



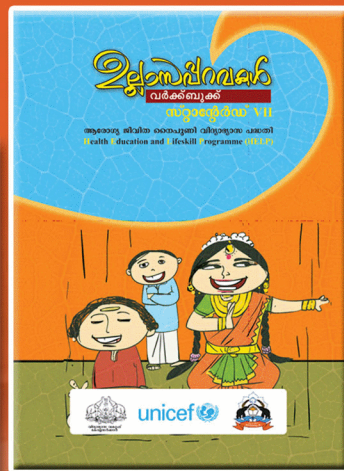
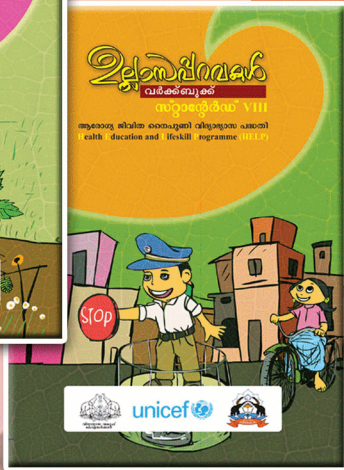
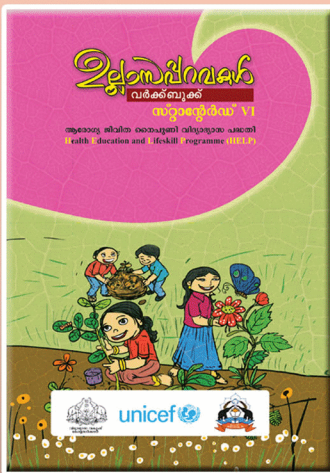
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**Government of Kerala
Department of Education**

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

Class - 6,7,8



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

Standard VI, VII & VIII

Project Report

National Population Education Project



**State Council of Educational Research and Training (SCERT),
Poojappura, Thiruvananthapuram, Kerala
2018**

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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
SCERT, Kerala

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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

Assistant Professor, SCERT

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 21st 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 classes VI, VII and VIII 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	Ernakulam	Govt.HSS, Elamakkara
5	Waynadu	Govt.HSS, Vakery
6	Palakkad	Govt.HSS, Bigbazar
7	Kannur	Shenoy Smaraka Govt. HSS, Payyannur
8	Kannur	Govt.Brennen HSS, Thalassery
9	Idukki	GTHSS Murikkattukudy
10	Palakkad	GMM GHSS, Palakkad

Tools and materials used for the study

The tools used for the present study were

Life Skill Test for students studying in standard VI, VII, VIII

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

VI,VII and VIII. 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 VI

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 VI in selected districts is presented in the following Table 6.1.

Table 6.1
Percentage distribution of the sample in selected districts

District	School	Count	Percent
Thiruvananthapuram	G.V.H.S.S, Vattiyoorkavu	15	9.4
Ernakulum	G.H.S.S, Elamakkara	21	13.1
Palakkad	GMMGHSS, Palakkad	47	29.4
Idukky	G.T.H.S.S Murikkatukudy	19	11.9
Wayanadu	G.V.H.S.S, Vakery	28	17.5
Kannur	Govt.Brennen H.S.S, Thalasseri	30	18.8

As per Table 6.1, the highest percentage (29.4 %) of sample is found in Palakkad District which is followed by Kannur (18.8%), Wayanadu (17.5 %), Ernakulum (13.1%), Idukky (11.9%) and the least in Thiruvananthapuram District (9.4%). A graphical representation of the sample based on percentage distribution in selected districts is given below.

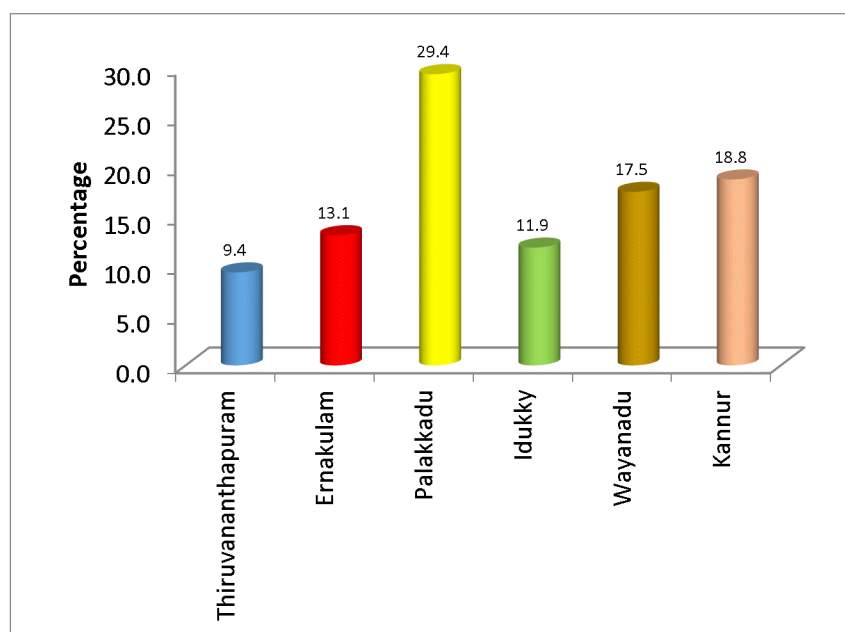


Figure 6.1-Percentage distribution of the sample in selected districts

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

**Table 6.2
Percentage distribution of the sample based on Gender and Locality**

Sub sample		Count	Percentage
Gender	Boys	63	39.4
	Girls	97	60.6
Locality	Rural	47	29.4
	Urban	113	70.6

From Table 6.2, it is clear that 39.4 % of the sample are boys and 60.6 % are girls. It is also observed that 70.6 % of the sample is from urban area and 29.4 % from rural area (Figure 6.2).

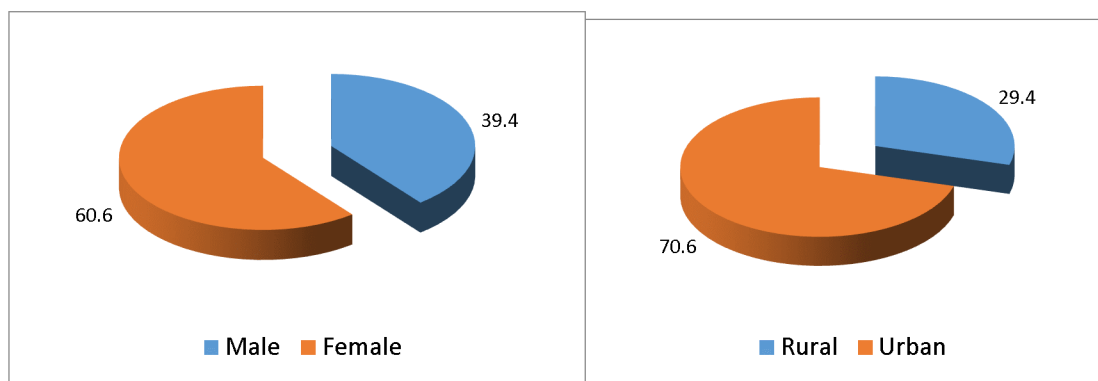


Figure 6.2- Percentage distribution of the sample based on Gender and Locality

RESULTS OF PRETEST

To assess the levels of life skills present among the students a pretest and posttest were implemented and the results are analysed in the following section.

I Knowledge on Life Skills

Questions related to ‘Knowledge on Life Skills’ of students are analyzed and presented in Table 6.3.

Table 6.3
Percentage distribution of sample on Knowledge on Life Skills

Q. No	Correct Statement on Effective Life Skill	Life Skills	Number of students	Percent
4	Give an advice for your brother who demands bakery items daily.	Critical Thinking	100	62.5
6	Depositing waste in public places causes health problems. Suggest a method to avoid health problems due to waste disposal in public places.	Problem Solving	84	52.5
8	Write two advantages of utilizing time effectively.	Critical Thinking	20	12.5
9	Write two harmful effects of using artificial cosmetics.	Critical Thinking	34	21.3
10	Write two situations that make you angry.	Coping with Emotions	41	25.6
11	Write two occasions that make you desperate.	Coping With emotions	37	23.1

From Table 6.3, it is observable that 62.5% of students possess ‘Critical Thinking Skill’ to convey the correct advice for avoiding the overuse of bakery items. 52.5 % of them have ‘Problem Solving Skill’ to suggest exact method to prevent depositing wastes to the public places. At the same time, 12.5 % of students are acquainted with ‘Critical Thinking Skill’ to suggest two advantageous use of time. 21.3 % of the students have ‘Critical Thinking Skill’ to know two side effects of using artificial cosmetics. 25.6 % possess the Skill ‘Coping with Emotions’ to put forward two situations causing them angry and 23.1 % of them have the Skill ‘Coping with Emotions’ to suggest two occasions that cause depression. The following figure presents the percentage distribution of students’ Knowledge on Life Skills.

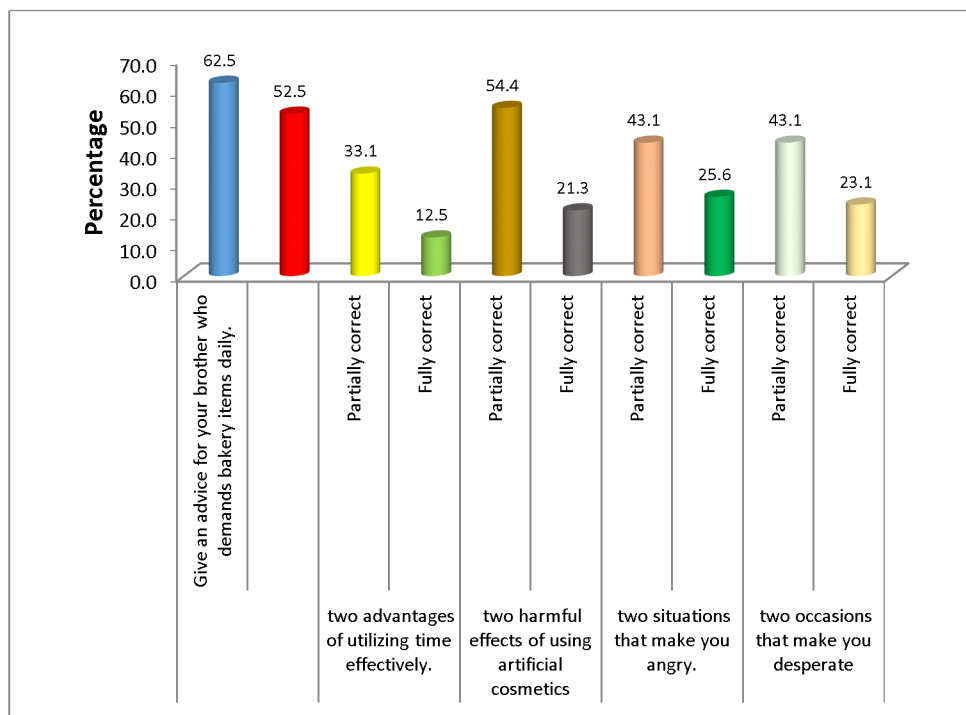


Figure 6.3- Percentage distribution of sample on Knowledge on Life Skills

Table 6.4
Levels of Knowledge on Life Skills

Knowledge	Count	Percent
Poor	54	33.8
Moderate	50	31.3
Good	32	20.0
Very Good	24	15.0

From Table 6.4, it is noticeable that 33.8% of students are having 'poor' level of knowledge on Life Skills. The level of knowledge on Life Skills of 31.3 % are at 'moderate', 20.0 % of students are at 'good' level and 15.0 % are having 'very good' level of knowledge. Therefore, it is seen that 1/3rd (33.8%) of the sample have 'poor' level of knowledge (Figure 6.4).

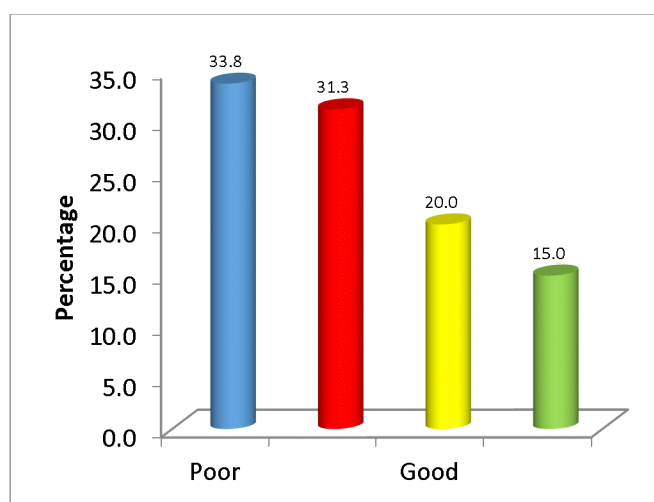


Figure 6.4- Levels of Knowledge on Life Skills

Table 6.5
Knowledge on Life Skills of students based on Gender and Locale

Sub sample		Mean	SD	N	t	p
Gender	Boys	3.5	2.6	63	4.32**	0.000
	Girls	5.2	2.4	97		
Locale	Rural	3.8	3.1	47	2.35*	0.020
	Urban	4.8	2.4	113		

** Significant at 0.01 level * Significant at .05 level

The Mean and SD of Knowledge on Life Skills of boys are 3.5 and 2.6 whereas that of girls are 5.2 and 2.4 respectively. The ‘t’ value obtained is 4.32 which is significant at 0.01 level. Therefore, it is inferred that there is significant difference between the boys and girls with respect to Knowledge on Life Skills. Since the mean score of girls (5.2) is higher than that of boys (3.5), it is inferred that girls have more Knowledge on Life Skills than that of boys.

The Mean and SD of knowledge on Life Skills of rural students are 3.8 and 3.1 and that of urban students are 4.8 and 2.4 respectively. The ‘t’ value obtained on Knowledge on Life Skills of rural and urban students is 2.35 which is significant at 0 .05 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 (4.8) is higher than that of rural students (3.8), it is inferred that urban students have more knowledge on Life Skills than that of rural students.

II. Attitude of students towards Life Skills

Table 6.6
Percentage distribution of Attitude of students towards Life Skills

Q. No	Correct Statement on Effective Life Skill	Life Skill	Number of Students	Percent
2	Cleaning a foul smelling urinal with the help of teachers and friends.	Problem Solving	137	85.6
5	Write your response to your friend who invites you to cut the classes to watch a movie	Decision Making	104	65.0
12	Write two qualities that you wish to have in your close friend.	Interpersonal Relationship	37	23.1

Table 6.6 points that 85.6 % of the students positive attitude of ‘Problem Solving’ Skill to clean a foul smelling urinal with the help of teachers and

friends. 65 % of them have ‘Decision Making’ Skill to refuse to cut the classes of the school to watch cinema with a friend and 23.1 % are acquainted with ‘Interpersonal relationship’ to recognize two essential qualities needed for their friend. A graphical representation of percentage distribution of Attitude of students towards Life Skills is given below.

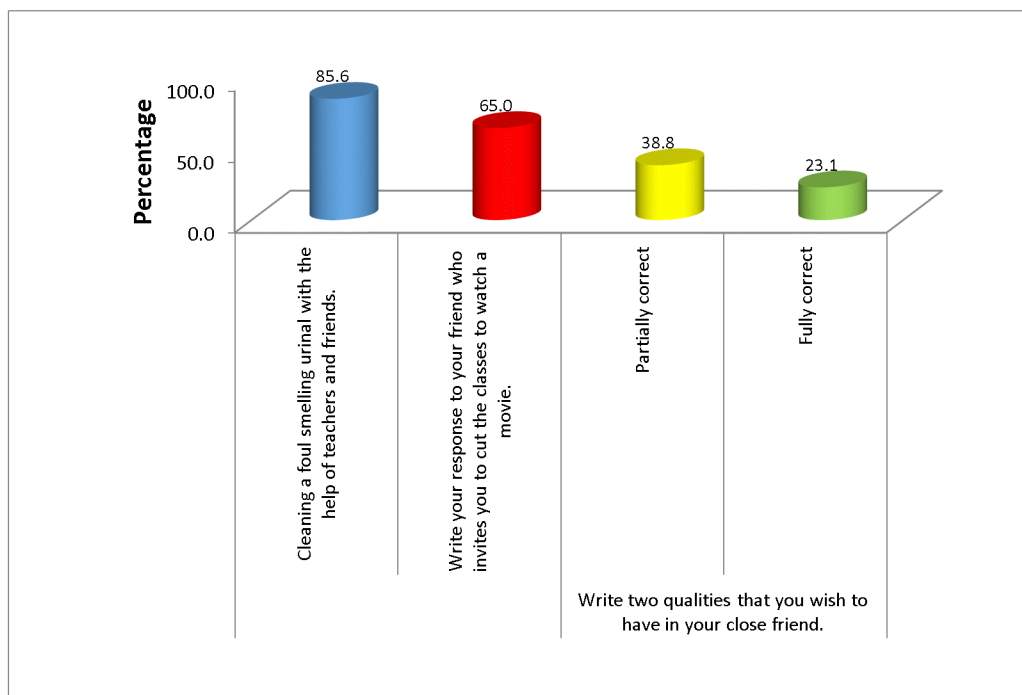


Figure 6.5- Percentage distribution of right Attitude of students towards Life Skills

**Table 6.7
Levels of Attitude on Life Skills**

Levels of Attitude	Count	Percent
Poor	39	24.4
Moderate	47	29.4
Good	47	29.4
Very Good	27	16.9

Table 6.7 shows that 29.4% of students are at ‘good’ and 29.4% are at ‘moderate’ level of attitude. The level of attitude on Life Skills of 24.4 % is at

‘poor’ level and 16.9 % of students are at ‘very good’ level of attitude. So it is inferred that about half of the sample are below the ‘good’ level of attitude (Figure 6.6).



Figure 6.6- Levels of Attitude on Life Skills

Table 6.8
Attitude towards Life Skills of Students based on Gender and Locale

		Mean	SD	N	t	p
Gender	Boys	1.9	1.1	63	5.01**	0.000
	Girls	2.7	0.9	97		
Locale	Rural	2.1	1.0	47	2.22*	0.028
	Urban	2.5	1.1	113		

** Significant at 0.01 level, * Significant at 0.05 level

The Mean and SD of Attitude on Life Skills of boys are 1.9 and 1.1 whereas that of girls are 2.7 and 0.9 respectively. The ‘t’-value obtained is 5.01 which is significant at 0.01 level. Therefore, it is inferred that there is significant difference between boys and girls with respect to attitude on Life Skills. Since the mean of the attitude level of girls (2.7) is higher than that of boys (1.9), it is interpreted that girls have better attitude on Life Skills than that of boys.

The Mean and SD of attitude on Life Skills of rural students are 2.1 and 1.0 and that of urban students are 2.5 and 1.1 respectively. The 't'-value obtained for attitude on Life Skills of rural and urban students is 2.22 which is significant at 0 .05 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 (2.5) is higher than that of rural students (2.1), it is tentatively concluded that urban students have better attitude on Life Skills than that of rural students.

III. Skills of students related to Life Skills

Table 6.9
Percentage distribution of students' Skill related to Life Skills

Q. No	Correct Statement on Effective Life Skill	Life Skill	Number of Students	Percent
1	Seeking the advice of teachers or School nurse about the annoying issues related to body growth	Problem Solving	121	75.6
3	If a close friend behave indifferently to me for the last few days, I will enquire the reason and correct the mistakes.	Interpersonal Relationship	132	82.5
7	Any two activities to avoid plastic wastes in your home.	Problem Solving	30	18.8
13	Write two things that you can do to change the drinking habit of your friend's father which negatively affects his studies.	Problem Solving	7	4.4

From Table 6.9, it is apparent that 75.6 % of the students possess 'Problem Solving' skill to seek the advice of teachers or school nurse about the annoying issues related to their body growth. 82.5% of students have 'Interpersonal Relationship' to enquire and correct the mistakes of a close friend who behave indifferently. 18.8 % of the students are acquainted with 'Problem Solving' skill to avoid plastic wastes in their home. 4.4% students have 'Problem Solving'

skill to change the drinking habit of their friend’s father which negatively affects his studies. A graphical representation of percentage distribution of students having Skill related to Life Skills is given below.

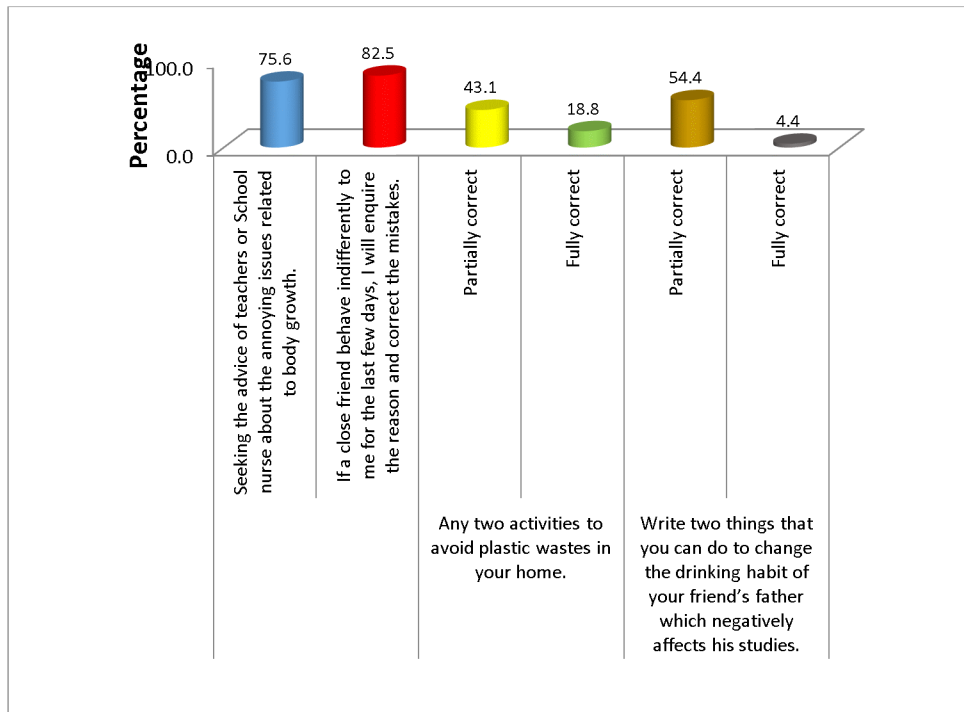


Figure 6.7- Percentage distribution of students having Skill related to Life Skills

**Table 6.10
Levels of students’ Skill on Life Skills**

Levels of Skills	Count	Percent
Poor	56	35.0
Moderate	36	22.5
Good	46	28.8
Very Good	22	13.8

Table 6.10 reveals that 35.0 % of students are at ‘poor’ level of skill. The level of skill of 28.8 % are at ‘good’ level, 22.5 % of students are at ‘moderate’ level and 13.8% are having ‘very good’ level of Skill. Therefore, it is

inferred that one third of the sample are having ‘poor’ level of skill related to Life Skills (Figure 6.8).

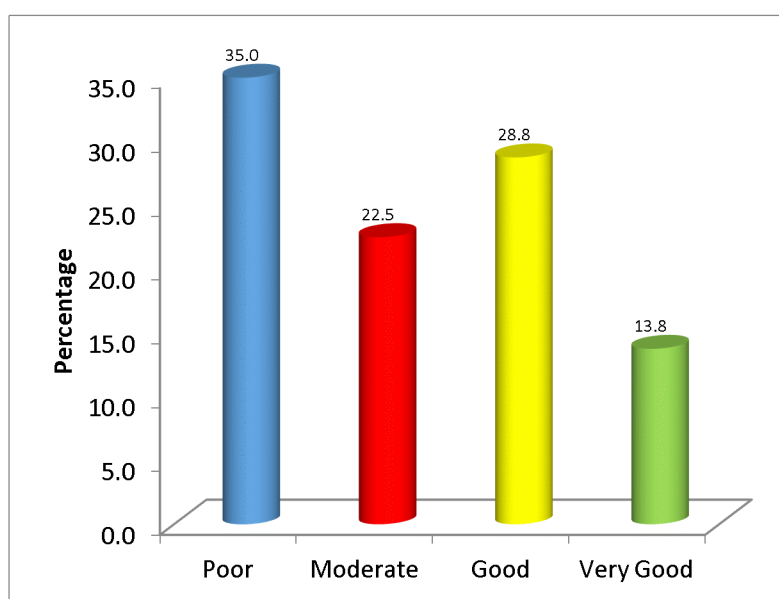


Figure 6.8- Levels of students' Skill on Life skills

Table 6.11
Skill related to Life Skills of students based on Gender and Locale

Sub sample		Mean	SD	N	t	p
Gender	Boys	2.4	1.4	63	4.55**	0.000
	Girls	3.4	1.2	97		
Locale	Rural	2.5	1.2	47	3.3**	0.001
	Urban	3.2	1.4	113		

** Significant at 0.01 level

The Mean and SD of Skill related to the Life Skills of boys are 2.4 and 1.4 whereas that of girls are 3.4 and 1.2 respectively. The ‘t’-value obtained is 4.55 which is significant at 0.01 level. Therefore, it is inferred that there is significant difference between the boys and girls with respect to Skill related to Life Skills. Since the mean scores of the skills of girls (3.4) is higher than that of boys (2.4), it can be interpreted that girls are more skillful related to Life Skills.

The Mean and SD of Skill related to Life Skills of rural students are 2.5 and 1.2 and that of urban students are 3.2 and 1.4 respectively. The ‘t’-value obtained on skill related to Life Skills of rural and urban students is 3.3 which is significant at 0.01 level. Hence, it can be interpreted that there is significant difference between rural and urban students’ skill related to Life Skills. Since the Mean of the urban students (3.2) is higher than that of rural students (2.5), 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 skill were clubbed together and different levels of Life Skills were found out and presented in the following Table.

Table 6.12
Levels of overall Life Skills of students

Life Skills	Count	Percent
Poor	49	30.6
Moderate	44	27.5
Good	49	30.6
Very Good	18	11.3

From Table 6.12 it is clear that 30.6 % of students are having overall life skills at ‘poor’ level. 30.6 % at ‘good’ level, 27.5 % of students at ‘moderate’ level and 11.3 % are having ‘very good’ level of Life Skills. It is seen that in the overall Life Skills, about one third each of the sample are in the ‘poor’ and ‘good’ levels. Figure 6.9 displays levels of Overall Life Skills of students.

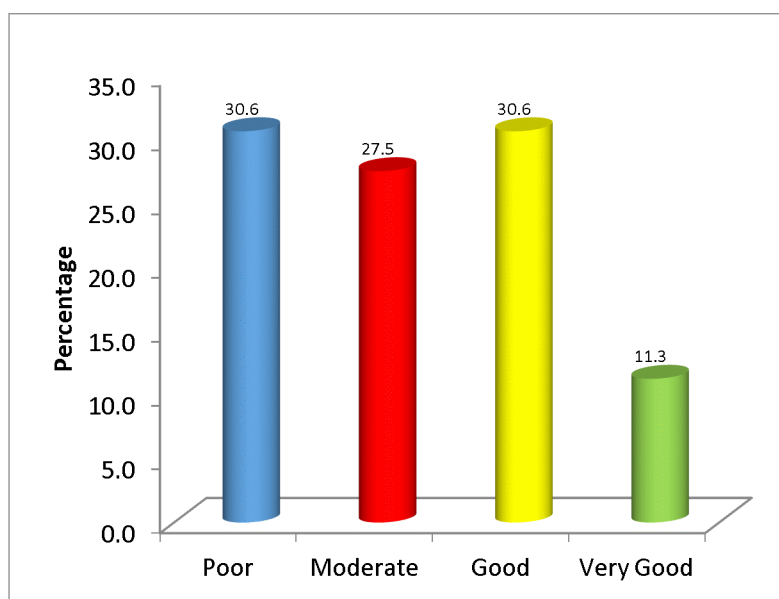


Figure 6.9- Levels of overall Life Skills of Students

**Table 6.13
Overall Life Skills of students based on Gender and Locale**

Sub sample		Mean	SD	N	t	p
Gender	Boys	7.8	4.3	63	5.39**	0.000
	Girls	11.3	3.9	97		
Locale	Rural	8.3	4.7	47	3.02**	0.003
	Urban	10.6	4.1	113		

**Significant at 0.01 level

The Mean and SD of Life Skills of boys are 7.8 and 4.3 whereas that of girls are 11.3 and 3.9 respectively. The 't'-value obtained is 5.39 which is significant at 0.01 level. Therefore, it is inferred that there is significant difference between the boys and girls with respect to overall Life Skills. Since the mean of the overall skills of girls (11.3) is higher than that of boys (7.8), it can be interpreted that girls are better related to the overall Life Skills.

The Mean and SD of overall Life Skills of rural students are 8.3 and 4.7 and that of urban students are 10.6 and 4.1 respectively. The 't'-value obtained for Life Skills of rural and urban students is 3.02 which is significant at 0.01 level indicating that there is significant difference between rural and urban students in

the overall Life Skills. Since the Mean of the urban students' overall skills (10.6) is higher than that of rural students (8.3), it can be interpreted that urban students are better related to the overall Life Skills than rural students.

Effectiveness of Intervention on Life Skills of students studying in Standard VI

RESULTS OF POSTTEST

At the time of administration of pretest 160 students were present in class VI. 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.

I. Effectiveness of Intervention on Knowledge on Life Skills of students

Table: 6.14
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.	%		
4	Give an advice for your brother who demands bakery items daily.	Critical Thinking	83	76.1	102	93.6	3.14**	0.002
6	Depositing waste in public places causes health problems. Suggest a method to avoid health problems due to waste disposal in public places.	Problem Solving	56	51.4	108	99.1	6.63**	0.000
8	Write two advantages of utilizing time effectively.	Critical Thinking	15	13.8	109	100	5.83**	0.000
9	Write two harmful effects of using artificial cosmetics.	Critical Thinking	24	22.0	109	100	7.22**	0.000
10	Write two situations that make you angry.	Coping with Emotions	27	24.8	109	100	6.95**	0.000
11	Write two occasions that make you desperate.	Coping With emotions	26	23.9	109	100	6.62**	0.000

** Significant at 0.01 level

Table 6.14 exposes 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 Critical Thinking ($p < 0.01$) Problem Solving ($p < 0.01$) Coping with Emotions ($p < 0.01$) have showed significant difference in the posttest. As a result it is obvious that sample students have enhanced the knowledge on ‘Critical Thinking’ to give information on the adverse aspect of bakery items, harmful effect of artificial cosmetics and the effective use of time. The table again points out the progress of knowledge on ‘Problem Solving’ skill to avoid waste disposal in the public places and ‘Coping with Emotions’ to identify situations that make them angry and occasions that make them desperate. Therefore, it can be tentatively concluded that intervention programme is more effective to enhance the knowledge on the Life Skills- ‘Critical Thinking’ ‘Problem Solving’ and ‘Coping with Emotions’

Table: 6.15
Levels of Knowledge on Life Skills of students in the Pretest and posttest

Knowledge	Pretest		Posttest	
	Number	Percent	Number	Percent
Poor	38	34.9	0	0.0
Moderate	30	27.5	0	0.0
Good	22	20.2	109	100
Very Good	19	17.4	0	0.0

Table 6.15 specifies that the percentage of students who were in the ‘poor’, ‘moderate’ and ‘very good’ levels of knowledge on life skills reduced to nil in the posttest whereas, students having ‘good’ level of Knowledge on Life skills have enhanced.

Table 6.16
Effectiveness of Intervention on Knowledge on Life Skills of students

Knowledge	Mean	SD	N	Mean Difference	Paired t	p
Pretest	4.6	2.7	109	5.4	20.72**	0.000
Posttest	10.0	0.1	109			

** Significant at 0.01 level

From Table: 6.16 it is visible that, there is significant mean difference in the post test compared to that of pretest and the paired 't' (20.72) is significant at 0.01 level shows the effectiveness of the intervention on Knowledge on Life skills.

Table 6.17
Effectiveness of Intervention on Knowledge on Life Skills of students - Gender and Locale

Sub sample		Mean difference	SD	N	t	p
Gender	Male	6.7	2.5	43	4.1**	0.000
	Female	4.6	2.6	66		
Locale	Rural	6.8	3.2	28	3.07**	0.003
	Urban	5.0	2.4	81		

** Significant at 0.01 level

From Table 6.17, it is perceptible that the increase in the mean knowledge score as the result of intervention of the male students is 6.7 and female is 4.6. The 't' value obtained (t=4.1) is significant at 0.01 level. So it can be interpreted that gender is a significant factor for the effectiveness of intervention on Knowledge on Life Skills. In the case of Locality, the difference in the mean knowledge score of the rural students (6.8) is higher compared to urban students (5.0) as a result of intervention. The 't' value (t = 3.07) is significant at 0.01 level which

shows the programme is more effective for the rural students than that of the urban students.

II. Effectiveness of Intervention on Attitude towards Life Skills of students

Table: 6.18
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.	%		
2	Cleaning a foul smelling urinal with the help of teachers and friends.	Problem Solving	93	85.3	105	96.3	2.1*	0.035
5	Write your response to your friend who invites you to cut the classes to watch a movie	Decision Making	73	67.0	109	100.0	5.28**	0.000
12	Write two qualities that you wish to have in your close friend.	Interpersonal Relationship	29	26.6	109	100.0	5.69**	0.000

* Significant at 0.05 level, ** Significant at 0.01 level

Table 6.18 discloses that when compared to the pretest, in almost all the items the percentage of students who have the right attitude on Life Skills enhanced in the posttest. This definitely indicates the effectiveness of intervention programme. The table again shows that the attitude towards the life skills such as ‘Problem Solving’ ($p < 0.05$), Decision Making ($p < 0.01$) and ‘Interpersonal Relationship’ ($p < 0.01$) have shown significant difference in the post test. Therefore, it is understandable that sample students have enhanced the attitude on ‘Problem Solving’ Skill to clean a foul smelling urinal, ‘Decision Making’ skill to avoid the request to cut the classes to watch a movie and ‘Interpersonal Relationship’ to suggest the qualities needed for a friend. Therefore, it can be tentatively concluded that intervention programme is more

effective to enhance the right attitude on Life Skills – ‘Problem Solving’, ‘Decision Making’ and ‘Interpersonal Relationship’.

Table: 6.19
Levels of Attitude towards Life Skills of students in the Pretest and posttest

Attitude	Pretest		Posttest	
	Number	Percent	Number	Percent
Poor	24	22.0	0	0.0
Moderate	24	22.0	0	0.0
Good	33	30.3	4	3.7
Very Good	28	25.7	105	96.3

Table 6.19 point outs 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 6.20
Effectiveness of Intervention on Attitude towards Life Skills of students

Attitude	Mean	SD	N	Mean Difference	Paired t	p
Pretest	2.4	1.2	109	1.5	13.44**	0.000
Posttest	4.0	0.2	109			

** Significant at 0.01 level

From Table 6.20, it is apparent that there is significant mean difference in the post test compared to that of pretest and the paired ‘t’ (13.44) is significant at 0.01 level indicates the effectiveness of the intervention on Attitude towards Life skills.

Table 6.21
Effectiveness of Intervention on Attitude towards
Life Skills of students - Gender and Locale

Sub sample		Mean difference	SD	N	t	p
Gender	Male	2.1	1.2	43	4.95**	0.000
	Female	1.1	1.0	66		
Locale	Rural	2.0	1.1	28	2.4*	0.018
	Urban	1.4	1.2	81		

* Significant at 0.05 level** Significant at 0.01 level

From Table 6.21, it is perceptible that the increase in the mean attitude towards Life Skills as the result of intervention of the male students is 2.1 and female students is 1.1. The ‘t’- value obtained (t=4.95) is significant at 0.01 level indicating gender is 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 (2.0) is higher compared to urban students (1.4) as a result of intervention. The ‘t’ value (t= 2.4) is significant at 0.05 level which demonstrates the programme is more effective for the rural students than urban students.

III. Effectiveness of Intervention on Skill related to Life Skills of students

Table: 6.22
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.	%		
1	Seeking the advice of teachers or School nurse about the annoying issues related to body growth	Problem Solving	83	76.1	102	93.6	3.14**	0.002
3	If a close friend behave indifferently to me for the last few days, I will enquire the reason and correct the mistakes	Interpersonal Relationship	90	82.6	107	98.2	1.61	0.108
7	Any two activities to avoid plastic wastes in your home.	Problem Solving	24	22.0	108	99.1	7.82**	0.000
13	Write two things that you can do to change the drinking habit of your friend's father which negatively affects his studies.	Problem Solving	6	5.5	108	99.1	6.32**	0.000

** Significant at 0.01 level

From Table 6.22, 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 exposes the effectiveness of intervention programme. The table again indicates that Skill related to life skill such as 'Problem Solving' ($p < 0.01$) have shown significant difference in the post test. Hence, it is obvious that sample students have enhanced Skill on 'Problem Solving' skill to solve the annoying issues related to body growth, solution to avoid plastic wastes in the their home and to change the drinking habits of friend's father. Therefore, it can be tentatively concluded that

intervention programme is more effective to enhance the skill related to Life Skill- ‘Problem Solving’.

Table:6.23
Levels of Skill related to Life Skills of students in the Pretest and posttest

Skill	Pretest		Posttest	
	Number	Percent	Number	Percent
Poor	18	16.5	0	0
Moderate	37	33.9	8	7.3
Good	33	30.3	0	0.0
Very Good	21	19.3	101	92.7

Table 6.23 reveals that the percentage of students who were in the ‘moderate’ and ‘good’ level 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 improved.

Table 6.24
Effectiveness of Intervention on Skill related to the Life Skills of students

Skill	Mean	SD	N	Mean Difference	Paired t	p
Pretest	3.1	1.5	109	2.8	18.84**	0.000
Posttest	5.9	0.4	109			

** Significant at 0.01 level

From Table 6.24, it is observed that there is significant mean difference in the post test compared to that of pretest and the paired ‘t’ (18.84) which is significant at 0.01 level shows the effectiveness of the intervention on Skills related to Life skills.

Table 6.25
Effectiveness of Intervention on Skill related to
Life Skills of students - Gender and Locale

Sub sample		Mean difference	SD	N	t	p
Gender	Male	3.4	1.5	43	3.55**	0.001
	Female	2.4	1.4	66		
Locale	Rural	3.6	1.4	28	3.52**	0.001
	Urban	2.5	1.5	81		

** Significant at 0.01 level

Table 6.25 traces that the difference in mean score of skills related to the Life Skills of the male students is 3.4 and female students is 2.4. It can be interpreted that gender is a significant factor for the effectiveness of intervention on skill of students related to Life Skills since the ‘t’ value obtained ($t= 3.55$) is significant at 0.01 level. In the case of Locality, the difference in mean score of skill of the rural students is higher (3.6) compared to urban students (2.5) as a result of intervention. The ‘t’ value ($t= 3.52$) is significant at 0.01 level. So it can be interpreted that locality is a significant factor for the effectiveness of intervention on skill of students related to Life Skills.

IV. Effectiveness of Intervention on overall Life Skills of students

Table: 6.26
Levels of overall Life Skills of students in the Pretest and posttest

Life Skill	Pretest		Posttest	
	Number	Percent	Number	Percent
Poor	33	30.3	0	0.0
Moderate	28	25.7	0	0.0
Good	16	14.7	0	0.0
Very Good	32	29.4	109	100.0

Table 6.26 illustrates that the percentage of students who were in the ‘Poor’, ‘Moderate’ and ‘ Good’ levels of overall life skills are nil in the pretest and in the posttest also. At the same time, students who were having ‘Very Good’ level of skills related to overall Life skills have enhanced in the posttest.

Table 6.27
Effectiveness of Intervention on Overall Life skill of students

Life Skill	Mean	SD	N	Mean Difference	Paired t	p
Pretest	10.1	4.6	109	9.7	21.73**	0.000
Posttest	19.9	0.5	109			

** Significant at 0.01 level

Table 6.27 resolves that there is significant mean difference in the posttest compared to that of pretest and the paired ‘t’ ($t=21.73$) is significant at 0.01 level favors the effectiveness of the intervention on Life skills of students.

Table 6.28
Effectiveness of Intervention on Overall Life Skills of students - Gender and Locale

Sub sample		Mean.diff	SD	N	t	p
Gender	Male	12.2	4.3	43	4.94**	0.000
	Female	8.1	4.2	66		
Locale	Rural	12.4	4.9	28	3.61**	0.000
	Urban	8.8	4.3	81		

** Significant at 0.01 level

From Table 6.28, it is obvious that the increase in the mean overall Life Skills as a result of intervention of the male students is 12.2 and female students is 8.1. The ‘t’ value obtained ($t=4.94$) is significant at 0.01 level. So it can be interpreted that gender is a significant factor for the effectiveness of intervention on overall Life Skills, whereas in the case of Locality, the difference in the mean overall life Skill score of the rural students (12.4) is higher than that of urban students (8.8) as a result of intervention. The ‘t’ value ($t=3.61$) is

significant at 0.01 level which demonstrates the programme is more effective for the rural students than that of urban students.

STANDARD VII

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

Background characteristics

Percentage distribution of sample students of Standard VII in selected districts is presented in the following Table 7.1

Table 7.1
Percentage distribution of the sample in selected districts

District	School	Count	Percent
Thiruvananthapuram	G.V.H.S.S, Vattiyoorkavu	29	13.2
Ernakulam	G.H.S.S, Elamakkara	33	15.1
Palakkad	GMMGHSS	36	16.4
Idukki	G.T.H.S.S Murikkatukudy	31	14.2
Wayanadu	G.V.H.S.S, Vakery	33	15.1
Kannur	Govt.Brennen H.S.S, Thalasseri	57	26.0

As per Table 7.1, the highest percentage (29.0%) of sample is found in Kannur District which is followed by Palakkad (16.4%), Wayanadu (15.1%), Ernakulam (15.1%), Idukki (14.2%) and the least in Thiruvananthapuram (13.2%) (Figure 7.1).

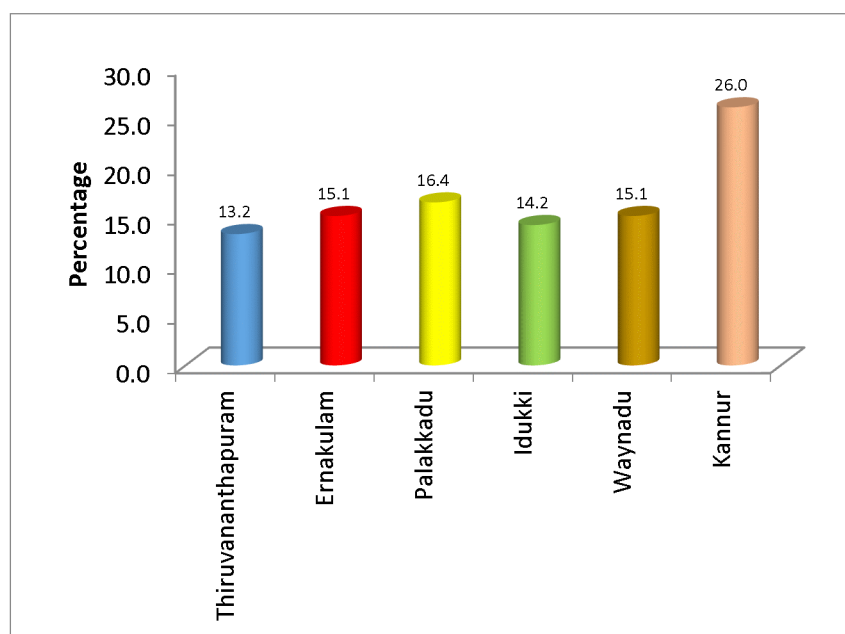


Figure 7.1- Percentage distribution of the sample in selected districts

Percentage distribution of the sample in selected districts based on Gender and Locality is presented in the following Table- 7.2

**Table 7.2
Percentage distribution of the sample based on Gender and Locality**

Sub sample		Count	Percentage
Gender	Boys	111	50.7
	Girls	108	49.3
Locality	Rural	64	29.2
	Urban	155	70.8

As per Table 7.2, the gender wise distribution of sample shows that 50.7 % of them are boys and 49.3 % are girls. It is also observed that 70.8 % of the sample is from urban area and 29.2 % from rural area (Figure 7.2).

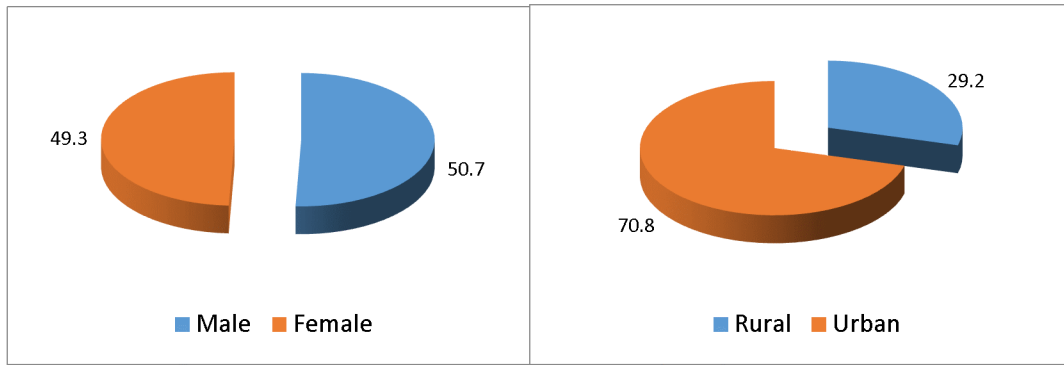


Figure 7.2- Percentage distribution of the sample based on Gender and Locality

RESULTS OF PRETEST

I Knowledge on Life Skills

Questions related to ‘Knowledge on Life Skills’ of students are analyzed and presented in Table 7.3.

Table 7.3
Percentage distribution of sample on Knowledge on Life Skills

Q. No	Correct Statement on Effective Life Skill	Life Skill	Number of students	Percent
4	Give an advice for your brother who demands bakery items daily.	Critical Thinking	148	67.6
6	Depositing waste in public places causes health problems. Suggest a method to avoid health problems due to waste disposal in public places.	Problem Solving	90	41.1
8	Write two advantages of utilizing time effectively.	Critical Thinking	36	16.4
9	Write two harmful effects of using artificial cosmetics.	Critical Thinking	61	27.9
10	Write two situations that make you angry.	Coping with Emotions	122	55.7
11	Write two occasions that make you desperate.	Coping With emotions	131	59.8

From Table 7.3, it can be seen that 67.6% of students have ‘Critical Thinking’ skill to convey the correct advice for avoiding the overuse of bakery items. 41.1% of them possess ‘Problem Solving’ skill to suggest exact method to avoid depositing wastes to the public places. At the same time, 16.4 % of students are acquainted with ‘Critical Thinking’ skill to recognize the advantageous use of time. 27.9% of the students have ‘Critical Thinking’ skill to know the two side effects of using artificial cosmetics. 55.7% possess life skill ‘Coping with Emotions’ to identify the situations causing them angry and 59.8% of students hold Life Skill ‘Coping with Emotions’ to recognize two occasions that cause them depression (figure 7.3).

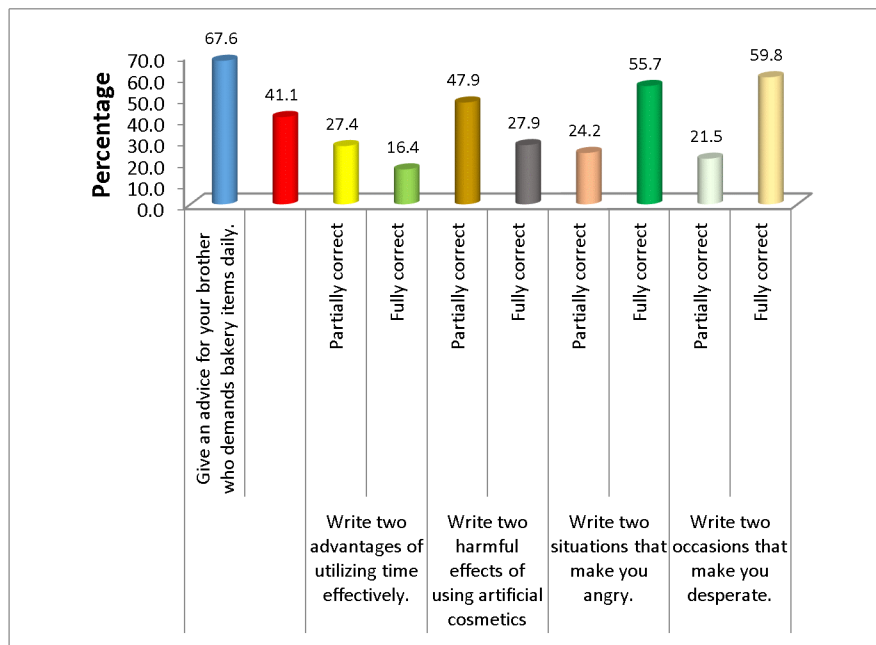


Figure 7.3- Percentage distribution of students’ Knowledge on Life Skills

**Table 7.4
Levels of Knowledge on Life Skills**

Knowledge	Count	Percent
Poor	53	24.2
Moderate	55	25.1
Good	54	24.7
Very Good	57	26.0

Table 7.4 shows that 26.0% of students are having very good level of knowledge on Life Skills. The level of knowledge on Life Skills of 25.1% are at moderate level, 24.7 % of students are at good level and 24.2 % are having poor level of knowledge. Therefore, it is seen that 1/4th (26%) of the sample have very good level of knowledge. A graphical representation of the Levels of Knowledge on Life Skills is given below.



Figure 7.4- Levels of Knowledge on Life Skills

Table 7.5
Knowledge on Life Skills of students based on Gender and Locale

Sub sample		Mean	SD	N	t	p
Gender	Boys	5.1	3.0	111	2.13*	0.035
	Girls	5.9	2.5	108		
Locale	Rural	5.0	3.3	64	1.74	0.084
	Urban	5.7	2.5	155		

* Significant at 0.05 level

The Mean and SD of Knowledge on Life Skills of boys are 5.1 and 3.0 whereas that of girls are 5.9 and 2.5 respectively. The ‘t’ value obtained is 2.13 which is significant at 0.05 level. Therefore, it is inferred that there is significant difference between the boys and girls with respect to Knowledge

on Life Skills. Since the mean score of girls (5.9) is higher than that of boys (5.1), it is inferred that girls have more Knowledge on Life Skills than boys.

The Mean and SD of knowledge on Life Skills of rural students are 5.0 and 3.3 and that of urban students are 5.7 and 2.5 respectively. The ‘t’ value obtained on Knowledge on Life Skills of rural and urban students is 1.74 which is not significant even at 0.05 level. Therefore it is seen that there is no significant difference between rural and urban students’ Knowledge on Life Skills.

II. Attitude of students towards Life Skills

Table 7.6
Percentage distribution of Attitude of students towards Life Skills

Q. No	Correct Statement on Effective Life Skill	Life Skill	Number of Students	Percent
2	Cleaning a foul smelling urinal with the help of teachers and friends.	Problem Solving	181	82.6
5	Write your response to your friend who invites you to cut the classes to watch a movie	Decision Making	122	55.7
12	Write two qualities that you wish to have in your close friend.	Interpersonal Relationship	59	26.9

From Table 7.6, it is seen that 82.6 % of the students possess the right attitude of ‘Problem Solving’ to clean a foul smelling urinal with the help of teachers and friends. 55.7 % of them have ‘Decision Making’ skill to refuse to cut the classes of the school to watch cinema with a friend and 26.9 % are acquainted with Life Skill ‘Interpersonal Relationship’ to recognize essential qualities needed for their friend. A graphical representation of percentage distribution of Attitude of students towards Life Skills is given below.

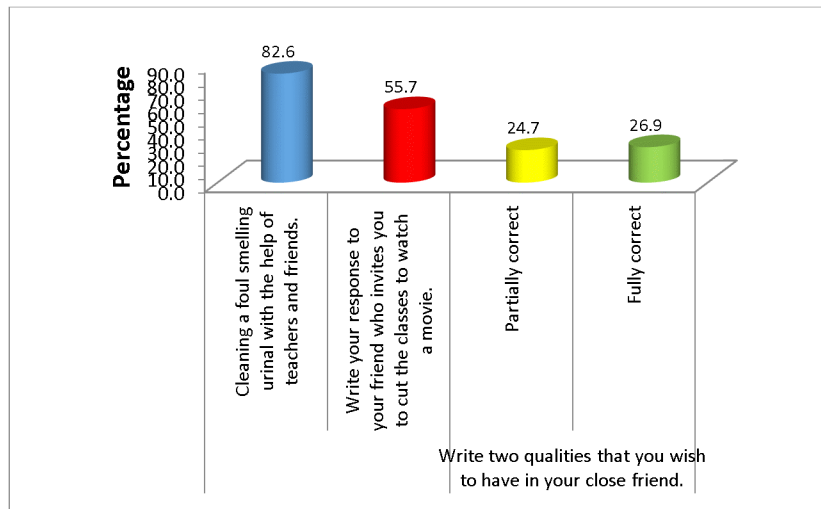


Figure 7.5- Percentage distribution of right Attitude of students towards Life Skills

**Table 7.7
Levels of Attitude on Life Skills**

Levels of Attitude	Count	Percent
Poor	78	35.6
Moderate	60	27.4
Good	37	16.9
Very Good	44	20.1

Table 7.7 shows that 35.6% of students are at poor and 27.4% are at moderate level towards right attitude. The level of attitude on Life Skills of 20.1 % is at very good level and 16.9 % of students are at good level of attitude. So it is inferred that one third of the sample (35.6%) are at poor level of right attitude. The following graph shows the levels of Attitude on Life Skills.



Figure 7.6-Levels of Attitude on Life Skills

Table 7.8

Attitude towards Life Skills of Students based on Gender and Locale

		Mean	SD	N	t	p
Gender	Boys	2.1	1.1	111	1.32	0.187
	Girls	2.3	1.3	108		
Locale	Rural	2.4	1.2	64	1.76	0.079
	Urban	2.1	1.2	155		

The Mean and SD of Attitude on Life Skills of boys are 2.1 and 1.1 whereas that of girls are 2.3 and 1.3 respectively. The ‘t’ value obtained is 1.32 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 2.4 and 1.2 and that of urban students are 2.1 and 1.2 respectively. The ‘t’-value obtained for attitude on Life Skills of rural and urban students is 1.76 which is not significant even at 0.05 level. 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 7.9
Percentage distribution of students' Skill related to Life Skills

Q. No	Correct Statement on Effective Life Skill	Life Skill	Number of Students	Percent
1	Seeking the advice of teachers or School nurse about the annoying issues related to body growth	Problem Solving	154	70.3
3	If a close friend behave indifferently to me for the last few days, I will enquire the reason and correct the mistakes.	Interpersonal Relationship	170	77.6
7	Any two activities to avoid plastic wastes in your home.	Problem Solving	43	19.6
13	Write two things that you can do to change the drinking habit of your friend's father which negatively affects his studies.	Problem Solving	19	8.7

From Table 7.9, it is obvious that 70.3 % of the students are having with 'Problem Solving' skill to seek the advice of teachers or School nurse about the annoying issues related to their body growth. 77.6% of students have 'Interpersonal Relationship' to enquire the reason to correct the mistakes of a close friend who behave indifferently. 19.6 % of the students possess 'Problem Solving' skill to suggest two activities to avoid plastic wastes in their home. 8.7% students have 'Problem Solving' skill to change the drinking habit of their friend's father which negatively affects his studies. A graphical representation of percentage distribution of students having Skill related to Life Skills is given below.

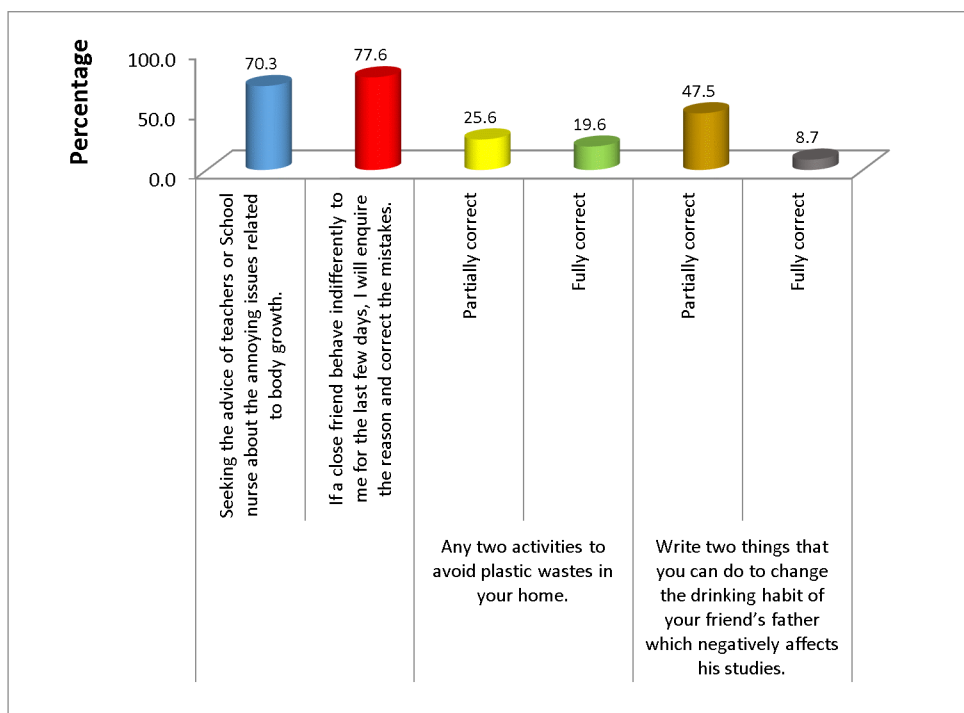


Figure 7.7- Percentage distribution of students' Skill related to Life Skills

**Table 7.10
Levels of students' Skill on Life Skills**

Levels of Skills	Count	Percent
Poor	107	48.9
Moderate	40	18.3
Good	37	16.9
Very Good	35	16.0

Table 7.10 reveals that 48.9 % of students are at poor level of skills. The level of skills of 18.3 % are at moderate level, 16.9 % of students are at good level and 16.0% are having very good level of Skill. Therefore, it is inferred that about half (48.9%) of the sample are having poor level of skills related to Life Skills (Figure 7.8).



Figure 7.8- Levels of students' Skill on Life skills

**Table 7.11
Skill related to Life Skills of students based on Gender and Locale**

Sub sample		Mean	SD	N	t	p
Gender	Boys	2.6	1.6	111	2.14*	0.034
	Girls	3.0	1.4	108		
Locale	Rural	2.3	1.6	64	2.91**	0.004
	Urban	3.0	1.5	155		

** $p < .01$, * $p < .05$

The Mean and SD of Skills related to the Life Skills of boys are 2.6 and 1.6 whereas that of girls are 3.0 and 1.4 respectively. The 't'-value obtained is 2.14 which is significant at 0.05 level. Therefore, it is inferred that there is significant difference between boys and girls with respect to Skill related to Life Skills. Since the mean score of skill of girls (3.0) is higher than that of boys (2.6), it can be interpreted that girls are more skillful related to Life Skills.

The Mean and SD of Skill related to Life Skills of rural students are 2.3 and 1.6 and that of urban students are 3.0 and 1.5 respectively. The 't'-value obtained on skill related to Life Skills of rural and urban students is 2.91

which is significant at 0 .01 level. Hence, it can be interpreted that there is significant difference between rural and urban students' skill related to Life Skills. Since the mean of the urban students' skill (3.0) is higher than that of rural students (2.3), it can be interpreted that urban students are more skillful related to Life Skills than rural students.

IV Overall Life skills of Students

Table 7.12 presents the different levels of overall Life Skills obtained from clubbing together Life Skills of students related to knowledge, attitude and skill.

Table 7.12
Levels of overall Life Skills of students

Levels of Life Skills	Count	Percent
Poor	66	30.1
Moderate	69	31.5
Good	38	17.4
Very Good	46	21.0

From Table 7.12 it is clear that 31.5 % of students are having overall life skills at moderate level. 30.1 % at poor level, 21.0 % of students at very good level and 17.4 % are having good level of Life Skills. It is seen that in the overall Life Skills, about one third (31.5%) of the sample are in the moderate level (Figure 7.9).

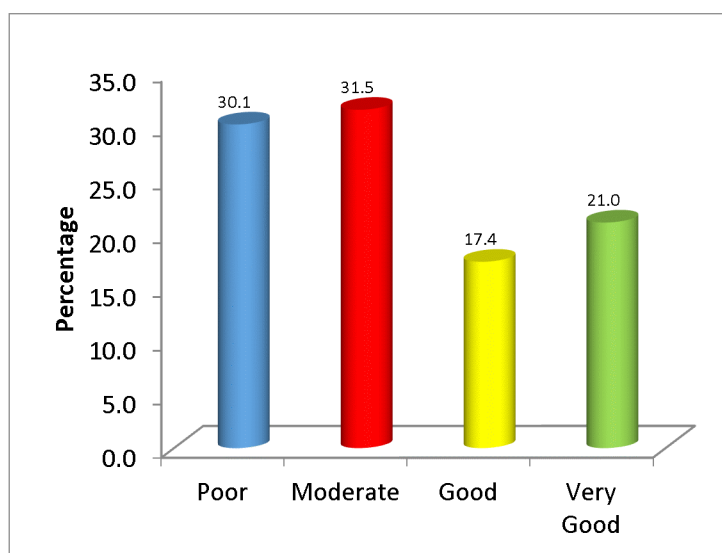


Figure 7.9- Levels of overall Life Skills of Students

Table 7.13
Overall Life Skills of students based on Gender and Locale

Sub sample		Mean	SD	N	t	p
Gender	Boys	9.7	5.1	111	2.22*	0.027
	Girls	11.2	4.5	108		
Locale	Rural	9.7	5.5	64	1.46	0.145
	Urban	10.7	4.6	155		

*Significant at 0.05 level

The Mean and SD of overall Life Skills of boys are 9.7 and 5.1 whereas that of girls are 11.2 and 4.5 respectively. The 't'-value obtained is 2.22 which is significant at 0.05 level. Therefore, it is inferred that there is significant difference between the boys and girls with respect to overall Life Skills. Since the mean of the overall life skill of girls (11.2) is higher than that of boys (9.7), it can be interpreted that girls are better related to the Life Skills.

The Mean and SD of Life Skills of rural students are 9.7 and 5.5 and that of urban students are 10.7 and 4.6 respectively. The 't'-value obtained for Life Skills of rural and urban students is 1.46 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 in the Life Skills.

Effectiveness of Intervention on Life Skills of students studying in Standard VII

RESULT OF POSTTEST

To find out the Effectiveness of intervention on Life Skill of students studying in standard VII on 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 Skill were found out and presented under different heads. At the time of administration of pretest 219 students were present. But due to the absence of some students for the intervention and for the post test, students who were present in the intervention and post test only were considered for final analysis.

I. Effectiveness of Intervention on Knowledge on Life Skills of students

Table: 7.14
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.	%		
4	Give an advice for your brother who demands bakery items daily.	Critical Thinking	104	62.7	165	99.4	6.33**	0.000
6	Depositing waste in public places causes health problems. Suggest a method to avoid health problems due to waste disposal in public places.	Problem Solving	63	38.0	166	100	9.29**	0.000
8	Write two advantages of utilizing time effectively.	Critical Thinking	23	13.9	166	100	9.36**	0.000
9	Write two harmful effects of using artificial cosmetics.	Critical Thinking	39	23.5	166	100	8.28**	0.000
10	Write two situations that make you angry.	Coping with Emotions	90	54.2	166	100	5.06**	0.000
11	Write two occasions that make you desperate.	Coping with emotions	101	60.8	166	100	3.88**	0.000

** Significant at 0.01 level

Table 7.14 provides 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 illustrates that the knowledge on life skills such as Critical Thinking ($p < 0.01$), Problem Solving ($p < 0.01$) and Coping with Emotions ($p < 0.01$) have shown significant difference in the post test. As a result it is understood that sample students have enhanced the knowledge on ‘Critical Thinking’ to give information on the adverse aspect of bakery items, harmful effect of artificial cosmetics and the effective use of time. The table again points out the progress of knowledge on ‘Problem Solving’ skill to avoid waste disposal in the public places and ‘Coping with Emotions’ to identify situations that make them angry and occasions that make them desperate. Therefore, it can be tentatively concluded that intervention programme is more effective to enhance the knowledge on the Life Skills- ‘Critical Thinking’, ‘Problem Solving’ and ‘Coping with Emotions’

Table: 7.15
Levels of Knowledge on Life Skills of students in the Pretest and posttest

Knowledge	Pretest		Posttest	
	Number	Percent	Number	Percent
Poor	42	25.3	0	0.0
Moderate	48	28.9	0	0.0
Good	34	20.5	0	0.0
Very Good	42	25.3	166	100.0

Table 7.15 denotes 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 having ‘very good’ level of Knowledge on Life skills have enhanced.

Table 7.16
Effectiveness of Intervention on Knowledge on Life Skills of students

Knowledge	Mean	SD	N	Mean Difference	Paired t	p
Pretest	5.2	2.7	166	4.8	22.83**	0.000
Posttest	10.0	0.1	166			

** Significant at 0.01 level

From Table: 7.16 it is distinct that, there is significant mean difference in the post test compared to that of pretest and the paired ‘t’ (22.83) is significant at 0.01 level shows the effectiveness of the intervention on Knowledge on Life skills.

Table 7.17
Effectiveness of Intervention on Knowledge on Life Skills of students - Gender and Locale

Sub sample	Mean.diff	SD	N	t	p	
Gender	Male	5.1	3.0	80	1.61	0.109
	Female	4.5	2.4	86		
Locale	Rural	5.3	3.2	54	1.8	0.074
	Urban	4.5	2.4	112		

Table 7.17, it is traceable that the increase in the mean knowledge score as the result of intervention of the male students is 5.1 and female is 4.5. The ‘t’ value obtained (t=1.61) is not significant even at 0.05 level. In the case of Locality, the difference in the mean knowledge score of the rural students as well as urban students were 5.3 and 4.5 respectively. The ‘t’ value (t = 1.8) is not significant even at 0.05 level which illustrates that gender and locality are not significant factors for the effectiveness of intervention on Knowledge on the Life Skills.

II. Effectiveness of Intervention on Attitude towards Life Skills of students

Table: 7.18
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.	%		
2	Cleaning a foul smelling urinal with the help of teachers and friends.	Problem Solving	135	81.3	165	99.4	4.94**	0.000
5	Write your response to your friend who invites you to cut the classes to watch a movie	Decision Making	89	53.6	166	100	8.77**	0.000
12	Write two qualities that you wish to have in your close friend.	Interpersonal Relationship	41	24.7	166	100	5.78**	0.000

** Significant at 0.01 level

Table 7.18 reveals that when compared to the pretest, in almost all the items the percentage of students who have the right attitude on Life Skills enhanced in the posttest. This definitely points out the effectiveness of intervention programme. The table again demonstrates that the attitude towards the life skills such as ‘Problem Solving’ ($p < 0.05$), Decision Making ($p < 0.01$) and Interpersonal Relationship ($p < 0.01$) have shown significant difference in the post test. Thus, it is clear that sample students have enhanced the attitude on ‘Problem Solving’ Skill to clean a foul smelling urinal, ‘Decision Making’ skill to avoid the request to cut the classes to watch a movie and ‘Interpersonal Relationship’ to suggest the qualities needed for a friend. Therefore, it can be tentatively concluded that intervention programme is more effective to enhance

the right attitude on Life Skills - Problem Solving’, ‘Decision Making’ and ‘Interpersonal Relationship’.

Table: 7.19
Levels of Attitude towards Life Skills of students in the Pretest and posttest

Attitude	Pretest		Posttest	
	Number	Percent	Number	Percent
Poor	29	17.5	0	0.0
Moderate	45	27.1	0	0.0
Good	26	15.7	1	0.6
Very Good	66	39.8	165	99.4

Table 7.19 indicates that the percentage of students who were at the levels of ‘poor’, ‘moderate’, ‘good’ attitude towards life skills reduced in the posttest. At the same time, students who were having ‘very good’ level of attitude towards Life skills have enhanced in the posttest.

Table 7.20
Effectiveness of Intervention on Attitude towards Life Skills of students

Attitude	Mean	SD	N	Mean Difference	Paired t	p
Pretest	2.1	1.2	166	1.9	21.34**	0.000
Posttest	4.0	0.1	166			

** Significant at 0.01 level

Table: 7.20 provides that there is significant mean difference in the post test compared to that of pretest and the paired ‘t’ (21.34) is significant at 0.01 level indicates the effectiveness of the intervention on Attitude towards Life skills.

Table 7.21
Effectiveness of Intervention on Attitude towards
Life Skills of students - Gender and Locale

Sub sample		Mean difference	SD	N	t	p
Gender	Male	2.0	1.1	80	0.64	0.526
	Female	1.9	1.2	86		
Locale	Rural	1.6	1.2	54	2.09*	0.038
	Urban	2.0	1.1	112		

* Significant at 0.05 level

From Table 7.21, it is noticeable that the increase in the mean attitude towards Life Skills as the result of intervention of the male students is 2.0 and female students is 1.9. 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 increase in the mean attitude score of the urban students (2.0) is higher compared to rural students (1.6) as a result of intervention. The 't' value ($t= 2.09$) is significant at 0.05 level which make obvious that the programme is more effective for the urban students than rural students.

III. Effectiveness of Intervention on Skill related to Life Skills of students

Table: 7.22
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.	%		
1	Seeking the advice of teachers or School nurse about the annoying issues related to body growth	Problem Solving	113	68.1	156	94.0	5.24**	0.000
3	If a close friend behave indifferently to me for the last few days, I will enquire the reason and correct the mistakes.	Interpersonal Relationship	123	74.1	164	98.8	5.23**	0.000
7	Any two activities to avoid plastic wastes in your home.	Problem Solving	27	16.3	164	98.8	10.37**	0.000
13	Write two things that you can do to change the drinking habit of your friend's father which negatively affects his studies.	Problem Solving	10	6.0	165	99.4	7.53**	0.000

** Significant at 0.01 level

From Table 7.22 it is graspable 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 describes the effectiveness of intervention programme. The table again indicates that Skill related to life skill such as 'Problem Solving' ($p < 0.01$) and 'Interpersonal Relationship' ($p < 0.01$) have shown significant difference in the post test. Subsequently it is clear that sample students have enhanced Skills on 'Interpersonal Relationship' to correct the mistake of a friend and 'Problem Solving' skill to solve the annoying issues

related to body growth, solution to avoid plastic wastes in the their home and to change the drinking habits of friend’s father. Therefore, it can be tentatively concluded that intervention programme is more effective to enhance the skill related to Life Skill- ‘Problem Solving’ and ‘Interpersonal Relationship’.

Table: 7.23
Levels of Skill related to Life Skills of students in the Pretest and posttest

Skill	Pretest		Posttest	
	Number	Percent	Number	Percent
Poor	29	17.5	0	0.0
Moderate	20	12.0	0	0.0
Good	89	53.6	13	7.8
Very Good	28	16.9	153	92.2

Table 7.23 exposes that the percentage of students who were in the ‘Poor’ ‘moderate’ were nil at the pretest and posttest 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 7.24
Effectiveness of Intervention on Skill related to the Life Skills of students

Skill	Mean	SD	N	Mean Difference	Paired t	p
Pretest	2.6	1.5	166	3.3	27.64**	0.000
Posttest	5.9	0.3	166			

** Significant at 0.01 level

Table: 7.24 notices that there is significant mean difference in the post test compared to that of pretest and the paired ‘t’ (27.64) which is significant at 0.01 level shows the effectiveness of the intervention on Skill related to Life skills.

Table 7.25
Effectiveness of Intervention on Skill related to
Life Skills of students - Gender and Locale

Sub sample		Mean difference	SD	N	t	p
Gender	Male	3.6	1.6	80	1.81	0.072
	Female	3.1	1.5	86		
Locale	Rural	3.7	1.6	54	2.1*	0.037
	Urban	3.2	1.5	112		

* Significant at 0.05 level

From Table 7.25, it is visible that the mean score of skill related to the Life Skills of the male students is 3.6 and female students is 3.1. The t value obtained ($t= 1.81$) 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. In the case of Locality, the difference in the mean score of skill of the rural students is higher (3.7) compared to urban students (3.2) as a result of intervention. The 't' value ($t= 2.1$) is significant at 0.05 level. So it can be interpreted that locality is a significant factor for the effectiveness of intervention on skill of students related to Life Skills.

IV. Effectiveness of Intervention on overall Life Skills of students

Table: 7.26
Levels of overall Life Skills of students in the Pretest and posttest

Life Skill	Pretest		Posttest	
	Number	Percent	Number	Percent
Poor	53	31.9	0	0.0
Moderate	59	35.5	0	0.0
Good	28	16.9	0	0.0
Very Good	26	15.7	166	100.0

Table 7.26 shows that the percentage of students who were in the ‘Poor’, ‘Moderate’ and ‘ Good’ levels of overall life skills were nil in the pretest and posttest whereas, students who were having ‘Very Good’ level of overall Life skills have improved in the posttest.

Table7.27
Effectiveness of Intervention on Overall Life skills of students

Life Skill	Mean	SD	N	Mean Difference	Paired t	p
Pretest	9.9	4.6	166	10.0	27.61**	0.000
Posttest	19.9	0.3	166			

** Significant at 0.01 level

Table: 7.27 resolves that there is significant mean difference in the posttest compared to that of pretest and the paired t ($t=27.61$) is significant at 0.01 level supports the effectiveness of the intervention on overall Life skills of students.

Table 7.28
Effectiveness of Intervention on Overall Life Skills of students- Gender and Locale

Sub sample	Mean.diff	SD	N	t	p	
Gender	Male	10.7	5.1	80	1.69	0.093
	Female	9.4	4.2	86		
Locale	Rural	10.6	5.2	54	1.21	0.229
	Urban	9.7	4.4	112		

From Table 7.28, it is conspicuous that the increase in the mean overall Life Skills as a result of intervention of the male students is 10.7 and female students is 9.4. The t- value obtained ($t=1.69$) is not significant even at 0.05 level. In the case of locality, the difference in mean Life Skill score of the rural students is (10.6) and urban students is (9.7) as a result of intervention. The t

value ($t=1.21$) 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 Life Skills

STANDARD VIII

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

Background characteristics

Percentage distribution of students of Standard VIII in selected districts is presented in the following Table 8.1

Table 8.1
Percentage distribution of the sample in selected districts

District	School	Count	Percent
Thiruvananthapuram	G.V.H.S.S, Vattiyoorkavu	28	14.7
Ernakulum	G.H.S.S, Elamakkara	19	10.0
Palakkad	GMMGHSS, Palakkad	49	25.8
Idukki	G.T.H.S.S Murikkattukudy	32	16.8
Wayanadu	G.V.H.S.S, Vakery	18	9.5
Kannur	Govt.Brennen H.S.S, Thalasseri	44	23.2

As per Table 8.1, the highest percentage (25.8%) of sample is found in Palakkad District which is followed by Kannur (23.2%), Idukki (16.8%), Thiruvananthapuram (14.7%), Ernakulum (10.0%) and the least in Wayanadu (9.5%) District. A graphical representation of the sample based on percentage distribution in selected districts is given below.

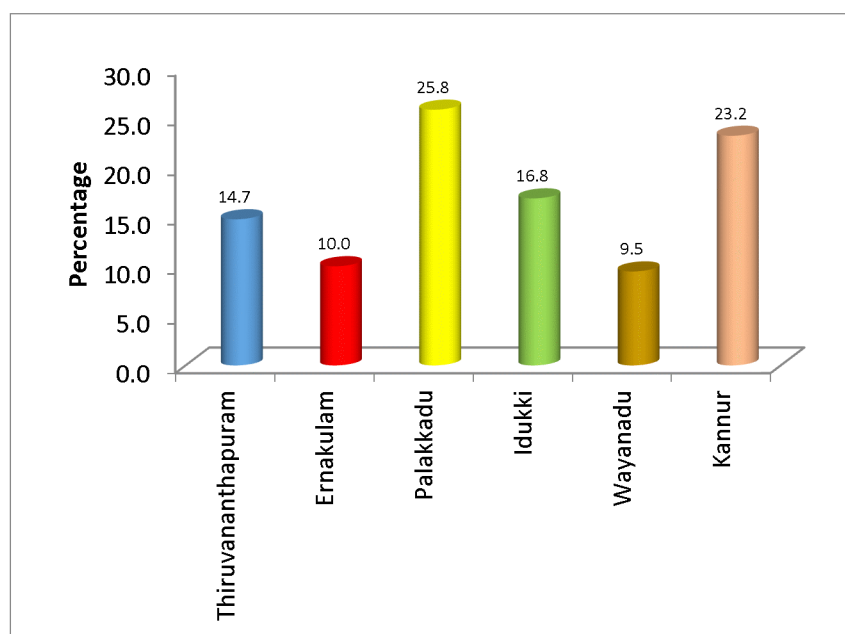


Figure 8.1-Percentage distribution of the sample in selected districts

Percentage distribution of the sample in selected districts based on Gender and Locality is presented in Table- 8.2

Table 8.2
Percentage distribution of the sample based on Gender and Locality

Sub sample		Count	Percentage
Gender	Boys	91	47.9
	Girls	99	52.1
Locality	Rural	50	26.3
	Urban	140	73.7

Table 8.2 shows that according to the gender wise distribution of sample, 47.9 % are boys and 52.1 % are girls. It is also observed that 73.7 % of the sample is from urban area and 26.3 % from rural area (Figure 8.2).

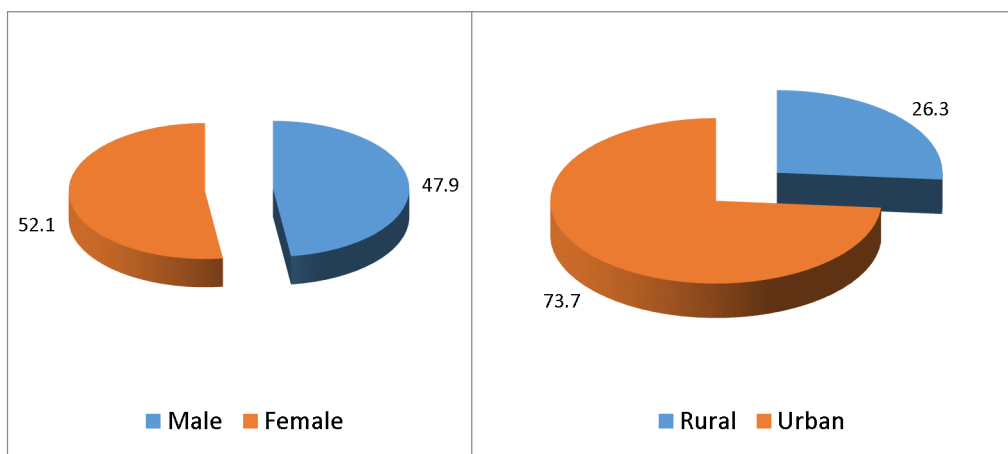


Figure 8.2-Percentage distribution of the sample based on Gender and Locality

RESULTS OF PRETEST

I Knowledge on Life Skills

Questions related to ‘Knowledge on Life Skills’ of students are analyzed and presented in Table 8.3.

Table 8.3
Percentage distribution of sample on Knowledge on Life Skills

Q. No	Correct Statement on Effective Life Skill	Life Skill	Number of students	Percent
4	Give an advice for your brother who demands bakery items daily.	Critical Thinking	142	74.7
6	Depositing waste in public places causes health problems. Suggest a method to avoid health problems due to waste disposal in public places.	Problem Solving	116	61.1
8	Write two advantages of utilizing time effectively.	Critical Thinking	34	17.9
9	Write two harmful effects of using artificial cosmetics.	Critical Thinking	61	32.1
10	Write two situations that make you angry.	Coping with Emotions	92	48.4
11	Write two occasions that make you desperate.	Coping with emotions	88	46.3

From Table 8.3, it can be clear that 74.7 % of students keeps ‘Critical Thinking’ skill to convey the correct advice for avoiding the overuse of bakery items. 61.1% of them possess ‘Problem Solving’ skill to suggest exact method to avoid depositing wastes to the public places. At the same time, 17.9% of students acquainted with ‘Critical Thinking’ skill to recognize the advantageous use of time. 32.1% of the students have ‘Critical Thinking’ skill to know the two side effects of using artificial cosmetics. 48.4% possess life skill ‘Coping with Emotions’ to identify the situations making them angry and 46.3 % of students holds Life Skill ‘Coping with Emotions’ to recognize two occasions that cause depression. The following graph displays the percentage distribution of students on Knowledge on Life Skills.

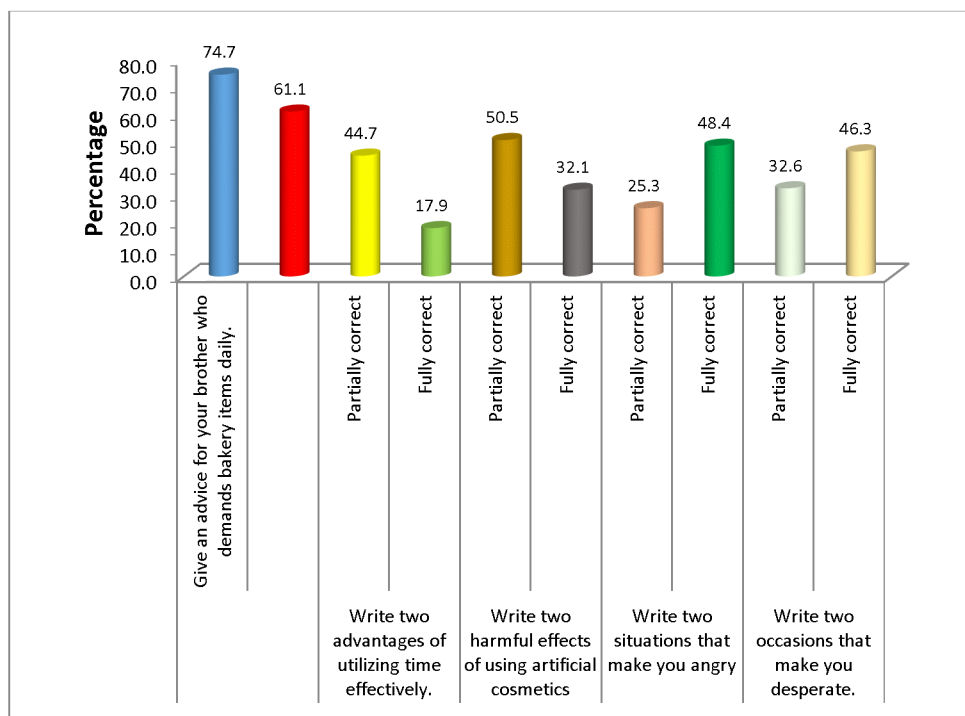


Figure 8.3 Percentage distribution of students' Knowledge on Life Skills

Table 8.4
Levels of Knowledge on Life Skills

Knowledge	Count	Percent
Poor	45	23.7
Moderate	37	19.5
Good	46	24.2
Very Good	62	32.6

Table 8.4 shows that 32.6% of students are having very good level of knowledge on Life Skills. The level of knowledge on Life Skills of 24.2% are at good level, 23.7 % of students are at poor level and 19.5% are having moderate level of knowledge. Therefore, it is seen that 1/3rd(32.6%) of the sample have very good level of knowledge on life skills (Fig 8.4).

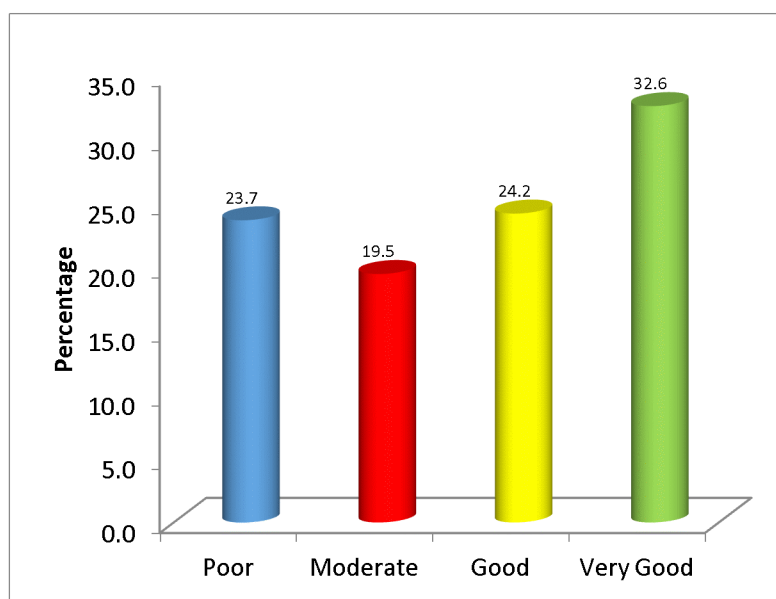


Figure 8.4 Levels of Knowledge on Life Skills

Table 8.5
Knowledge on Life Skills of students based on Gender and Locale

Sub sample		Mean	SD	N	t	p
Gender	Boys	4.7	2.7	91	5.29**	0.000
	Girls	6.7	2.5	99		
Locale	Rural	4.0	2.7	50	5.66**	0.000
	Urban	6.4	2.6	140		

** Significant at 0.01 level

The Mean and SD of Knowledge on Life Skills of boys are 4.7 and 2.7 whereas that of girls are 6.7 and 2.5 respectively. The ‘t’ value obtained is 5.29 which is significant at 0.01 level. Therefore, it is inferred that there is significant difference between the boys and girls with respect to Knowledge on Life Skills. Since the mean knowledge scores of girls (6.7) is higher than that of boys (4.7), it is inferred that girls have more Knowledge on Life Skills than that of boys.

The Mean and SD of knowledge on Life Skills of rural students are 4.0 and 2.7 and that of urban students are 6.4 and 2.6 respectively. The ‘t’ value obtained on Knowledge on Life Skills of rural and urban students is 5.66 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.

II. Attitude of students towards Life Skills

Table 8.6
Percentage distribution of Attitude of students towards Life Skills

Q. No	Correct Statement on Effective Life Skill	Life Skill	Number of Students	Percent
2	Cleaning a foul smelling urinal with the help of teachers and friends.	Problem Solving	160	84.2
5	Write your response to your friend who invites you to cut the classes to watch a movie	Decision Making	141	74.2
12	Write two qualities that you wish to have in your close friend.	Interpersonal Relationship	67	35.3

From Table 8.6, it is seen that 84.2 % of the students have the right attitude of “Problem Solving” to clean a foul smelling urinal with the help of teachers and friends. 74.2% of them have ‘Decision Making’ skill to refuse to cut the classes of the school to watch cinema with a friend and 35.3 % are acquainted with Life Skill ‘Interpersonal Relationship’ to recognize essential qualities needed for their friend. A graphical representation of percentage distribution of right Attitude of students towards Life Skills is given below.

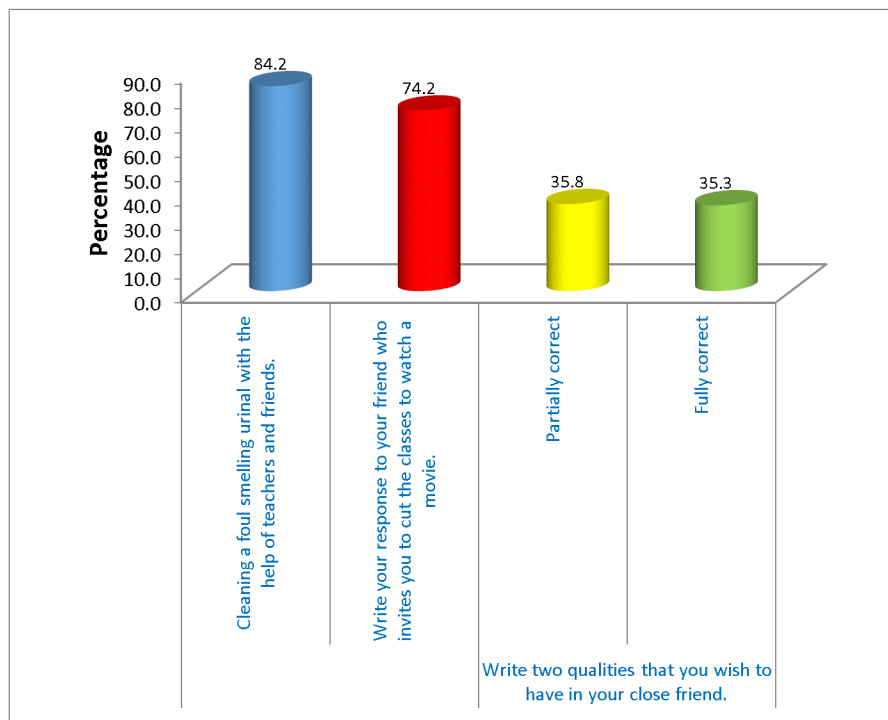


Figure 8.5 Percentage distribution of right Attitude of students towards Life Skills

**Table 8.7
Levels of Attitude on Life Skills**

Levels of Attitude	Count	Percent
Poor	29	15.3
Moderate	46	24.2
Good	74	38.9
Very Good	41	21.6

Table 8.7 shows that 38.9% of students are at good and 24.2% are at moderate level of attitude. The level of attitude on Life Skills of 21.6 % of students is at very good level and 15.3 % of students are at poor level of attitude. So it is inferred that above sixty per cent of students are above moderate level of attitude (Fig 8.6).



Figure 8.6 Levels of Attitude on Life Skills

Table 8.8
Attitude towards Life Skills of Students based on Gender and Locale

Sub Sample		Mean	SD	N	t	p
Gender	Boys	2.3	1.1	91	4.93**	0.000
	Girls	3.0	0.8	99		
Locale	Rural	2.7	1.0	50	0.1	0.920
	Urban	2.6	1.0	140		

** significant at 1% level

The Mean and SD of Attitude on Life Skills of boys are 2.3 and 1.1 whereas that of girls are 3.0 and 0.8 respectively. The t-value obtained is 4.93 which is significant even at 0.01 level. Therefore, it is inferred that there is significant difference between boys and girls with respect to attitude on Life Skills. Since

the mean of attitude scores of girls (3.0) is higher than that of boys (2.3), it is inferred that girls have more right attitude on Life Skills than that of boys.

The Mean and SD of attitude on Life Skills of rural students are 2.7 and 1.0 and that of urban students are 2.6 and 1.0 respectively. The t-value obtained for attitude on Life Skills of rural and urban students is 0.1 which is not significant even at 0.05 level. 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 8.9
Percentage distribution of students' Skill related to Life Skills

Q. No	Correct Statement on Effective Life Skill	Life Skill	Number of Students	Percent
1	Seeking the advice of teachers or School nurse about the annoying issues related to body growth	Problem Solving	143	75.3
3	If a close friend behave indifferently to me for the last few days, I will enquire the reason and correct the mistakes.	Interpersonal Relationship	163	85.8
7	Any two activities to avoid plastic wastes in your home.	Problem Solving	38	20.0
13	Write two things that you can do to change the drinking habit of your friend's father which negatively affects his studies.	Problem Solving	36	18.9

From Table 8.9 it is understandable that 75.3 % of the students are acquainted with 'Problem Solving' skill to seek the advice of teachers or School nurse about the annoying issues related to their body growth. 85.8% of students have 'Interpersonal Relationship' to enquire the reason to correct the mistakes of a close friend who behave indifferently. 20.0 % of the students possess 'Problem Solving' skill to suggest two activities to avoid plastic wastes in their home. 18.9 % students have 'Problem Solving' skill to change the drinking habit of their friend's father which negatively affects his studies (fig 8.7).

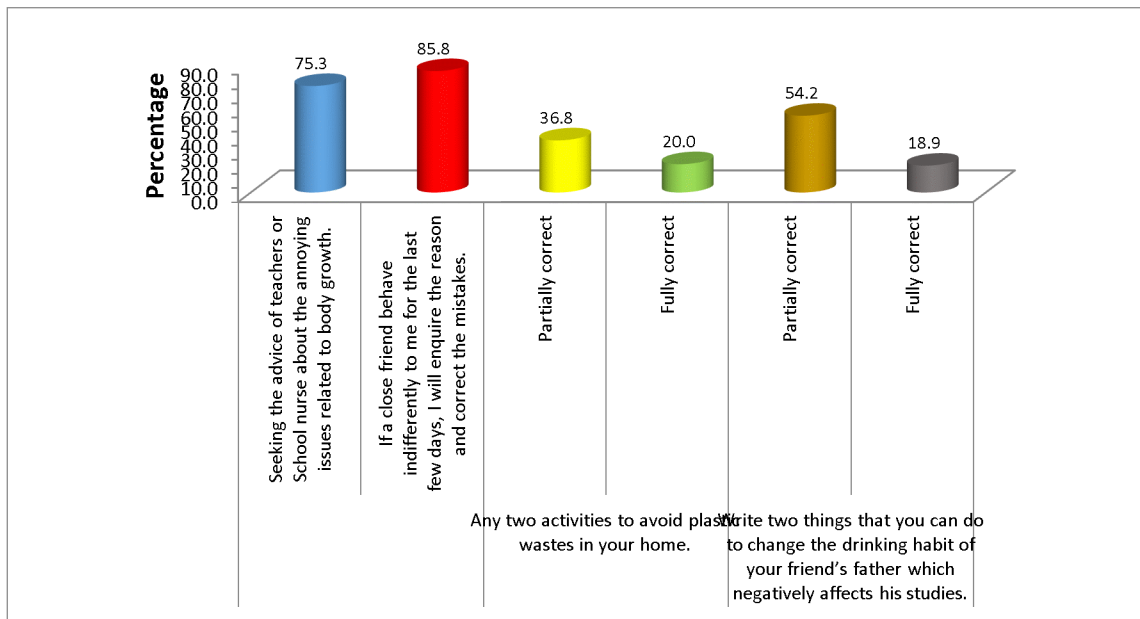


Figure 8.7 Percentage distribution of students having Skill related to Life Skills

**Table 8.10
Levels of students' Skill on Life Skills**

Levels of Skills	Count	Percent
Poor	54	28.4
Moderate	45	23.7
Good	56	29.5
Very Good	35	18.4

Table 8.10 reveals that 29.5% of students are at good level of skill. The level of skill of 28.4 % are at poor level, 23.7 % of students are at moderate level and 18.4% are having very good level of Skill. Therefore, it is inferred that 1/5th (18.4%) of the sample are having very good level of skill related to Life Skills (Fig 8.8).

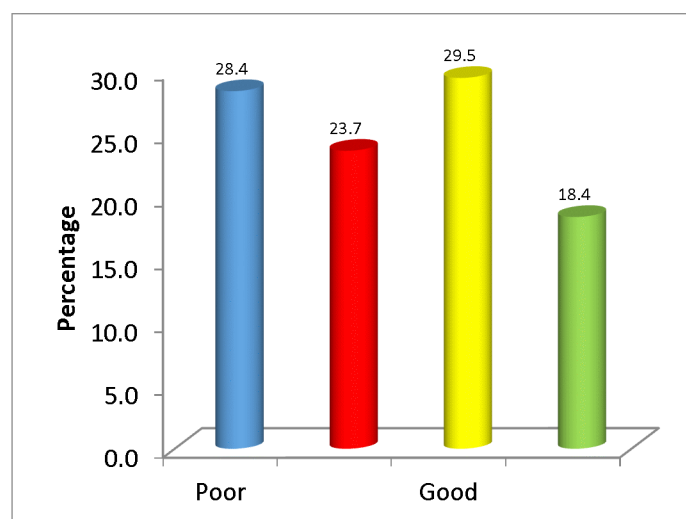


Figure 8.8 Levels of students' Skill on life skills

Table 8.11
Skill related to Life Skills of students based on Gender and Locale

Sub sample		Mean	SD	N	t	p
Gender	Boys	2.9	1.3	91	4.8**	0.000
	Girls	3.7	1.1	99		
Locale	Rural	3.2	1.4	50	0.79	0.433
	Urban	3.3	1.2	140		

** $p < .01$

The Mean and SD of Skill related to the Life Skills of boys are 2.9 and 1.3 whereas that of girls are 3.7 and 1.1 respectively. The 't'-value obtained is 4.8 which is significant at 0.01 level. Therefore, it is inferred that there is significant difference between the boys and girls with respect to Skill related to Life Skills. Since the mean value of skill of the girls (3.7) is higher than that of boys (2.9), it can be interpreted that girls are more skillful related to Life Skills.

The Mean and SD of Skill related to Life Skills of rural students are 3.2 and 1.4 and that of urban students are 3.3 and 1.2 respectively. The 't'-value obtained on skill related to Life Skills of rural and urban students is 0.79 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' skill 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 8.12.

Table 8.12
Levels of overall Life Skills of students

Level of Life Skills	Count	Percent
Poor	43	22.6
Moderate	38	20.0
Good	61	32.1
Very Good	48	25.3

From Table 8.12 it is clear that 32.1 % of students are having overall life skills at good level. 25.3 % at very good level, 22.6 % of students at poor level and 20.0 % are having moderate level of Life Skills. It is seen that in the overall Life Skills, about 1/3rd (32.1%) of the sample are in the good level. Graphical representation of Levels of overall Life Skills of students is given below

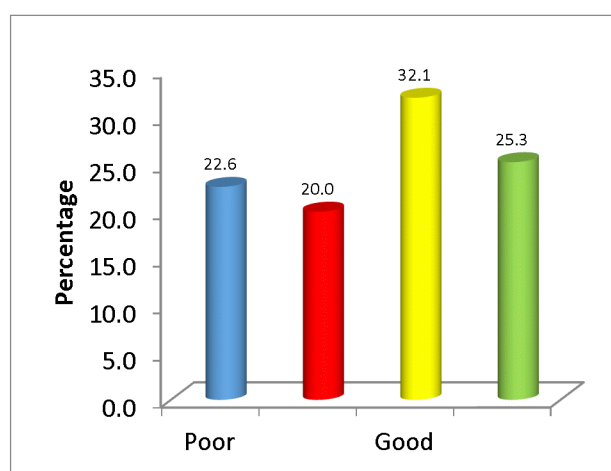


Figure 8.9 Levels of overall Life Skills of Students

Table 8.13
Overall Life Skills of students based on Gender and Locale

Sub sample		Mean	SD	N	t	p
Gender	Boys	9.9	4.4	91	6.11**	0.000
	Girls	13.4	3.5	99		
Locale	Rural	9.8	4.3	50	3.7**	0.000
	Urban	12.4	4.2	140		

**Significant at 0.01 level

The Mean and SD of overall Life Skills of boys are 9.9 and 4.4 whereas that of girls are 13.4 and 3.5 respectively. The ‘t’-value obtained is 6.11 which is significant at 0.01 level. Therefore, it is inferred that there is significant difference between the boys and girls with respect to Life Skills and it is seen that girls are better related to the overall Life Skills than boys.

The Mean and SD of Life Skills of rural students are 9.8 and 4.3 and that of urban students are 12.4 and 4.2 respectively. The ‘t’-value obtained for Life Skills of rural and urban students is 3.7 which is significant at 0.01 level. Hence, it can be interpreted that there is significant difference between rural and urban students in the overall Life Skills. Since the Mean of the urban students (12.4) is higher than that of rural students (9.8), it can be interpreted that urban students are better related to rural students in the overall Life Skills.

Effectiveness of Intervention on Life Skills of students studying in Standard VIII

In order to find out the Effectiveness of intervention on Life Skill of students studying in standard VIII on Knowledge, Attitude and Skill, pretest and posttest on life skills were administered and results were analyzed and compared. At the time of administration of pretest 190 students were present and the students who

were present in the intervention and posttest only were considered for final analysis.

I. Effectiveness of Intervention on Knowledge on Life Skills of students

Table
8.14 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.	%		
4	Give an advice for your brother who demands bakery items daily.	Critical Thinking	111	79.3	140	100.0	5.39**	0.000
6	Depositing waste in public places causes health problems. Suggest a method to avoid health problems due to waste disposal in public places.	Problem Solving	91	65.0	140	100.0	5.78**	0.000
8	Write two advantages of utilizing time effectively.	Critical Thinking	30	21.4	140	100.0	7.43**	0.000
9	Write two harmful effects of using artificial cosmetics.	Critical Thinking	52	37.1	140	100.0	7.49**	0.000
10	Write two situations that make you angry.	Coping with Emotions	70	50.0	140	100.0	6.65**	0.000
11	Write two occasions that make you desperate.	Coping with emotions	67	47.9	140	100.0	5.65**	0.000

** Significant at 0.01 level

Table 8.14 renders 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 exposes the effectiveness of intervention programme.

The table again demonstrates that the knowledge on life skills such as Critical Thinking ($p < 0.01$), Problem Solving ($p < 0.01$) and Coping with Emotions ($p < 0.01$) have shown significant difference in the post test. Therefore it is understood that sample students have enhanced the knowledge on ‘Critical Thinking’ to give information on the adverse aspect of bakery items, harmful effects of artificial cosmetics and the effective use of time. The table again indicates the advancement of knowledge on ‘Problem Solving’ skill to avoid waste disposal in the public places and ‘Coping with Emotions’ to identify situations that make them angry and occasions that make them desperate. Therefore, it can be tentatively concluded that intervention programme is more effective to enhance the knowledge on the Life Skills- ‘Critical Thinking’ ‘Problem Solving’ and ‘Coping with Emotions’

Table: 8.15
Levels of Knowledge on Life Skills of students in the Pretest and posttest

Knowledge	Pretest		Posttest	
	Number	Percent	Number	Percent
Poor	30	21.4	0	0.0
Moderate	25	17.9	0	0.0
Good	53	37.9	0	0.0
Very Good	32	22.9	140	100.0

As per Table 8.15 it is obvious that the percentage of students who were in the ‘poor’, ‘moderate’ and ‘good’ levels of knowledge on life skills reduced to nil in the posttest whereas, students having ‘very good’ level of Knowledge on Life skills have improved.

Table 8.16
Effectiveness of Intervention on Knowledge on Life Skills of students

Knowledge	Mean	SD	N	Mean Difference	Paired t	p
Pretest	6.1	2.8	140	3.9	16.5**	0.006
Posttest	10.0	0.0	140			

** Significant at 0.01 level

From Table:8.16 it is noticeable that, there is significant mean difference in the post test compared to that of pretest and the paired ‘t’ (16.5) is significant at 0.01 level proves the effectiveness of the intervention on Knowledge on Life skills.

Table 8.17
Effectiveness of Intervention on Knowledge on Life Skills of students - Gender and Locale

Sub sample		Mean difference	SD	N	t	p
Gender	Male	5.0	2.7	62	4.6**	0.002
	Female	3.0	2.5	78		
Locale	Rural	6.0	2.7	45	7.18**	0.002
	Urban	2.9	2.2	95		

** Significant at 0.01 level

From Table 8.17, it is apparent that the increase in the mean knowledge score as the result of intervention of the male students is 5.0 and female is 3.0. The ‘t’ value obtained (t= 4.6) is significant at 0.01 level. In the case of locality, the difference in mean knowledge score of the rural students is (6.0) and urban students is (2.9). The t value (t = 7.18) is significant at 0.01 level which demonstrates that gender and locality are significant factors for the effectiveness of intervention on Knowledge on the Life Skills.

II. Effectiveness of Intervention on Attitude towards Life Skills of students

Table : 8.18
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.	%		
2	Cleaning a foul smelling urinal with the help of teachers and friends.	Problem Solving	114	81.4	140	100.0	4.64**	0.000
5	Write your response to your friend who invites you to cut the classes to watch a movie	Decision Making	110	78.6	140	100.0	5.48**	0.000
12	Write two qualities that you wish to have in your close friend.	Interpersonal Relationship	61	43.6	140	100.0	6.41**	0.000

** Significant at 0.01 level

From Table 8.18 it is understood that when compared to the pretest, in all the items the percentage of students who have the right attitude on Life Skills enhanced in the posttest. This definitely indicates the effectiveness of intervention programme. The table again shows that the attitude towards the life skills such as ‘Problem Solving’ ($p < 0.05$), Decision Making ($p < 0.01$) and Interpersonal Relationship ($p < 0.01$) have shown significant difference in the posttest. so, it is clear that sample students have enhanced the attitude on ‘Problem Solving’ Skill to clean a foul smelling urinal, ‘Decision Making’ skill to avoid the request to cut the classes to watch a movie and ‘Interpersonal Relationship’ to suggest the qualities needed for a friend. Therefore, it can be tentatively concluded that intervention programme is more effective to enhance the right attitude on Life Skills - Problem Solving’, ‘Decision Making’ and ‘Interpersonal Relationship’.

Table: 8.19
Levels of Attitude towards Life Skills of students in the
Pretest and posttest

Attitude	Pretest		Posttest	
	Number	Percent	Number	Percent
Poor	38	27.1	0	0.0
Moderate	27	19.3	0	0.0
Good	57	40.7	1	0.6
Very Good	18	12.9	140	100

Table 8.19 indicates that the percentage of students who were in the ‘poor’, and ‘moderate’ levels of attitude towards life skills reduced to nil in the posttest whereas, students of who were having ‘very good’ level of attitude towards Life skills have enhanced.

Table 8.20
Effectiveness of Intervention on Attitude towards Life Skills of students

Attitude	Mean	SD	N	Mean Difference	Paired t	p
Pretest	2.8	1.0	140	1.2	13.97**	0.000
Posttest	4.0	0.1	140			

** Significant at 0.01 level

Table:8.20 points out that there is significant mean difference in the post test compared to that of pretest and the paired t (13.97) is significant at 0.01 level specifies the effectiveness of the intervention on Attitude towards Life skills.

Table 8.21
Effectiveness of Intervention on Attitude towards
Life Skills of students - Gender and Locale

Sub sample		Mean difference	SD	N	t	p
Gender	Male	1.5	1.1	62	3.51**	0.001
	Female	0.9	0.8	78		
Locale	Rural	1.2	1.0	45	0.41	0.679
	Urban	1.2	1.0	95		

** Significant at 0.01 level

From Table 8.21, it is evident that the increase in the mean attitude towards Life Skills as a result of intervention among the male students (1.5) is higher than female students (0.9). The 't'- value obtained ($t= 3.51$) is significant at 0.01 level. So it can be interpreted that the intervention programme is more effective for male students than female students. In the case of locality the mean difference in the attitude score is same (1.2) for urban and rural students as a result of intervention. The 't' value ($t= 0.41$) is not significant even at 0.05 level which make evident that locality is not a significant factor for the effectiveness of the programme.

III. Effectiveness of Intervention on Skill related to Life Skills of students

Table: 8.22
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.	%		
1	Seeking the advice of teachers or School nurse about the annoying issues related to body growth	Problem Solving	104	74.3	138	98.6	4.53**	0.000
3	If a close friend behave indifferently to me for the last few days, I will enquire the reason and correct the mistakes.	Interpersonal Relationship	118	84.3	140	100.0	2.6**	0.009
7	Any two activities to avoid plastic wastes in your home.	Problem Solving	29	20.7	140	100.0	9.1**	0.000
13	Write two things that you can do to change the drinking habit of your friend's father which negatively affects his studies.	Problem Solving	30	21.4	140	100.0	6.62**	0.000

** Significant at 0.01 level

From Table 8.22, 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 describes the effectiveness of intervention programme. The table again shows that Skill related to life skills such as 'Problem Solving' ($p < 0.01$) and 'Interpersonal Relationship' ($p < 0.01$) have proved significant difference in the posttest. Hence it is visible that sample students have enhanced Skills on 'Interpersonal Relationship' to correct the mistake of a friend and 'Problem Solving' skill to solve the annoying issues related to body growth, solution to avoid plastic wastes in the their home and to change the drinking habits of friend's father. Therefore, it can be tentatively

concluded that intervention programme is more effective to enhance the skill related to Life Skill- ‘Problem Solving’ and ‘Interpersonal Relationship’.

Table: 8.23
Levels of Skills related to Life Skills of students in the Pretest and posttest

Skill	Pretest		Posttest	
	Number	Percent	Number	Percent
Poor	43	30.7	0	0.0
Moderate	30	21.4	0	0.0
Good	30	21.4	2	1.4
Very Good	37	26.4	138	98.6

From Table 8.23 it is obvious 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 8.24
Effectiveness of Intervention on Skill related to the Life Skills of students

Skill	Mean	SD	N	Mean Difference	Paired t	p
Pretest	3.5	1.2	140	2.5	24.25**	0.000
Posttest	6.0	0.1	140			

** Significant at 0.01 level

From Table: 8.24 it is vivid that there is significant mean difference in the posttest compared to that of pretest and the paired ‘t’ (24.25) which is significant at 0.01 level confirms the effectiveness of the intervention on Skill related to Life skills.

Table 8.25
Effectiveness of Intervention on Skill related to
Life Skills of students -Gender and Locale

Sub sample		Mean	SD	N	t	p
Gender	Male	2.9	1.4	62	2.79**	0.006
	Female	2.3	1.1	78		
Locale	Rural	2.8	1.4	45	1.45	0.149
	Urban	2.4	1.2	95		

** Significant at 0.01 level

As per Table 8.25, it is marked that the mean score of skills related to the Life Skills as a result of intervention of the male students is 2.9 and female students is 2.3. The 't' value obtained ($t=2.79$) is significant at 0.01 level. So it can be interpreted that gender is a significant factor for the effectiveness of intervention on skill of students related to Life Skills. But the difference in mean score of skill of the rural students is 2.8 and urban students is 2.4 as a result of intervention. The t value ($t= 1.45$) is not significant even at 0.05 level. So it can be interpreted that locality is not a significant factor for the effectiveness of intervention on skill of students related to Life Skills.

IV. Effectiveness of Intervention on overall Life Skills of students

Table: 8.26
Levels of overall Life Skills of students in the Pretest and posttest

Life Skill	Pretest		Posttest	
	Number	Percent	Number	Percent
Poor	27	19.3	0	0.0
Moderate	25	17.9	0	0.0
Good	43	30.7	0	0.0
Very Good	45	32.1	140	100.0

From Table 8.26, it is clear that the percentage of students who were in the 'Poor', 'Moderate' and ' Good' levels of overall life skills reduced to nil

in the posttest whereas, students who were having ‘Very Good’ level of overall Life skills have enhanced.

Table 8.27
Effectiveness of Intervention on Overall Life skills of students

Life Skill	Mean	SD	N	Mean Difference	Paired t	p
Pretest	12.4	4.3	140	7.6	21.17**	0.000
Posttest	20.0	0.1	140			

** Significant at 0.01 level

Table 8.27 clarified that there is significant mean difference in the posttest compared to that of pretest and the paired t ($t=21.17$) is significant at 0.01 level holds up the effectiveness of the intervention on Life skills of students.

Table 8.28
Effectiveness of Intervention on Overall Life Skills of students- Gender and Locale

Sub sample		Mean	SD	N	t	p
Gender	Male	9.4	4.4	62	4.74**	0.000
	Female	6.2	3.6	78		
Locale	Rural	10.0	4.5	45	4.92**	0.000
	Urban	6.5	3.7	95		

** Significant at 0.01 level

As per Table 8.28, it is prominent that the increase in the mean overall Life Skills as a result of intervention of the male students is 9.4 and female students is 6.2. The ‘t’- value obtained ($t=4.74$) is significant at 0.01 level. In the case of locality, the difference in the mean overall Life Skill score of the rural students (10.0) and urban students (6.5) as a result of intervention. The ‘t’ value ($t=4.92$) is significant at 0.01 level. So it can be interpreted that gender and locality are significant factors for the effectiveness of intervention on overall Life Skills.

CHAPTER IV

FINDINGS, CONCLUSIONS AND SUGGESTIONS

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

STANDARD VI - Pretest

a) Knowledge on life skills

- 62.5% of students possess 'Critical Thinking Skill' to convey the correct advice for avoiding the overuse of bakery items.
- 52.5 % of them have 'Problem Solving Skill' to suggest exact method to avoid depositing wastes to the public places.
- 1/3rd (33.8%) of the sample have 'poor' level of knowledge
- There is significant difference between the boys and girls with respect to knowledge on Life Skills ($t = 4.32$ $p < 0.01$). Girls (M=5.2) have more knowledge on Life Skills than boys (M=3.5).
- There is significant difference between rural and urban students' knowledge on Life Skills ($t = 2.35$ $P < 0.05$). Urban (M=4.8) students have more knowledge on Life Skills than rural (M=3.8) students.

b) Attitude towards life skills

- 85.6 % of the students have positive attitude on 'Problem Solving' Skill to clean a foul smelling urinal with the help of teachers and friends.
- 65 % have 'Decision Making' Skill to refuse to cut the classes of the school to watch cinema with a friend
- 23.1 % are acquainted with 'Interpersonal relationship' to recognize two essential qualities needed for their friend.

- 29.4% of students are at ‘good’ and 29.4% are at ‘moderate’ level of attitude
- There is significant difference between boys and girls with respect to attitude towards Life Skills ($t=5.01$ $p<0.01$). Girls ($M=2.7$) have better attitude towards Life Skills than that of Boys ($M=1.9$).
- There is significant difference between rural and urban students’ attitude on Life Skills ($t=2.22$ $p<0.05$). Urban students (2.5) have better attitude on Life Skills than that of rural students (2.1).

c) Skill related to life skills

- 75.6 % of the students possess ‘Problem Solving’ skill to seek the advice of teachers or school nurse about the annoying issues related to their body growth.
- 82.5% of students have ‘Interpersonal Relationship’ to enquire and correct the mistakes of a close friend who behave indifferently.
- 18.8 % of the students are acquainted with ‘Problem Solving’ skill to avoid plastic wastes in their home.
- 4.4% students have ‘Problem Solving’ skill to change the drinking habit of their friend’s father which negatively affects his studies.
- one third of the sample are having ‘poor’ level of skill related to Life Skills
- There is significant difference between the boys and girls with respect to Skill related to Life Skills ($t=4.55$ $p<0.01$). Girls (3.4) are more skillful related to Life Skills than boys (2.4).
- There is significant difference between rural and urban students’ skills related to Life Skills ($t=3.3$ $p<0.01$). Urban (3.2) students are more skillful to Life Skills than rural (2.5) students.
- 30.6 % of students are having overall life skills at ‘poor’ level

- There is significant difference between the boys and girls with respect to overall Life Skills ($t=5.39$ $p<0.01$). Girls (11.3) are better, related to the overall Life Skills than boys (7.8).
- There is significant difference between rural and urban students in the overall Life Skills ($t=3.02$ $p<0.01$). Urban (10.6) students are better related to the overall Life Skills than rural(8.3) students.

II Effectiveness of intervention programme (Posttest)

a) Knowledge on life skills

- The intervention programme is effective to enhance the knowledge on the Life Skills- ‘Critical Thinking, ‘Problem Solving, ‘Coping with Emotions’.
- After the implementation of the intervention programme, students having ‘good’ level of knowledge on Life skills have improved (100.0%).
- The intervention programme is effective on knowledge on life skills ($t=20.72$ $p<0.01$) with mean values of pretest and posttest as 4.6 and 10.0 respectively.
- Gender is a significant factor in the effectiveness of intervention programme on Knowledge on Life Skills ($t=4.1$ $p<0.01$) with mean difference of male and female as 6.7 and 4.6 respectively. Hence male students are benefitted more by the intervention programme than girls.
- Locality is a significant factor in the effectiveness of intervention programme on Knowledge on Life Skills ($t=3.07$ $p<0.01$) with mean difference of rural and urban as 6.8 and 5.0 respectively. Hence rural students are benefitted more by the intervention programme than urban.

b) Attitude towards life skills

- The intervention programme is effective to enhance the right attitude on Life Skills – Problem Solving’, Decision Making’ and ‘Interpersonal Relationship’

- After the implementation of the intervention programme, students having ‘very good’ level of attitude on Life skills have improved (96.3%).
- The intervention programme is effective on attitude on life skills ($t=13.44$ $p<0.01$) with mean values of pretest and posttest as 2.4 and 4.0 respectively.
- Gender is a significant factor in the effectiveness of intervention programme on attitude on Life Skills ($t=4.95$ $p<0.01$) with mean difference of male and female as 2.1 and 1.1 respectively. Hence male students are benefitted more by the intervention programme than girls.
- Locality is a significant factor in the effectiveness of intervention programme on attitude on Life Skills ($t=2.4$ $p<0.05$) with mean difference of rural and urban as 2.0 and 1.4 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 skill related to Life Skill ‘Problem Solving’.
- After the implementation of the intervention programme, students having ‘very good’ level of skill related to Life skills have improved (92.7%).
- The intervention programme is effective on skill related to life skills ($t=18.84$, $p<0.01$) with mean values of pretest and posttest as 3.1 and 5.9 respectively.
- Gender is a significant factor in the effectiveness of intervention programme on skill related to Life Skills ($t=3.55$ $p<0.01$) with mean difference of male and female as 3.4 and 2.4 respectively. Hence male students are benefitted more by the intervention programme than girls.
- Locality is a significant factor in the effectiveness of intervention programme on skill on Life Skills ($t=3.52$ $p<0.01$) with mean difference

of rural and urban as 3.6 and 2.5 respectively. Hence rural students are benefitted more by the intervention programme than urban students.

- 100 % of students are having overall Life Skills at ‘ very good’ level.
- The intervention programme is found to be effective on overall Life skills of students.
- There is significant difference between the boys and girls with respect to overall Life Skills ($t=4.94$ $p<0.01$). Boys (12.2) are better, related to the overall Life Skills than girls (8.1) .
- Locality is a significant factor in the effectiveness of intervention programme on overall skill on Life Skills ($t=3.61$ $p<0.01$) with mean difference of rural and urban as 12.4 and 8.8 respectively. Hence rural students are benefitted more by the intervention programme than urban students.

STANDARD VII - Pretest

a) Knowledge on life skills

- 67.6% of students possess ‘Critical Thinking Skill’ to convey the correct advice for avoiding the overuse of bakery items.
- 41.1% of them have ‘Problem Solving Skill’ to suggest exact method to avoid depositing wastes to the public places.
- 1/4th (26%) of the sample have very good level of knowledge.
- There is significant difference between the boys and girls with respect to knowledge on Life Skills ($t =2.13$ $p<0.05$). Girls ($M=5.9$) have more knowledge on Life Skills than boys ($M=5.1$).
- There is no significant difference between rural and urban students’ Knowledge on Life Skills.

b) Attitude towards life skills

- 82.6 % of the students have positive attitude on ‘Problem Solving’ Skill to clean a foul smelling urinal with the help of teachers and friends.
- 55.7 % of them have the right attitude of ‘Decision Making’ to refuse to cut the classes of the school to watch cinema with a friend
- 26.9 % are acquainted with ‘Interpersonal relationship’ to recognize two essential qualities needed for their friend.
- (35.6%) are at poor level of right attitude.
- There is no significant difference between boys and girls with respect to attitude on Life Skills.
- There is no significant difference between rural and urban students’ attitude on Life Skills.

c) Skill related to life skills

- 70.3 % of the students are having with ‘Problem Solving’ skill to seek the advice of teachers or School nurse about the annoying issues related to their body growth.
- 77.6% of students have ‘Interpersonal Relationship’ skills to enquire the reason to correct the mistakes of a close friend who behave indifferently.
- 19.6 % of the students possess ‘Problem Solving’ skill to suggest two activities to avoid plastic wastes in their home.
- 8.7% students have ‘Problem Solving’ skill to change the drinking habit of their friend’s father which negatively affects his studies.
- half (48.9%) of the sample are having poor level of skill related to Life Skills
- There is significant difference between the boys and girls with respect to Skill related to Life Skills ($t=2.14$ $p<0.05$). Girls (3.0) are more skillful related to Life Skills than boys (2.6).

- There is significant difference between rural and urban students' skills related to Life Skills ($t=2.91$ $p<0.01$). Urban (3.0) students are more skilful to Life Skills than rural (2.3) students.
- one third (31.5%) of the sample are in the moderate level of overall life skills
- There is significant difference between the boys and girls with respect to overall Life Skills ($t=2.22$ $p<0.05$). Girls (11.2) are better, related to the overall Life Skills than boys (9.7) .
- There is no significant difference between rural and urban students in the overall Life Skills ($t=1.46$, $p>0.05$).

II Effectiveness of intervention programme (Posttest)

a) Knowledge on life skills

- The intervention programme is effective to enhance the knowledge on the Life Skills- 'Critical Thinking, 'Problem Solving, 'Coping with Emotions'.
- After the implementation of the intervention programme, students having 'very good' level of knowledge on Life skills have improved (100.0%).
- The intervention programme is effective on knowledge on life skills ($t=22.83$ $p<0.01$) with mean values of pretest and posttest as 5.2 and 10.0 respectively.
- Gender is not a significant factor in the effectiveness of intervention programme on Knowledge on Life Skills ($t=1.61$ $p>0.05$)

b) Locality is not a significant factor in the effectiveness of intervention programme on Knowledge on Life Skills (t=1.8 p>0.05)

Attitude towards life skills

- The intervention programme is effective to enhance the right attitude on Life Skills – ‘Problem Solving’, ‘Decision Making’ and ‘Interpersonal Relationship’
- After the implementation of the intervention programme, students of ‘very good’ level of attitude towards Life skills have enhanced in the posttest.
- The intervention programme is effective on attitude on life skills (t=21.34 p<0.01) with mean values of pretest and posttest as 2.1 and 4.0 respectively.
- Gender is not a significant factor in the effectiveness of intervention programme on attitude on Life Skills (t=0.64 p>0.05)
- Locality is a significant factor in the effectiveness of intervention programme on attitude on Life Skills (t=2.09 p<0.05) with mean difference of rural and urban as 1.6 and 2.0 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 – ‘Problem Solving’ and ‘Interpersonal Relationship’
- After the implementation of the intervention programme, students having ‘very good’ level of skill related to Life skills have improved (92.2%).
- The intervention programme is effective on skill related to life skills (t=27.64, p<0.01) with mean values of pretest and posttest as 2.6 and 5.9 respectively.

- Gender is not a significant factor in the effectiveness of intervention programme on attitude on Life Skills ($t=1.81$ $p>0.05$)
- Locality is a significant factor in the effectiveness of intervention programme on skill on Life Skills ($t=2.1$ $p<0.05$) with mean difference of rural and urban as 3.7 and 3.2 respectively. Hence rural students are benefitted more by the intervention programme than urban students.
- 100 % of students are having overall Life Skills at ‘very good’ level.
- The intervention programme is found to be effective on overall Life skills of students.
- Gender is not a significant factor in the effectiveness of intervention programme on overall Life Skills ($t=1.69$ $p>0.05$)
- Locality is not a significant factor in the effectiveness of intervention programme on overall Life Skills ($t=1.21$ $p>0.05$)

STANDARD VIII - Pretest

a) Knowledge on life skills

- 74.7 % of students possess ‘Critical Thinking Skill’ to convey the correct advice for avoiding the overuse of bakery items.
- 61.1% of them have ‘Problem Solving Skill’ to suggest exact method to avoid depositing wastes to the public places.
- 32.1% of the students have ‘Critical Thinking’ skill to know the two side effects of using artificial cosmetics.
- 1/3rd(32.6%) of the sample have very good level of knowledge.
- There is significant difference between the boys and girls with respect to knowledge on Life Skills ($t =5.29$ $p<0.01$). Girls ($M=6.7$) have more knowledge on Life Skills than boys ($M=4.7$).

- There is significant difference between rural and urban students' knowledge on Life Skills ($t=5.66$ $p<0.01$). Urban (6.4) students have more knowledge on Life Skills than rural (4.0) students.

b) Attitude towards life skills

- 84.2 % of the students' have positive attitude on 'Problem Solving' Skill to clean a foul smelling urinal with the help of teachers and friends.
- 74.2% of them have the right attitude of 'Decision Making' to refuse to cut the classes of the school to watch cinema with a friend
- 35.3 % are acquainted with 'Interpersonal relationship' to recognize two essential qualities needed for their friend.
- Above sixty per cent of students are above moderate level of attitude
- There is significant difference between the boys and girls with respect to attitude on Life Skills ($t =4.93$ $p<0.01$). Girls ($M=3.0$) have more right attitude on Life Skills than boys ($M=2.3$).
- There is no significant difference between rural and urban students' attitude on Life Skills.

c) Skill related to life skills

- 75.3 % of the students are having 'Problem Solving' skill to seek the advice of teachers or School nurse about the annoying issues related to their body growth.
- 85.8% of students have 'Interpersonal Relationship' to enquire the reason to correct the mistakes of a close friend who behave indifferently.
- 20.0 % of the students possess 'Problem Solving' skill to suggest two activities to avoid plastic wastes in their home.
- 18.9 % students have 'Problem Solving' skill to change the drinking habit of their friend's father which negatively affects his studies.

- 1/5th (18.4%) of the sample are having very good level of skill related to Life Skills
- There is significant difference between the boys and girls with respect to Skills related to Life Skills ($t=4.8$, $p<0.01$). Girls (3.7) are more skillful related to Life Skills than boys (2.9).
- There is no significant difference between rural and urban students' skill related to Life Skills.
- 1/3rd (32.1%) of the sample are in the good level of overall life skills
- There is significant difference between the boys and girls with respect to overall Life Skills ($t=6.11$ $p<0.01$). Girls (13.4) are better, related to the overall Life Skills than boys (9.9).
- There is significant difference between rural and urban students in the overall Life Skills ($t=3.7$, $p<0.01$). Urban (12.4) students are better related to the overall Life Skills than rural (9.8) students.

II. Effectiveness of intervention programme (Posttest)

a) Knowledge on life skills

- The intervention programme is effective to enhance the knowledge on the Life Skills- 'Critical Thinking, 'Problem Solving, 'Coping with Emotions'.
- After the implementation of the intervention programme, students having 'very good' level of knowledge on Life skills have improved (100.0%).
- The intervention programme is effective on knowledge on life skills ($t=16.5$ $p<0.01$) with mean values of pretest and posttest as 6.1 and 10.0 respectively.
- Gender is a significant factor in the effectiveness of intervention programme on knowledge on Life Skills ($t=4.6$ $p<0.01$) with mean difference of boys and girls as 5.0 and 3.0 respectively. Hence male

students are benefitted more by the intervention programme than girl students.

- Locality is a significant factor in the effectiveness of intervention programme on knowledge on Life Skills ($t=7.18$, $p<0.01$) with mean difference of rural and urban as 6.0 and 2.9 respectively. Hence rural students are benefitted more by the intervention programme than urban students.

b) Attitude towards life skills

- The intervention programme is effective to enhance the right attitude on Life Skills – ‘Problem Solving’, ‘Decision Making’ and ‘Interpersonal Relationship’
- After the implementation of the intervention programme, students of very good level of attitude towards Life skills have enhanced in the posttest.
- The intervention programme is effective on attitude on life skills ($t=13.97$, $p<0.01$) with mean values of pretest and posttest as 2.8 and 4.0 respectively.
- Gender is a significant factor in the effectiveness of intervention programme on attitude on Life Skills ($t=3.51$ $p<0.01$) with mean difference of boys and girls as 1.5 and 0.9 respectively. Hence male students are benefitted more by the intervention programme than girl students.
- Locality is not a significant factor in the effectiveness of intervention programme on attitude towards Life Skills ($t=0.41$ $p>0.05$)

c) Skill related to life skills

- The intervention programme is effective to enhance the skill related to Life Skills – ‘Problem Solving’ and ‘Interpersonal Relationship’
- After the implementation of the intervention programme, students having ‘very good’ level of skill related to Life skills have improved (98.6%).

- The intervention programme is effective on skill related to life skills ($t=24.25$, $p<0.01$) with mean values of pretest and posttest as 3.5 and 6.0 respectively.
- Gender is a significant factor in the effectiveness of intervention programme on attitude on Life Skills ($t=2.79$, $p<0.01$) with mean difference of boys and girls as 2.9 and 2.3 respectively. Hence male students are benefitted more by the intervention programme than girl students.
- Locality is not a significant factor in the effectiveness of intervention programme on skill related to Life Skills ($t=1.5$, $p>0.05$)
- 100 % of students are having overall Life Skills at ‘ very good’ level.
- The intervention programme is found to be effective on overall Life skills of students.
- Gender is a significant factor in the effectiveness of intervention programme on overall Life Skills ($t=4.74$ $p<0.01$) with mean difference of boys and girls as 9.4 and 6.2 respectively. Hence male students are benefitted more by the intervention programme than girl students.
- Locality is a significant factor in the effectiveness of intervention programme on overall Life Skills ($t=4.92$, $p<0.01$) with mean difference of rural and urban as 10.0 and 6.5 respectively. Hence rural students are benefitted more by the intervention programme than urban students.

SUMMARY AND CONCLUSION

STD VI

The acquisition of life skills through the intervention programme “Ullasapparavakal” was assessed by students’ knowledge on life skills, their attitude towards them, their skill related to them and the overall life skills acquired. In the total sample of Std VI students, the intervention programme is found effective at the knowledge, attitude, skill and overall levels. At the knowledge level, the skills enhanced was critical thinking, problem solving and coping with emotions, at the attitude level it is found effective in problem solving, decision making, and interpersonal relationship and at the skill level it is found effective in problem solving. The intervention programme is also found effective at the overall life skill levels.

It is noteworthy to say that gender as well as locale are significant factors in enhancing the life skills at the knowledge, attitude, skill and overall life skill levels. The programme is found more effective at the knowledge, attitude, skill and overall life skill levels for the male students. But it is found more effective in all the four levels for the rural students than the urban students of Std VI.

Class VI	Life skill Enhancement	Significant difference	
		Gender	Locale
Knowledge	‘Critical Thinking’ ‘Problem Solving’ and ‘Coping with Emotions’	significant	significant
Attitude	Problem Solving’, ‘Decision Making’ and ‘Interpersonal Relationship’.	significant	significant
Skill	Problem Solving’	significant	significant
Overall		significant	significant

STD VII

Among the total sample of std VII, an enhancement of the skills namely critical thinking, problem solving and coping with emotions due to the intervention of Ullasapparavakal is found at the knowledge level whereas problem solving, decision making and interpersonal relationship at the attitude level and problem solving and interpersonal relationship at the skill level.

Gender is found as an insignificant factor in the enhancement of the life skill at the knowledge, attitude, skill and overall levels. But the locale of children is seen as a significant factor at the attitude and skill levels.

Class VII	Life skill Enhancement	Significant difference	
		Gender	Locale
Knowledge	Critical Thinking', 'Problem Solving' and 'Coping with Emotions'	Not significant	Not significant
Attitude	Problem Solving', 'Decision Making' and 'Interpersonal Relationship'.	Not significant	significant
Skill	Problem Solving' and 'Interpersonal Relationship'	Not significant	significant
Overall		Not significant	Not significant

STD VIII

As a result of the implementation of Ullasapparavakal among the sample students of Class VIII, it is seen that the enhanced life skills were critical thinking, problem solving and coping with emotions at the knowledge level, problem solving, decision making and interpersonal relationship at the attitude level and problem solving and interpersonal relationship at the skill level.

Gender of the children is found as a significant factor in the enhancement of the life skills since the programme is more effective among male

students than female students at the three levels (knowledge, attitude and skill) and at the overall level at the same time locale is found as insignificant at the attitude and skill level.

Class VIII	Life skill Enhancement	Significant difference	
		Gender	Locale
Knowledge	Critical Thinking' 'Problem Solving' and 'Coping with Emotions'	significant	significant
Attitude	Problem Solving', 'Decision Making' and 'Interpersonal Relationship'	significant	Not significant
Skill	Problem Solving' and 'Interpersonal Relationship'	significant	Not significant
Overall		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
- Female students should be made aware of the importance of life skills and given more chance to attend the intervention programmes
- Urban 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 to be 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 : 6, 7, 8

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>	:.....

- If certain issues related to body growth disturb you, what will you do?
 - Will not open up to anybody and feel sad
 - Seek the help of peers
 - Seek advice from the school nurse or teacher
- Foul odour comes from the school urinal. What will you do?
 - Will not talk about it
 - Avoid using the urinal
 - Clean the urinal with the help of friends and teachers
- You have noticed that one of your best friends have maintaining distance with you. What will be your attitude towards him?
 - Will show indifference towards him
 - Approach him and enquire the reason and correct the mistake, if any
 - Will complain to the teacher
- Write the advice you would give your younger brother who demands bakery food items daily.
 -

5. Write your response towards your friend who invites you to bunk class and go for a movie.
 -

6. Disposal of garbage on public places causes serious health issues. Suggest a suitable method to prevent this.
 -

7. Write any two things you will implement if there is a rise in plastic waste at your home?
 -

 -

8. Write any two advantages of using time effectively?
 -

 -

9. Write any two disadvantages of using artificial cosmetic items?
 -

 -

10. Write two situations that make you angry?
 -

 -

11. Write two situations that make you disappointed

-

-

12. Write two qualities that you want to be there in your friend

-

-

13. Suppose your friend's father is a drunkard. This adversely affects your friend's studies. Write two things that you can do to change this habit of your friend's father.

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സംസ്ഥാന വിദ്യാഭ്യാസ ഗവേഷണ പരിശീലന സമിതി (SCERT)

വിദ്യാഭ്യാസം, പുസ്തകങ്ങൾ, തിരുവനന്തപുരം

Test on Life Skills

ക്ലാസ് 6, 7, 8

സമയം : 30 മിനിട്ട്

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

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

1. ശരീരവളർച്ചയുമായി ബന്ധപ്പെട്ട ചില പ്രശ്നങ്ങൾ നിങ്ങളെ അസ്വസ്ഥരാക്കുന്നു എങ്കിൽ നിങ്ങൾ എന്തു ചെയ്യും?
 - a. ആരോടും പറയാതെ രഹസ്യമാക്കിവെക്കുകയും വിഷമം അനുഭവിക്കുകയും ചെയ്യും.
 - b. പരിഹാരത്തിനായി സമപ്രായക്കാരായ കുട്ടുകാരെ സമീപിക്കും
 - c. സ്കൂൾ നഴ്സിന്റെയോ ടീച്ചറുടേയോ ഉപദേശം തേടും

2. സ്കൂളിലെ മുതപ്പുരയിൽ നിന്ന് ദുർഗന്ധം വമിക്കുന്നു. എന്ത് ചെയ്യും?
 - a. ആരോടും പറയില്ല.
 - b. മുതപ്പുര ഉപയോഗിക്കുന്നത് ഒഴിവാക്കും
 - c. കുട്ടുകാരുടെയും ടീച്ചറുടേയും സഹായത്തോടെ മുതപ്പുര വൃത്തിയാക്കും

3. നിങ്ങളുടെ അടുത്ത സുഹൃത്ത് കഴിഞ്ഞ കുറേ ദിവസങ്ങളായി അകന്നുനിൽക്കുന്നതായി നിങ്ങളുടെ ശ്രദ്ധയിൽപ്പെടുന്നു. അയാളോട് നിങ്ങളുടെ സമീപനം എങ്ങനെ യായിരിക്കും?
 - a. അയാളോട് പരിഭവം കാണിച്ചുനടക്കും
 - b. അയാളെ സമീപിച്ച് കാരണമന്വേഷിക്കുകയും തെറ്റുവന്നിട്ടുണ്ടെങ്കിൽ തിരുത്തുകയും ചെയ്യും
 - c. ടീച്ചറോട് പരാതിപറയും

4. വേക്കറി സാധനങ്ങൾ എല്ലാ ദിവസവും വേണമെന്ന് നിർബന്ധിച്ച് പറയുന്ന നിങ്ങളുടെ അനുജൻ നിങ്ങൾ നൽകുന്ന ഒരു ഉപദേശം എഴുതുക.

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5. ക്ലാസ് കട്ട് ചെയ്ത് സിനിമക്ക് പോകാൻ ക്ഷണിക്കുന്ന നിങ്ങളുടെ സുഹൃത്തിനോട് നിങ്ങളുടെ പ്രതികരണം എഴുതുക.

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6. പൊതുസ്ഥലങ്ങളിൽ മാലിന്യം നിക്ഷേപിക്കുന്നത് ഗുരുതരമായ ആരോഗ്യപ്രശ്നങ്ങൾ ഉണ്ടാക്കുന്നു. ഇത് ഒഴിവാക്കുന്നതിന് അനുയോജ്യമായ ഒരു മാർഗ്ഗം നിർദ്ദേശിക്കുക.

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7. നിങ്ങളുടെ വീട്ടിൽ പ്ലാസ്റ്റിക് മാലിന്യങ്ങൾ വർദ്ധിക്കുന്നുണ്ടെങ്കിൽ അത് ഒഴിവാക്കാൻ നിങ്ങൾ ചെയ്യാനുദ്ദേശിക്കുന്ന 2 കാര്യങ്ങൾ എഴുതുക?

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8. സമയം ഫലപ്രദമായി വിനിയോഗിച്ചാലുണ്ടാകുന്ന 2 നേട്ടങ്ങൾ എഴുതുക.

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9. കൃത്രിമമായ സൗന്ദര്യവർദ്ധക വസ്തുക്കൾ ഉപയോഗിക്കുന്നത് മൂലമുണ്ടാകുന്ന 2 ദോഷങ്ങൾ എഴുതുക.

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10. നിങ്ങൾക്ക് ദേഷ്യം ഉണ്ടാകുന്ന രണ്ടു സന്ദർഭം എഴുതുക.

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11. നിങ്ങൾക്ക് നിരാശ ഉണ്ടാകുന്ന രണ്ട് സന്ദർഭങ്ങൾ എഴുതുക.

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12. നിങ്ങളുടെ അടുത്ത സുഹൃത്തിന് ഉണ്ടാകണമെന്ന് നിങ്ങൾ ആഗ്രഹിക്കുന്ന രണ്ട് ഗുണങ്ങൾ എഴുതുക?

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13. നിങ്ങളുടെ സുഹൃത്തിന്റെ അച്ഛൻ സ്ഥിരമായി മദ്യപിക്കുന്ന ആളാണെന്നു കരുതുക. ഇത് അവന്റെ പഠനത്തെ ദോഷകരമായി ബാധിക്കുന്നു. സുഹൃത്തിന്റെ അച്ഛന്റെ ഈ സ്വഭാവം മാറ്റുന്നതിനായി നിങ്ങൾക്ക് ചെയ്യാവുന്ന രണ്ട് കാര്യങ്ങൾ എഴുതുക.

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Area Score - 6, 7 & 8

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

Total **20**

K - 10

A - 4

S - 6

20

Scoring Key

1. c
2. c
3. b
4. ബേക്കറി സാധനങ്ങളിൽ അമിതമായ ഉപ്പ്, പഞ്ചസാര രുചിക്കും നിറത്തിനും വേണ്ടിയുള്ള കൃത്രിമപദാർത്ഥങ്ങൾ ചേർത്തിട്ടുണ്ടാവും. ഇവ സ്ഥിരമായി കഴിക്കുന്നത് രോഗങ്ങൾക്ക് കാരണമാകും/നാരുകളുടെ അംശം കുറവായതിനാൽ കൂടലിന്റെ പ്രവർത്തനത്തെ തടസ്സപ്പെടുത്തും/മലബന്ധത്തിന് കാരണമാവും/ദുർമേദസ്സുണ്ടാക്കും/ഹൃദ്രോഗം, പക്ഷാഘാതം, പ്രമേഹം, കാൻസർ എന്നിവ ഭാവിയിൽ ഉണ്ടാവുന്നതിന് സാധ്യത വർദ്ധിപ്പിക്കുന്നു.
5. സ്നേഹത്തോടെ 'No' എന്നു പറയും.
6. മാലിന്യങ്ങൾ ഉറവിടത്തിൽ തന്നെ സംസ്കരിക്കുക/ശാസ്ത്രീയമാർഗങ്ങൾ അവലംബിച്ച് സംസ്കരിക്കുക/ജൈവമാലിന്യങ്ങൾ വളങ്ങളാക്കി മാറ്റുക/പ്ലാസ്റ്റിക് വസ്തുക്കളുടെ ഉപയോഗം നിയന്ത്രിക്കുക/പ്ലാസ്റ്റിക് മാലിന്യങ്ങൾ പുനരുപയോഗിക്കുക.
7. പുനരുപയോഗിക്കുക; റീസൈക്കിൾ (recycle) ചെയ്യാൻ നൽകുക.
8. ജീവിതത്തിൽ അടുക്കും ചിട്ടയും ഉണ്ടാക്കുന്നു, ജീവിതവിജയം കൈവരിക്കാൻ സാധിക്കുന്നു, കൃത്യനിഷ്ഠ ഉണ്ടാവുന്നു.
9. കൃത്രിമസൗന്ദര്യവർദ്ധക വസ്തുക്കളിൽ ദോഷകരമായ രാസപദാർത്ഥങ്ങൾ അടങ്ങിയിരിക്കുന്നു. ഇവ അലർജി. ത്വക്ക് രോഗങ്ങൾ എന്നിവയ്ക്ക് കാരണമാവുന്നു.
10. ടീ.വി കാണരുത് എന്നു പറയുമ്പോൾ, കളിക്കണ്ട എന്നു പറയുമ്പോൾ/പഠിക്കാൻ പറയുമ്പോൾ/രാവിലെ എഴുന്നേൽക്കാൻ നിർബന്ധിക്കുമ്പോൾ, കമ്പ്യൂട്ടർ ഗെയിം കളിക്കണ്ട എന്നു പറയുമ്പോൾ
11. ഇഷ്ടപ്പെട്ട കൂട്ടുകാരൻ/കൂട്ടുകാരിയെ കാണാതെ വരുമ്പോൾ/പഠനത്തിൽ പിന്നാക്കം പോവുമ്പോൾ/മത്സരത്തിൽ വിജയം കൈവരിക്കാൻ കഴിയാത്തപ്പോൾ
12. സഹകരണമനോഭാവം, വൃത്തി/ആത്മാർത്ഥത/സ്നേഹം/സഹായിക്കാനുള്ള മനസ്സ്/നല്ലപെരുമാറ്റം
13. സൂഹൃത്തിന്റെ അച്ഛനോട് മദ്യപാനം മൂലമുണ്ടാകുന്ന ശാരീരിക മാനസിക പ്രശ്നങ്ങളെക്കുറിച്ച് പറയുക/സൂഹൃത്തിന്റെ ഭാവി തകരുമെന്ന് അച്ഛനെ ബോധ്യപ്പെടുത്തുക.



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