



International Journal of Multidisciplinary Research and Growth Evaluation.

A Study of Life Skill among Undergraduate Students of B.P.S Mahila Vishwavidyalaya, Khanpur Kalan Sonipat

Dr. Sushila Jaglan ^{1*}, Rani ², Monika ³

¹ Assistant Professor, BPS. Institute of Teacher Training and Research, BPS. Mahila Vishwavidyalaya, Khanpur Kalan, Sonipat, Haryana, India

²⁻³ Students, BPS Institute of teacher training and research, BPS Mahila Vishwavidyalaya, Khanpur kalan Sonipat, Haryana, India

* Corresponding Author: **Dr. Sushila Jaglan**

Article Info

ISSN (online): 2582-7138

Volume: 03

Issue: 04

July-August 2022

Received: 25-06-2022;

Accepted: 11-07-2022

Page No: 216-218

DOI:

<https://doi.org/10.54660/anfo.2022.3.4.7>

Abstract

Life skills are problem-solving behaviors appropriately and responsibly used in the management of personal affairs. Life skills education approach is an interactive educational methodology that not only focuses on transmitting knowledge, but also aims at shaping attitudes and developing interpersonal skills. Life skills help individual to fulfill their social need from childhood to adolescence. It also helps to deal with different issues as a student. The present study has investigated the difference between life skills of professional and traditional courses undergraduate students of B.P.S Mahila Vishwavidyalaya. Descriptive survey method was used. The tool used for data collection is standardized scale on life skill standardized by Nair A.R.K. Subasree R & Ranjan Sunitha (2010). Data was analyzed using mean, SD and t-test. The findings of the research stated that there is no significant difference between the life skills of traditional and professional courses students and hostler and day-scholar students.

Keywords: Life skills, B.P.S Mahila Vishwavidyalaya, Traditional courses, Professional courses, hostlers, day-scholar

Introduction

The life skill program is a comprehensive behavior change that concentrates on the development of the skills needed for life such as self-awareness, communication, decision-making thinking, managing emotions, assertiveness and relationship skills. It enhances the capabilities of the student so as to become a responsible and productive citizen. It also promotes mental well-being in young people to face the realities of life in the society.

Life skill education as defined by the UNICEF "A behavior change or behavior development approach to address balance of three area knowledge, attitude and skill."

World health organization (WHO) defined life skills as life abilities for adaptive and positive behavior that enable individual to deal effectively with the demands and challenges of everyday.

Life skills enable individuals in stress management, study habits, financial knowledge, self-care, social awareness, and the general ability to work well with anyone. It also helps in functioning properly in society. The dramatic change in global scenario in last two years has been matched with the transformation of technology and these are impacting on education and life. Today youth is facing many emerging issues lack of adjustment, emotional unbalanced, increase unemployment. The essential life skills play a vitally significant role in student success in school and life. It helps in student future development decision making, self-control, positive thinking problem solving and critical thinking.

Review of Literature

Josephine and Selvakumar (2015) analysed life skills among college students on the basis of gender and course of study. A sample of 498 students from various streams was randomly from various colleges of Chennai. The study found that the female

college students are found better in their life skills in total and its dimensions.

Personal Skills, Emotional Skills, Social Skills, Intellectual Skills, Communication Skills and Aesthetic Skills. Further, the medicos are found better in their life skills in total and all its dimensions. It is generally spoken that the medicos may have wide range of opportunities in interacting with several people belong to different social as well as economic status while they enter into the hospital campus for their medical needs.

Nair and Fahimirad (2019) [5] identified the relationship between life skills program, student's personal efficacy and competencies using qualitative research approach in Malaysia. Data was collected using in-depth interviews of undergraduate students who have passed the life skill modules at Taylor's University, Malaysia. Findings of the study based on thematic analysis indicated that embedding the life-skills program in the university curriculum plays a key role in shaping students' personal and social competencies.

Significance of the Study

Life skills are essential part of being able to meet the challenges of every day. The dramatic change in global scenario due to Covid-19 has increased stress and anxiety among college students. Young people need life skills to succeed in a challenging environment. Girls need a different set of life skills than boys to develop their leadership in this world. Moreover, life skills may differ among girls studying in professional and traditional courses. Mane *et al.* (2016) stated that life skills are more in hostler's students as compared to day scholars. Prakash (2019) found that hostlers used significantly more study habits strategies and are vocationally more mature in comparison to day scholars. Thus, life skills differ among hostlers and day scholars students. So, the main purpose of the present study is to analyze the life skills of graduate students of B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonipat) on the basis of types of courses in which they study and hostlers and day scholars.

Objective of the study

1. To study and compare life skills among students studying in traditional and professional courses of B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonipat).
2. To compare the life skills among hostler and day- scholar students of B.P.S Mahila Vishwavidyalay, Khanpur Kalan (Sonipat).

Hypothesis

H01: There is no significant difference among life skills of traditional and professional courses students of B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonipat).

H02: There is no significant difference among life skills of hostlers and day- scholars students of B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonipat).

Methodology of the study

The present study is descriptive in nature and data is collected through survey method.

Sample of the study

Total 100 students of B.P.S. Mahila Vishwavidyalaya are selected randomly in which 50 are studying in traditional courses and 50 are studying in professional courses. In

traditional course 25 are day- scholars and 25 are hostlers. Same in professional courses 25 are day- scholars and 25 are hostlers.

Tool Used for data collection

Life skill scale developed and standardized by Nair A.R.K. Subasree R & Ranjan Sunitha (2010).

Analysis & Interpretation of the Data

- Objective 1. To study and compare life skills among students studying in traditional and professional courses of B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonipat).

On the basis of above objective, following hypothesis is developed:

H01: There is no significant difference among life skills of traditional and professional courses students of B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonipat).

Table 1: Analysis of life skills among students studying in traditional and professional courses

Sr. No.	Demographic Variable	No. of Students	Mean	S.D.	t-test
1	Traditional Course Students	50	314.54	23.625	0.002642
2	Professional course students	50	303.28	9.0374	0.0

Table-1 shows life skill mean score of traditional course students and professional course students are 314.54 and 303.28 respectively and t value is 0.002642 which is less than table value 1.96 at 0.05 level of significance. So, the null hypothesis 'There is no significant difference among life skills of traditional and professional courses students of B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonipat)' is accepted. Hence, it is concluded that there is no significant difference in life skill of traditional and professional courses students of B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonipat)

- **Objective 2:** To compare the life skills among hostler and day- scholar students of B.P.S Mahila Vishwavidyalay, Khanpur Kalan (Sonipat).

On the basis of above objective, following hypothesis is developed:

H02: There is no significant difference among life skills of hostlers and day- scholar students of B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonipat)

Table 2: Analysis of life skills among hostler and day- scholar students

Sr. No.	Demographic Variable	Mean	S.D	t- test
1	Hostler	306.551	12.30187	0.159595
2	Day-Scholar	311.6122	23.42436	

Table-2 show life skill mean scores of hostler and day-scholar students are 306.551 and 311.6122 respectively and t value is 0.159595 which is less than the table value 1.96 at 0.05 level of significance. So, the null hypothesis 'There is no significant difference among life skills of hostlers and day-scholar students of B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonipat)' is accepted. Hence, it is concluded that there

is no significant difference in life skill of hostlers and day-scholar students of B.P.S. Mahila Vishwavidyalaya. Khanpur Kalan (Sonipat).

References

1. Currie LK, Pisarik CT, Ginter EJ, Glauser AS, Hayes C, Smit JC. Life-skills as a predictor of academic success: an exploratory study. *Psychological Reports*. 2012; 111(1):157-164.
2. Dinesh R, Belinda R. Importance of life skills education for youth. *Indian Journal of Applied Research*. 2014; 4(12):92-94.
3. <https://www.special-learning.com> › article trashed › world-health.
4. <https://www.unicef.org> › topics › life-skills
5. Nair PK, Fahimirad M. A Qualitative Research Study on the Importance of Life Skills on Undergraduate Students' Personal and Social Competencies. *International Journal of Higher Education*. 2019; 8(5):71-83.