

A STUDY ON THE LIFE-SKILLS OF UNDER GRADUATE STUDENTS IN VISAKHAPATNAM TOWN

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Abstract: This research aims to study the Life-Skills of Under Graduate Students in Visakhapatnam Town. Life-Skills are the skills that make a person adapt to any situation and behave in a positive manner by dealing affectively with the everyday challenges of life. Life-Skills play an important role during the Under Graduate Level as it is known as the transformation stage from Adolescence to Youth. In the study opinionnaire was used to collect the data from 160 students from 5 colleges in Visakhapatnam Town, out of which 60 from Rural Area and 100 from Urban Area. The present study is more of qualitative in nature; collected data were analyzed using both qualitative and quantitative techniques.

Keywords: Life-Skills, Adolescence, Transformation, Adolescent, Youth, Under Graduate Students.

Introduction: The term “Life-Skills” refers to the skills usually associated with managing and living a better quality of life, they help to accomplish ambitions and live to the full potential. The World Health Organisation defined Life-Skills as “The abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life”. From the above definition, Adaptive means that a person is flexible in approach and is able to adjust different circumstances. ‘Positive behaviour implies that a person is forward looking and even in difficult situations, can find a ray of hope and opportunities to find solutions. Adolescence is a vital stage of growth and development. It makes the period of transition from childhood to adulthood. Adolescence is characterized by rapid physiological changes and psychological maturation. It is also the stage when the young people extend their relationships beyond parents and family and are intensely influence by their peers and the outside world in general. Growing up is a difficult task for both late adolescents and young adult. During the transformation from adolescence to youth stage, decisions regarding education, career, finding a partner and whether to build a family are made. This period is considered most stressful, given inherent challenges that may alter their skills necessary in their adaptation to new life. At this period, young adults start their separation from family, with the view of developing identity. They become more independent by creating their own goals and decisions for life. The World Health Organization (1997) defines youth as people between the ages of 15 and 24 years and adolescents as people between the ages 10 and 19 years. The term ‘young people’ can be used as shorthand for these groups combines (ages 10 to 24).The ten core Life-Skills laid down by World Health Organization:

1. Self Awareness
2. Empathy
3. Critical thinking
4. Creative thinking
5. Decision making

6. Problem solving
7. Effective Communication
8. Interpersonal relationship
9. Coping with stress
10. Coping with emotions.

The present research is on four skills that come under Intra-Personal skills of the Under Graduate Students in Visakhapatnam Town. They are:

1. Self awareness
2. Coping stress
3. Problem-solving skill
4. Coping with emotions.

Pujjar, L.L. (2014). Impact of Intervention on Life Skill Development among Adolescent Girls of Karnataka. With the background the following study was conducted to study the impact of intervention on life skills development among rural adolescent girls from Dharwad taluk of Karnataka state. There is a need to focus on physiological, emotional and socio-cultural dimensions of the adolescents. Moreover, the greater need is to equip adolescents with life skills, so that they can cope with the challenges and pressures. The population of the study consisted of adolescent girls studying in 8th and 9th standards. The total strength of adolescent girls from both the high school was 328, out of which 120 adolescent girls in the age range of 13-15 years were randomly selected from 8th standard (60 numbers) and 9th standard (60 numbers) from both the villages and were assessed for five life skills namely, problem solving, creative thinking, critical thinking, coping with stress and empathy by using self administered checklist as a method of data collection. The study concludes that the intervention on life skill education is helpful for the rural adolescent girls to take positive actions and improving their coping skills of stress and problem solving ability.

Objective: To study the significant difference between Rural and Urban area students in their perception towards Life-Skills in Visakhapatnam Town.

HYPOTHESIS: There is no significant difference between Rural and Urban area students perception with respect to self awareness and coping stress, problem solving skills, and coping with emotions towards Life-Skills of Under Graduate students in Visakhapatnam Town.

Method: The present research is done using descriptive survey method by using an opinionnaire. The Lickert scale technique is used. The tool consists of twenty items on Self-awareness and Coping stress, 15 items on Problem- Solving and, 15 items on Coping with Emotions.

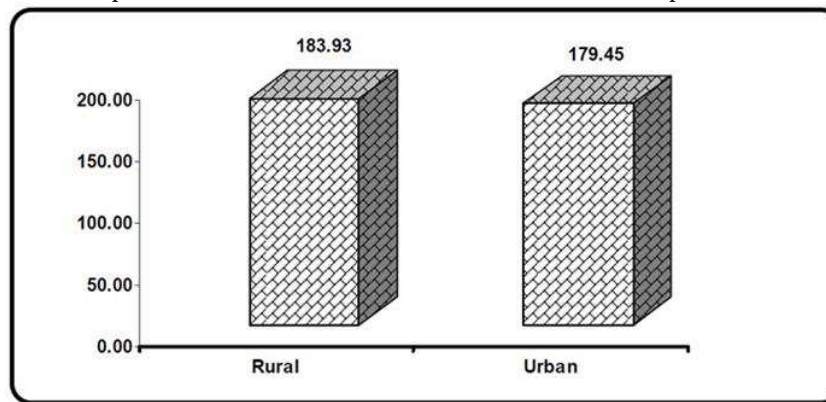
Discussion:

Table 1: Significant Difference between Rural and Urban Area Students Overall Opinion towards Life – Skills of Under Graduation Students in Visakhapatnam Town.

Area	Area	N	Mean	Std.Dev.	t-value	p-value
Overall perceptions	Rural	58	183.93	17.92	1.53 ^{NS}	0.13
	Urban	102	179.45	17.8		

NS: Not Significant

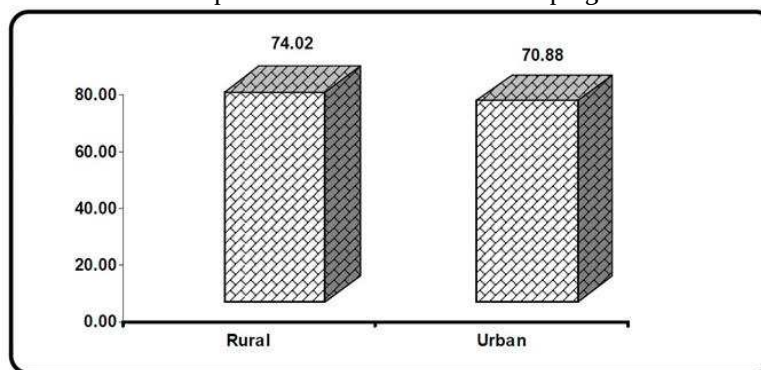
Table 1 shows that, the mean perceptions of rural area students towards Life Skills of Under Graduation Students (183.93) is slightly higher than the urban area students (179.45). The 't' value is found to be 1.53 and the 'p' value is 0.13, which is not significant. This shows that there is no significant difference between rural and urban area students perceptions towards Life Skills of Under Graduation Students in Visakhapatnam Town. Hence, the null hypothesis is accepted.

Graph 1: Mean Comparison Between Rural And Urban Area Students Opinion Towards Life –Skills**Table 2:** Significant Difference between Rural and Urban Area Students Opinion With Respect To Self -Awareness And Coping Stress Towards Life – Skills

Area	Area	N	Mean	Std.Dev.	t-value	p-value
Self -Awareness and Coping Stress	Rural	58	74.02	8.47	2.26*	0.03
	Urban	102	70.88	8.42		

*Significant at 0.05 level

Table 2 shows that, the mean perceptions of rural area students with respect to Self -Awareness and Coping Stress (74.02) is higher than the urban area students (70.88). The 't' value is found to be 2.26 and the 'p' value is 0.03, which is significant at 0.05 level. This shows that there is a significant difference between rural and urban area students perceptions with respect to Self -Awareness and Coping Stress towards Life Skills of Under Graduation Students in Visakhapatnam Town. Hence, the null hypothesis is rejected.

Graph 2: Mean Comparison Between Rural and Urban Area Students Opinion With Respect to Self -Awareness and Coping Stress**Table 3:** Significant Difference between Rural and Urban Area Students Opinion With Respect To Problem Solving Skills Towards Life –Skills

Area	Area	N	Mean	Std.Dev.	t-value	p-value
Problem Solving Skills	Rural	58	52.93	7.10	1.49 ^{NS}	0.14
	Urban	102	54.56	6.37		

Not Significant

Table 3 shows that, the mean perceptions of urban area students with respect to Problem Solving Skills (54.56) is slightly higher than the rural area students (52.93). The 't' value is found to be 1.49 and the 'p' value is 0.14, which is not significant. This shows that there is no significant difference between rural and urban area students perceptions with respect to Problem Solving Skills towards Life Skills of Under Graduation Students in Visakhapatnam Town. Hence, the null hypothesis is accepted.

Graph 3: Mean Comparison between Rural and Urban Area Students Opinion With Respect To Problem Solving Skills

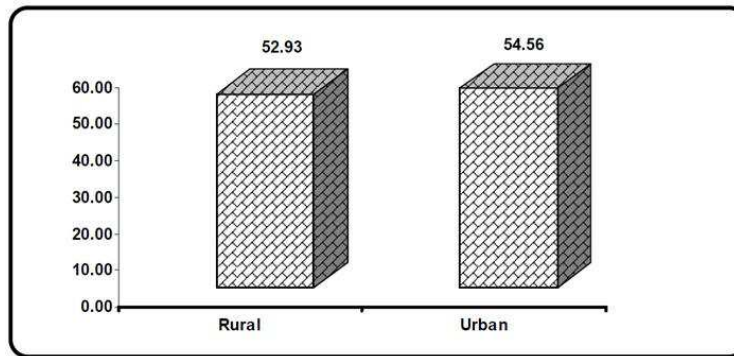


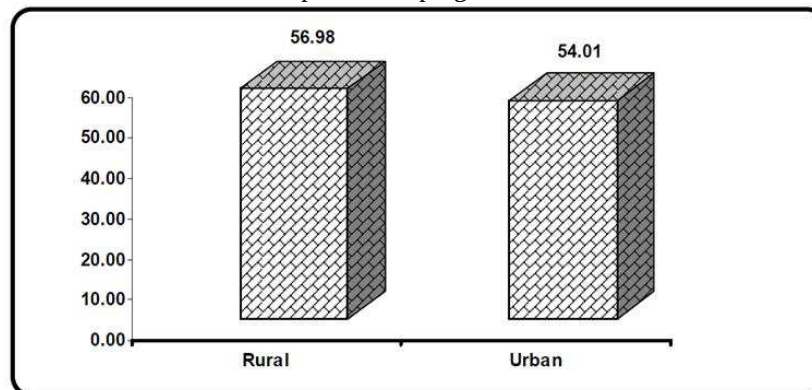
Table 4: Significant Difference between Rural and Urban Area Students Opinion With Respect To Coping With Emotion Towards Life –Skills

Area	Area	N	Mean	Std.Dev.	t-value	p-value
Coping with Emotions	Rural	58	56.98	6.48	2.56*	0.01
	Urban	102	54.01	7.36		

*Significant at 0.05 level

Table 4: shows that, the mean perceptions of rural area students with respect to Coping with Emotions (56.98) is higher than the urban area students (54.01). The 't' value is found to be 2.56 and the 'p' value is 0.01, which is significant at 0.05 level. This shows that there is a significant difference between rural and urban area students perceptions with respect to Coping with Emotions towards Life Skills of Under Graduation Students in Visakhapatnam Town. Hence, the null hypothesis is rejected.

Graph 4: Mean Comparison between Rural and Urban Area Students Opinion With Respect To Coping With Emotion.



Conclusion: Under Graduate students of Visakhapatnam Town expressed high perception with respect to Self-Awareness and Coping Stress, Problem Solving skills, Coping with Emotions and overall perception towards Life-Skills of Under Graduate Students in Visakhapatnam Town.

Based on the area they have come from, the rural area students expressed high perception with respect to Self-Awareness and Coping Stress and Coping with Emotions towards Life-Skills of Under Graduation Students in Visakhapatnam Town.

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