an in-depth survey conducted among the children from classes 1 to 12 of the selected schools in the districts of Kannur, Wayanad, Palakkad, Ernakulam, Idukki and Thiruvananthapuram. I would like to thank all the participants who have sincerely cooperated with the study. I express my sincere thanks to teachers of respective schools for their unconditional cooperation and support throughout the data collection. I would like to thank the school authorities who rendered their support for the data collection. I also express my deep sense of gratitude to ‘Encreate’ for their support in connection with the data analysis of the study.

**Dr.Meena S**

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## EXECUTIVE SUMMARY

Education in Schools should help children understand themselves better in terms of self perception, self awareness self actualization and self-worth. This knowledge of self should not isolate the child because child lives in a society. This means that the school has to endow children with social skills that can enhance favourable and positive interpersonal relationship. It is also recognized that the development of life skills should be the primary concern of education because there is a gap between content of education and the living experience of the students. There is an increased demand for introducing well-designed life skill training programmes for school children. The effective participatory teaching methods adopted in Life Skill Education programmes which enable the pupil for the acquisition of life skills. SCERT, Kerala has taken effort to develop Handbooks and Workbooks titled '*Ullasapparavakal*' for transacting components of Life Skills to students from standard I to XII.

An intervention programme was conducted for finding out the effectiveness of '*Ullasapparavakal*' – the Health Education and Life Skill programme, among the students of various classes on the acquisition of life skills. The present study is an impact study of Health Education and Life Skill Programme- *Ullasapparavakal* for the classes I and II. Survey cum experimental method was adopted for conducting the study. Design selected for experimentation is 'Pretest-Posttest single group design'. The trained test administrators were given the responsibility to conduct and collect the data of the pre-test, and post-test from students of standard I & II. As a result of the intervention of *Ullasapparavakal* among the total sample of Std I, it is found that the life skills enhanced at the knowledge level were empathy and decision making but when considering the acquisition of the skills the life skills

developed were self-awareness and critical thinking. It is also seen that there is enhancement in the overall life skills, but at the attitude level the intervention programme was not at all effective among the class I students. Gender is not found as significant factor in enhancing the life skills among the students of standard I at the knowledge, attitude, skill and overall life skill level. At the same time locale is a significant factor in the life skill enhancement in such a way that programme is more effective for rural students than urban students at the knowledge, skill and overall life skill level.

The intervention of Ullasapparavakal seems to be effective in standard II. At the knowledge level the skill enhanced was decision making, at the attitude level the life skill enhanced was interpersonal relationship skill but when considering the acquisition of skills the life skills developed were self-awareness and critical thinking. In the overall level also the intervention programme was found effective. In standard II it is also found that gender is not a significant factor in enhancing the life skill at the knowledge, attitude, skill and overall life skill levels whereas locale is a significant factor in enhancing the life skills in all levels except in the acquisition of skills. The programme is found more effective for the urban students than the rural students in the knowledge, attitude, skill and overall life skill levels.

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# **IMPACT STUDY OF HEALTH EDUCATION AND LIFE SKILL PROGRAMME- 'ULLASAPPARAVAKAL'**

## **CHAPTER I**

### **INTRODUCTION**

Education aims at preparing a child for adult life. It develops such abilities and capacities that can make a child competent enough to deal with various challenges of life. As a social institution, schools play a central role in the construction of children's perception of themselves of the social world and of their place within it (Devine, 2003). A paradigm shift has been witnessed in the roles played by the schools in equipping themselves to face the futuristic challenges in the society.

The National Curriculum Framework (2005) recommends that the children's life at school must be linked to their life outside the school. This principle marks a departure from the legacy of bookish learning which continues to shape our system and cause a gap between the school and community. NCF signifies an attempt to implement the idea of discouraging the rote learning and the maintenance of sharp boundaries between different subject areas. This has led to the reorganization of the education system for providing high standards of academic qualifications along with inculcating skills such as creativity, communication, empathy etc. These skills are interrelated and reinforce each other. Together they are responsible for the psychosocial competence, building self esteem and self efficacy to nurture holistic self development.

Life skills help individuals and communities to make informed decisions, solve problems, think critically and creatively, empathize with others, communicate effectively, build healthy relationships and cope with stress and emotions and manage life in a productive manner. Thus, Life Skills are essentially the abilities that promote mental and social well being in situations encountered in the course of life. It helps to reinforce a person's sense of self as an individual member of a household community and society.

Life skills have been defined as “the abilities for adaptive and positive behavior that enables the individuals to deal effectively with the demands and challenges of everyday life” (WHO, 2004).

### **Key Life Skills recommended by World Health Organization**

- Self Awareness
- Creative Thinking
- Critical Thinking
- Decision Making
- Problem Solving
- Communication
- Interpersonal Relationship
- Empathy
- Coping with Emotions
- Coping with Stress

### **Life skill Education in Schools**

Education in Schools should help children understand themselves better in terms of self perception, self awareness self actualization and self-worth. This knowledge of self should not isolate the child because child lives in a society. This means that the school has to endow children with social skills that can enhance favourable and positive interpersonal relationship.

The effective participatory teaching methods adopted in LSE programmes which enable the pupil for the acquisition of life skills. It is recognized that school is the most important medium to reach out to young people. So any programme designed to influence the children should be incorporated into the educational system. It is the duty of the society to empower the students to help themselves through education.

### **Our Responsibility to Children (ORC)**

Government of Kerala has identified Department of Education as one of the key stakeholders of project – ‘*Our Responsibility to Children*’. It is a school based initiative by Government of Kerala to ensure better protection and development of children through capable and responsible mentoring by parents, teachers, peers and society at large. It is a project of Integrated Child Protection Scheme (ICPS), a unique social experiment initiated in Kerala to create a safe, nurturing and just environment in schools. ORC tries to identify risk and preventive factors and empower school children with better life skills. It aims to facilitate children to realize their full potential and become productive members of society. In the ORC project, 93 schools are selected throughout the state. The major partners of ORC project implemented in selected 93 schools of the state are Department of Education and SCERT, Kerala.

Out of the 93 Experimental Schools selected for the transaction of ‘Ullasapparavakal’ – the Health Education and Life Skill programme, one school from each district and hence 14 schools were selected for conducting a novel initiative of ORC, SMART 40 (Sensible, Motivated, Able, Responsible, Talented-40). The idea is to form a team of 40 students each, at High School and Higher Secondary level, which will comprise mostly students facing various issues and few students who possess leadership and other social skills to act as peer mentors.

## Need and Significance of the study

Education is preparing child to live effectively in the contemporary society. Society is dynamic and the traditional system of education is not at all effective to lead life for the kinds of complexities that have developed in the contemporary society.

It is also recognized that the development of life skills should be the primary concern of education because there is a gap between content of education and the living experience of the students.

It is a well established fact that education ultimately aims at formation of a complete man which is possible only when students are exposed to various life skills. Each student has different problems and needs, different skills to cope up with them. Life skills cuts cross application of knowledge, values, attitudes and skills in the process of individual development and lifelong learning. Life skill programmes enable people to translate knowledge, attitudes and values into action.

Therefore, there is an increased demand for introducing well-designed life skill training programmes for school children. Schools should include Life Skill Education and Life Skills Intervention programmes in their curriculum to cater to the needs of 21<sup>st</sup> century. Hence the present study.

## Statement of the Problem

SCERT, Kerala has taken effort to develop Handbooks and Workbooks titled '*Ullasapparavakal*' for transacting components of Life Skills to students from standard I to XII.

An intervention programme was conducted for finding out the effectiveness of '*Ullasapparavakal*' – the Health Education and Life Skill programme, among the students of various classes on the acquisition of life



skills. The present study is therefore entitled as “Impact study of Health Education and Life Skill Programme- *Ullasapparavakal*”.

### **Objectives of the Study**

- To assess the content of the handbook and workbook ( Ullasapparavakal – The Health Education and Life Skill Programme) by teachers.
- To evaluate the strategies specified in the handbook of Ullasapparavakal by teachers.
- To evaluate the learning activities prescribed in the handbook and workbook of Ullasapparavakal.
- To assess the learning outcomes acquired by the students through the transaction of Ullasapparavakal.
- To assess the structure of ‘Ullasapparavakal’ in terms of presentation, title, layout, pictures and language.
- To assess the levels of life skills present among the students of various classes using a pretest before the implementation of Health Education and Life Skill Programme.
- To find out the effectiveness of Health Education and Life Skill Programme among the students of various classes on the acquisition of life skills.

## CHAPTER II

# METHODOLOGY

Since the study intends to analyze the effectiveness of Life Skill Education programme '*Ullasapparavakal*', Survey cum experimental method was adopted for conducting the study. Design selected for experimentation is 'Pretest-Posttest single group design'.

### Sample Selected for the Study

Sample selected for the study consisted of students of different standards ranging from 1 to 12 from six selected districts of Kerala where ORC programme are being conducted. Data were collected from students of both boys and girls from rural and urban areas. The total students participated in the pretest were 2161 of which 1051 were boys and 1110 were girls, 575 were rural students and 1586 were urban students. Among the 1279 students participated in the post test, 579 were boys and 700 girls, 409 were rural students and 870 were urban students, studying in standard 1 to 12 from ten selected schools. Besides this sample 52 teachers were also selected from the same schools for the research purpose. Here in this report the students of class I & II are analysed.

### Criteria for the selection of schools

The schools from six districts selected for the study belonging to South zone, North zone, Middle zone and hilly/ tribal areas where ORC programme were conducted.

**Table 1 Break-up of the sample schools selected for the study**

SI.No	District	Name of School
1	Thiruvananthapuram	Govt.HSS, Kachani
2	Thiruvananthapuram	Govt.HSS, Vattiyoorkavu
3	Ernakulam	Govt.HSS,Edapally
4	Waynadu	Govt.HSS, Vakery
5	Palakkad	Govt.HSS, Bigbazer
6	Ernakulam	Govt.HSS, Elamakkara
7	Kannur	Shenoy Smaraka Govt. HSS, Payyannur
8	Kannur	Govt.Brennen HSS, Thalassery
9	Idukki	GTHSS Murikkattukudy
10	Palakkad	GMM GHSS

### **Tools and materials used for the study**

The tools used for the present study were

Life Skill Test for students studying in standard I & II.

Ullasapparavakal –work book and Hand book

Assessment scale for teachers

Rating scale for teachers

Interview Schedule for Heads of the Schools

Discussion Points for Teachers

## Data Collection Procedure

The trained test administrators were given the responsibility to conduct and collect the data of the pre-test, and post-test from students of standard I & II. The pre-test, intervention programme i.e., the administration of Health and Life Skill Education programme– ‘Ullasapparavakal’ and the posttest were conducted on same group of students. The test administrators were also given the responsibility to collect data from teachers and Heads of schools by administering the various tools.

In all the schools selected for the study the presence of a member of research team was ensured at the time of administration of the tools. The data collected thus were tabulated, analysed with the help of SPSS and used for the preparation of the report.

## CHAPTER III

# ANALYSIS AND INTERPRETATION OF DATA

## STANDARD I

The data collected from the administration of different tools were analysed and presented below under different heads.

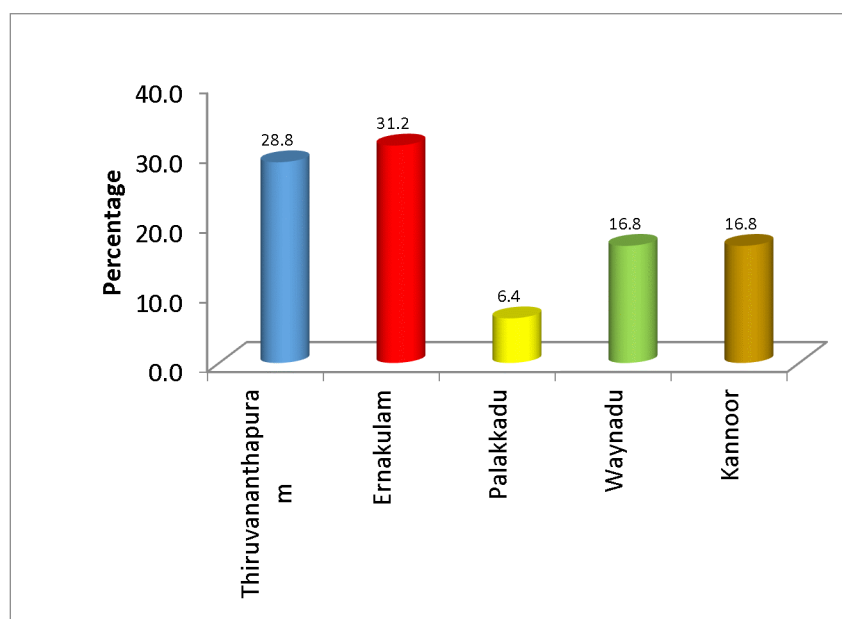
### Background characteristics:

Percentage distribution of background characteristics of the students of Standard I in selected districts is presented in the following Table 1.1

**Table 1.1**  
**Percentage distribution of the sample in selected districts**

Districts	Schools	Count	Percent
Thiruvananthapuram	G.H.S.S, Kachani	36	28.8
Ernakulum	G.H.S.S, Elamakkara	39	31.2
Palakkad	G.H.S.S, Bigbazar	8	6.4
Wayanadu	G.V.H.S.S, Vakery	21	16.8
Kannur	Shenoy Smaraka G H.S.S, Payyannur	21	16.8

As per Table 1.1, the highest percentage (31.2 %) of sample is found in Ernakulum district which is followed by Thiruvananthapuram (28.8 %), Waynadu (16.8%), Kannur (16.8%) and the least in Palakkad (6.4%). The following graph shows the sample in selected districts.



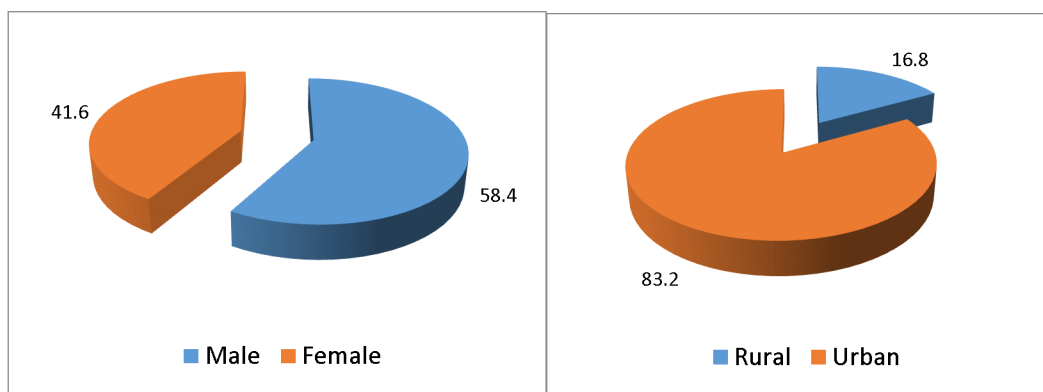
**Figure 1.1- Percentage distribution of the sample in selected districts**

Percentage distribution of the sample in selected districts based on Gender and Locality is presented in Table 1.2

**Table 1.2  
Percentage distribution of the sample based on Gender and Locality**

Sub samples		Count	Percentage
Gender	Boys	73	58.4
	Girls	52	41.6
Locality	Rural	21	16.8
	Urban	104	83.2

As per Table 1.2, the gender-wise distribution of sample shows that 58.4 % of them are boys and 41.6 % are girls. It is also observed that 83.2 % of the sample is from urban area and 16.8 % from rural area indicating an urban dominance in the sample. A graphical representation of the sample based on Gender and Locality is given below.



**Figure 1.2-Percentage distribution of the sample based on Gender and Locality**

## RESULTS OF PRETEST

### I Knowledge on Life Skills

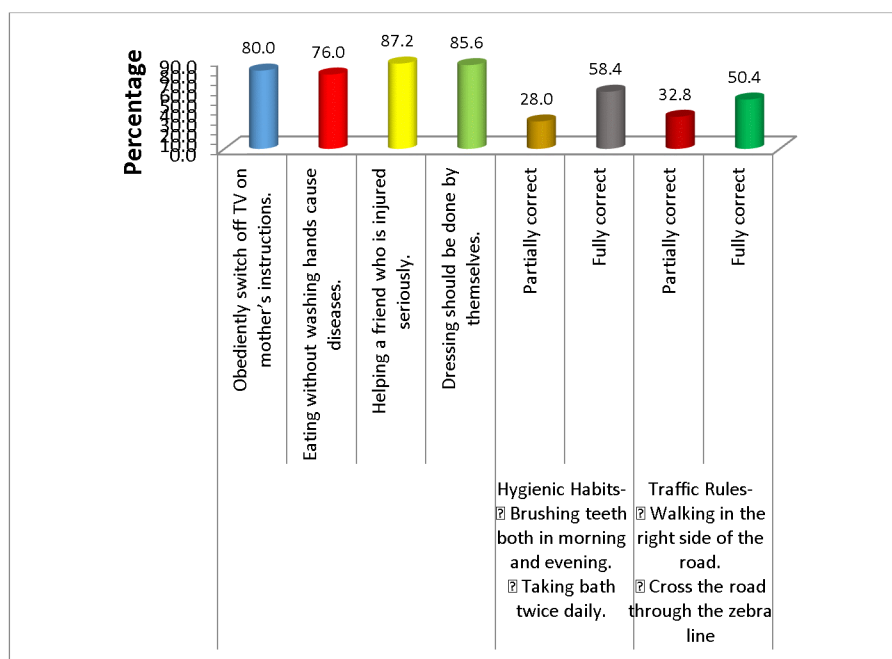
Questions related to ‘Knowledge on Life Skills’ of students are analyzed and presented in the following Table.

**Table 1.3**  
**Percentage distribution of sample on Knowledge on Life Skills**

Q.No	Correct Statement on Effective Life Skill	Life Skill	Number of Students	Percentage
5	Obediently switch off TV on mother’s instructions.	Coping with emotions	100	80.0
7	Eating without washing hands cause diseases.	Critical Thinking	95	76.0
8	Helping a friend who is injured seriously.	Empathy	109	87.2
10	Dressing should be done by themselves.	Decision Making	107	85.6
11	Hygienic Habits- Brushing teeth both in morning and night. Taking bath twice daily.	Decision Making	73	58.4
13	Traffic Rules- Walking in the right side of the road. Cross the road through the zebra line.	Decision Making	63	50.4

From Table 1.3, it can be seen that 80% of students can ‘cope with their emotions’ by obediently switching off TV on mother’s instruction. 87.2%

of students possess ‘empathy’ to help a friend who is injured seriously.85.6% of the students accomplishes ‘decision making skill’ to dress by themselves.76% of students have ‘critical thinking skill’ for washing hands before eating food. 58.4% have ‘decision making skill’ to practice hygienic habits such as brushing of teeth both in the morning and night and taking bath twice daily. 50.4% have ‘decision making skill’ to obey traffic rules such as walking in the right side of the road and crossing the road through zebra line. The following graph presents the percentage distribution of students on Knowledge on Life Skills.



**Figure 1.3- Percentage distribution of sample on Knowledge on Life Skills**

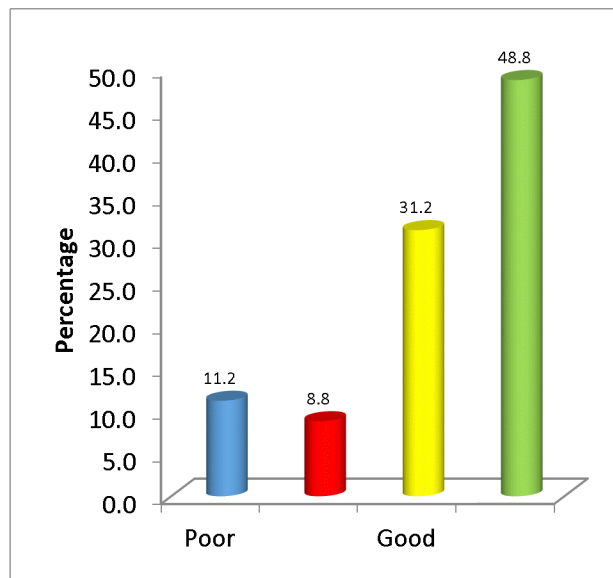
**Table 1.4  
Levels of Knowledge on Life Skills**

Knowledge	Count	Percent
Poor	14	11.2
Moderate	11	8.8
Good	39	31.2
Very Good	61	48.8

Table 1.4 shows that 48.8 % of students are having ‘very good’ level of knowledge on Life Skills. The level of Knowledge on Life Skills of



31.2 % are at ‘good’ level, 11.2 % of students are at ‘poor’ level and 8.8 % are having ‘moderate’ level of knowledge on Life Skills. Therefore, it is seen that about half (48.8%) of the sample have ‘very good’ level of Knowledge. The Levels of Knowledge on Life Skills among students is clear from the following graph.



**Figure 1.4 - Levels of Knowledge on Life Skills**

**Table 1.5**  
**Knowledge on Life Skills of students based on Gender and Locale**

Sub samples		Mean	SD	N	t	p
Gender	Boys	6.1	1.8	73	0.2	0.841
	Girls	6.1	1.9	52		
Locale	Rural	4.3	1.6	21	5.64**	0.000
	Urban	6.5	1.6	104		

\*\* Significant at 0.01 level

The Mean and SD of Knowledge on Life Skills of boys are 6.1 and 1.8 whereas that of girls are 6.1 and 1.9 respectively. The ‘t’ value obtained is 0.2 which is not significant even at 0.05 level (Table 1.5). Therefore, it is inferred that there is no significant difference between the boys and girls with respect to Knowledge on Life Skills. The Mean and SD of Knowledge on

Life Skills of rural students are 4.3 and 1.6 and that of urban students are 6.5 and 1.6 respectively. The ‘t’ value obtained on Knowledge on Life Skills of rural and urban students is 5.64 which is significant at 0.01 level. Therefore it is seen that there is significant difference between rural and urban students’ Knowledge on Life Skills. Since the Mean of the urban students (6.5) is higher than that of rural students (4.3), it is inferred that urban students have better Knowledge on Life Skills than rural students.

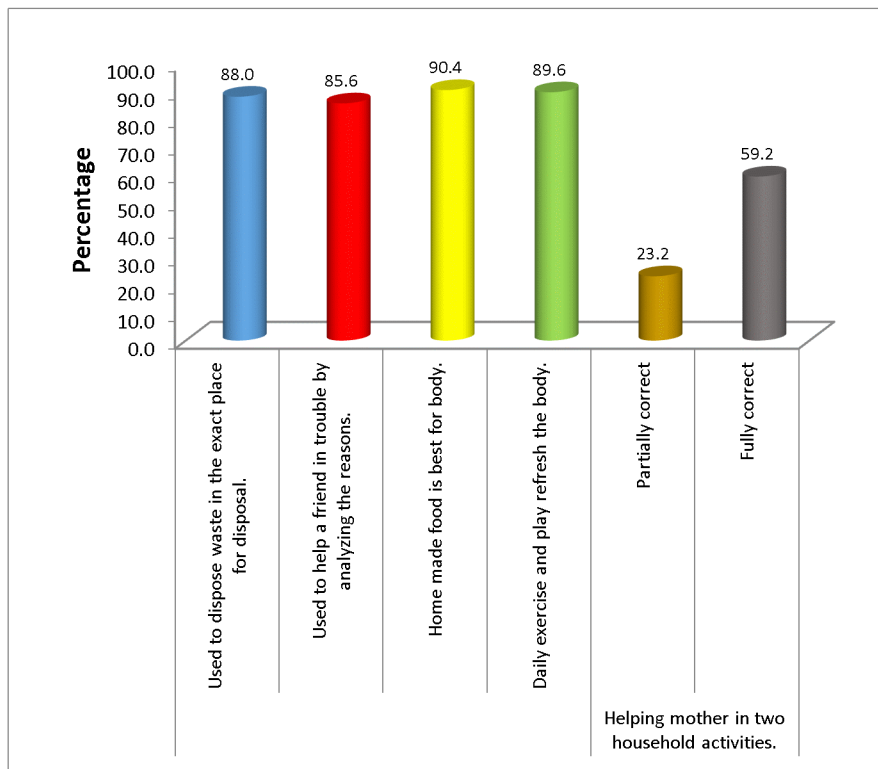
## II. Attitude of Students towards Life Skills

**Table 1.6**  
**Percentage distribution of students according to**  
**attitude towards Life Skills**

Q. No	Correct Statement on Effective Life Skill	Life Skill	Number of Students	Percentage
1	Used to dispose waste in the exact place for disposal.	Decision Making	110	88.0
4	Used to help a friend in trouble by analyzing the reasons.	Problem Solving	107	85.6
6	Home made food is best for body.	Critical Thinking	113	90.4
9	Daily exercise and play refresh the body.	Self-awareness	112	89.6
14	Helping mother in two household activities.	Interpersonal relationship	74	59.2

Table 1.6 reveals that 88% of the students have the positive attitude of ‘decision making skill’ to dispose waste in the exact place for disposal. 85.6% of students possess ‘problem solving skill’ to help a friend in trouble by analyzing the reasons. 90.4% have ‘critical thinking skill’ to agree the fact that home made food is best for body. 89.6% of students possess ‘self-awareness skill’ to practice daily exercise to refresh the body. 59.2 % of the students have the skill ‘interpersonal relationship’ to help the mother in household activities.

A graphical representation of percentage distribution of Attitude of students towards Life Skills is given below.



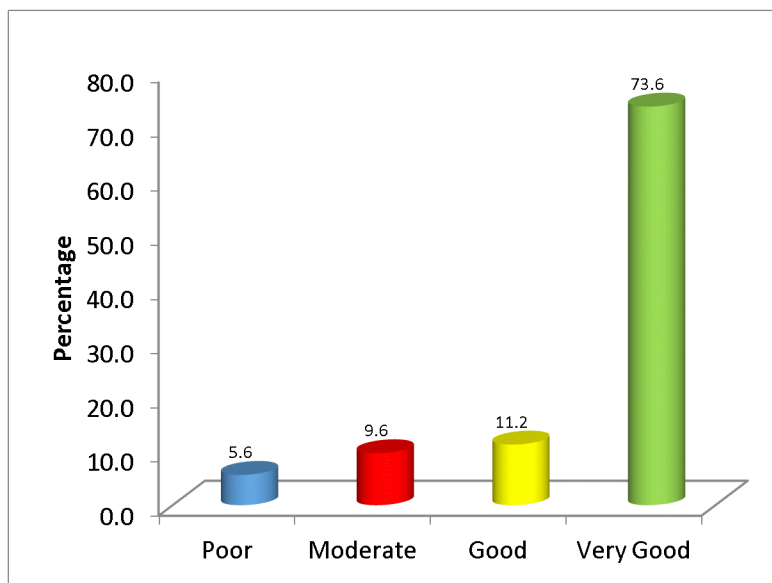
**Figure 1.5- Percentage distribution of students according to attitude towards Life Skills**

**Table 1.7  
Levels of Attitude on Life Skills**

Levels of Attitude	Count	Percent
Poor	7	5.6
Moderate	12	9.6
Good	14	11.2
Very Good	92	73.6

Table 1.7 indicates that 73.6 % of students are at ‘very good’ level of attitude and 11.2 % are at ‘good’ level of attitude. The level of attitude on Life Skills of 9.6 % is at ‘moderate’ level and 5.6 % of students are at ‘poor’ level. So it is inferred that majority of the sample are at ‘very good’ level of

attitude. A graphical representation of Levels of Attitude towards Life Skills is given below.



**Figure 1.6- Levels of Attitude on Life Skills**

**Table 1.8**  
**Attitude towards Life Skills of Students based on Gender and Locale**

Sub Sample		Mean	SD	N	t	p
Gender	Boys	4.9	1.2	73	0.52	0.606
	Girls	5.0	1.2	52		
Locale	Rural	3.9	1.5	21	4.64**	0.000
	Urban	5.2	1.0	104		

\*\* Significant at 0.01 level

The Mean and SD of Attitude on Life Skills of boys are 4.9 and 1.2 whereas that of girls are 5.0 and 1.2 respectively. The t-value obtained is 0.52 which is not significant even at 0.05 level. Therefore, it is inferred that there is no significant difference between boys and girls with respect to attitude on Life Skills. The Mean and SD of attitude on Life Skills of rural students are 3.9 and 1.5 and that of urban students are 5.2 and 1.0 respectively. The t-value obtained for attitude towards Life Skills of rural and urban students is 4.64 which is significant at 0.01 level. Therefore, it is interpreted that there is significant

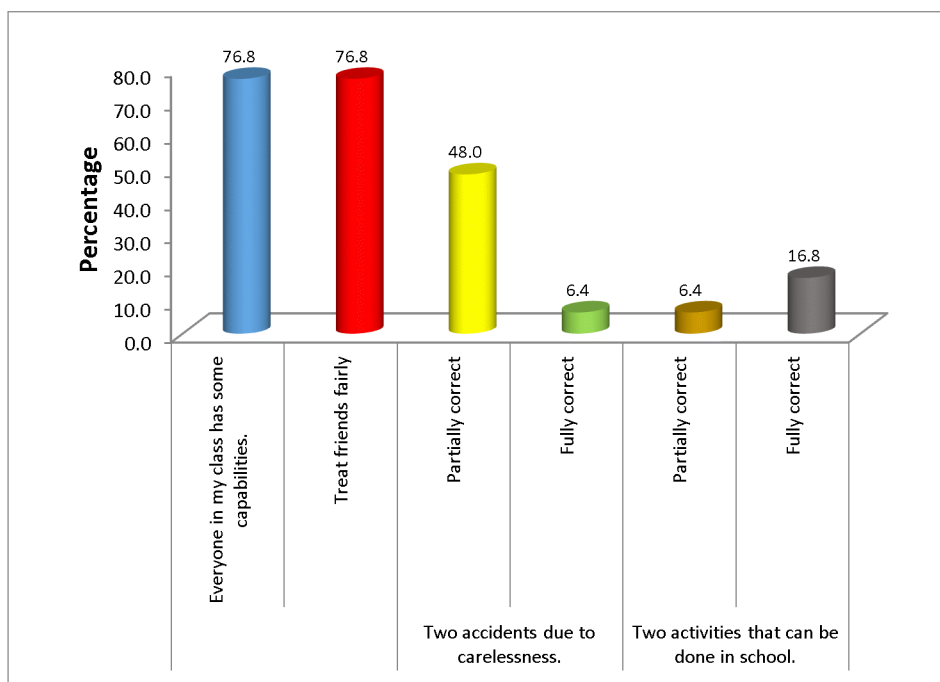
difference between rural and urban students' attitude on Life Skills. Since the Mean of the urban students (5.2) is higher than that of rural students (3.9), it is interpreted that urban students have better attitude on Life Skills than that of rural students.

### III. Skills of students related to Life Skills

**Table 1.9**  
**Percentage distribution of students' Skill related to Life Skills**

Q.No	Correct Statement on Effective Life Skill	Life Skill	Number of Students	Percentage
2	Everyone in my class has some capabilities	Critical Thinking	96	76.8
3	Treat friends fairly	Self-awareness	96	76.8
12	Two accidents due to carelessness.	Critical Thinking	8	6.4
15	Two activities that can be done in school.	Self-awareness	21	16.8

As per Table 1.9, it is understandable that 76.8% of the students possess 'critical thinking skill' to recognize that everyone has some capabilities. 76.8% of the students possess 'self-awareness skill' to identify their ability to fairly treat their friends. 6.4 % of the students possess 'critical thinking skill' to identify the accidents due to carelessness. About 16.8% of students possess 'self- awareness skill' to select and engage in suitable activities conducted by the School. The following graph shows the percentage distribution of students having Skills related to Life Skills.

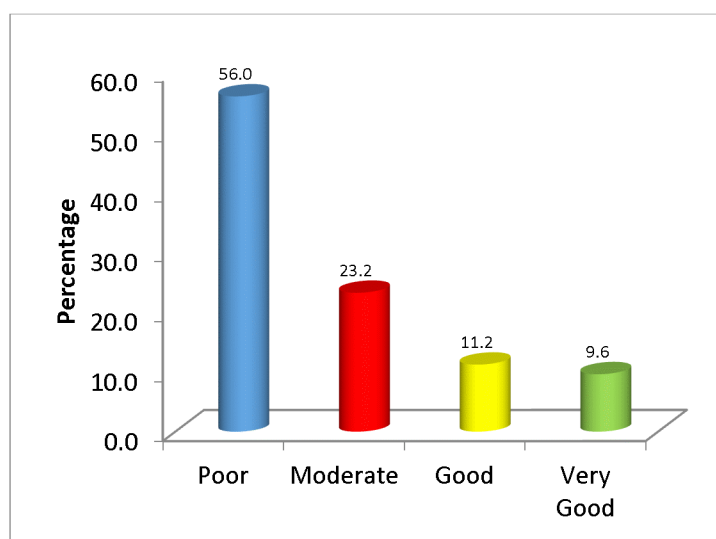


**Figure 1.7- Percentage distribution of students having Skill related to Life Skills**

**Table 1.10  
Levels of students' Skills on Life Skills**

Levels of Skills	Count	Percent
Poor	70	56.0
Moderate	29	23.2
Good	14	11.2
Very Good	12	9.6

Table 1.10 exposes that 56.0 % of students have attained skill related to Life Skill at 'poor' level. The level of skills of 23.2 % are at 'moderate', 11.2 % of students are at 'good' level and 9.6 % are having 'very good' level of Skill. Therefore, it is inferred that above half (56.0%) of the sample are having 'poor level' of Skill related to Life Skills which is clear from the following graph.



**Figure 1.8- Levels of students' Skill on Life skills**

**Table 1.11**  
**Skills related to Life Skills of students based on Gender and Locale**

Sub sample		Mean	SD	N	t	p
Gender	Boys	2.6	1.4	73	1	0.319
	Girls	2.4	1.1	52		
Locale	Rural	1.7	1.1	21	3.48**	0.001
	Urban	2.7	1.3	104		

\*\* Significant at 0.01 level

The Mean and SD of Skill related to the Life Skills of boys are 2.6 and 1.4 whereas that of girls are 2.4 and 1.1 respectively and the 't'-value obtained is not significant even at 0.05 level. Therefore, it is inferred that there is no significant difference between the boys and girls with respect to skill related to Life Skills. The Mean and SD of Skill related to Life Skills of rural students are 1.7 and 1.1 and that of urban students are 2.7 and 1.3 respectively. The 't'-value obtained on skill related to Life Skills of rural and urban students is 3.48 which shows significance at 0.01 level. Hence, it can be interpreted that there is significant difference between rural and urban students' skills related to Life Skills. Since the mean of the urban students (2.7) is higher than that of

rural students (1.7), it can be interpreted that urban students are more skillful related to Life Skills than rural students.

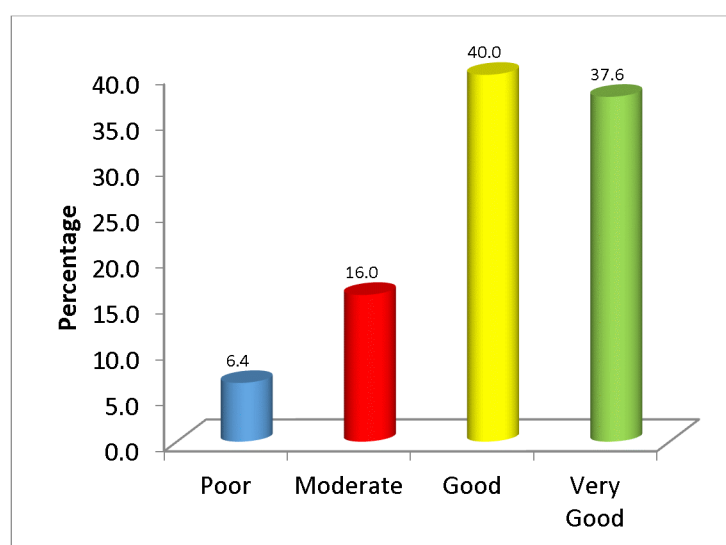
#### IV Overall Life skills of Students

Data obtained on Life Skills of students related to knowledge, attitude and skills were clubbed together and different levels of Life Skills were found out and presented in the following Table 1.12.

**Table 1.12**  
**Levels of overall Life Skills of students**

Life Skill	Count	Percent
Poor	8	6.4
Moderate	20	16.0
Good	50	40.0
Very Good	47	37.6

From Table 1.12 it is clear that 40.0 % of students are having overall Life Skills at ‘good’ level, 37.6 % at ‘very good’ level, 16.0 % of students at ‘moderate’ level and 6.4 % are ‘poor’ level of Life Skills. It is seen that majority is above the ‘good’ (77.6%) level of Life Skills. A graphical representation of Levels of Life Skills of students is given below



**Figure 1.9- Levels of overall Life Skills of Students**



**Table 1.13**  
**Overall Life Skills of students based on Gender and Locale**

Sub sample		Mean	SD	N	t	p
Gender	Boys	13.6	3.3	73	0.1	0.924
	Girls	13.6	3.5	52		
Locale	Rural	9.9	3.3	21	6.37**	0.000
	Urban	14.3	2.9	104		

\*\* Significant at 0.01 level

The Mean and SD of overall Life Skills of boys are 13.6 and 3.3 whereas that of girls are 13.6 and 3.5 respectively. The ‘t’-value obtained is 0.1 which is not significant even at 0.05 level. Therefore, it is inferred that there is no significant difference between the boys and girls with respect to overall Life Skills. The Mean and SD of overall Life Skills of rural students are 9.9 and 3.3 and that of urban students are 14.3 and 2.9 respectively. The ‘t’-value obtained on overall skills related to Life Skills of rural and urban students is 6.37 which is significant at 0.01 level. Hence, it can be interpreted that there is significant difference between rural and urban students Life Skills. Since the Mean of the urban students (14.3) is higher than that of rural students (9.9), it can be interpreted that urban students have more overall Life Skills than rural students.

### **Effectiveness of Intervention on Life Skills of students studying in Standard 1 (Results of Posttest)**

In order to find out the Effectiveness of intervention on Life Skills of students studying in standard 1 in Knowledge, Attitude and Skill, pretest and posttest on life skills were administered and results were analyzed and compared. The effectiveness of Intervention on Knowledge, Attitude and Skills were found out and presented under different heads.

At the time of administration of pretest 125 students were present. But for the intervention and for the post test some of the students who have attended

the pretest were dropped out. Therefore, the number of students who were present in the intervention and post test only were considered for final analysis.

### Effectiveness of Intervention on Knowledge on Life Skills of students

**Table: 1.14**  
**Effectiveness of Intervention on Knowledge on various**  
**Life Skills of students**

Q. No	Correct Statement on Effective Life Skill	Life Skill	Pretest		Posttest		Z#	p
			No.	%	No.	%		
5	Obediently switch off TV on mother's instructions.	Coping with emotions	77	77.0	96	96.0	1.1	0.273
7	Eating without washing hands cause diseases.	Critical Thinking	74	74.0	92	92.0	1.66	0.096
8	Helping a friend who is injured seriously.	Empathy	81	81.0	90	90.0	2.33*	0.020
10	Dressing should be done by themselves.	Decision Making	86	86.0	91	91.0	0.82	0.414
11	Hygienic Habits- Brushing teeth both in morning and night. Taking bath twice daily.	Decision Making	56	56.0	98	98.0	2.51*	0.012
13	Traffic Rules- Walking in the right side of the road. Cross the road through the zebra line.	Decision Making	47	47.0	100	100.0	4.26* *	0.000

\*\* Significant at 0.01 level \* Significant at 0.05 level

From Table 1.14 it is seen that when compared to the pretest, in all the items the percentage of students who have acquired knowledge on Life Skills enhanced in the posttest. This definitely reveals the effectiveness of intervention programme. The table again shows that the knowledge on life skills such as empathy ( $p < 0.05$ ) and decision making ( $p < 0.01$ ) have shown significant difference in the post test. So it is clear that sample students have enhanced

knowledge on ‘Empathy’ in helping a friend who have injured seriously and ‘Decision making’ to suggest hygienic habits and traffic rules. Therefore, it can be tentatively concluded that intervention programme is more effective to enhance the knowledge on the Life Skills- ‘Empathy’ and ‘Decision making’.

**Table: 1.15**  
**Levels of Knowledge on Life Skills of students in the Pretest and posttest**

Knowledge	Pretest		Posttest	
	Number	Percent	Number	Percent
Poor	9	9.0	0	0.0
Moderate	11	11.0	5	5.0
Good	34	34.0	19	19.0
Very Good	46	46.0	76	76.0

Table 1.15 shows that the percentage of students who were in the poor, moderate and good levels of knowledge on life skills reduced in the posttest whereas students who were having very good level of Knowledge on Life skills have enhanced.

**Table 1.16**  
**Effectiveness of Intervention on Knowledge on Life Skills of students**

Knowledge	Mean	SD	N	Mean Difference	Paired t	p
Pretest	6.1	1.7	100	1.5	7.76**	0.000
Posttest	7.6	0.9	100			

\*\* Significant at 0.01 level

From Table 1.16 it is obvious that, there is significant mean difference in the post test compared to that of pretest and the paired t (7.76) is significant at 0.01 level shows the effectiveness of the intervention on Knowledge on Life skills.

**Table 1.17**  
**Effectiveness of Intervention on Knowledge on Life Skills of students - Gender and Locale**

Sub sample		Mean diff.	SD	N	t	p
Gender	Male	1.7	2.1	55	0.8	0.426
	Female	1.4	1.9	45		
Locale	Rural	3.1	1.5	14	3.31**	0.001
	Urban	1.3	1.9	86		

\*\* Significant at 0.01 level

From Table 1.17, it is clear that the increase in the mean knowledge score as the result of intervention of the male students is 1.7 whereas for the female students it is 1.4. The ‘t’ value obtained (t=0.8) is not significant even at 0.05 level. So it can be interpreted that gender is not a significant factor for the effectiveness of intervention on Knowledge on the Life Skills. But for the case of Locality, the increase in the mean knowledge score of the rural students is higher (3.1) compared to urban students (1.3) as a result of intervention. The ‘t’ value (t=3.31) is significant at 0.01 level which shows the programme is more effective for the rural students than the urban students.

### Effectiveness of Intervention on Attitude towards Life Skills of students

**Table: 1.18**  
**Effectiveness of Intervention on Attitude towards various Life Skills of students**

Q. No	Correct Statement on Effective Life Skill	Life Skill	Pretest		Posttest		Z#	p
			No.	%	No.	%		
1	Used to dispose waste in the exact place for disposal.	Decision Making	88	88.0	97	97.0	0.94	0.346
4	Used to help a friend in trouble by analyzing the reasons.	Problem Solving	87	87.0	99	99.0	1.5	0.135
6	Home made food is best for body.	Critical Thinking	93	93.0	96	96.0	0.19	0.852
9	Daily exercise and play refresh the body.	Self-awareness	89	89.0	93	93.0	0.43	0.669
14	Helping mother in two household activities	Interpersonal relationship	59	59.0	100	100	0.87	0.384

According to Table 1.18, it is clear that when compared to the pretest, in all the items in the posttest the percentage of students who have the positive attitude on Life Skills enhanced. But the paired t-test shows no significant difference in the attitude of students towards the Life Skills after the intervention programme. So it is inferred that intervention programme is not effective in changing the attitude towards life skills.

**Table:1.19**  
**Levels of Attitude towards Life Skills of students in the Pretest and posttest**

Attitude	Pretest		Posttest	
	Number	Percent	Number	Percent
Poor	5	5.0	0	0.0
Moderate	9	9.0	1	1.0
Good	11	11.0	2	2.0
Very Good	75	75.0	97	97.0

Table 1.19 shows that the percentage of students who were in the ‘poor’, ‘moderate’ and ‘good’ levels of attitude towards life skills reduced in the posttest whereas students who were having ‘very good’ level of attitude towards Life skills have enhanced.

**Table 1.20**  
**Effectiveness of Intervention on Attitude towards Life Skills of students**

Attitude	Mean	SD	N	Mean Difference	Paired t	p
Pretest	5.0	1.2	100	0.9	6.65**	0.000
Posttest	5.9	0.5	100			

\*\* Significant at 0.01 level

From Table: 1.20 it is obvious that there is significant mean difference in the post test compared to that of pretest and the paired t (6.65) is significant at 0.01 level indicates the effectiveness of the intervention on Attitude towards Life skills.

**Table 1.21**  
**Effectiveness of Intervention on Attitude towards**  
**Life Skills of students - Gender and Locale**

Sub sample		Mean diff.	SD	N	t	p
Gender	Male	0.9	1.3	55	0.64	0.526
	Female	0.8	1.3	45		
Locale	Rural	1.9	1.5	14	3.44**	0.001
	Urban	0.7	1.2	86		

\*\* Significant at 0.01 level

From Table 1.21, it is noticeable that the increase in the mean attitude towards Life Skills as the result of intervention of the male students is 0.9 and female students is 0.8. The t- value obtained ( $t=0.64$ ) is not significant even at 0.05 level. So it can be interpreted that gender is not a significant factor for the effectiveness of intervention on attitude of students towards the Life Skills. But for the case of Locality, the difference in the mean attitude score of the rural students is higher (1.9) compared to urban students (0.7) as a result of intervention. The t value ( $t=3.44$ ) is significant at 0.01 level which prove the programme is more effective for the rural students than the urban students.

### Effectiveness of Intervention on Skill related to Life Skills of students

**Table:1.22**  
**Effectiveness of Intervention on Skill related to various**  
**Life Skills of students**

Q. No	Correct Statement on Effective Life Skill	Life Skill	Pretest		Posttest		Z#	p
			No.	%	No.	%		
2	Everyone in my class has some capabilities	Critical Thinking	78	78.0	95	95.0	1.8	0.071
3	Treat friends fairly	Self-awareness	79	79.0	90	90.0	2.81**	0.005
12	Two accidents due to carelessness	Critical Thinking	7	7.0	100	100.0	7.91**	0.000
15	Two activities that can be done in school.	Self-awareness	21	21.0	96	96.0	8.55**	0.000

From Table 1.22 it is understandable that when compared to the pretest, in all the items the percentage of students who have Skill related to the Life Skills enhanced in the posttest. This definitely unveils the effectiveness of intervention programme. The table again point outs that Skill related to life skills such as self-awareness ( $p<0.01$ ) and critical thinking ( $p<0.01$ ) have showed significant difference in the post test. Hence it is inferred that sample students have acquired skill on ‘Self Awareness’ to treat friends fairly, ‘Critical thinking’ to identify accidents that occurs due to carelessness and ‘self-awareness’ to propose two activities that can be done in schools. Therefore, it can be tentatively concluded that intervention programme is more effective to enhance the skill related to Life Skills- ‘self-awareness’ and ‘critical thinking’.

**Table: 1.23**  
**Levels of Skill related to Life Skills of students in the Pretest and posttest**

Skill	Pretest		Posttest	
	Number	Percent	Number	Percent
Poor	51	51.0	0	0.0
Moderate	25	25.0	0	0.0
Good	12	12.0	0	0.0
Very Good	12	12.0	100	100

Table 1.23 exposes that the percentage of students who were in the ‘poor’, ‘moderate’ and ‘good’ levels of skill related to life skills reduced in the posttest whereas, students who were having ‘very good’ level of skills related to Life skills have enhanced.

**Table 1.24**  
**Effectiveness of Intervention on Skill related to the Life Skills of students**

Skill	Mean	SD	N	Mean Difference	Paired t	p
Pretest	2.7	1.4	100	3.1	23.39**	0.000
Posttest	5.8	0.4	100			

\*\* Significant at 0.01 level

From Table: 1.24 it is apparent that there is significant mean difference in the post test compared to that of pretest and the paired 't' (23.39) which is significant at 0.01 level shows the effectiveness of the intervention on Skills related to Life skills.

**Table 1.25**  
**Effectiveness of Intervention on Skill related to**  
**Life Skills of students - Gender and Locale**

Sub sample		Mean diff.	SD	N	t	p
Gender	Male	3.0	1.5	55	0.92	0.358
	Female	3.3	1.2	45		
Locale	Rural	3.9	1.3	14	2.24**	0.028
	Urban	3.0	1.3	86		

\*\* Significant at 0.01 level

From Table 3.4, it is observable that the difference in mean score of skill related to Life Skills of male students is 3.0 and female students is 3.3. The t value obtained (t=0.92) is not significant even at 0.05 level. So it can be interpreted that gender is not a significant factor for the effectiveness of intervention on skill of students related to Life Skills. But in the case of Locality, the difference in the mean score of skill of the rural students is higher (3.9) compared to urban students (3.0) as a result of intervention. The t value (t=2.24) is significant at 0.01 level which illustrate that the programme is more effective for the rural students than urban students.

### Effectiveness of Intervention on Overall Life Skills of students

**Table: 1.26**  
**Levels of overall Life Skills of students in the Pretest and posttest**

Life Skill	Pretest		Posttest	
	Number	Percent	Number	Percent
Poor	5	5.0	0	0.0
Moderate	17	17.0	0	0.0
Good	40	40.0	4	4.0
Very Good	38	38.0	96	96



Table 1.26 makes known that the percentage of students who were in the ‘poor’, ‘moderate’ and ‘good’ levels of skills related to life skills reduced in the posttest whereas, students were having ‘very good’ level of skills related to Life skills have enhanced.

**Table 1.27**  
**Effectiveness of Intervention on Overall Life skills of students**

Life Skill	Mean	SD	N	Mean Difference	Paired t	p
Pretest	13.7	3.3	100	5.5	15.66**	0.000
Posttest	19.2	1.4	100			

\*\* Significant at 0.01 level

Table 1.27 explains that there is significant mean difference in the post test compared to that of pretest and the paired t (15.66) is significant at 0.01 level confirms the effectiveness of the intervention on Life skills of students.

**Table 1.28**  
**Effectiveness of Intervention on Overall Life Skills of students- Gender and Locale**

Sub sample		Mean differ.	SD	N	t	p
Gender	Male	5.6	3.6	55	0.33	0.741
	Female	5.4	3.5	45		
Locale	Rural	8.9	3.2	14	4.09**	0.000
	Urban	5.0	3.3	86		

\*\* Significant at 0.01 level

From Table 1.28, it is clear that the increase in the mean Life Skills as a result of intervention of the male students is 5.6 and female students is 5.4. The t- value obtained (t=0.33) is not significant even at 0.05 level. So it can be interpreted that gender is not a significant factor for the effectiveness of intervention on Life Skills. But in the case of Locality, the difference in mean

Life Skill score of the rural students is higher (8.9) compared to urban students (5.0) as a result of intervention. The ‘t’ value ( $t=4.09$ ) is significant at 0.01 level which demonstrates the programme is more effective for the rural students than that of the urban students.

## STANDARD II

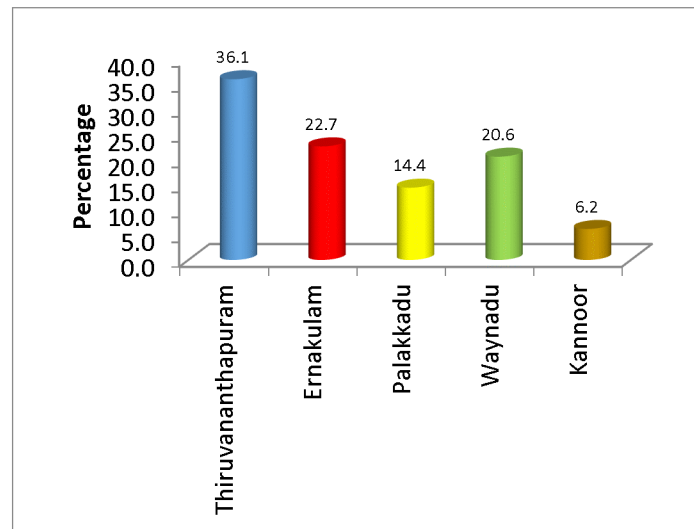
### I Background characteristics:

Percentage distribution of sample of students in standard II in selected districts is presented in the following Table.

**Table 2.1**  
**Percentage distribution of the sample in selected districts**

Districts	Schools	Number	Percent
Thiruvananthapuram	G.H.S.S, Kachani	35	36.1
Ernakulum	G.H.S.S, Elamakkara	22	22.7
Palakkad	G.H.S.S, Bigbazar	14	14.4
Wayanadu	G.V.H.S.S, Vakery	20	20.6
Kannur	ShenoySmaraka G H.S.S, Payyannur	6	6.2

From Table 2.1, the highest percentage (36.1 %) of sample is found in Thiruvananthapuram district which is followed by Ernakulum (22.7 %), Waynadu (20.6%), Palakkad (14.4%) and the least in Kannur (6.2%). The following graph shows the distribution of sample in selected districts.



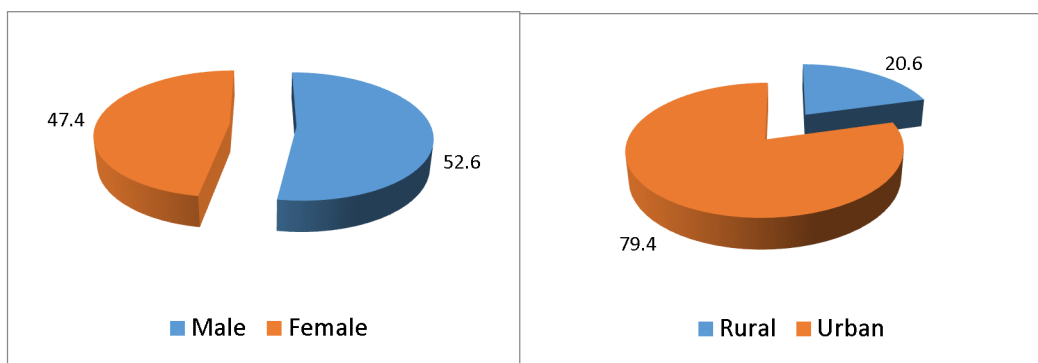
**Figure 2.1-Percentage distribution of the sample in selected districts**

Percentage distribution of the sample in selected districts based on Gender and Locality is presented in Table 2.2

**Table 2.2  
Percentage distribution of the sample based on Gender and Locality**

Sub samples		Number	Percentage
Gender	Boys	51	52.6
	Girls	46	47.4
Locality	Rural	20	20.6
	Urban	77	79.4

The gender-wise distribution of sample shows that 52.6 % of them are boys and 47.4 % are girls (Table 2.2) . It is also observed that 79.4 % of the sample is from urban area and 20.6 % from rural area, indicating an urban dominance in the sample (Fig. 2.2).



**Figure 2.2- Percentage distribution of the sample based on Gender and Locality**

## RESULTS OF PRETEST

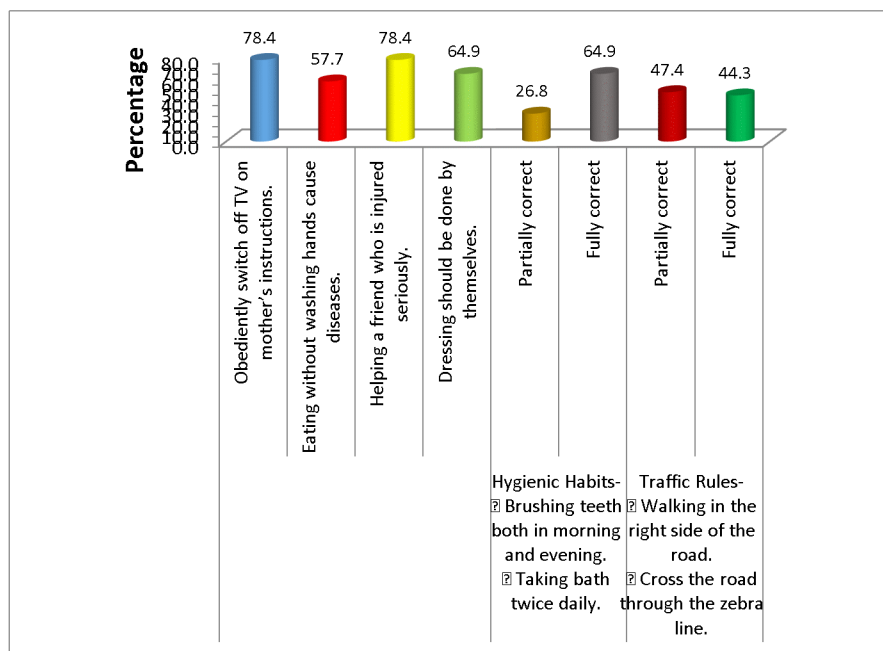
### I Knowledge on Life Skills

Questions related to ‘Knowledge on Life Skills’ of students are analyzed and presented in the following Table.

**Table 2.3**  
**Percentage distribution of sample on Knowledge on Life Skills**

Q. No	Correct Statement on Effective Life Skill	Life Skill	Number of Students	Percentage
5	Obediently switch off TV on mother’s instructions.	Coping with emotions	76	78.4
7	Eating without washing hands cause diseases.	Critical Thinking	56	57.7
8	Helping a friend who is injured seriously.	Empathy	76	78.4
10	Dressing should be done by themselves.	Decision Making	63	64.9
11	Hygienic Habits- Brushing teeth both in morning and night. Taking bath twice daily.	Decision Making	63	64.9
13	Traffic Rules- Walking in the right side of the road. Cross the road through the zebra line.	Decision Making	43	44.3

Table 2.3, makes known that 78.4 % of students can ‘cope with their emotions’ by obediently switching off TV on mother’s instruction. 78.4 % of students possess ‘empathy’ to help a friend who is injured seriously.64.9% each of the students accomplishes ‘decision making skill’ to dress by themselves and also to practice hygienic habits such as brushing of teeth both in the morning and evening and taking bath twice daily. 57.7 % of students have ‘critical thinking skill’ for washing hands before eating food. 44.3% have ‘decision making skill’ to obey traffic rules such as walking in the right side of the road and crossing the road through zebra line. A graphical representation of the percentage distribution of students on Knowledge on Life Skills is given below.



**Figure 2.3- Percentage distribution of sample on Knowledge on Life Skills**

**Table 2.4  
Levels of Knowledge on Life Skills**

Knowledge	Count	Percent
Poor	16	16.5
Moderate	7	7.2
Good	31	32.0
Very Good	43	44.3

Table 2.4 shows that 44.3 % of students are having ‘very good’ level of knowledge on Life Skills. The level of Knowledge on Life Skills of 32.0 % are at ‘good’ level, 16.5 % of students are at ‘poor’ level and 7.2 % are having ‘moderate’ level of knowledge on Life Skills. Therefore, it is seen that about half (44.3%) of the sample have ‘very good’ level of Knowledge. A graphical representation of the Levels of Knowledge on Life Skills is presented in fig 2.4.



**Figure 2.4- Levels of Knowledge on Life Skills**

**Table 2.5**  
**Knowledge on Life Skills of students based on Gender and Locale**

Sub samples		Mean	SD	N	t	p
Gender	Boys	5.5	1.8	51	1.05	0.297
	Girls	5.9	2.0	46		
Locale	Rural	4.8	2.7	20	2.64**	0.010
	Urban	6.0	1.5	77		

\*\* Significant at 0.01 level

The Mean and SD of Knowledge on Life Skills of boys are 5.5 and 1.8 whereas that of girls are 5.9 and 2.0 respectively. The ‘t’ value obtained is 1.05 which is not significant even at 0.05 level. Therefore, it is inferred that

there is no significant difference between the boys and girls with respect to Knowledge on Life Skills. The Mean and SD of Knowledge on Life Skills of rural students are 4.8 and 2.7 and that of urban students are 6.0 and 1.5 respectively. The ‘t’ value shows that Knowledge on Life Skills of rural and urban students is 2.64 which is significant at 0 .01 level. Therefore it is seen that there is significant difference between rural and urban students’ Knowledge on Life Skills. Since the mean score of the knowledge of the urban students (6.0) is higher than that of rural students (4.8), it is inferred that urban students have better Knowledge on Life Skills than that of rural students.

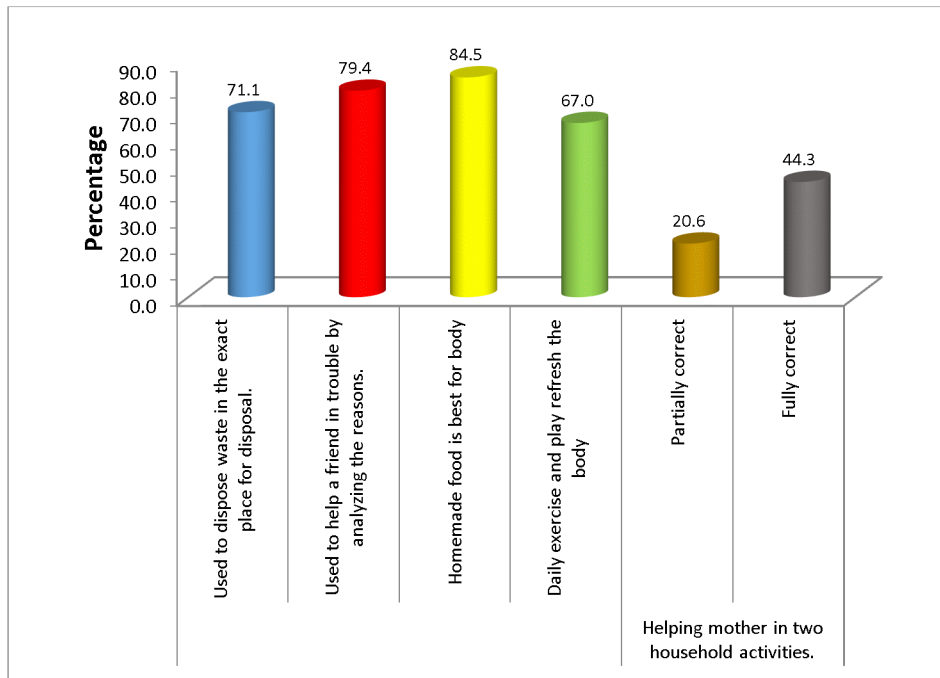
## II. Attitude of Students towards Life Skills

**Table 2.6**  
**Percentage distribution of students according to**  
**attitude towards Life Skills**

Q. No	Correct Statement on Effective Life Skill	Life Skill	Number of Students	Percentage
1	Used to dispose waste in the exact place for disposal.	Decision Making	69	71.1
4	Used to help a friend in trouble by analyzing the reasons.	Problem Solving	77	79.4
6	Home made food is best for body.	Critical Thinking	82	84.5
9	Daily exercise and play refresh the body.	Self-awareness	65	67.0
14	Helping mother in two household activities.	Interpersonal relationship	43	44.3

Table 2.6 reveals that 84.5 % have ‘critical thinking skill’ to agree the fact that homemade food is best for body.79.4 % of students possess ‘problem solving skill’ to help a friend in trouble by analyzing the reasons. 71.1% of the students have ‘decision making skill’ to dispose waste in the exact place for disposal. 67.0 % of students possess ‘self-awareness skill’ to practice daily exercise to

refresh the body. 44.3 % of the students have the skill ‘interpersonal relationship’ to help the mother in household activities. Attitude of students towards Life Skills is given in the graph below.



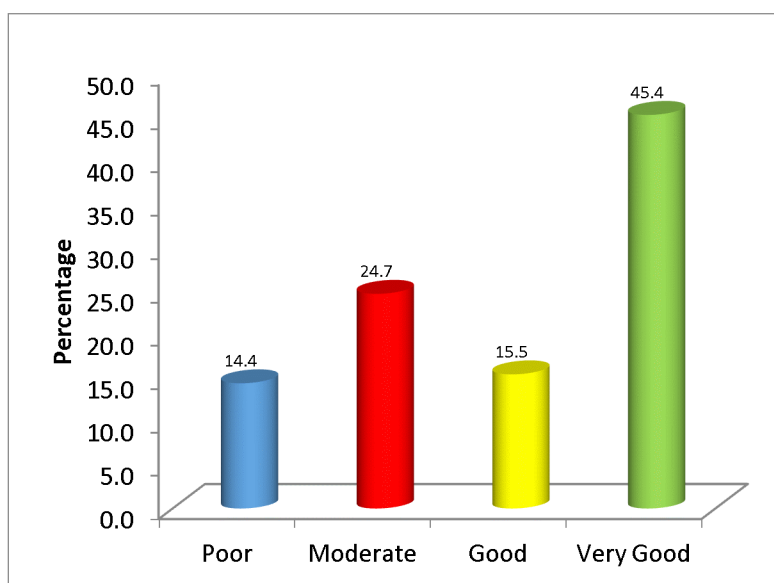
**Figure 2.5- Percentage distribution of students according to attitude towards Life Skills**

**Table 2.7  
Levels of Attitude on Life Skills**

Levels of Attitude	Count	Percent
Poor	14	14.4
Moderate	24	24.7
Good	15	15.5
Very Good	44	45.4

Table 2.7 indicates that 45.4 % of students are at ‘very good’ level and 24.7 % are at ‘moderate’ level of attitude. The level of attitude on Life Skills of 15.5% students are at ‘good’ level and 14.4 % of students are at ‘poor’ level. So it is inferred that about half (45.4 %) of the sample are at ‘very good’ level of attitude (fig 2.6) .





**Figure 2.6- Levels of Attitude on Life Skills**

**Table 2.8**  
**Attitude towards Life Skills of Students based on Gender and Locale**

Sub Sample		Mean	SD	N	t	p
Gender	Boys	4.0	1.4	51	1.09	0.280
	Girls	4.3	1.5	46		
Locale	Rural	3.7	1.9	20	1.43	0.155
	Urban	4.2	1.3	77		

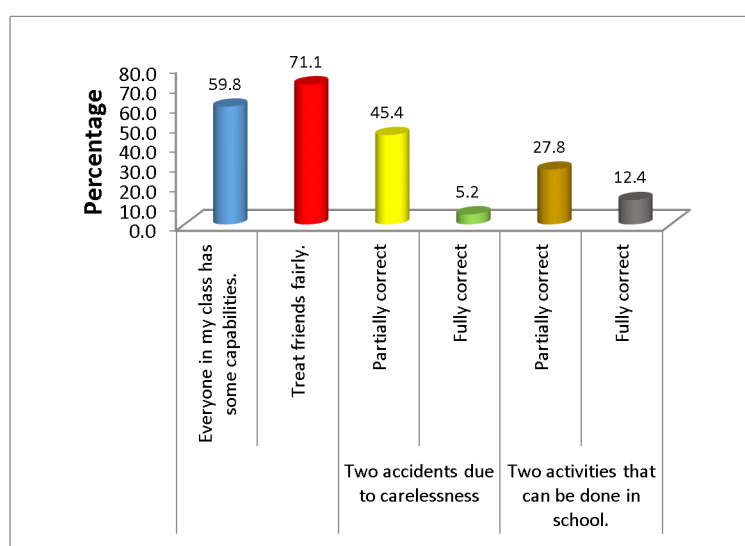
The Mean and SD of Attitude on Life Skills of boys are 4.0 and 1.4 and that of girls are 4.3 and 1.5 respectively. The ‘t’ value obtained is 1.09 which is not significant even at 0.05 level indicating that there is no significant difference between boys and girls with respect to attitude on Life Skills. The Mean and SD of attitude on Life Skills of rural students are 3.7 and 1.9 and that of urban students are 4.2 and 1.3 respectively. The ‘t’ value obtained for attitude towards Life Skills of rural and urban students is 1.43 which is not significant. Therefore, it is interpreted that there is no significant difference between rural and urban students’ attitude on Life Skills.

### III. Skill of students related to Life Skills

**Table 2.9**  
**Percentage distribution of students' Skill related to Life Skills**

Q. No	Correct Statement on Effective Life Skill	Life Skill	Number of Students	Percentage
2	Everyone in my class has some capabilities	Critical Thinking	58	59.8
3	Treat friends fairly	Self-awareness	69	71.1
12	Two accidents due to carelessness.	Critical Thinking	5	5.2
15	Two activities that can be done in school.	Self-awareness	12	12.4

From Table 2.9, it is clear that 59.8% of the students possess ‘critical thinking skill’ to recognize that everyone has some capabilities. 71.1% of the students possess ‘self-awareness skill’ to identify their ability to fairly treat their friends. 5.2 % of the students possess ‘critical thinking skill’ to identify the accidents due to carelessness. About 12.4 % of students possess ‘self-awareness skill’ to select and engage in suitable activities conducted by the School. The following graph presents distribution of students having Skill related to Life Skills.

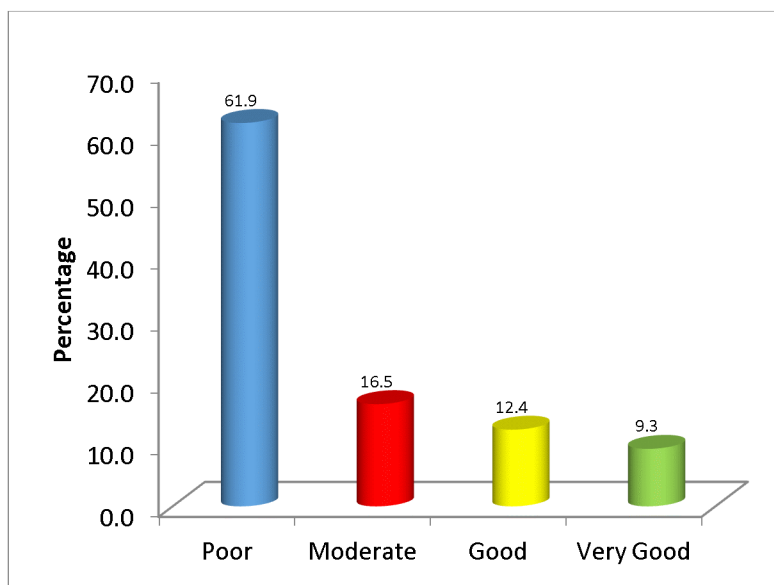


**Figure 2.7- Percentage distribution of students having Skill related to Life Skills**

**Table 2.10**  
**Levels of students' Skill on Life Skills**

Levels of Skills	Count	Percent
Poor	60	61.9
Moderate	16	16.5
Good	12	12.4
Very Good	9	9.3

Table 2.10 exposes that 61.9 % of students have attained skills related to Life Skill at 'poor' level. The level of skills of 16.5 % are at 'moderate' level, 12.4 % of students are at 'good' level and 9.3 % are having 'very good' level of Skill. Therefore, it is inferred that above half (61.9 %) of the sample are having 'poor level' of Skills related to Life Skills (fig 2.8).



**Figure 2.8- Levels of students' Skill on Life skills**

**Table 2.11**  
**Skill related to Life Skills of students based on Gender and Locale**

Sub sample		Mean	SD	N	t	p
Gender	Boys	2.6	1.4	51	1.62	0.109
	Girls	2.2	1.4	46		
Locale	Rural	2.3	1.7	20	0.51	0.613
	Urban	2.4	1.3	77		

The Mean and SD of Skill related to the Life Skills of boys are 2.6 and 1.4 whereas that of girls are 2.2 and 1.4 respectively. The ‘t’-value obtained is 1.62 which is not significant even at 0.05 level. Therefore, it is inferred that there is no significant difference between the boys and girls with respect to skills related to Life Skills. The Mean and SD of Skill related to Life Skills of rural students are 2.3 and 1.7 and that of urban students are 2.4 and 1.3 respectively. The ‘t’-value obtained on skill related to Life Skills of rural and urban students is 0.51 which is not significant even at 0.05 level. Hence, it can be interpreted that there is no significant difference between rural and urban students’ skills related to Life Skills.

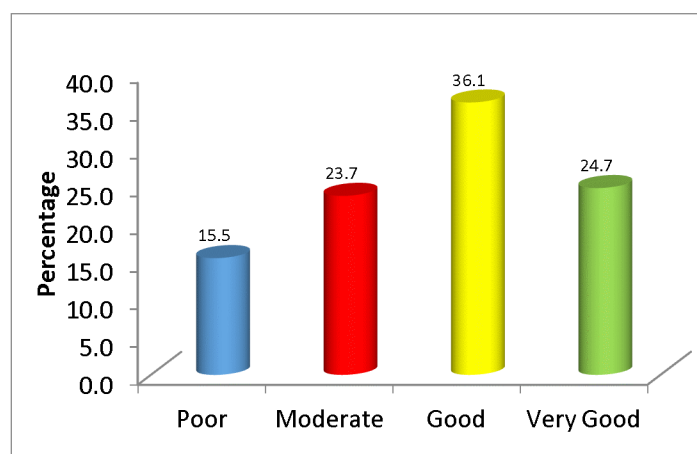
#### IV Overall Life skills of Students

Data obtained on Life Skills of students related to knowledge, attitude and skill were clubbed together and different levels of Life Skills were found out and presented in the following Table 2.12.

**Table 2.12**  
**Levels of overall Life Skills of students**

Level of Life Skill	Count	Percent
Poor	15	15.5
Moderate	23	23.7
Good	35	36.1
Very Good	24	24.7

From Table 2.12 it is noticeable that 36.1 % of students are having overall Life Skills at ‘good’ level. 24.7 % at ‘very good’ level, 23.7 % of students at ‘moderate’ level and 15.5 % are having ‘poor’ level of Life Skills. It is seen that below half of the sample are in ‘good’ (36.1%) level of overall Life Skills. A graphical representation of Levels of overall Life Skills of students is given below.



**Figure 2.9- Levels of overall Life Skills of Students**

**Table 2.13**  
**Overall Life Skills of students based on Gender and Locale**

Sub sample		Mean	SD	N	t	p
Gender	Boys	12.1	3.7	51	0.34	0.736
	Girls	12.4	4.2	46		
Locale	Rural	10.7	5.7	20	1.98	0.051
	Urban	12.6	3.3	77		

The Mean and SD of Life Skills of boys are 12.1 and 3.7 whereas that of girls are 12.4 and 4.2 respectively. The ‘t’-value obtained is 0.34 which is not significant even at 0.05 level indicating that there is no significant difference between the boys and girls with respect to Life Skills. The Mean and SD of Life Skills of rural students are 10.7 and 5.7 and that of urban students are 12.6 and 3.3 respectively. The ‘t’-value obtained on skill related to Life Skills of rural and urban students is 1.98 which is not significant even at 0.05 level.

### **Effectiveness of Intervention on Life Skills of students studying in Standard II (RESULTS OF POSTTEST)**

At the time of administration of pretest 97 students were present. But for the intervention and for the post test some of the students who have attended the pretest were dropped out. Therefore, the number of students who were

present in the intervention and post test only (49) were considered for final analysis.

### Effectiveness of Intervention on Knowledge on Life Skills of students

**Table 2.14**  
**Effectiveness of Intervention on Knowledge on various**  
**Life Skills of students**

Q. No	Correct Statement on Effective Life Skill	Life Skill	Pretest		Posttest		Z#	p
			No.	%	No.	%		
5	Obediently switch off TV on mother's instructions.	Coping with emotions	40	81.6	43	87.8	0	1.000
7	Eating without washing hands cause diseases.	Critical Thinking	30	61.2	36	73.5	0.63	0.528
8	Helping a friend who is injured seriously.	Empathy	42	85.7	43	87.8	0	1.000
10	Dressing should be done by themselves.	Decision Making	31	63.3	44	89.8	1.18	0.239
11	Hygienic Habits- Brushing teeth both in morning and night. Taking bath twice daily.	Decision Making	30	61.2	43	87.8	2.7**	0.007
13	Traffic Rules - Walking in the right side of the road. Cross the road through the zebra line.	Decision Making	18	36.7	49	100.0	5.3**	0.000

\*\* Significant at 0.01 level

As per Table 2.14 it is understood that when compared to the pretest, in all the items the percentage of students who have the knowledge on Life Skills enhanced in the posttest. This definitely reveals the effectiveness of intervention programme. The table again shows that the knowledge on life skills such as decision making ( $p < 0.01$ ) have shown significant difference in the post test. Therefore, it is unambiguous that sample students have enhanced knowledge on 'Decision making' Skill to propose hygienic habits and suggest traffic rules. Therefore, it can be tentatively concluded that intervention programme is more effective to enhance the knowledge on the Life Skill-decision making.

**Table: 2.15**  
**Levels of Knowledge on Life Skills of students in the Pretest and posttest**

Knowledge	Pretest		Posttest	
	Number	Percent	Number	Percent
Poor	5	10.2	0	0.0
Moderate	6	12.2	1	2.0
Good	18	36.7	23	46.9
Very Good	20	40.8	25	51.0

Table 2.15 indicates that the percentage of students who were in the ‘poor’, ‘moderate’ and ‘good’ levels of knowledge on life skills reduced in the posttest where as, students having ‘very good’ level of Knowledge on Life skills have enhanced.

**Table 2.16**  
**Effectiveness of Intervention on Knowledge on Life Skills of students**

Knowledge	Mean	SD	N	Mean Difference	Paired t	p
Pretest	5.8	1.6	49	1.6	5.89**	0.000
Posttest	7.3	0.9	49			

\*\* Significant at 0.01 level

From Table 2.16 it is clear that, there is significant mean difference in the post test compared to that of pretest and the paired t (5.89) is significant at 0.01 level shows the effectiveness of the intervention on Knowledge on Life skills.

**Table 2.17**  
**Effectiveness of Intervention on Knowledge on Life Skills of students - Gender and Locale**

Sub sample		Mean diff.	SD	N	t	p
Gender	Male	1.6	1.7	26	0.09	0.927
	Female	1.6	2.1	23		
Locale	Rural	0.3	1.7	4	2.1*	0.041
	Urban	1.8	1.8	45		

\* Significant at 0.05 level

From Table 2.17, it is clear that the increase in the mean knowledge score as the result of intervention of the male and female students is 1.6. The ‘t’ value obtained ( $t=0.09$ ) is not significant even at 0.05 level. So it can be interpreted that gender is not a significant factor for the effectiveness of intervention on Knowledge on the Life Skills. But in the case of Locality, the difference in mean knowledge score of the urban students is higher (1.8) compared to rural students (0.3) as a result of intervention. The ‘t’ value ( $t = 2.1$ ) is significant at 0.05 level which shows the programme is more effective for the urban students than that of the rural students.

### Effectiveness of Intervention on Attitude towards Life Skills of students

**Table 2.18**  
Effectiveness of Intervention on Attitude towards various  
Life Skills of students

Q. No	Correct Statement on Effective Life Skill	Life Skill	Pretest		Posttest		Z#	p
			No.	%	No.	%		
1	Used to dispose waste in the exact place for disposal.	Decision Making	30	61.2	45	91.8	2.27	0.023
4	Used to help a friend in trouble by analyzing the reasons.	Problem Solving	42	85.7	42	85.7	0.53	0.593
6	Home made food is best for body.	Critical Thinking	45	91.8	45	91.8	0.87	0.386
9	Daily exercise and play refresh the body.	Self-awareness	31	63.3	43	87.8	1.76	0.078
14	Helping mother in two household activities	Interpersonal relationship	25	51.0	49	100	4.43**	0.000

As per Table 2.18, it is clear that when compared to the pretest, in all the items in the posttest the percentage of students who have the favourable attitude on Life Skills enhanced. This definitely indicates the effectiveness of



intervention programme. The table again shows that the attitude towards the life skills such as interpersonal relationship ( $p < 0.01$ ) have shown significant difference in the post test. So it is apparent that sample students have enhanced favourable attitude on ‘Interpersonal Relationship’ to help mother in household activities. Therefore, it can be tentatively concluded that intervention programme is more effective to enhance the positive attitude on Life Skill - Interpersonal relationship.

**Table: 2.19**  
**Levels of Attitude towards Life Skills of students in the**  
**Pretest and posttest**

Attitude	Pretest		Posttest	
	Number	Percent	Number	Percent
Poor	6	12.2	0	0.0
Moderate	14	28.6	1	2.0
Good	6	12.2	3	6.1
Very Good	23	46.9	45	91.8

Table 2.19 indicates that the percentage of students who were in the ‘poor’, ‘moderate’ and ‘good’ levels of attitude towards life skills reduced in the posttest whereas, students who were having ‘very good’ level of attitude towards Life skills have enhanced.

**Table 2.20**  
**Effectiveness of Intervention on Attitude towards Life Skills of students**

Attitude	Mean	SD	N	Mean Difference	Paired t	p
Pretest	4.2	1.5	49	1.3	6.06**	0.000
Posttest	5.6	0.7	49			

\*\* Significant at 0.01 level

From Table:2.20 it is obvious that there is significant mean difference in the post test compared to that of pretest and the paired t (6.06) is significant at 0.01 level indicates the effectiveness of the intervention on Attitude towards Life skills.

**Table 2.21**  
**Effectiveness of Intervention on Attitude towards**  
**Life Skills of students - Gender and Locale**

Sub sample		Mean differ.	SD	N	t	p
Gender	Male	1.5	1.7	26	0.84	0.405
	Female	1.1	1.4	23		
Locale	Rural	0.5	0.6	4	2.64*	0.011
	Urban	1.5	1.5	45		

\* Significant at 0.05 level

From Table 2.21, it is noticeable that the increase in the mean attitude score towards Life Skills as the result of intervention among male students is 1.5 and female students is 1.1. The 't' value obtained (t=0.84) is not significant even at 0.05 level. So it can be interpreted that gender is not a significant factor for the effectiveness of intervention on attitude of students towards the Life Skills. But in the case of Locality, the difference in mean knowledge score of the urban students is higher (1.5) when compared to rural students (0.5) as a result of intervention. The 't' value (t= 2.64) is significant at 0.05 level which proves that the programme is more effective for the urban students than that of the rural students.

## Effectiveness of Intervention on Skill related to Life Skills of students

**Table: 2.22**  
**Effectiveness of Intervention on Skill related to various**  
**Life Skills of students**

Q. No	Correct Statement on Effective Life Skill	Life Skill	Pretest		Posttest		Z#	p
			No.	%	No.	%		
2	Everyone in my class has some capabilities	Critical Thinking	32	65.3	37	75.5	0.3	0.768
3	Treat friends fairly	Self-awareness	36	73.5	44	89.8	2.4*	0.016
12	Two accidents due to carelessness	Critical Thinking	5	10.2	49	100.0	5.46**	0.000
15	Two activities that can be done in school.	Self-awareness	8	16.3	48	98.0	5.8**	0.000

From Table 2.22 it is comprehensible that when compared to the pretest, in all the items the percentage of students who have Skill related to the Life Skills enhanced in the posttest. This definitely unveils the effectiveness of intervention programme. The table again point outs that Skill related to life skills such as self-awareness ( $p < 0.05$ ) and critical thinking ( $p < 0.01$ ) have shown significant difference in the post test. So it is clear that sample students have enhanced skill related to life skill ‘Self-awareness’ to treat friends and to recognize two activities that can be done in schools and ‘Critical Thinking’ to identify two accidents that happen due to carelessness. Therefore, it can be tentatively concluded that intervention programme is more effective to enhance the skill related to Life Skills- self-awareness and critical thinking.

**Table:2.23**  
**Levels of Skill related to Life Skills of students in the Pretest and posttest**

Skill	Pretest		Posttest	
	Number	Percent	Number	Percent
Poor	34	69.4	0	0.0
Moderate	6	12.2	0	0.0
Good	2	4.1	0	0.0
Very Good	7	14.3	48	100

Table 2.23 exposes that the percentage of students who were in the ‘poor’, ‘moderate’ and ‘good’ levels of skill related to life skills reduced in the posttest whereas, students who were having ‘very good’ level of skill related to Life skills have enhanced.

**Table 2.24**  
**Effectiveness of Intervention on Skill related to the Life Skills of students**

Skill	Mean	SD	N	Mean Difference	Paired t	p
Pretest	2.5	1.4	49	3.2	13.63**	0.000
Posttest	5.6	0.5	49			

\*\* Significant at 0.01 level

From Table: 2.24 it is obvious that there is significant mean difference in the post test compared to that of pretest and the paired ‘t’ (13.63) which is significant at 0.01 level shows the effectiveness of the intervention on Skill related to Life skills.

**Table 2.25**  
**Effectiveness of Intervention on Skill related to Life Skills of students - Gender and Locale**

Sub sample	Mean diff.	SD	N	t	p	
Gender	Male	2.8	1.7	26	1.47	0.148
	Female	3.5	1.5	23		
Locale	Rural	2.0	1.4	4	1.51	0.137
	Urban	3.3	1.6	45		

From Table 2.25, it is noticeable that the increase in the mean score of skill related to the Life Skills as a result of intervention of the male students is 2.8 and female students is 3.5. The ‘t’ value obtained ( $t= 1.47$ ) is not significant even at 0.05 level. In the case of Locality, the difference in mean score of skill of the rural students is higher (2.0) compared to urban students (3.3) as a result of intervention. The t value ( $t=1.51$ ) is not significant even at 0.05 level. So it can be interpreted that gender and locality are not significant factors for the effectiveness of intervention on skill of students related to Life Skills.

### Effectiveness of Intervention on Overall Life Skills of students

**Table:2.26**  
**Levels of overall Life Skills of students in the Pretest and posttest**

Life Skill	Pretest		Posttest	
	Number	Percent	Number	Percent
Poor	4	8.2	0	0.0
Moderate	18	36.7	0	0.0
Good	14	28.6	3	6.1
Very Good	13	26.5	46	93.9

Table 2.26 illustrates that the percentage of students who were in the ‘poor’, ‘moderate’ and ‘good’ levels of overall skills reduced in the posttest whereas, students who were having ‘very good’ level of overall skills related to Life skills have enhanced.

**Table 2.27**  
**Effectiveness of Intervention on Overall Life skill of students**

Life Skill	Mean	SD	N	Mean Difference	Paired t	p
Pretest	12.5	3.5	49	6.1	10.3**	0.000
Posttest	18.6	1.7	49			

\*\* Significant at 0.01 level

Table: 2.27 clear up that there is significant mean difference in the posttest compared to that of pretest and the paired 't' (10.3) is significant at 0.01 level confirms the effectiveness of the intervention on Life skills of students.

**Table 2.28**  
**Effectiveness of Intervention on Overall**  
**Life Skills of students- Gender and Locale**

Sub sample		Mean diff.	SD	N	t	p
Gender	Male	6.0	4.1	26	0.21	0.831
	Female	6.2	4.3	23		
Locale	Rural	1.3	2.2	4	2.58*	0.013
	Urban	6.5	4.0	45		

\*\* Significant at 0.05 level

From Table 2.28, it is clear that the increase in the mean Life Skills as a result of intervention of the male students is 6.0 and female students is 6.2. The t- value obtained (t=0.21) is not significant even at 0.05 level. So it can be interpreted that gender is not a significant factor for the effectiveness of intervention on Life Skills. But for the case of Locality, the difference in mean Life Skill score of the urban students (6.5) is higher than that of rural students (1.3) as a result of intervention. The 't' value (t=2.58) is significant at 0.05 level which demonstrates the programme is more effective for the urban students than rural students.

## CHAPTER IV

### FINDINGS, CONCLUSIONS AND SUGGESTIONS

Based on the pretest and posttest analysis, the major conclusions arrived are presented below.

#### STANDARD I - Pretest

##### a) Knowledge on life skills

- 80% of students can ‘cope with their emotions’ by obediently switching off TV on mother’s instruction.
- 87.2% of students possess ‘empathy’ to help a friend who is injured seriously.
- 85.6% of the students accomplishes ‘decision making skill’ to dress by themselves.
- 76% of students have ‘critical thinking skill’ for washing hands before eating food.
- 58.4% have ‘decision making skill’ to practice hygienic habits such as brushing of teeth both in the morning and evening and taking bath twice daily .
- 50.4% have ‘decision making skill’ to obey traffic rules such as walking in the right side of the road and crossing the road through zebra line.
- (48.8%) of the sample have ‘very good’ level of Knowledge on life skills
- There is no significant difference between the boys and girls with respect to knowledge on Life Skills (  $t=0.2$   $p >.05$ ).
- There is significant difference between rural and urban students’ knowledge on Life Skills ( $t=5.64$   $P<0.05$ ). Urban ( $M=6.5$ ) students have more knowledge on Life Skills than rural ( $M=4.3$ ) students.

## **b) Attitude towards life skills**

- 88% of the students have the positive attitude of ‘decision making skill’ to dispose waste in the exact place for disposal.
- 85.6% of students possess ‘problem solving skill’ to help a friend in trouble by analyzing the reasons.
- 90.4% have ‘critical thinking skill’ to agree the fact that home made food is best for body.
- 89.6% of students possess ‘self-awareness skill’ to practice daily exercise to refresh the body
- 59.2 % of the students have the skill ‘interpersonal relationship’ to help the mother in household activities
- 73.6 % of students are at ‘very good’ level of attitude on life skills
- There is no significant difference between boys and girls with respect to attitude towards Life Skills ( $t=0.52$   $p>0.05$ ).
- There is significant difference between rural and urban students’ attitude on Life Skills ( $t=4.64$   $p<0.01$ ). Urban students (5.2) have better attitude on Life Skills than that of rural students (3.9).

## **c) Skill related to life skills**

- 76.8% of the students possess ‘critical thinking skill’ to recognize that everyone has some capabilities
- 76.8% of the students possess ‘self-awareness skill’ to identify their ability to fairly treat their friends.
- 6.4 % of the students possess ‘critical thinking skill’ to identify the accidents due to carelessness.
- 16.8% of students possess ‘self awareness skill’ to select and engage in suitable activities conducted by the School .



- 56.0 % of students have attained skill related to Life Skills at ‘poor’ level.
- There is no significant difference between boys and girls with respect to skill related to Life Skills ( $t=1.0$   $p>0.05$ ).
- There is significant difference between rural and urban students’ skill related to Life Skills ( $t=3.48$   $p<0.01$ ). Urban (2.7) students are more skillful to Life Skills than rural (1.7) students.
- 40.0 % of students are having overall Life Skills at ‘good’ level.
- There is no significant difference between the boys and girls with respect to overall Life Skills ( $t=0.1$   $p>0.05$ ).
- There is significant difference between rural and urban students in the overall Life Skills ( $t=6.37$   $p<0.01$ ). Urban (14.3) students are better related to the overall Life Skills than rural (9.9) students.

## II Effectiveness of intervention programme (Posttest)

### a) Knowledge on life skills

The intervention programme is more effective to enhance the knowledge on the Life Skills- ‘Empathy’ and ‘Decision making’.

- After the implementation of the intervention programme, students having ‘very good’ level of Knowledge on Life skills have enhanced (76.0).
- The intervention programme is effective on knowledge on life skills ( $t=7.76$   $p<0.01$ ) with mean values of pretest and posttest as 6.1 and 7.6 respectively.
- Gender is not a significant factor for the effectiveness of intervention on Knowledge on the Life Skills ( $t=0.8$   $p>.05$ )
- Locality is a significant factor in the effectiveness of intervention programme on Knowledge on Life Skills ( $t=3.31$   $p<0.01$ ) with mean difference of rural and urban as 3.1 and 1.3 respectively. Hence rural students are benefitted more by the intervention programme than urban.

## **b) Attitude towards life skills**

intervention programme is not effective in changing the attitude towards life skills.

- After the implementation of the intervention programme, students having ‘very good’ level of attitude towards Life skills have enhanced (97.0%)
- The intervention programme is effective on attitude on life skills ( $t=6.65$   $p<0.01$ ) with mean values of pretest and posttest as 5.0 and 5.9 respectively.
- Gender is not a significant factor for the effectiveness of intervention on attitude towards Life Skills ( $t=0.64, p>.05$ )
- Locality is a significant factor in the effectiveness of intervention programme on attitude on Life Skills ( $t=3.44$   $p<0.05$ ) with mean difference of rural and urban as 1.9 and 0.7 respectively. Hence rural students are benefitted more by the intervention programme than urban students.

## **c) Skills related to life skills**

- The intervention programme is effective to enhance the skills related to Life Skills –Self awareness and ‘Critical thinking’.
- After the implementation of the intervention programme, students having ‘very good’ level of skills related to Life skills have improved (100.0%).
- The intervention programme is effective on skills related to life skills ( $t=23.39$ ,  $p<0.01$ ) with mean values of pretest and posttest as 2.7 and 5.8 respectively.
- Gender is not a significant factor for the effectiveness of intervention on skill related to Life Skills ( $t=0.92$ ,  $p>.05$ ).
- Locality is a significant factor in the effectiveness of intervention programme on skill on Life Skills ( $t=2.24$   $p<0.01$ ) with mean difference

of rural and urban as 3.9 and 3.0 respectively. Hence rural students are benefitted more by the intervention programme than urban students.

- very good' level of skills related to Life skills have enhanced (96.0%).
- The intervention programme is found to be effective on overall Life skills of students ( $t=15.66$ ,  $p<0.01$ ).
- Gender is not a significant factor for the effectiveness of intervention on overall skills ( $t=0.33$ ,  $p>.05$ )
- Locality is a significant factor in the effectiveness of intervention programme on overall skill on Life Skills ( $t=4.09$   $p<0.01$ ) with mean difference of rural and urban as 8.9 and 5.0 respectively. Hence rural students are benefitted more by the intervention programme than urban students.

## STANDARD II

### a) Knowledge on life skills

78.4 % of students can 'cope with their emotions' by obediently switching off TV on mother's instruction .

78.4 % of students possess 'empathy' to help a friend who is injured seriously.

- 64.9% of the students accomplishes 'decision making skill' to dress by themselves.
- 57.7 % of students have 'critical thinking skill' for washing hands before eating food.
- 64.9% have 'decision making skill' to practice hygienic habits such as brushing of teeth both in the morning and evening and taking bath twice daily.
- 44.3% have 'decision making skill' to obey traffic rules such as walking in the right side of the road and crossing the road through zebra line.
- 44.3 % of the sample have 'very good' level of Knowledge on life skills.

- There is no significant difference between the boys and girls with respect to knowledge on Life Skills ( $t=1.05$   $p>.05$ ).
- There is significant difference between rural and urban students' knowledge on Life Skills ( $t=2.64$   $P<0.05$ ). Urban ( $M=6.0$ ) students have more knowledge on Life Skills than rural ( $M=4.8$ ) students.

**b) Attitude towards life skills**

- 71.1% of the students have the positive attitude of 'decision making skill' to dispose waste in the exact place for disposal
- 79.4 % of students possess 'problem solving skill' to help a friend in trouble by analyzing the reasons
- 84.5 % have 'critical thinking skill' to agree the fact that home made food is best for body
- 67.0 % of students possess 'self-awareness skill' to practice daily exercise to refresh the body
- 44.3 % of the students have the skill 'interpersonal relationship' to help the mother in household activities
- 45.4 % of students are at 'very good' level of attitude
- There is no significant difference between boys and girls with respect to attitude towards Life Skills ( $t=1.09$   $p>0.05$ ).
- There is no significant difference between rural students and urban students with respect to attitude towards Life Skills ( $t=1.43$   $p>0.05$ ).

**c) Skill related to life skills**

- 59.8% of the students possess 'critical thinking skill' to recognize that everyone has some capabilities
- 71.1% of the students possess 'self-awareness skill' to identify their ability to fairly treat their friends

- 5.2 % of the students possess ‘critical thinking skill’ to identify the accidents due to carelessness
- 12.4 % of students possess ‘self- awareness skill’ to select and engage in suitable activities conducted by the School
- 61.9 % of students have attained skill related to Life Skills at ‘poor’ level
- There is no significant difference between boys and girls with respect to skill related to Life Skills ( $t=1.62$   $p>0.05$ ).
- There is no significant difference between rural students and urban students with respect to skill related to Life Skills ( $t=0.51$   $p>0.05$ ).
- 36.1 % of students are having overall Life Skills at ‘good’ level
- There is no significant difference between the boys and girls with respect to overall Life Skills ( $t=0.1$   $p>0.05$ ).
- There is no significant difference between rural and urban students in the overall Life Skills ( $t=1.98$   $p>0.05$ ).

## II Effectiveness of intervention programme (Posttest)

### d) Knowledge on life skills

The intervention programme is more effective to enhance the knowledge on the Life Skills- ‘Decision making’.

- After the implementation of the intervention programme, students having ‘very good’ level of Knowledge on Life skills have enhanced (51.0).
- The intervention programme is effective on knowledge on life skills ( $t=5.89$   $p<0.01$ ) with mean values of pretest and posttest as 5.8 and 7.3 respectively.
- Gender is not a significant factor for the effectiveness of intervention on Knowledge on the Life Skills ( $t=0.09$   $p >.05$ )

- Locality is a significant factor in the effectiveness of intervention programme on Knowledge on Life Skills ( $t=2.1$   $p<0.01$ ) with mean difference of rural and urban as 0.3 and 1.8 respectively. Hence urban students are benefitted more by the intervention programme than rural.

### **Attitude towards life skills**

- Intervention programme is more effective to enhance the positive attitude on Life Skill - Interpersonal relationship.
- After the implementation of the intervention programme, students having ‘very good’ level of attitude towards Life skills have enhanced (91.8%)
- The intervention programme is effective on attitude on life skills ( $t=6.06$   $p<0.01$ ) with mean values of pretest and posttest as 4.2 and 5.6 respectively.
- Gender is not a significant factor for the effectiveness of intervention on attitude towards Life Skills ( $t=0.84, p>.05$ )
- Locality is a significant factor in the effectiveness of intervention programme on attitude on Life Skills ( $t=2.64$   $p<0.05$ ) with mean difference of rural and urban as 0.5 and 1.5 respectively. Hence urban students are benefitted more by the intervention programme than rural students.

### **Skill related to life skills**

The intervention programme is effective to enhance the skill related to Life Skills – skill related to Life Skills- self awareness and critical thinking.

- After the implementation of the intervention programme, students having ‘very good’ level of skill related to Life skills have improved (100.0%).

- The intervention programme is effective on skill related to life skills ( $t=13.63$ ,  $p<0.01$ ) with mean values of pretest and posttest as 2.5 and 5.6 respectively.
- Gender is not a significant factor for the effectiveness of intervention on skill related to Life Skills ( $t=1.47$ ,  $p>.05$ )
- Locality is not a significant factor for the effectiveness of intervention on skill related to Life Skills ( $t=1.51$ ,  $p>.05$ )
- ‘very good’ level of skill related to Life skills have enhanced (93.9%).
- The intervention programme is found to be effective on overall Life skills of students ( $t=10.3$ ,  $p<0.01$ ).
- Gender is not a significant factor for the effectiveness of intervention on overall life skills ( $t=0.21$ ,  $p>.05$ ).
- Locality is a significant factor in the effectiveness of intervention programme on overall Life Skills ( $t=2.58$ ,  $p<0.01$ ) with mean difference of rural and urban as 1.3 and 6.5 respectively. Hence urban students are benefitted more by the intervention programme than rural students.

## SUMMARY AND CONCLUSION

### STANDARD I

As a result of the intervention of Ullasapparavakal among the total sample it is found that the life skills enhanced at the knowledge level were empathy and decision making but when considering the acquisition of the skills the life skills developed were self-awareness and critical thinking. It is also seen that there is enhancement in the overall life skills, but at the attitude level the intervention programme was not at all effective among the class I students. Gender is not found as significant factor in enhancing the life skills among the students of standard I at the knowledge, attitude, skill and overall life skill level. At the

same time locale is a significant factor in the life skill enhancement in such a way that programme is more effective for rural students than urban students at the knowledge, skill and overall life skill level. Even though the intervention programme is not effective at the attitude level rural students are seen superior to urban students in changing their attitude to favorable level.

Class I	Name of life skill - Enhancement	Significant difference	
		Gender	Locale
Knowledge	Empathy, decision making	Not significant	significant
Attitude	Not effective	Not significant	significant
Skill	self-awareness, critical thinking	Not significant	significant
Overall		Not significant	significant

## STANDARD II

The intervention of Ullasapparavakal seems to be effective in standard II. At the knowledge level the skill enhanced was decision making, at the attitude level the life skill enhanced was interpersonal relationship skill but when considering the acquisition of skills the life skills developed were self-awareness and critical thinking. In the overall level also the intervention programme was found effective.

In standard II it is also found that gender is not a significant factor in enhancing the life skill at the knowledge, attitude, skill and overall life skill levels whereas locale is a significant factor in enhancing the life skills in all levels except in the acquisition of skills. The programme is found more effective for the urban students than the rural students in the knowledge, attitude, skill and overall life skill levels.



Class II	Name of life skill Enhancement	Significant difference	
		Gender	Locale
Knowledge	Decision making'	Not significant	significant
Attitude	Interpersonal relationship	Not significant	significant
Skill	self-awareness and critical thinking	Not significant	Not significant
Overall		Not significant	significant

## SUGGESTIONS

- Activities for developing all the life skills should be given due importance while preparing the intervention programme.
- Students should be empowered more by making them to attend the intervention programmes regularly
- Rural students may be given more chance to involve in the programmes for the acquisition of life skills
- It should be ensured that at the knowledge level, attitude level and skill level all the life skills are incorporated
- Parents should be made aware of the importance of developing life skills among children and about the way in which they are to be acquired.



# Appendix

## State Council of Educational Research and Training (SCERT)

Poojappura, Thiruvananthapuram 695012, Kerala

### TEST ON LIFE SKILLS

**STANDARD : 1, 2**

**Time : 30 Minutes**

Certain questions related to the skills and habits to be acquired by you are given below. Read them carefully and put a tick mark in the appropriate box. Write the answers for the questions which demand answers

<i>Name of School</i> .....	<i>Name</i> .....
<i>Government/Aided</i> .....	<i>Male/ Female</i> .....
<i>Place</i> .....	<i>Class</i> .....
<i>Village/Town</i> .....	<i>Admission No</i> .....
<i>District</i> .....	<i>Class No</i> .....

1. I dispose food waste, banana peel, etc. by
  - a. Throwing away on the side of the road
  - b. Depositing in places as instructed
  - c. Leaving it in the place I ate it
2. Which one of the following is a true statement about your class?
  - a. Nobody in my class has any talent.
  - b. Everybody in my class has the same talent.
  - c. Everybody in my class has some talent or the other.
3. The talent I identified in me
  - a. Well mannered behavior
  - b. I express anger whenever I feel it
  - c. I don't know my talents
4. When my friends are sad, I
  - a. Feel happy
  - b. Enquire the reason and extend help
  - c. Won't do nothing specific

5. When mother asks not to watch T.V all the time
- a. I get angry
  - b. Switch off the T.V obediently
  - c. Don't listen to mother
6. What is good for the body?
- a. Bakery food items
  - b. Fast food
  - c. Home made food
7. When you eat food without washing hands
- a. The taste of the food reduces
  - b. You can only eat a little
  - c. You will contract diseases
8. When my friend becomes gravely injured in an accident, I
- a. Will help in whatever way I can
  - b. Will not attempt to help
  - c. Will pretend to have not seen it
9. Playing and exercising for sometime daily
- a. Will result in the loss of study time
  - b. Will energize us
  - c. Will hurt our body
10. Which of those given below should you learn to do by yourself
- a. Cleaning an elevated water tank
  - b. Wearing clothes
  - c. Handling electronic equipments
11. Which of the following is associated with hygiene?
- a. Brushing teeth in the morning and at night
  - b. Reading the newspaper in the morning daily
  - c. Taking a shower twice a day

12. Write two accidents that may occur due to our carelessness

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•

13. What are the correct road safety rules?

a. Walking on the right side of the road

b. Crossing the road only through the zebra line

c. Walking on the left side of the road

14. Two things I can do to help mother in the household activities

•

•

15. Two things I can do in my school

•

•

സംസ്ഥാന വിദ്യാഭ്യാസ ഗവേഷണ പരിശീലന സമിതി (SCERT)

വിദ്യാഭ്യാസ, പൂജപ്പുര, തിരുവനന്തപുരം

**Test on Life Skills**

**ക്ലാസ് 1 , 2**

സമയം : 30 മിനിട്ട്

നിങ്ങൾ ആർജ്ജിക്കേണ്ട കഴിവുകളേയും നല്ല ശീലങ്ങളേയും കുറിച്ചുള്ള ചില ചോദ്യങ്ങൾ ചുവടെ കൊടുത്തിരിക്കുന്നു. അവ ശ്രദ്ധാപൂർവ്വം വായിച്ച് ശരിയായ കോളത്തിൽ ടിക് (✓) അടയാളപ്പെടുത്തുക.

സ്കൂളിന്റെ പേര്	: .....	പേര്	: .....
ഗവൺമെന്റ്/എയ്ഡഡ്	: .....	ആൺ/പെൺ	: .....
സ്ഥലം	: .....	പഠിക്കുന്ന ക്ലാസ്	: .....
ഗ്രാമം/നഗരം	: .....	അഡ്മിഷൻ നം	: .....
ജില്ല	: .....	ക്ലാസ്.നം	: .....

1. ഭക്ഷണത്തിന്റെ അവശിഷ്ടങ്ങൾ, പഴത്തൊലികൾ തുടങ്ങിയവ ഞാൻ,
  - a. വഴിയിൽ വലിച്ചെറിയും
  - b. അവശിഷ്ടങ്ങൾ നിക്ഷേപിക്കാൻ തയ്യാറാക്കിയ സ്ഥലത്ത് കൊണ്ടു ചെന്നിടും
  - c. ഭക്ഷണം കഴിച്ച സ്ഥലത്ത്തന്നെ ഉപേക്ഷിക്കും
2. നിങ്ങളുടെ ക്ലാസിനെ കുറിച്ച് താഴെ കൊടുത്തവയിൽ ശരിയായ പ്രസ്താവന ഏത്?
  - a. എന്റെ ക്ലാസിൽ ആർക്കും ഒരു കഴിവു ഇല്ല
  - b. എന്റെ ക്ലാസിൽ എല്ലാവർക്കും ഒരേ കഴിവുകൾ ആണുള്ളത്
  - c. എന്റെ ക്ലാസിൽ എല്ലാവർക്കും ഏതെങ്കിലും കഴിവുകൾ ഉണ്ട്
3. എനിക്ക് ഉണ്ടെന്ന് ഞാൻ മനസ്സിലാക്കിയ കഴിവ്
  - a. സുഹൃത്തുക്കളോട് ഞാൻ നല്ല രീതിയിൽ പെരുമാറും
  - b. ദേഷ്യം വന്നാൽ ഞാൻ പുറത്ത് കാണിക്കും
  - c. എന്റെ കഴിവുകൾ എനിക്ക് അറിയില്ല
4. കൂട്ടുകാർക്ക് വിഷമമുണ്ടാകുമ്പോൾ ഞാൻ,
  - a. സന്തോഷിക്കും
  - b. കാരണമന്വേഷിച്ച് സഹായിക്കും
  - c. പ്രത്യേകിച്ച് ഒന്നും ചെയ്യില്ല
5. കൂടുതൽ സമയം ടി.വി കാണരുതെന്ന് അമ്മ പറയുമ്പോൾ
  - a. എനിക്ക് ദേഷ്യം വരും
  - b. അനുസരണയോടെ ടി. വി. ഓഫാക്കും
  - c. അമ്മയെ അനുസരിക്കില്ല

6. ശരീരത്തിന് ഏറ്റവും നല്ലത്
- a. ബേക്കറി ആഹാരങ്ങളാണ്
  - b. ഫാസ്റ്റ്ഫുഡാണ്
  - c. വീട്ടിൽ തയ്യാറാക്കുന്ന ആഹാരങ്ങളാണ്
7. കൈ കഴുകാതെ ആഹാരം കഴിക്കുമ്പോൾ
- a. ആഹാരത്തിന് രുചി കുറയും
  - b. കുറച്ച് ആഹാരം മാത്രമേ കഴിക്കാൻ കഴിയൂ
  - c. രോഗം പിടിപെടും
8. അപകടത്തിൽ സാരമായി പരിക്ക് പറ്റിയ എന്റെ സുഹൃത്തിനെ
- a. എനിക്ക് കഴിയുന്ന വിധം സഹായിക്കും
  - b. സഹായിക്കാൻ ശ്രമിക്കില്ല
  - c. കണ്ടില്ല എന്ന് നടിക്കും
9. ദിവസവും കുറച്ചുസമയം കളിക്കുകയും വ്യായാമം ചെയ്യുകയും ചെയ്യുന്നത്,
- a. പഠിക്കുന്ന സമയം നഷ്ടപ്പെടുത്തും
  - b. നല്ല ഉന്മേഷം ഉണ്ടാക്കും
  - c. ശരീരത്തിന് വേദനയുണ്ടാക്കും
10. സ്വയം ചെയ്യാൻ ശീലിക്കേണ്ടത് താഴെ കൊടുത്തവയിൽ ഏതാണ്?
- a. ഉയരത്തിലുള്ള വാട്ടർ ടാങ്ക് വൃത്തിയാക്കൽ
  - b. വസ്ത്രം ധരിക്കൽ
  - c. വൈദ്യുത ഉപകരണങ്ങൾ കൈകാര്യം ചെയ്യൽ
11. ശുചിത്വവുമായി ബന്ധപ്പെട്ടവ ഏതെല്ലാം?
- a. രാവിലെയും രാത്രിയും പല്ലുതേക്കണം
  - b. എല്ലാ ദിവസവും രാവിലെ പത്രം വായിക്കണം
  - c. ദിവസവും രണ്ടു നേരം കുളിക്കണം
12. നമ്മുടെ അശ്രദ്ധകൊണ്ടുണ്ടാകാവുന്ന രണ്ട് അപകടങ്ങളുടെ പേര് എഴുതുക?
- -
13. ശരിയായ റോഡ് നിയമങ്ങൾ ഏതെല്ലാം?
- a. റോഡിന്റെ വലതുവശത്തുകൂടി നടക്കുക
  - b. സീബ്രലൈനിൽ കൂടി റോഡ് മുറിച്ചു കടക്കുക
  - c. റോഡിന്റെ ഇടതുവശത്തുകൂടി നടക്കുക
14. വീട്ടുജോലികളിൽ എനിക്ക് അമ്മയെ സഹായിക്കാൻ കഴിയുന്ന രണ്ട് കാര്യങ്ങൾ
- -
15. വിദ്യാലയത്തിൽ എനിക്ക് ചെയ്യാൻ കഴിയുന്ന രണ്ട് കാര്യങ്ങൾ
- -

**Area Score 1 & 2**

1.	A	-	1
2.	S	-	1
3.	S	-	1
4.	A	-	1
5.	K	-	1
6.	A	-	1
7.	K	-	1
8.	K	-	1
9.	A	-	1
10.	K	-	1
11.	K	-	2
12.	S	-	2
13.	K	-	2
14.	A	-	2
15.	S	-	2

20

K	-	8
A	-	6
S	-	6

20



### Scoring Key

1. b
2. c
3. a
4. b
5. b
6. c
7. c
8. a
9. b
10. b
11. a, c
12. ഭക്ഷണ അവശിഷ്ടങ്ങളിൽ തെന്നിവീഴുക/വെള്ളം കെട്ടിക്കിടക്കുന്നതിൽ തെന്നി വീഴുക/  
ഓടി വീഴുക/കോണിപ്പടിയിൽ തെന്നിവീഴുക/കുപ്പിച്ചില്ലിൽ ചവിട്ടുക.
13. a, b
14. കഴിച്ച പാത്രങ്ങൾ അടുക്കളയിൽ കൊണ്ടു വയ്ക്കാം/ചെടികൾക്ക് വെള്ളം നനയ്ക്കാം/  
വസ്ത്രങ്ങൾ മടക്കി വയ്ക്കാം/വളർത്തു പക്ഷികൾക്ക് തീറ്റ കൊടുക്കാം.
15. ചെടിനനയ്ക്കൽ/ക്ലാസ്റ്റം വൃത്തിയാക്കൽ/പരിസരം വൃത്തിയാക്കൽ