

Evaluation of Adolescent's Life Skills in Relation to Rural and Urban Communities of Punjab

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ABSTRACT

Life skills are abilities for adaptive and position behavior that enable individual to deal effectively with the demand and challenges of everyday life. In the present study we have reported that social skills and emotional skills were the two important life skill variables for assessment of adolescent's behavior. In our research work we have followed the random sampling method for calculating the percentage of adolescent's in rural and urban areas for coping with emotions and self-awareness. A sample of 200 adolescents was selected from the various school of Punjab regions. Adolescents were divided into two categories. 100 adolescents were from rural area, and 100 from urban area. They were further bifurcated into 50 male adolescents and 50 female adolescents from each respectively. On statistical analysis it was found that Sample adolescents had average level of life skills. Dimension wise analysis revealed that they scored least in the dimension of coping with emotions, pointing to the need for more emphasis on acquisition of this skill to deal with the ever-demanding requirements of everyday life. A highly significant correlation was found between self-awareness among rural and urban adolescents. In addition to this we have also found that there are significant differences in coping with emotions of rural and urban adolescents. Our study highlighted that self-awareness and emotions play a crucial role in making virtuous behavior of adolescents.

1. Introduction

Life skills refer Kto the skill usually associated with managing and living a better quality of life. The concept of life skill was introduced by World Health Organization in 1994. There are various life skills and most important is ability to learn. Life skills not taught directly, but often learned indirectly, through experience and practice. Life Skills development is a life –long process that helps individuals grow and mature; build confidence in one's decisions taken on the basis of adequate information and thought and discover sources of strength within and outside. Life skills help a person to shape his world in a better way and not just cope with it. The life skills consist of 3 major skills Thinking skills: - decision making, creative thinking, critical thinking, problem solving. Social skills: effective communication, self-awareness, interpersonal relationship. Emotional skills: empathy, coping with emotions, coping with stress.

Now a day's 164 nations committed to 'Education for All' have included "life skills" as a basic learning need for all young people. Life Skills as all the non-academic foundational skills human beings learn and use to thrive individually and live optimally in community with others. It helps the young people to promote healthy and meaningful social relationship. Life skill facilitates a complete and integrated development of individuals to function effectively as social beings. World Health Organization promoting the teaching of abilities that are often taken for granted. According to WHO, Life Skills refers to "abilities for adoptive and positive behavior that enables an individual to deal effectively with the demands and challenges of everyday life" (Chaudhary and Mehta 2012). According to UNICEF, "Life Skills" based education is important over

numerical and literacy skills. Life skills area is not only linked to the pedagogy of active learning (Leena et al., 2003) but also concerned with addressing the balance between knowledge, attitude and skills (CBSE, 2013). Life skills have produced the various effects like: Increased the ability to plan ahead and choose effective solutions to problems, Improved self- image, self-awareness, social and emotional adjustment, Increased acquisition of knowledge, Improved classroom behavior, Gains in self-control and sociability, Better handling of interpersonal problems and coping with anxiety, Improved constructive conflict resolution with peers, impulse control and popularity etc.

Self-awareness and Coping with emotions these are two important factors for adapting the social environment. Self-awareness include the recognition of 'self', our character, our strengths, desires and dislike. It enables the pinpointing of flaws with greater maturity and accuracy, coupled with the ability to appreciate oneself as a uniquely dignified and gifted person. Deep sense of purpose and direction serves as a personal compass. Coping with emotions recognize emotions with us and others, being aware of how emotions influence our behavior and being able to respond to emotions appropriately. Hence, it is crystal clear importance of life skills that to lead a life of satisfaction. Life skills are essential to develop and it make us fit well in the society and getting along with others. It also provides better prospective in life, which can allow us to maintain a higher awareness of both ourselves and the world around us (Patil et al.,(2013).

Self-awareness is the ability to understand our strength, characters, our needs, aspirations, ourselves. I like myself even though I am imperfect Self-awareness is a unique human

capacity. Conscious knowledge of one's own character, feelings, motives, and desires: the process can be painful but it leads to greater self-awareness than I came to realize that every time I create self-awareness, consciousness arises as a byproduct. This skill includes the recognition of 'self' our characters, desire, dislikes and weaknesses. Self-awareness is the capacity for introspection and the ability to recognize oneself as an individual. When we focus our attention on ourselves, we evaluate and compare our current behavior to our internal standard and values. We become self-conscious as objective evaluators of ourselves. The first building block of emotional intelligence is self-awareness. Self-awareness is our ability to recognize our own emotions and their effects on us and others. Without being aware of and understanding our own emotions, it will be difficult for us to move into the other emotional competencies like self-management, social awareness, or team leadership. Self-improvement is also referred to as personal-development can be said as the improvement to one's own mind and character through one's efforts. Self-awareness is being aware of oneself that include one's traits, feelings, behavior.

It is quite difficult in today's time to find time to think about whom we are, what are our strengths and weaknesses, personalities, our habits and values. Besides, many of us are not just inclined to spend much time on self-reflection. Consequently, many of us have low level of self-awareness because self-awareness is an essential first step toward maximizing management skills. It can improve our judgment and help us identify opportunities for professional development and personal growth. Music has potential influence both psychologically and physiologically. Music helps restore "harmonious balance" of body, when it is undergoing stress. Purposive sampling technique is used for the study consisting of 30 adolescents, 15 music trained and 15 untrained (Arulsubila et al., 2014).

Coping with emotions involves recognizing emotions in ourselves and others, being aware of how emotions influence our behavior and being able to respond to emotions appropriately. People often experience very strong and uncomfortable emotions, such as fear, anger, sadness and shame. These emotions can be very difficult to deal with, and as a result, they may lead people to use unhealthy coping strategies, such as alcohol or drug use. Many people would not like to admit they have difficulty in coping with emotions. But emotions keep surfacing in our lives and cause mental high and lows. It is necessary that we and without impairing our inner peace and mental stability. The broaden and build theory of positive emotions can suggest that positive emotions can widen the range of potential coping strategies that come to mind and subsequently enhance one's resilience against stress. However, researchers have also found that individuals who possess high levels of resilience are protected from stress and thus report lower levels of anxiety and depressive symptoms (Gloria et al., 2014).

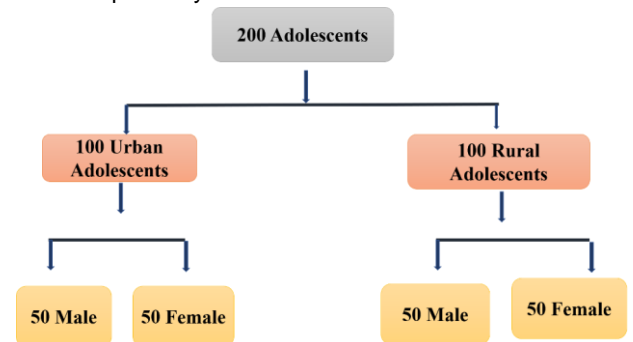
Adolescence is the most important period of human life. The word adolescence comes from a Greek word 'Adolescence' which means 'to grow to maturity'. The child experiences a number of changes in this transitional period. The period runs between childhood and adulthood and is sometimes called the period of teenage. Chronologically, adolescence comes roughly in between the year from 12-19.

Adolescence refers to the period of development and adjustment during the transition period between childhood and adulthood. The period of adolescence is most closely associated with the teenage year. Adolescence is the foundation of adulthood. A properly groomed adolescent is bound to be a well-developed and organized personality who can think and act rationally. All this comes from sound educational background. Life Skills based programmes are not yet adopted in policy level as Government initiative though it is coming up as simple initiatives from the part of Central Board of Secondary Education. Therefore our study is to find out the impact of the urban and rural areas on the level of the life skills attainment in the adolescents. The above aim was fulfilled by the following objectives.

- Survey of adolescents who were from the rural and urban schools of Hoshiarpur Distt.
- Administering coping with emotions skill scale to the students.
- Administering self-awareness scale to the students.

2. Research Methodology and Procedure

The descriptive survey method has been employed in the present investigation. In the present study stratified random sampling method was used. A sample of 200 adolescents was selected from the various school of Punjab region. Adolescents were divided into two categories. 100 adolescents were from rural area, and 100 from urban area. They were further bifurcated into 50 male adolescents and 50 female adolescents from each respectively.



3. Tools and Techniques of the study

- 3.1 Standardized tool:** Emotional Maturity Scale (EMS) by Dr. Yashvir Singh and Dr. Mahesh Bhargava.
- 3.2 Self-developed tool:** Tools that were developed by the author
 - **Coping with emotions skill scale.** There are 48 items in this scale. Each question has five options. These five options are 1- Very much, 2- Much, 3- Undecided, 4- Probably, 5- Never. The Very Much Responses were allowed 5 score, Much Responses were allowed 4 score, Undecided Responses were allowed 3 score, Probably Responses were Allowed 2 score, Never Responses were Allowed 1 score.
 - **Self-awareness scale:** The Strongly Agree responses were allowed 2 marks, Agree responses were allowed 1 mark, Undecided responses were allowed 0 mark, Disagree responses were allowed 1 mark, Strongly Disagree were allowed 2 marks.

3.3 Statistical techniques: Following statistical techniques were used to analyze the data-

- **Mean:** The mean is the average. It is defined as the sum of the separate scores or the other measures divided by their number.

$$M = \frac{A.M. + \sum fx' \times i}{N}$$

Where $x' = X - A$, A is the assumed mean.

- **Standard deviation:** It is the root-mean-square deviations measured from the average or it is the square – root of the arithmetic average of the square of the deviations measured from the mean.

$$S.D = \sqrt{\frac{\sum fx'^2}{N} - \left(\frac{\sum fx'}{N}\right)^2} \times i$$

- **Difference of standard error:** The formula for the standard error of the difference between independent means is

$$S.E_D = S.D \sqrt{\frac{N_1 + N_2}{N_1 \times N_2}}$$

Degree of freedom:The degree of freedom (df) available for evaluating a statistics depends upon the number of restrictions placed upon the observation.

$$df = N_1 + N_2 - 2$$

- **Critical ratio:**Critical Ratio is used to find the significance of the differences between various variables to test the null hypot

$$C.R. = \frac{M_1 - M_2}{S.E.D}$$

To test the significance of difference of the following level of significance were used-0.05 level of significance 0.01 level of significance

4. Result analysis and interpretation

Respondents for this study comprised boys and girls in the age group of 11 to 18 years belonging to the socio-economic strata of the society. We have studied that social and emotional skills that were the important life skills for assessment of adolescent’s behavior. Thus, data analysis and interpretation are the process of assigning meaning to the collected information and determining the conclusions, significance, and implications of the finding. The steps involved in data analysis are function of the type of information collected. However, the work evaluated the self-awareness and emotions of adolescent’s life skills in relation to rural and urban communities of Punjab by making virtuous behavior of teenagers. **Table 1:** showed that the obtained mean scores for the level of self-awareness of rural male and female

adolescents are 22.0 and 21.2 respectively. The obtained C.R. is 0.66, and the level of self-awareness of urban male and female adolescents are 21.2 and 21.8 respectively. The obtained C.R. is 0.64, which both are less than the table value at both 0.05 and 0.01 levels of significance. Which depicted that there is significant correlation between the levels of life skills of urban male and female adolescents. The level of coping with emotions skill of rural male and female adolescents are 120 and 122 respectively. The obtained C.R. is 0.58, which is less than the table value at both 0.05 and 0.01 levels of significance. Our results showing that there is no significant difference between the levels of life skills of rural male and female adolescents. Hence, **hypothesis 1(b) is accepted.** that the obtained mean scores for the level of coping with emotions skill of urban male and female adolescents are 138.5 and 118.8 respectively. The obtained C.R. is 5, which is more than the table value at both 0.05 and 0.01 levels of significance. This shows that there is significant difference between the levels of life skills of urban male and female adolescents. Hence, **hypothesis 2(b) is rejected.**

Table 1: Gender differences in the level of self-awareness and coping with emotions of rural and urban adolescents.

Gender	Dimensions			
	Self-awareness	C.R	Coping with emotions	C.R
Rural Male	22.0±6.5 (1.3)	0.6 6	120±17.2* (3.4)	0.58
Rural female	21.2±6.5 (1.3)	0.6 6	122±17.2* (3.4)	0.58
Urban Male	21.2±4.8 (1)	0.6 4	138±18.4* (3.6)	5
Urban Female	21.8±4.8 (1)	0.6 4	138±18.4* (3.6)	5

Abbreviations:CR: Critical Ratio; SD: Standard Deviations; SE±Standard error
***Rural Male vs RuralFemale**
***Urban Male vs Urban Female at CR P≤0.05**

Table 2: Shows that the obtained mean scores for the level of self-awareness of male urban and rural adolescents are 21.2 and 22.0 respectively. The obtained C.R. is 0.69, the obtained mean scores for the level of self-awareness of urban and rural female adolescents are 21.8 and 21.2 respectively. The obtained C.R. is 0.60, which both are less than the table value at both 0.05 and 0.01 levels of significance. This shows that there is significant correlation between the levels of self-awareness of urban and rural female adolescents.

shows that the obtained mean scores for the level of coping with emotions skill of urban and rural male adolescents are 138.5 and 120.8 respectively. The obtained C.R. is 6, which is more than the table value at both 0.05 and 0.01 levels of significance. This shows that there is significant difference between the levels of coping with emotions skill of urban and rural male adolescents. Hence, **hypothesis 3(b) is rejected.**

shows that the obtained mean scores for the level of coping with emotions skill of urban and rural female adolescents are 118.8 and 122.0 respectively. The obtained C.R. is 0.74, which is less than the table value at both 0.05 and 0.01 levels of significance. This shows that there is no significant difference between the levels of coping with emotions of urban and rural female adolescents. Hence, **hypothesis 4(b) is accepted.**

Table 2: Awareness and Coping mechanism regarding behavior amongst male and female adolescents of rural and urban area

Behaviour	Dimensions			
	Self-awareness	C.R	Coping with emotions	C.R
Urban Male	21.2±6.2 (1.24)	0.6 9	138±12.7 (2.54)	6
Rural Male	22.0±6.2 (1.24)	0.6 9	120±12.7 (2.54)	6
Urban Female	21.8±5.3 (1.0)	0.6	118±21.7 (4.4)	0.74
Rural Female	21.2±5.3 (1.0)	0.6	122±21.7 (4.4)	0.74

Abbreviations:CR: Critical Ratio; SD: Standard Deviations; SE±Standard error

*Rural vs Urban Male

*Rural vs Urban Female at CR P≤0.05

Table 3: Areawise differences in the level of self-awareness and coping with emotions of rural and urban adolescents.

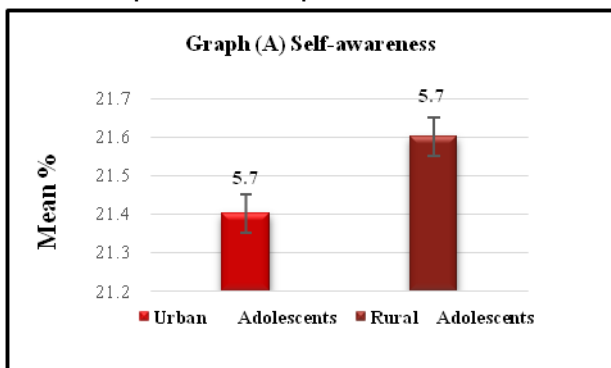
Categories	Dimensions			
	Self-awareness	C. R	Coping with emotions	C.R
Urban Adolescents	21.4±5.7 (0.70)	0.2	128.6±17.7* (2.4)	2.93
Rural Adolescents	21.6±5.7 (0.70)	0.2	121.4±17.7* (2.4)	2.93

Abbreviations:CR: Critical Ratio; SD: Standard Deviations; SE±Standard error

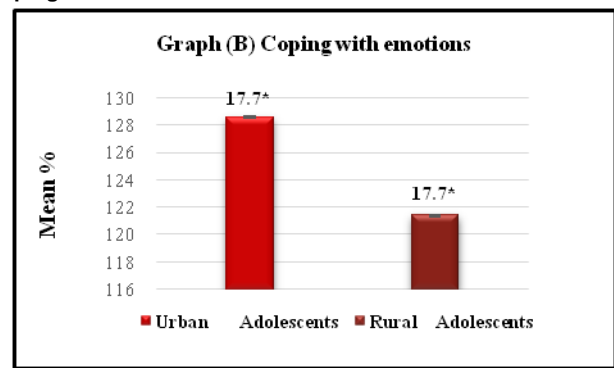
*Rural vs Urban Adolescents

*Rural vs Urban Adolescents at CR P≤0.05

Graph A and B:Comparison of level of Self-awareness and Coping with emotions of urban and rural adolescents



Abbreviations:CR: Critical Ratio; SD: Standard Deviations; *SE±Standard error
*Rural vs Urban Adolescents
*Rural vs Urban Adolescents at CR P≤0.05



Abbreviations:CR: Critical Ratio; SD: Standard Deviations; *SE±Standard error
*Rural vs Urban Adolescents
*Rural vs Urban Adolescents at CR P≤0.05

Table 3: shows that the obtained mean scores for the level of self-awareness of urban and rural adolescents are 21.4 and 21.6 respectively. The obtained C.R. is 0.70, which is less than the table value at both 0.05 and 0.01 levels of significance. This shows that there is no significant difference between the levels of self-awareness of urban and rural adolescents.

Shows that the obtained mean scores for the level of coping with emotions skill of urban and rural adolescents are 128.6 and 121.4 respectively. The obtained C.R. is 2.93, which is more than the table value at both 0.05 and 0.01 levels of significance. This shows that there is significant difference between the levels of coping with emotions skill of urban and rural adolescents.

5. Conclusions

Thus, we can conclude that, there is significant correlation between the levels of self-awareness of urban & rural adolescents. The main reason behind this is various factors like socio economic status and education of parents and methods of teaching. Advancement of technology also plays an important role for adolescents. Hence, work is accepted but on the other side the significant difference exists in the dimension of coping with emotions of urban & rural adolescents so this points to an urgent need for better life-skills, training opportunities for them so that they can deal with the emotional stress of their growing years. Hence this work is rejected. At the end we can suggest that the educated parents are more conscious about the growth opportunities for their children, hence they can provide a conducive environment to their children for growth and learning.

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