



International Journal of Multidisciplinary Research and Growth Evaluation



International Journal of Multidisciplinary Research and Growth Evaluation

ISSN: 2582-7138

Received: 28-04-2020; Accepted: 30-05-2020

www.allmultidisciplinaryjournal.com

Volume 1; Issue 2; May-Jun 2020; Page No. 34-40

Effect of family background on life skills of higher secondary school students in Mizoram

Lalhriatpuii¹, Lalmalsawma Ralte², H Lalchhanhima³, Malsawmtluangi⁴

¹ Assistant Professor, Department of Education, Mizoram University, Mizoram, India

² Assistant Professor, Govt. Hrangbana College, Mizoram, India

³ Assistant Professor, Govt. Serchhip College, Mizoram, India

⁴ Assistant Professor, Govt. Champhai College, Mizoram, India

Corresponding Author: **Lalhriatpuii**

Abstract

The present study laid emphasis on how family background effect life skills among higher secondary school students in Mizoram. As the world is approaching towards globalization in the present digital era, it is importunate to intensify an innovative and effective responses from a socially responsible system of education. Therefore life skill based education is necessary for imparting holistic approach to learning so as to facilitate better life outcomes. Developing life skills helps adolescents translate knowledge, attitudes and values into healthy behaviour, such as acquiring the ability to reduce special health risks and adopt healthy behaviour that improves their lives in general (such as planning ahead, career planning, decision making and forming positive relationships). Therefore, the present study aimed at assessing effect of family background on life skills

of higher secondary school students in Mizoram. Stratified random sampling was employed for the present study. Nine hundred (900) higher secondary school students in Mizoram constituted the sample of the present study. Family Background Scale (FBS) and Life Skills Inventory (LSI) developed by the investigators were used for collection of the data. The statistical techniques like Mean, Standard Deviation, 't' test, ANOVA and Regression were used for the analysis of data. The findings indicated that there exist no significant differences between male and female higher secondary school students in their total Life Skills. It was also found that there were no significant differences between the different three streams of study viz. arts, science and commerce of higher secondary school students in Mizoram.

Keywords: Life Skills, Family Background, Holistic approach, Globalization

Introduction

The home environment and family background of a child contribute to all round development of personality of a child. From the related reviews of research finding, it can be assumed that there exist positive correlations between family background and life skills of an individual. Family play pivotal role in nurturing the child's overall development. Family environment is the first educational institution every child gets. Therefore, awareness about life skills for all parents is very much crucial in their ways of child rearing practices as these skills are multi-dimensional in nature.

In the present study skills such as self-concept, coping with stress, decision making, problems solving and empathy was measured with the help of test inventory. In the present study, family background includes education, occupation, and income of parent's and cultural status which referred to expenditures on newspaper and magazine and the concept of social prestige of the family to which a student belonged. In other words, family background contains such factors as occupation, locality of residence, education of parents and income.

Life Skills

UNICEF (2007) defines life skills as "a behaviour change or behaviour development approach designed to address a balance of three areas; knowledge, attitude and skills". Life skills are the abilities for adaptive and positive behaviour. In other words, life skills are the core competencies an individual possesses. It enables us to cope with difficulties in life.

Life skills are essentially those abilities that help promote mental and emotional well-being and competences in young people as they face the realities of life. Most professional development agrees that life skills are generally applied in the context of health and social events. They can be utilized in many content areas: prevention of drug use, sexual violence, teenage pregnancy, HIV/AIDS prevention and suicide prevention.

The definition extends into consumer education, environmental education, peace education or education for development, livelihood and income generation among others. In short, life skills empower young people to take positive action to protect themselves and promote health and positive social relationships.

They represent the psycho-social skills that determined valued behaviour and include reflective skills such as problem-solving and critical thinking, to personal skills such as self-awareness, and to interpersonal skills. Practicing life skills lead to qualities such as self-esteem, sociability and tolerance, to action competencies to take actions and generate change, and to capabilities to have the freedom to decide what to do or who to be. Life skills are thus distinctly different from physical or perceptual motor skills, such as practical or health skills as well as from livelihood skills such as crafts, money management and entrepreneurial skills health and livelihood skills education however can be designed to be complementary to life skills education and vice versa.

UNICEF, UNESCO, and WHO lists the ten core life skills strategies and techniques as: problem solving, critical thinking, effective communication skills, decision making, creative thinking, interpersonal relationship skills, self-awareness building skills, empathy, coping with stress and emotions.

With life skills, one is able to explore alternatives, weigh pros and cons and make relational decisions in solving each problem or issue as it arises. It also entails being able to establish productive interpersonal relationships with others. Life skills enable effective communication, for example, being able to differentiate between hearing and listening and ensuring that messages are transmitted accurately to avoid miscommunication and misinterpretations.

Developing life skills helps adolescents translate knowledge, attitudes and values into healthy behaviour, such as acquiring the ability to reduce special health risks and adopt healthy behaviour that improves their lives in general (such as planning ahead, career planning, decision making and forming positive relationships).

Main components of Life Skills

The World Health Organization (WHO) 2007 ^[1] categorizes life skills into the following three components:

1. Decision making helps the individual to deal constructively with decisions about their lives

This can have consequences for health if young people actively make decisions about their actions in relations to health by assessing the different options, and what effect different decisions may have. The individual must also be skilled at evaluating the future consequences of their present actions and the actions of others. They need to be able to determine alternative solutions to analyze the influence of their own values and the values of those around them.

2. Interpersonal/Communication Skills

Include verbal and non-verbal communication, active listening and the ability to express feelings and give feedback. Also, in this category are the negotiation/refusal skills and assertiveness skills that directly affect one's ability to manage one's conflict. Empathy, which is the ability to listen and understand other needs, is also a key interpersonal skill. Teamwork and the ability to cooperate include expressing respect for those around us. Development of these skills enables the adolescences to be accepted in the society.

These skills resulted in the acceptance of social norms that provide the foundation for adult social behaviour.

3. Coping and self-management skills

It refers to increase the internal locus of control, so that the individual believes that they can make a difference in the world and effect change. Self-esteem, self-awareness, self-evaluation and the ability to set goals are also part of the more general category of self-management skills. Anger, grief and anxiety must all be dealt with, and the individual learns to cope with loss or trauma. Stress and time management are key, as are positive thinking and relaxation.

Family Background

It is difficult to define the term "Family Background". Family background is a broad term that is used to describe factors about a person's life style including occupation, income and education. It is a way of life economic position and prestige and patterns of values. It is characterized by the economic, social, physical environment in which individual life and work as well as demographic and genetic factors measures for. Family background may include income or employment, physical factors such as the geographical location of the home, the location of the family residence, emotional currents in the family. In other words, family background contains such factors as size of family race, locality of residence, education of parents and income.

Review of related literature

Lahey (2007) ^[2] found that family Microsystem has a major influence on individual development because within this system the individual learns values and attitudes, which will have a long term impact in the future. Hence, the stability of the family, the parenting style, types of family problems and conflicts in a family will determine the type of stresses, conflicts and psychological effects on the individual particularly on adolescents. These ups and downs in the family cause parent-child conflicts, risky behaviours and mood changes in the adolescent's life.

Nair (2007) ^[3] conducted a study on the "*Family Life and Life Skills Education for adolescents: Trivandrum Experience*". It was found that adolescents lack life skills and need guidance in their decision making, problem solving, and critical thinking, developing interpersonal skills, self-awareness, empathy, coping with stress and managing emotions. Beneath frequent violent outbursts, sudden mood swings and related interpersonal problems of an adolescent, it was founded that the adolescence needed professional help and guidance. Extra care is needed while offering help to adolescence problems because it is not easy for teenagers to accept the fact.

Sathyabama and Eljo (2007) ^[4] conducted a study entitled "Usage of Life Skills among Adolescent". The present descriptive study was an attempt to find out existing usage of life skills among adolescent girls. The existing usage of life skills were assessed by using self-prepared questionnaire comprises of 50 questions in 10 dimensions of WHO life skills. The subject has to rate each item on a 5-point scale. Scoring was done for each respondent according to the norms prescribed in the scale. 41 respondents were chosen through purposive sampling procedure in Government Higher Secondary School, Poovalur, Tiruchirappalli District. Results indicated that Majority of the respondent had low self-awareness (63.4%), feeling of empathy (63.4%) and critical

thinking (65.9%) respectively. Nearly 60% of the respondents had low scores in interpersonal relationship (56.5%), creative thinking (58.5%), problem solving (56%), communication (56.1%), decision making (53.6%) coping with stress (51.2%) and coping emotions (56.2%) respectively. Moreover, 51% percentage of the respondents had low scores with regard to over-all usage of Life Skills education. Based on the findings of the study it is suggested school Mental Health Programmes should be organized. Life skill education should be organized to enhance the coping mechanism of the adolescent girl students. It is an essential tool for empowering the adolescent girls.

Mandeep, K. (2014) ^[5] assessed the life skills among school going adolescents in relation to gender, locale, parental education and parental occupation. The findings revealed that female and rural school going adolescents possess more life skills than their counterparts. School going adolescents whose fathers and mothers are less educated possess significantly more life skills than their counterparts. School going adolescents who have business as parental occupation possess more life skills than their counterparts. Results of the study further revealed that school going adolescents whose mothers are non-working possess significantly more life skills than those with working mothers.

Mohanty (2002) ^[6] studied a topic "Gifted Underachievers Perception of Family Environment". The study aimed i) to see whether components of family environment bear relationship with academic achievements of gifted underachievers. ii) to find out how does the family environment mould the gifted underachievers achievement pattern. iii) to find out if a gender differences exists in gifted underachievers perception of the family and iv) to find out of what extend do the components of family environment variable help in the prediction of Academic Achievement in case of gifted underachievers, single or jointly. A sample of 840 male and female students studying in Class X standard and in a age group of 15 and above was taken from the Government schools of Orissa. Out of these students the intellectually gifted students were identified using intelligence test scores, academic underachievers were identified from amongst the 101 students using the selection method three (Annesley *et. al* 1970). The Family Environment Scale (FES) was administered to them to assess their perceptions about their family environment. The result were analysed using t-test and regression analysis. Results show that the mean scores of boys was higher than that of girls. The boys scored higher on cohesion, intellectual cultural organization, active recreational organization, moral and religious emphasis and control components of FES while the girls scored higher on conflict, achievement orientation and organization components of FES, Overall, the academic underachievers' academic achievement was significantly related with all the components of FES except recreational organization. For underachiever's boys no correlation between the components of FES and academic achievement was found to be significant. However in the case of underachieving girls, cohesion, independence and control components of FES were found to be correlated significantly with academic achievement. Cohesion was related positively while independence and control were related negatively.

Rationale of the study

Empirical evidence suggests that deficits in life skills can contribute to delinquent behaviour (Gazda, Ginter, & Horne,

2001)⁷. Adolescence is a period of storm and stress when the different aspects of development such as cognitive, social, emotional and all the capabilities are rapid during such period of growth spurt. As such, most of the adolescents are unable to avail oneself these potentials to the maximum due to various adjustment problems. The new era demands innovative and effective responses from a socially responsible system of education as there is an urgent need to build 'practical skills'. Therefore life skill based education is necessary for imparting holistic approach to learning so as to facilitate better life outcomes. In the present scientific age, students are confronted with various adjustment problems in order to get better life situation. To strive for better family life, good citizenship and proper utilization of human resources, effective acquisition of life skills are essential for bringing up a child as a successful individual. Therefore, parents role in imparting life skills shall influence the way one feels about oneself and others and can enhance one productivity and better life outcomes. Research done in the United States finds that an authoritative parenting style, defined as "warm and involved, but firm and consistent in establishing and enforcing guidelines, limits, and developmentally appropriate expectations" has consistently positive effects on adolescents (Steinberg, 2000) ^[8].

Though there are various previous studies conducted on life skills in relation to family variables such as education of parents, parenting style of parents, child rearing practices of parents, social and community participation of parents more training programs and intervention approach should be organized as it shall contribute to healthy development of adolescent. The present research, 'Effect of Family Background on Life Skills of Higher Secondary School Students in Mizoram', is an important study to identify the emerging factors associated with building multi-dimensional characteristics of each single life skill. Holistic development among adolescents who are in need of practising core affective skills in this crucial stage of transition is crucial to develop a healthy wholesome personality.

Objectives of the study

1. To compare the level of Life Skills of higher secondary school students with reference to gender.
2. To compare the level of Life Skills of higher secondary school students with reference to stream of study.
3. To examine the effect of dimensions of family background on dimension of Life Skills among the higher secondary school students of Mizoram.

Hypotheses of the study

1. There is no significant difference in level of Life Skills of higher secondary school students with reference to gender.
2. There is no significant difference in level of Life Skills of higher secondary school students with reference to stream of study.
3. There is no effect in dimensions of family background on dimensions of Life Skills among the higher secondary school students in Mizoram.

Methodology

The study is descriptive survey method in nature based on applying quantitative statistical method. The study is also concerned with testing the hypotheses for arriving generalizations.

Sample of the study

Stratified random sampling was used for the study. Nine hundred (900) samples comprising of four fifty (450) male higher secondary school students and four fifty (450) female higher secondary school students from three different stream of study viz. arts, science and commerce were selected for the study.

Tools employed for data collection:

Family Background Scale (FBS):

For assessing family background of higher secondary school students, the investigators developed Family Background Scale covering 5 dimensions such as education of parents, occupation of parents, income of parents, cultural living and social participation.

Life Skills Inventory (LSI):

For assessing level of Life Skills of higher secondary school students, the investigators developed Life Skills Inventory. It covers 5 dimensions of life skills such as self- awareness skill, coping with stress, problem solving skill, decision making skill and empathy skill.

Procedure of data collection

Pre and post-test were conducted by the investigators to test the reliability and validity of the tools prepared. Spearman Brown Reliability test was used for both the tools Life Skills Inventory and Family Background Scale and the result was found to be 0.68 and 0.81 respectively. For both the tests, content validation was constructed. The investigators physically visited 10 schools and obtained permissions from all the school administrators for collecting data.

Statistical techniques used

Mean, Standard Deviation, ‘t’ test, Analysis of Variance (ANOVA) and Regression analysis were used for the study.

Results and discussions

Statistically analyzed of the obtained results were shown in the following tables and figures:

Objective 1: To compare the level of Life Skills of higher secondary school students with reference to gender

Table 1: Comparison of dimensions of Life Skills of higher secondary school students with reference to gender

| Dimensions of Life Skills | BOYS (N=450) | | GIRLS (N=450) | | Mean Difference | t-value |
|---------------------------|--------------|-----|---------------|-----|-----------------|----------|
| | Mean | SD | Mean | SD | | |
| Self awareness | 6.9 | 1.6 | 6.9 | 1.5 | 0.0 | .09(NS) |
| Coping with stress | 5.6 | 1.9 | 5.5 | 1.8 | 0.1 | 2.10* |
| Problem solving skills | 6.9 | 1.6 | 6.4 | 1.6 | 0.5 | 3.85** |
| Decision making skills | 6.0 | 1.7 | 5.7 | 1.8 | 0.3 | 1.88(NS) |
| Empathy | 7.7 | 1.6 | 8.0 | 1.4 | 0.3 | 3.27** |
| Total Life Skills | 33.1 | 5.0 | 32.5 | 4.7 | 0.3 | 1.73(NS) |

NS – Not significant
 * - Significant at 0.05 level
 * - Significant at 0.01 level

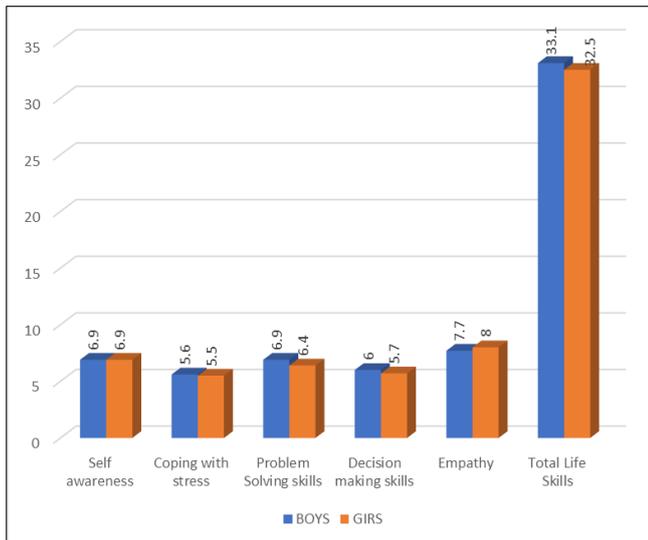


Fig 1: Comparison of dimensions of Life Skills of higher secondary school students with reference to gender

Table 1 and Figure 1 indicated that the total Life Skills between boys and girls of the higher secondary school students have no significant difference. Therefore, null hypothesis is accepted. Table 1 shows that the ‘t’ values for comparison of dimensions of Life Skills between boys and girls higher secondary students – viz. ‘problem solving skills’ and ‘empathy’ exceed the table value at 0.01 level of significance also one dimension viz. ‘coping with stress’ exceeds the value at 0.05 level of significance and therefore concerned null hypothesis is partially rejected for these three dimensions of Life Skills.

It is further seen from the Table 1 that there exist no significant differences between male and female higher secondary school students on two dimensions of Life Skills i.e. ‘self-awareness’ and ‘decision making skills’. Therefore null hypotheses are accepted for these two dimensions of Life Skills

Objective 2: To compare the level of Life Skills of higher secondary school students with reference to stream of study.

Table 2: Comparison of dimensions of Life Skills among the respondents of three streams (S1=Arts, S2=Science, S3=Commerce), DUNCAN’S MEAN TEST

| Dimensions of Life Skills | S1(N=300) | | S2(N=300) | | S3(N=300) | | S1 Vs. S2 | S1 Vs. S3 | S2 Vs. S3 | F-Value |
|---------------------------|-----------|-----|-----------|-----|-----------|-----|-----------|-----------|-----------|----------|
| | Mean | SD | Mean | SD | Mean | SD | | | | |
| Self Awareness | 6.8 | 1.5 | 6.9 | 1.5 | 6.9 | 1.5 | - | - | - | .21(NS) |
| Coping the stress | 5.6 | 1.8 | 5.5 | 1.9 | 5.6 | 1.9 | - | - | - | 0.96(NS) |
| Problem Solving | 6.5 | 1.6 | 6.8 | 1.6 | 6.7 | 1.6 | - | - | - | 1.67(NS) |
| Decision Making Skills | 5.8 | 1.7 | 5.8 | 1.9 | 5.9 | 1.7 | - | - | - | 0.07(NS) |
| Empathy | 7.7 | 1.5 | 8.0 | 1.4 | 7.7 | 1.6 | * | - | * | 4.11(NS) |
| Total Life Skills | 32.4 | 4.8 | 33.0 | 5.0 | 32.8 | 4.8 | - | - | - | 1.44(NS) |

NS – Not significant
 * - Significant at 0.05 level
 ** - Significant at 0.01 level

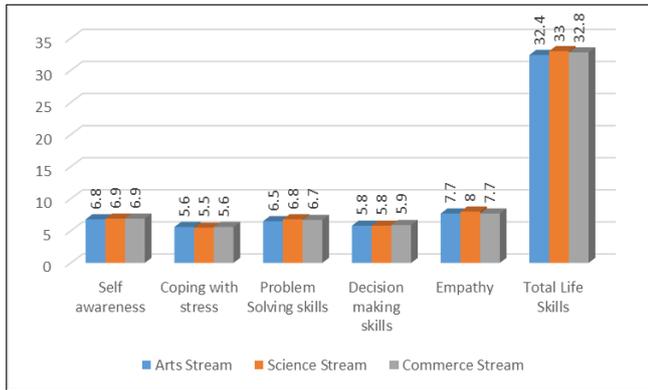


Fig 2: Comparison of dimensions of Life Skills among the respondents of three streams

Table 2 and Figure 2 represents comparison of dimensions of life skills with reference to stream of study. Out of the five

dimensions of Life Skills only one dimension viz. ‘empathy’ shows significant differences between Arts and Science and also significant differences were found between Science and Commerce. However, there exist no significant differences between Arts and Commerce higher secondary school students in Mizoram. Thus, it was found that among the three streams of study, Science has the highest score as compared to the Arts and Commerce streams of higher secondary school students in Mizoram. Out of the five dimensions of Life Skills –four dimensions viz. ‘self awareness’, ‘coping with stress’, ‘problem solving skills’ and ‘decision making skills’, it can be stated that there were no significant differences between Arts, Science, and Commerce streams of higher secondary school students in Mizoram and therefor null hypothesis is accepted.

Objective 3: To examine the effect of dimensions of family background on dimension of Life Skills among the higher secondary school students of Mizoram.

Table 3: Relationship (correlation coefficient) of Family background with Life Skills

| Dimensions of family Background (independent variable) | Dimensions of Life Skills (dependent variable) | | | | |
|--|--|--------------------|-----------------|-----------------|-----------|
| | Self Awareness | Coping with stress | Problem Solving | Decision Making | Empathy |
| Parents Education | -.0321(NS) | -.0595(NS) | .0045(NS) | -.0522 | .1009 |
| Parents Occupation | .0363(NS) | .0236(NS) | .0504(NS) | .0224(NS) | .1581** |
| Family income | .0345(NS) | -.0281(NS) | .0151(NS) | .0038(NS) | .0632(NS) |
| Family Entertainment | .0408(NS) | .0616(NS) | .0755(NS) | .1336(NS) | .0429(NS) |
| Kind of newspaper | .0632(NS) | -.0011(NS) | -.0333(NS) | .0271(NS) | .0864** |
| Family social work | .0315(NS) | .0093(NS) | .0912** | .0135(NS) | .0628(NS) |
| Social participation | .0066(NS) | -.0197(NS) | .0028(NS) | .0058(NS) | -.0000** |
| Social reputation | .1097** | -.0241(NS) | .0967(NS) | .0169(NS) | .0183(NS) |

NS – Not significant
 * - Significant at 0.05 level
 ** - Significant at 0.01 level

Table 3 shows the relationships of Life Skills dimensions and Family Background. The values of r for different pairs of variables are shown in table 3. It was found that dimensions of Life Skills do not have substantial correlation with the Family Background. However, we can see that one dimension of Life Skills viz. ‘self-awareness’ has positive correlation with the ‘family reputation’ among the higher secondary school students. Also, it is evident from table 3 that dimension of Life Skills viz, ‘problem solving skill’ has positive correlation with the family social work among the higher secondary school students in Mizoram. It is evident from the table 3 that dimension of Life Skills viz. ‘empathy’ has a positive correlation with ‘parents’ occupation’ and

‘kind of newspaper’ and negative correlation was found with ‘social participation’ of parents among higher secondary school students. Therefore, null hypothesis is partially accepted.

The coefficient of correlation tells us the way in which two variables are related to each other. How the change in one variable is accompanied with the change in other variable may be explained interest of direction and magnitude through the regression equations. Dimension wise regression analysis was carried out to find out or to provide predictions about the effect of Family Background on Life Skills among the higher secondary school students in Mizoram.

Table 4: Determinants of Life Skills (Self Awareness skill)

| Integrated Variable Dimensions of Family background | Dependent Variable-Self Awareness Skill | | |
|---|--|----------|-----------|
| | Beta | Simple r | 't' value |
| Parent's Reputation | .09 | .1097** | 2.86** |

NS – Not significant
 * - Significant at 0.05 level
 ** - Significant at 0.01 level

The step wise regression analysis was carried out to find out the contribution of dimensions of independent variable to dimensions of dependent variable of Life Skills viz. self-awareness. Table 4 indicated that only one dimension of independent variables viz. 'parent's reputation' has emerged as significantly contributing to dimension of dependent variable viz. self-awareness skill. Therefore, it can be predicted that students who are having self-awareness skills are contributing to having parents with good reputation in the society. The other dimensions of family background which were having no significant correlation with 'self-awareness' are not showing their presence in the table. This may mean that those variables were having significant relationship due to the effect of other independent variables.

Table 5: Determinant of Life Skills (Problem Solving skill)

| Integrated Variables Dimensions of Family background | Dependent Variable-Problem Solving Skill | | |
|--|---|----------|-----------|
| | Beta | Simple r | 't' value |
| Parent's Reputation | .067 | .0967** | 2.08** |
| Family Social Participation | .065 | .0912** | 2.04* |

NS – Not significant
 * - Significant at 0.05 level
 ** - Significant at 0.01 level

There are two dimensions of independent variables viz. parent's reputation and family social participation which are significantly correlated with the dimension of dependent variable viz. 'problem solving skill' as given in table 5. An attempt has been made to find out the contribution of dimensions of independent variables to dimension of life skills viz. problem-solving skill. Also, table 5 indicated that if parent's reputation is higher in the society their children have significant contribution to problem solving skill. It can also be predicted that students who are active in social participation have significant contribution to problem solving skill. The other dimensions of independent variables viz family background which were having no significant correlation with problem solving skill are not showing their presence in the given table.

Table 6: Determinant of Life Skills (Decision making skill)

| Integrated Variables Dimensions of Family background | Dependent Variable-Decision Making Skill | | |
|--|---|----------|-----------|
| | Beta | Simple r | 't' value |
| Family Entertainment | .122 | .1336** | 3.77** |
| Parent's Education | .077 | -.0522 | 2.93* |

NS – Not significant
 * - Significant at 0.05 level
 ** - Significant at 0.01 level

It is evident from table 6 that only two dimensions of independent variable viz. 'family entertainment' and 'parent's education' has emerged as significantly contributing to dimension of dependent variable viz.

'decision making skill'. It can therefore be predicted from the findings that if parent's education is higher, students were found to have better decision-making skill. It was also evident that students with higher score on 'family entertainment' have significant influence to student's decision-making skill.

Table 7: Determinant of Life Skills (Empathy)

| Integrated Variables Dimensions of Family background | Dependent Variable-Empathy | | |
|--|----------------------------|----------|-----------|
| | Beta | Simple r | 't' value |
| Parent's occupation | .126 | .1581** | 3.99* |

NS – Not significant
 * - Significant at 0.05 level
 ** - Significant at 0.01 level

The contribution of dimension of independent variables to dimension of life skills viz. 'empathy' is given in table 7. The step wise regression analysis was carried out to find out the contribution of dimension of independent variable to dimension of dependent variable viz. 'empathy'. An attempt has been made to find out the contribution of dimensions of independent variables on dimension of dependent variable (life skills) viz. 'empathy'. To find out the contribution of dimensions of independent variables to dimension of life skills viz. empathy, the step wise regression analysis was carried out. Correlation of coefficient of each dimension of independent variable in each dependent variable of life skills has been computed and these relationships have been presented in table 7. It is evident from table 7, the t-value between the two variables was found to be significant at 0.05 level. It can further be interpreted that only one dimension of independent variable viz., 'parent's occupation', has emerged as significantly contributing to dimension of dependent variable viz. empathy. It can be predicted that students with higher occupation of parents have significant contribution to empathy skills. This may mean that dimension of dependent variable viz. 'empathy' has significant contribution due to the influence of dimension of independent variable viz. 'parent's occupation'.

Conclusion

On the basis of data obtained, the hypotheses were tested and the following conclusions were drawn:

- No significant difference was found between male and female higher secondary school students in their total Life Skills. Therefore, null hypothesis is accepted.
- No significant difference was found between the different three streams viz. arts, science and commerce of higher secondary school students in Mizoram. Therefore, null hypothesis is accepted.
- Significant relationship was found between the four dimensions of independent variable (family background) viz. parent's occupation, kind of newspaper, social work and social reputation with three dimensions of dependent variable (Life Skills) viz. empathy, problem solving skill and self-awareness skill respectively. Negative correlation was found between dimension of Life Skills viz. 'empathy' and dimension of Family background viz. 'social participation'. Therefore, null hypothesis is partially rejected between the two variables.
- The Mizo boys were found to have higher scores in dimensions of life skills such as coping skills and

problem-solving skills as compared to Mizo girls of higher secondary schools. Therefore, null hypothesis is partially rejected for these three dimensions of Life Skills.

- The finding reveals that there exist significant differences at 0.05 level between male and female higher secondary school students of Arts Stream where boys were found to have better life skills as compared to girls.
- In contrary to the present findings of the study that there exists no relationship between family background and life skills of higher secondary school students in Mizoram, however many he related reviews of research findings indicated that there exists positive correlations between family background and life skills of an individual.

References

1. WHO. Life Skills Education for children and adolescents in School, Geneva: WHO, 2007.
2. Lahey BB. Psychology An Introduction (9th ed.). New York City: McGraw-Hill, 2007.
3. Nair MKC. Family Life and Life Skills Education for Adolescents: Trivandrum Experience. School of Life Skills Education and Social Harmony, Rajiv Gandhi National Institute of Youth Development, Sriperumbudur, India, 2007.
4. Sathyabama, Eljo. Usage of Life Skills among Adolescence. School of Life Skills Education and School of Life Skills Education and Social Harmony, Rajiv Gandhi National Institute of Youth Development, Sriperumbudur, India, 2007.
5. Mandeep K. Life Skills among School Going Adolescents in Relation to certain Personal Variables. MIER Journal of Educational Studies Trends & Practices. 2014-2015; 4(2):218-230.
6. Mohanty. Gifted Underachievers perception of Family envirnment. indian educational abstracts NCERT. 2002; 1(6):1-12.
7. Gazda, Ginter, Horne. Group Counselling & Group Psychotherapy: Theory & Application, Allyn & Bacon, USA, 2001.
8. Steinberg L. The Family at Adolescence: Transition and Transformation, Journal of Adolescent Health. 2000;m 27:170-178.