

**LIFE SKILLS AND ACADEMIC ACHIEVEMENT AMONG HIGH
SCHOOL STUDENTS IN SHILLONG, MEGHALAYA**

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SCHOOL STUDENTS IN SHILLONG, MEGHALAYA**

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*Submitted in partial fulfillment of the requirement of the Degree of
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DECLARATION

I, Wankmenlang Kharbuli, hereby declare that the subject matter of this dissertation is the record of the work done by me, that the contents of this dissertation did not form bias of the award of any previous degree to me or to the best of my knowledge to anybody else, and the thesis has not been submitted by me for any research degree in any other University/Institute.

This is being submitted to the Mizoram University for the degree of Master of Philosophy in Social Work.

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CERTIFICATE

This is to certify that the dissertation **“Life Skills and Academic Achievement among High School Students in Shillong, Meghalaya”** submitted by Wankmenlang Kharbuli for the award of Master of Philosophy in Social Work is carried as under my guidance and incorporates the student’s bonafide research and this has not been submitted for award of any degree in this or any other university or institution of learning.

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ABBREVIATIONS

WHO:	World Health Organization
UNCEF:	United Nation Children Emergency Fund
UNESCO:	United Nation Education, Scientific and Cultural Organization
LSAS:	Life Skills Assessment Scale
SLSE:	School of Life Skills Education
RGNIYD:	Rajiv Gandhi National Institute of Youth Development
SSLC:	Secondary School Leaving Certificate
MBOSE:	Meghalaya Board of School Education
SPSS:	Software Packages for Social Sciences
APL:	Above Poverty Line
BPL:	Below Poverty Line
AAAY:	Antyodaya Anna Yojana

CHAPTER I

INTRODUCTION

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INTRODUCTION

The present study attempts to understand the relation of Life Skills and Academic Achievement among the High School students in Shillong.

1.1 Life Skills

Life skills consist of number of abilities that provides positive and useful behaviour. These skills are abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life (Rhona Birrell Weisen, et al. (1994). It is essentially those skills that help promote mental well being and competence in young people as they face the realities of life. (S. Khera and S. Khosla. 2011). In particular, life skills are a group of psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with and manage their lives in a healthy and productive manner. It empowers individual to make informed choices in times of trouble and challenges.

Life skills can be learned and used in daily life, and that enable people to be successful in different environments. There are different types of life skills: behavioral (e.g., managing time effectively), cognitive (e.g., managing negative thoughts), interpersonal (e.g., managing conflicts with other persons) and intrapersonal (e.g., managing lack of motivation by setting personal goals). In today's society where it is necessary to know how to deal with change, it is crucial for

children and youth to play an active role in their own learning and development process (Gomes, A. R., & Marques, B. 2013).

World Health Organization (W.H.O) has defined Life Skills as, *“the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life”*. UNICEF defines Life Skills as, *“a behavior change or behavior development approach designed to address a balance of three areas: knowledge, attitude and skills”*.

Thus, Life skills can be understood as those skills that can be learned and used in daily life, and that enable people to be successful in different environments. Life skills as a subject will consist applications of knowledge, values, attitudes and skills, which are important in the process of individual development and lifelong learning. They are not just a set of skills, nor are they equal to survival skills, livelihood skills, or vocational skills but part of these skills. They are non academic abilities, attitudes, knowledge and behavior that are necessary for successful living and enhance learning and quality of life. These skills will also help the students to accept the responsibilities of one's role and respecting others and capable to meet daily problems, specially, interpersonal relationship and academic duties.

There are many essential skills which we need to acquire to live a happy and contented life. Among all necessary skills, the researcher identified Life Skills as one very important skill that helps the adolescents cope with their daily lives. Therefore, the study will try to understand the importance and capacity of the students in acquiring life skills. This study will identify students of high achievement, average achievement and low achievement and their life skills.

1.2 Theory of Life Skills

Life Skills education as skills based approach is mainly lies on seven important theoretical frameworks (Prasanthkumar N. 2012):

1. Social Cognitive Theory: Social Learning theory by Bandura (1986) tries to provide a more balanced synthesis of cognitive psychology with the principle of behavior modification. A person's ability symbolizes behavior, learn by observing others, self regulated behavior, and to analyze experience. Social learning theory not only deals with the usual set of learning principles but also adds new ones, and attempts to describe in detail how a set of social and personal competences could evolve out of the social conditions within which this important learning occurs. It is obvious that many learning could not acquire without the help of observational learning, and most other skills which could not be learned laboriously, are in practice taught more efficiently through verbal instructions and demonstrations. Social theory accepts such shaping principles to see the role of rewards response in the situation and motivates the given act because of the anticipated rewards.

2. Problem-Behavior Theory: Problem behavior theory was developed by Richard Jessor looks at the adolescent behavior as a product of complex interaction. This theory focuses in three areas viz., the personality, the perceived environmental system and the behaviours. Personality defined as values, expectation, attitude, beliefs and orientations towards self and others. The environmental system consist of societal expectation and the behavior that is societal acceptable. Within this interactive system some variables acts as a controls and some variable act as a problem behavior.

3. Social Influence Theory: Social influence approaches are based upon the work of Bandura as well as the psychological inoculation theory was developed by other researcher, including McGuire (1964, 1968). Social influence theory recognizes the importance that social processes have on persons in making their choices as well as living particular kinds of life styles. It also includes negative role model, media as a social influence and the message from others such as friends, parents, books etc. Based on this framework the approach towards life skills education is to prevent maladaptive social influence.

4. Cognitive Problem Theory: Cognitive problem solving theory implies teaching cognitive strategies to resolves interpersonal problems and improve interpersonal skills. This includes finding alternative solutions, recognizing the consequences of risk behavior etc. the assumption of this theory is that training in the early years reduces the risk behavior and consequently reducing negative outcome.

5. Theory of Multiple Intelligence: Gardner (1993) brought out “Frames of Mind”, challenging the prevailing view of human intelligence as an uncomplicated set of cognitive and symbol-using capacities, acknowledging primarily only verbal/linguistic and mathematical/logical abilities Multiple intelligence theory is important and departs from the way education as well as training is conceptualized and practiced leaving out vast areas of human psyche untouched and unexplored. It includes abilities like linguistic, logical musical, spatial, naturalist, interpersonal and intrapersonal intelligences.

6. Resilience and Risk Theory: Resilience theory argues that there are internal and external factors that protect against the social stressors or risks of poverty, anxiety, or abuse. If a child has strong protective factors, he or she can resist the unhealthy behaviours that often result from

these stressors. If a child has strong protective factors, he or she can resist the unhealthy behaviours that often result from these stressors or risks. Internal protective factors include self-esteem and internal locus of control, while external factors are primarily social supports from family and community, such as positive role models or health services. Resilience and risk theory provides an important part of a foundation for a life skills approach.

7. **Constructivist Psychology Theory:** From the constructivist psychology perspective, the learning environment takes on the significant role in guiding a child's development. Learning also influenced by the collaborative culture and peer interaction taking place in that environment. It also recognizes that the development of skills through interaction of the individual and the social environment can influence both the learner and the environment.

1.3 Core Life Skills

Life Skills consists of personal, interpersonal, psychological cognitive and physical skills. Life Skills includes Generic Life Skills, Problem Specific Skills and Area Specific Skills. Skills that can be said to be life skills are innumerable, and the nature and definition of life skills are likely to differ across cultures and settings. (see Rhona Birrell Weisen et al.1994). However, analysis of the life skills field suggests that there is a core set of skills listed by UNICEF, UNESCO and WHO. These are as below:

1. **Self Awareness:** Self awareness include our recognition of our strength and weakness, our character our needs as well as our aspiration. Self awareness helps us let go of what are not and manifest the best part we want in life. It also helps us in identifying if and when we are under pressure. We can differentiate what are truth and a lie and how we can respond to both as per necessary.

2. Empathy: Empathy is described as putting oneself in other's shoes. Empathy helps us to understand and accept others even with differences from ourselves. When one has the empathy skills, he/she will be able to see the others point of view and tend to respect them. Listening is the best way to learn empathy.

3. Effective Communication: The ability to express ourselves both verbally and non verbally in a suitable way is effective communication. In communication, there is sharing of involved in communication. If language cannot be expressed in words, body language also plays an important role in good communication. All our relationship is based on the ability to communicate effectively with others.

4. Interpersonal Relationship: Interpersonal relationship is the skills that will help us understand the relation with others. It is a social relationship between the two people. There are relationships in which we have no choice such as with our parents, siblings, relatives and neighbor. An essential element of bonding with them is the mutual acceptance. It is therefore to maintain a good communication in order to develop a healthy relationship.

5. Creative Thinking: Creative thinking is described as making and associations to think of many possibilities. It is not only just the just coming for the solution, but it involve reflection and understand in various ways and use different point of view before we come for the best solution.

6. Critical Thinking: Critical thinking is the ability to analyze information in an unbiased manner. It helps us to review the factors that influence behavior. It requires systematize our thinking and weight the potential results. If the situation is dealt critically, then there is less chance of us dealing emotionally with the problems. It also helps us put things in perspective and promotes a positive attitude.

7. Decision Making: Adolescents faces many challenges, they often faced difficulties in making right decision. Decision making skills is a process of making an assessment of the issue by considering all the possible alternatives before conclude any decision. It is a means to solve problems in effective manner.

8. Problem Solving: If problems are left unsolved, they caused us mental as well as physical stress. Problem solving enables us to deal with problems fruitfully. Many times we may solve our problems of our daily lives without much effort, but there are cases which we are tested beyond our potentials. Dealing with our major problems brings us relief as well as confidence.

9. Coping with Emotions: Emotions such as anxiety and anger are often intolerable for long. Each individual deals with these emotions in his/her own unique ways. Escaping from these emotions can cause more damage and affect us in the long run. Therefore, it is necessary to deal with them in a realistic manner. Accepting feelings is the first step towards learning to have more control over problems. Engaging in activities which gives satisfaction, interact with trusted people, take a long walk, listening music can divert the mind off the problems. Coping do better solution rather than reacting in a disappoint manner to the burning situation.

10. Coping with Stress: Competition and complex world is associated with stress in our daily lives. The nature and duration of stress may be differing but they are burden to us. Coping skills with stress is the ability to recognize the source in our lives and its effect. It may involve taking suitable measures to reduce stress like changing environment, learning to relax or changing lifestyle.

Though many other skills are also important for us, not everyone can possess all the skills. Core life skills are prerequisite to improve quality of life, becoming successful in our

endeavor and find happiness and fulfillment in life. These skills can equip a person of the capabilities needed to perform his/her role effectively as an individual in the family and their social environment.

1.4 Importance of Education

According to Albert Einstein, “*Education is what remains after one has forgotten everything he learned in school.*” It clearly suggests that learning is a never ending action that begins at home and school and continues throughout life (see Lalit Bhushan, 2012). In the modern society, education is considered to be an essential need of human being besides food, clothing and shelter.

Education is the process of instructions aimed at the all round development of individuals, providing the necessary tools and knowledge to understand and participate in day to day activities of life. It forms the basis for lifelong learning and inspires confidence to face challenges. It provides the skills to individuals to become more self-reliant and aware of opportunities and rights. Therefore, education is the seed of life, without it, one is unable to take life to its peak, to go further than beyond, to live life to the fullest. And in the modern society, education is considered to be an essential need of human being besides food, clothing and shelter (see Azizi Yahaya et al. 2009).

Education process is ideally to develop a person in terms of his self-awareness, his vision about future and broaden his understanding of how the world works. Hence, education ought to be an internal’ process, and developmental in nature. The tangible results may or may not be instant. After receiving education, the learners assimilate that knowledge in different ways individually. After this assimilation how do they use this education results in visible results.

1.5 Academic Achievement in School

In the common terminology, academic achievement refers to the level of attainment in various subjects as indicated by marks or grade points. Thus, academic achievement refers to marks or grade obtained in subject taught in school after an examination be it written or oral. These marks or grades have been considered the criterion of academic achievement. Academic achievement also means the attained level of students functioning, in school task such as Language, Mathematics, Science etc. as shown in school marks (see Sahu Sudhir, 2012). Dictionary of psychology (see Chaplin, 1965) defines as educational or academic achievement as specific level of attainment or proficiency in academic work as evaluated by the teachers, by standardized tests or by a combination of both. According to the dictionary of education (Carter. 1959), academic achievement means *“The knowledge attained or skills developed in the school subjects, usually determined by test scores or by the marks assigned by teachers or both”*. Achievement of an individual depends on intellectual abilities like intelligence, aptitude, imagination, memory, study habit, perceptual power and attention, emotional tendencies of the children, physical fitness, environmental factors like home where he lives, the racial nature and religious background of his family. The social economic and educational status of his parents his neighborhood moral qualities of his associates, the books, magazine he reads, the movies or television that he watches etc.

Education is one of the sub-systems of the society which moulds, shapes, and reforming it. One of the major features of educational thinking in the contemporary world is the academic achievement. Academic achievement of the students is considered to be very significant for their success in their life. The assessment of academic achievement has been largely confined to the evaluation in terms of knowledge, information and understanding. Exam scores or marks

determined the above criteria to assess students' status of learning. At the present context, achievement in academic subjects is one of the major concerns for the teachers as well as the parents of the pupils. Achievement is considered as the sole criteria and regarded as the end product of all educational endeavors (see Pannu Randeep, 2010). It has become an index of child's ability and future. How much a student has learned will be evaluated through achievement test. High achievement in school creates self esteem and self confidence in the child. Failures may affect child's courage and it encourages harmful behaviour. But it was observed that children who are high achievers are not necessarily more intelligent than low achievers (see Jitender Dhull, 2012). Attaining high grades and best schools are the dream of every student in this part of the world. The family and school are giving so much importance and they also became so proud when their pupil is achieving in high grades than any others. Often the students are being pushed literally or emotionally to acquire height which they expected. Living up to the expectation of others is, sometimes, become hectic for the young people. Educators give paramount credence to the intellectual attainment of the child in the form of grades and scorings. In this hectic process of attainment, a significant number of children lag behind, leaving parents and teachers with so much of disappointment and queries as to where it went wrong (see Sany Varghese, 2005).

When achievement has become the main goal in all endeavors throughout life; parents' expectation on their wards performance is as high a level as possible. This desire for a high level of achievement creates a lot of pressure on their wards, teachers, and schools and in general, on the total education system itself. In fact, the whole education system seems to revolve around the academic achievement of students, though various other outcomes are also expected from the

system. So, most of the schools spend a lot of time and energy by adapting different strategies to help the students to achieve better in their scholastic performance (see Kesavan. P.S., 2009).

We are at the beginning of a new century and intelligence and success are not views the same way they were before. New theories of intelligence have been introduced and are gradually replacing the traditional theory. The whole students have become the centre of concern; not only his reasoning capacities, but also his creativity, emotion and interpersonal skills (see Sharma. M.K., 2011). Intelligent Quotient (IQ) alone is no more the only measure for success, emotional intelligence; social intelligence and luck also play a big role in the person success and adjustment. Academic achievement is often associated with factors such as parents, peers, teachers and the community. How does it related to the student's self confidence and personality? In addition, aspects of personality and self concepts may affect the academic achievement of students themselves (Azizi Yahaya et al., 2009).

When education goal is academic achievement, it is becoming difficult for educators to look at the overall development of the students. Other necessary development is seldom entertain in the school. Problem of the young people, particularly the adolescence stage which the researcher dealing with, are left upon the discretion of their own abilities. The inability of the individual to cope with different consignments affects their everyday lives and so also their performance in education.

Achievement is determined by their adjustment, stress and emotional intelligence, which turn out to be their potentiality in bringing out the best in them. There are many other negative factors that affect the academic performance of the students. Life Skills, is therefore is such an education that will help young people to meet their problem in everyday life. Life skills approach

seeks to fill the gap in modern education by creating awareness upon learners about their environment, their role to play and their expected roles as well as the social dynamics. Stress, anxiety, adjustment problem, poor communication etc; will be edified through life skill training. Therefore, this will bring healthy life among youth and bring positive respond to educational requirement

1.6 Adolescence

Adolescence is the period of rapid changes in terms of physical, emotional and social aspects of life. Adolescence is commonly referred to as 'the age of storm and stress'. The stage is linked with many aspects of the psychological problems that an adolescent individual usually undergoes. Problems of anxiety, adjustment, insecurity, and emotional instability are some of the common ones associated with adolescence. School education is an important segment of the total educational system contributing significantly to the individual as well as to national development. Adolescence as a stage of difficulties was observed not only by the psychologists, but even the dramatist, artist, novelists made their contemporaries realize that adolescence as a time when the sensitivities of young people must be met by understanding and compassion of the adult world. Young adolescents shows tendency to become prickly and display their need for solitude. But many experiences also shows that the greater the turmoil of these years, the greater the potential for adulthood (see R. Lissau et al., 1985).

When adolescents are supported and encouraged by caring adults, they thrive in unimaginable ways, becoming resourceful and contributing as members of their families and societies. A good school provides conducive environment for development of cognitive, affective and psychomotor domains for all round development of individuals. Teaching

emotional and social skills is very important at school can affect academic achievement positively not only during the years they are taught, but also during the years that follow as well. Teaching these skills has a long-term effect on their achievement (see Sharma. M. K., 2011).

1.7 Life Skills in School

In today's society where it is necessary to know how to deal with change, it is crucial for children and youth to play an active role in their own learning and development process. The society of the 21st century demands independent, responsible and active human beings who are able to make controlled and autonomous decisions. Life skills should be presented to young students in an intentional manner, through students' participation in programs with this specific goal (see Gomes, A. R., & Marques B., 2013).

The school is an appropriate place for the introduction of Life Skills Education because of the role of schools in the socialization of the young people, access to children and adolescents on a large scale, experienced teachers are already in place, high credibility with parents and community members, possibilities for short and long term evaluation (see Langi Phoebe Adhiambo, 2013). Many countries are now considering the development of Life Skills Education in response to the need to reform traditional education systems which appear to be out of step with the realities of modern social and economic life. According to WHO wide-ranging application of Life Skills Education in primary prevention of violence in schools and student dropout has resulted to better foundation for learning skills that are in greater demand in today's job market.

Life skills include individual and social skills, which adolescents should learn about and ultimately be able to treat themselves and other people of the whole society in an appropriate

manner effectively and safely. In a situation where young students benefit from life skills, they take responsibility for their well-being, make healthy decisions, and generally lead a safe and sound lifestyle throughout adolescence and adulthood, which ultimately enables them to perform taking advantage of their potentials and become prepared to encounter future needs and changes.

There are also some crucial questions we need to understand, so much we have achieved in our academic. But how far is our skill developed? Does our achievement suffice in our daily lives? Are skills so necessary for our lives? Can academic achievement alone be assessed the capability of the student? Are students with high achievement are better in life skills? Or less achiever are low in life skills? Can we improve academic achievement through life skills?

1.8 Statement of the problem

The students of class IX and X are also representing the age group of 13 to 19 years of age which falls under adolescence's stage. By nature, the adolescents face many troubles dealing with the changes that bother them. Apart from this the adolescents of today face many more choices and demands than ever before. Dealing with academic competition, handling family responsibilities, transcending daily life conflicts, dealing with peer pressure, preparing for future roles, making crucial carrier choices on the one hand provide them with greater independence but on the other hand can also lead to greater conflict and frustration, thus affecting their psychosocial well-being. It is essential to help the students acquire enduring self-esteem, inquiring habits of mind, reliable human relationships, a sense of belonging in a valued group, and a feeling of usefulness. Adolescents need a basis for making informed, deliberate decisions, especially on matters that have major consequences, such as educational and occupational futures and human relations (see Hechinger, 1992).

Imparting Life Skills training through inculcating Life Skills Education will help our adolescents to overcome such difficulties in life. These skills help to develop psychosocial competence and empower young people to have control over what they do. Decision making, communicating, building self-esteem, developing relationships, dealing with conflicts, problem solving, coping with stress and emotions are set of skills which are necessary for the psychosocial wellbeing in children and adolescents. Therefore, the study will attempt to understand Life Skills as one important asset for adolescents and its possible relationship with Academic Achievement. It is expected that Life Skills will be one good instrument to help them pull off with academic achievement.

1.8.1 Objectives

The objectives of the present study are as follows:

1. To profile the high school students in the schools.
2. To assess the Life Skills of High School students.
3. To study the level of academic achievement of high school students.
4. To find out the relationship between life skills and the level of academic achievement of high school students.
5. To suggest measures for social policy and social work practice.

1.9 Hypotheses

The hypotheses for this study are as follows:

1. There is a difference in the Life Skills of students between High Achiever School, Average Achiever and Low Achiever School.
2. Students who are better Life Skill have higher Academic Achievement.

1.10 Chapter Scheme:

The chapter study organized in the following chapters:

1. Introduction
2. Review of Literature
3. Methodology
4. Results and Discussion
5. Conclusion and Suggestions

CHAPTER II

LITERATURE REVIEW

CHAPTER II

REVIEW OF LITERATURE

Review of literature is essential and it helps the researcher to understand the theoretical background and findings of different scholars in various aspects. Also it gives an idea about the research gaps and helping one to have a systematic study. The present chapter presents a critical review of literature on various aspects such as adolescents' characteristics, importance of life skills and the impact of life skills on academic achievement of the students. The purpose of the current review is to find out the research gap for further research on life skills and academic achievement in Meghalaya.

2.1 Adolescence

R.J. Solomon (2007) in his study on “Adolescent Problem Behavior in Navi Mumbai: An Exploratory Study of Psychosocial Risk and Protection”, he tried to identify problem behavior in a sample of adolescents. The study was carried out in the co-educational schools, junior colleges and senior colleges of various nodes of Navi Mumbai. Students from 8th standard (expected of 13 years or above) were selected as study sample. The sample consists of all students from selected classrooms in 9 schools and colleges. The finding showed that urban living and low standard of living in adolescents were highly associated with their problem behaviors. The evidence from this study suggests that significant portions of adolescents experience problem behaviors such as substance misuse, delinquency, risky sexual behavior and suicide.

Bettina Piko (2001), in the article entitled “Gender differences and similarities in adolescents' ways of coping”, defined adolescence as a period between childhood and adulthood

when the individual is confronted by a series of developmental challenges. Thus a special characteristic of adolescence is an increasing need for autonomy. Adolescence may be characterized as a stage which both social roles and coping skills undergo dramatic changes. It is therefore the age stress as well, when one has to adapt with new changes. It is also characterized by uncertainties in regard to identity and position in the peer group, in society at large and in the context of one's own responsibilities as an adult. There is a debate whether problem behaviors, such as drug abuse, cigarette smoking, or problem of drinking, are related more to sensation-seeking or maladaptive coping strategies. Self-destructive behaviors, however, are not always linked with being 'adventurous' and the self-mutilation of adolescents. Adolescents also exhibit mood-swings and might even indulge in self destructive activities, such as use of alcohol, drugs and violence. Those who are poor and inadequately educated often have to bear the physical and psychological strain of adulthood before they are fully equipped. Absence of adequate information, adolescents exercise decisions without being able to consider all the aspects that will have adverse impact on their decisions. Ignorance, misinformation, and misconceptions abound among the vast majority of adolescents in India concerning issues of sexuality and health.

Neil Thalagala et al. (2004), in their study, "National Survey on Emerging Issues among Adolescents in Sri Lanka", conducted a survey among school going children in Sri Lanka, concluded that adolescence need sound life skills to face demands, stresses and conflicts of life effectively. The survey consisted of two main components. The first component was carried out among 29,911 school-going adolescents representing 25 administrative districts of Sri Lanka. The second component was carried out among 10,079 out-of-school adolescents. Usually life skills are exercised in combination, and hence, cannot be measured in isolation. In general life

skills improved with increasing age and socio-economic status. No gender differences seen in life skills. The overall pattern indicates the presence of a considerable percentage of adolescents in Sri Lanka lack sound life skills. Hence life skills promotion could be identified as an important focus of attention for the programmes aimed at adolescent wellbeing. The study recommended of incorporation life skills as a mandatory subject to the basic training curriculum of all the teachers, promoting in service training on life skill education, development of indicators to assess life skills education at school level, creating awareness among parents, involvement of the existing school nexus such as health clubs, anti narcotic groups etc.

2.2 Factors affecting Academic Achievement

Jitender Dhull (2012), in his study, “A comparative study of the achievement in science in relation to intelligence, academic anxiety and reading interest of the class X students in government and private schools of Haryana” highlight the findings from the study conducted among 400 X grade students in government and private schools of Rohtak Sonapat districts. In this study Normative Survey Method has been used and Reading Interest Inventory has been designed for measuring Reading Interest. The finding shows that the achievement of the girls is superior to that of the boys both in government and private schools. There is significant relationship between intelligence and academic achievement than self confidence. The students who have high level of intelligence, academic anxiety and reading interest achieved more score in achievement. The researcher also observed that family and school environment has a predominant and governing influence on the development of the child. The family is the first social group with which the child is identified; he/she spends more time with the family group than with any other social group. Family members are most significant people in the child’s life during the years when the foundations of personality are being laid and familial influences are

broader, which influences the academic achievement of the children. The author suggested that the schools should help the children to develop short range goals to improve the academic performance of the study.

According to Li. L.K.Y. (2012) in his article, “A study of the Attitude, Self efficacy, Effort and Academic Achievement of the CityU students towards Research Methods and Statistics”, discovered that when the students possess attitude towards research methods and statistics, they tend to put more effort into studying the subjects. Students who possess a positive study attitude were more likely to demonstrate higher academic performance than those who were less positive about their studies. This particular study investigates the relationship between the attitude, self efficacy, and effort that the students put into studying research methods and statistics as well as their academic achievement. Targeted sample were the students who are studying at the University of Hong Kong. Convenience sampling and snowball sampling were used in order to draw sample from the population. The research proved that all the four variables (attitude, self-efficacy, effort and academic achievement) are positively correlated with one other.

Yahaya. A. et al. (2009), in his study, “Relationship between Self Concepts and Personality and Students’ Academic Performance in Selected Secondary Schools”, seek to determine the relationship between the self-concept and personality of students with academic achievement. Most of the students who have low self concept are so passive and negative, this in turn affect their academic achievement. The researchers observed that those students who are having better self concept, they are actively involved in learning process. Whereas, the students who are having low self concept they tend to be passive and slow in learning. The study also examined the types of student’s personality and its relationship with their academic achievement.

The sample consists of 270 students from six secondary schools were chosen by using stratified random sampling method in Kluang, Johor. The study observed that the students who feel their presence are being accepted, that they are needed, being loved and appreciated, would in turn have high respect to their families. The study also shows that majority of the students have extrovert personality. Findings of the study also show that, on the whole, majority of the students have excellent academic achievement. This may be because they received good attention and care, and high appreciation from their peers, parents and the students around them; enabling them to improve their self concept and have positive impact on their learning process. According to the researcher, the respondents who have these extrovert personality traits are possibly being brought up with a democratic upbringing style whereby their parents allow them to interact positively and they were given the opportunity to express their opinions freely.

Laidra. K., Pullmann H., Allik J (2006) in their article, “Personality and intelligence as predictors of academic achievement: A cross-sectional study from elementary to secondary school”, they highlighted on the study carried out to document how intelligence and personality relate to academic achievement in Estonian schools. Two samples of school children participated in this study. First, a sample consisting of 2746 adolescents (1466 girls and 1280 boys) attending classes 6, 8, 10, 11 and 12 was tested in 2001. The sample was drawn from 27 Estonian-speaking public secondary schools and gymnasiums from different regions of Estonia. Grade point average (GPA) was computed based on participants’ grades for the last semester or two previous quarters. Study shows that there do not appear to be dramatic differences in the way intelligence and personality dispositions relate to the grades children get in Estonian school at different educational levels. Students’ achievement relies most strongly on their cognitive abilities through all grade levels.

Akinsolu A. O. (2010), in his study, “Teachers and Students’ Academic Performance in Nigerian Secondary Schools: Implications for Planning”, examined the number of qualified teachers and its relationship to students' academic performance in public secondary schools in a sample of Local Government Areas (LGA) of Osun State. In Nigeria the public discussion focuses on educational standards. It has been observed that the low quality of performance in Nigeria associates with the quality of teachers. An instrument titled “Quantity and Quality of Teachers and Students’ Academic Performance” (QQTSAAP) was used for the study. The population of this study included the two hundred and ninety (290) public secondary schools in the 31 LGAs in the state. Stratified random sampling technique based on the existing three senatorial districts in the state was used to sample 21 of the 31 LGAs (68%). Purposive sampling was also used to sample one public secondary school in each of the sampled LGAs to give a total of 21 sampled schools. This study has shown a positive and significant relationship among quantity and quality of teachers and students’ academic performance in the Nigerian secondary schools. This shows that teachers competency and adequacy is a solution for attainment of educational goals.

Singh. H. (2012), in his study, “Examination stress in relation to intelligence, personality and achievement among school children” revealed that majority of the school children suffer from examination stress. The reason for such a problem can be attributed to the present competitive era in which they live, less future prospects and high ambitions of parents. Moreover, high contents of study, unfriendly environment, thrust of unrelated subject matter and evaluation system of competitive examinations have forced them to stick around the stress. The results revealed that the mean score of male students was less than the mean scores of female students indicating that female students feel more examination stress than male school children

and there was a significant difference between them. The school children having high achievement motivation feel less stress of examination than those who have low level of achievement motivation. As per the results of the study, students having high intelligence exhibits low examination stress. So it is recommended that stress management techniques should be provided to students with low intelligence through workshops and practical sessions.

Kaplan D.S., Ruth. X Liu and Kaplan H.B. (2005), in their study, “School related stress in early adolescence and academic performance three years later: the conditional influence of self expectations”, they observed that poor academic performance may be either the cause or the effect of stressful negative school experiences. The atmosphere of the school and the degree to which the students feel a sense of belonging in the school environment may be the most relevant and important factors affecting the students’ academic performance. The results from this study provide evidence of the negative effects of school-related stress on academic performance. They also suggest by giving wide range relevance of life skills would be able to promote the learning of abilities that contribute to positive health behaviour, positive interpersonal relationships, mental well-being and better academic achievement. Ideally, this learning should occur at a young age, before negative patterns of behaviour and interaction have become established.

Struthers C. W, et al (2000), in his work, “An examination of the relationship among academic stress, Coping, motivation, and Performance in college”, studied the relationship between academic stress and course grade was predicted to be mediated by students’ coping style and motivation. Findings confirm that students’ academic stress is inversely related to their course grade. The results further confirm that the relationship between college students’ stress and course grade is qualified by their academic coping style and motivation. Specifically, greater academic stress is associated with greater problem-focused coping and emotion-focused coping.

Fredricks J. A. (2011), in his article, “Extracurricular Participation and Academic Outcomes: Testing the Over-Scheduling Hypothesis”, claimed that participating in a number of different extracurricular activities can have developmental benefits in adolescence, as it allows youth to engage in identity exploration and develop relationships with a wide range of peers. But balancing multiple activities also can be more challenging and stressful during this period, as youth have competing demands on their time, such as work, peers, and dating. Therefore, few American high school students are overscheduled in activities, and an even larger portion of 10th graders are not involved in any school based extracurricular contexts. Over schedule activities can affect the academic performance of the students as well.

Kesavan. P.S. (2009), in the study, “A study on Emotional intelligence, multiple intelligence, Socio economic status and academic achievement of higher secondary students”, examined the relation between Emotional Intelligence and academic achievement. It was anticipated that students with emotional disturbances may lack self esteem, display poor social skills and experience troublesome interpersonal relationships with peers and with the administration. Analyses of relationship among Emotional Intelligence, Multiple Intelligence and Academic Achievement in this investigation indicated that there is a positive and significant relation among Emotional Intelligence, Multiple Intelligence and Academic Achievement of the participants. This suggests that Emotional Intelligence and Multiple Intelligence could predict Academic Achievement. Students who are with low Emotional Intelligence scores in the sub samples may be counselled for the development of Emotional Intelligence. School administrators may develop and implement programs to enhance Emotional Intelligence and develop related skills. It is important for the teachers and parents to convey to their children the importance of

Emotional Intelligence by being emotionally expressive towards them. It will develop among student effective interpersonal communication and better social relationships with others.

Sharma, M.K. (2011), in his study, “A study of relationship of emotional intelligence with adjustment, stress and achievement among senior secondary students”, examined the relationship between emotional intelligence, stress and academic achievement. Random sampling was used for collection of 200 senior secondary students from the urban and the rural schools, Sample for the urban area and rural areas were collected from Delhi region schools. Emotional Intelligence Scale (EIS)-(2007) was used to collect the data from the respondents. Researchers found that 249 IQ has only 20% role in achieving the success in the life and other 80% role is played by emotional intelligence. It means emotional intelligence is a good predictor of success as well. It indicates that the scores of emotional intelligence increases, the stress scores decreases. High value of stress shows high degree of stress. It means that the students who having high emotional intelligence show less degree of stress in his/her life. Emotional intelligence directly influences the academic stress among senior secondary students. *“Happy people are more apt to retain information and they do so more effectively than unsatisfied people”*.

Chew et.al. (2013), in their article, “Emotional intelligence and academic performance in first and final year medical students: a cross-sectional study”, based on the study conducted with the first- and final-year medical students pursuing an undergraduate degree, examined the relation between emotional intelligence and academic achievement. Students who refused to participate, who were ever diagnosed to have psychiatric disorders, or who did not understand English, were excluded from the study. Medical students who were more emotionally intelligent performed better in both the continuous assessments and the final professional examination. The

independent effect of emotional intelligence on academic performance was more prevalent in final-year final examination marks. Emotional intelligence predicts only a small amount of variance, but it does so beyond gender and ethnicity. Medical schools may want to examine the emotional intelligence of its students, and possibly, to provide greater emotional skill development to medical students to enhance learning and academic performance.

Lynch A. D. et al. (2013), in their study, “Adolescent Academic achievement and school engagement: An examination of the role of school-wide culture”, they provided initial evidence supporting the idea that school peer culture is associated with students’ academic achievement and school engagement. The relationship between peer culture and student outcomes, like the relationship between most adolescent contexts and adolescent outcomes, is complex and variegated. Behavioural components of peer culture were related to student achievement, but relational aspects of peer culture were not. On the other hand, both relational and behavioral components of peer culture were associated with school engagement. Their study presents the important of schools venue for socializing students. And also provides initial evidence supporting the idea that school peer culture is associated with students’ academic achievement and school engagement.

Mark J. Van Ryzin (2011), in his article, “Protective factors at school: Reciprocal effects among adolescents’ perceptions of the school environment, engagement in learning, and hope”, the author mentioned that school environment represent an important area for students’ perceptions of autonomy, teacher/peer support, and goal orientation hope and academic achievement. Healthy environment provide positive feedbacks in which change in academic achievement and adjustment accelerate over time.

Unger D. G. et al. (2000), in their article, “The Role of Family Support in Inter parental Conflict and Adolescent Academic Achievement”, they perceived family as a supportive resource for handling stressors and may disrupt the adolescents’ adjustment. In this study, family was examined as mediator of the relationship between inter parental conflict and the academic achievement of the students. Adolescents in both married and divorced or separated (not remarried) families were included in the sample. 115 adolescents ranged in age from 12–18 years old were selected for the study. The results indicated that the relation of inter parental conflict and academic achievement operated in at least two ways: mediated by family support and directly. The results further suggest that while inter parental conflict is related to academic achievement for both boys and girls, the mediating mechanisms may be different. Family support more likely acts as a mediator between inter parental conflict and academic achievement for girls than for boys. The finding of this research is consistent with the parent involvement and academic achievement literature showing a significant relation between parents’ supportive behaviors and adolescent adjustment. The findings are also consistent with research showing the relationship between family stressors and adolescent psychosocial adjustment. The findings underscore the importance of focusing on the family context in understanding the family’s role in parental functioning and adolescent school outcomes. They suggests that the youth’s perceptions of family cohesion and parent– school involvement are important components of family support that may potentially mediate the effects of inter parental conflict on academic adjustment.

Bhushan L. (2012), in his study, “A comparative study of family climate, school adjustment, attitude towards education and academic achievement of general SC and BC students in Haryana”, examined the relationship between academic achievement with family, school environment and attitude. Systematic Sampling method was used for this study. The total

sample for the study was comprised of 720 General, SC and BC Category students studying in class XI of Government Senior Secondary Schools situated in rural and urban areas of districts Bhiwani, Faridabad, Kurukshetra and Sonapat. It has been observed that academic achievement of General and BC Category students is better in comparison to those of SC Category students. Since, the academic achievement of SC students is comparatively low in comparison to those of General and BC category students; therefore it is suggested to improve academic achievement of SC category students. Parental indulgence in academic activities of their children, development of educational atmosphere at household, high educational expectation towards their children, attention to their educational needs and open communication towards their academic problems, can improve academic achievement of SC category students.

Valerie J. S. et al. (2011), in their article, “A Review of the Relationship between Parental Involvement and Secondary School Students’ Academic Achievement”, they reviewed the research literature on the relationship between parental involvement (PI) and academic achievement, with special focus on the secondary school (middle and high school) level. The results first present how individual PI variables correlate with academic achievement and then move to more complex analyses of multiple variables on the general construct described in the literature. Several PI variables with correlations to academic achievement show promise: (a) communication between children and parents about school activities and plans, (b) parents holding high expectations/aspirations for their children’s schooling, and (c) parents employing an authoritative parenting style. They end the results section by discussing the findings in light of the limitations of non experimental research and the different effects of children’s versus parents’ perspectives on academic achievement. It seems that both parents and peers can have an influence on a child’s academic achievement.

Sany Varghese (2005), in her study, “Psycho Social variables in relation to academic achievement- A comparative study of high and low achievers”, focused on the psycho social aspects that determine the academic achievement. The secondary school students of Kottayam educational district in Kerala state were the population for the study. Only 273 samples could be identified of which 89 were high achievers and 184 were low achievers. Hence the study was conducted on an disproportionate stratified sample of 273 secondary school students drawn from the aided boys, aided girls, aided coeducation, government boys, government girls, and government coeducation schools of Kottayam educational district. It has been established through the result of this study that the low achievers have presented a pathological profile, in all the dimensions studied under family interaction pattern.

The following factors were studied under family interaction pattern. They are reinforcement, social support, role, cohesion, communication and leadership pattern. The low achievers reported to experience significantly poor quality of all these above-mentioned dimensions of family interaction pattern. It is a generally accepted fact that, for optimal development, the child must grow up in a family environment of happiness, love and understanding. A quality family life assures better performance of the children. Parental awareness programmes about the significance of family interaction pattern in a child's achievement must be provided through various gatherings like open house or parent teacher associations. The study also shows that the high achievers have reported better study habits than the low achievers. And it is found that class, age, medium of education, father's education, father's occupation, mother's education, mother's occupation, type of school, size of the class, tuition, ordinal position, academic background of the family, gender, chronic physical ailments all have a significant association with academic achievement. Hence when the interventional

strategies are planned for the students with low achievement all these factors must be taken into consideration.

Berhanu G. (2011), in his study, “Factors affecting students’ quality of academic performance: a case of secondary school level”, examined different factors influencing the academic performance of secondary school students in a metropolitan city of Pakistan. The population was the secondary school male and female students from a metropolitan city of Pakistan. At the first stage twelve male and female public sector secondary schools (six each) were selected conveniently. Secondly, only fifty volunteer students (25 male and 25 female) out of all volunteers from one section of the 10th grade were selected randomly from each of the 12 schools. Thus the sample size for the study was 600 students (300 male and 300 female). The study was delimited to only demographic factors such as students’ gender, parents’ education, parents’ occupation and socio economic status.

The academic performance was gauged by the result of their 9th grade annual examination. Standard t-test and ANOVA were applied to investigate the effect of different factors on students’ achievement. A survey was conducted by using a questionnaire for information gathering about different factors relating to academic performance of students. This study concluded that the higher level of socio economic status (SES) is the best indicator contributing towards the quality of students’ achievement. Family characteristics like SES are significant predictors for students’ performance at school besides the other school factors, peer factors and student factors. Parental education also has effects on students’ academic performance.

2.3 Benefits of Life Skills Education

Jeffrey P. M. and Blinnie E. M. (1993), in their article, “Competency, Coping, and Contributory Life Skills Development of Early Adolescents”, explained the importance of life skills based on the programme of the Cooperative Extension System. The mission of the Cooperative Extension System as related to 4-H programming is to enable youth to acquire knowledge, develop life skills, and form attitudes which will enable them to become self-directing, productive and contributing members of society. The population for the study included all 8th grade students enrolled in the Ohio Public School System in 1989-90. If adolescents develop some life skills, then positive feelings of self worth will follow or if such youth have positive feelings of self-worth, they will be more likely to develop and practice new life skills. All youth participating in this study perceived themselves as having developed similar levels of life skills regardless of their status as 4-H members or non members. Self-esteem was the best indicator of the extent to which the youth had perceived the development of life skills. The competency, coping, and contributory life skills appear to be complementary constructs.

Nasheeda, A. (2008), in her article on “Life skills education for young people: Coping with Challenges, Counseling, Psychotherapy, and Health” emphasis on the importance of life skills education for inculcating positive behavior of the youth. Life skills education emerged from a growing concern about certain health problems with particular impact on young people, including HIV/AIDS, sexual behavior, drugs, peer influence, and youth suicide. The emphasis of this approach is on basic personal and social skills, attitudes, and knowledge helpful in making positive decisions and lifestyle choices. In order to cope with the crucial stages of adolescents development, early intervention of life skills programmes are carried out with basic skill building activities; participative interactions of role plays, group work, team building exercises,

discussions, voicing out opinions and presentations, to actively engage young people in their self development process. These basic skills will help young people in coping with difficulties they face in their personal, emotional and social development. Through these skills adolescents learn to communicate with their parents, teachers, adults and peers. They learn to take control of their emotions and make more informed decisions, set boundaries for appropriate behaviours, sustain relationships, and learn to be responsible for their actions and adopt healthy life styles. Life Skills Education results in bridging up communication barriers with parents and other adults. When an individual learns all the basic skills to cope with challenges individuals will feel more confident, motivated, and develop a positive attitude towards life, thus, make more mature and adult like decision, starts taking responsibilities for their actions and in turn refrain from risk taking and risky behaviors and become more useful people for the next generation.

Aparna.N and Raakhee.A.S. (2011), in their article, “Life Skills Education for adolescents: its relevance and importance”, explained the effectiveness of life skills education for adolescents. In order to make life of adolescents valuable and to convert them to individuals with high potential, educational system should be reformed giving due importance to life skill education. Life skills empower young people to take positive action to protect them and promote health and positive social relationships. It also entails being able to establish productive interpersonal relationships with others.

Pooja Yadav and Naved Iqbal (2009), in their article, “Impact of Life Skill Training on Self-esteem, Adjustment and Empathy among Adolescents” based on the study that investigated the outcome of life skills education; explained the usefulness of life skills education. The samples of the study comprised 60 students (30 males and 30 females). The sample was collected from the Hans Raj Model School, Punjabi Bagh. The result from the study showed that life skills

training was very effective as subjects improved in the post condition on all measures except one. Thus showing that life skills training do show positive results in bringing change in adolescent's attitude, thought and behavior by providing supportive environment to them.

Armin Mahmoudi & Golsa Moshayedi (2012), in their article, "Life Skills Education for Secondary Education" highlighted on the importance of life skills for youth. Life skills program should develop to promote health and well being of young people. It should act as a response to the health needs rather than intervention the already existing risks. Life skills program should target the children and adolescents since young people of this age group seem to be most vulnerable to behavior-related health problems.

2.4 Life Skills in School

Sinkar G. (2013), in his study, "An integrated approach to assess the need to introduce Life Skills training to adolescents", attempted to determine the responses of adolescents to the various Life Skills requirements and coping mechanism by asking them their preferences. Descriptive design has been used for this study. Pilot study was conducted with 100 respondents before finalizing the questionnaire. The final sample of 400 was drawn from adolescents from both genders and various economic strata in the city of Mumbai. SPSS 20 software was used to administer the respondents' analysis. The respondents showed that they prefer life skills among the adolescents. The opinion of the respondents showed clearly that there is a need to introduce life skills training among the adolescents. Study also showed that few skills like social interaction and maintaining interpersonal relationship have shown very low. Therefore, these areas need to address very seriously. The researcher put some recommendations that there is urgent need to consider the opinion of adolescents, while introducing life skills interventions to

them. These non-school going adolescents should also be given training session in life skills. It is also strongly recommended that these life skills are introduced early years of schooling, so that they get comfortable with the life skills and avoid dropping out of school. It is recommended to create a familial atmosphere in class and make the schooling atmosphere more inclusive. The best staff has to be engaged to address this issue for the best result.

Gomes, A. R., & Marques, B. (2013), in their article, “Life skills in educational contexts: Testing the effects of an intervention programme”, based on the study that was conducted to evaluate the efficacy of an intervention program aimed at promoting life skills in children and youth, it examined the effects of a training program on students’ acquisition of life skills, life satisfaction, life orientation and expectations about academic achievement. The study involved 84 participants from four schools in the same geographical area in northern Portugal. Participants were allocated to either an intervention group (n = 41) that took part in a life skills program, or a control group (n = 43). The Promotion of Positive Experiences-Children and Youth (PPE-CY, Gomes, 2010) is a psycho-educational program that aims to develop participants’ potential through the learning of life skills in a context of psychological experience exchange. The program focuses on the development of six life skills that have been identified as being important in the education of youth. The six skills are stress management, motivation, time management, problem solving, communication and teamwork.

The first main conclusion of the study is that the participants in PPE-CY showed a larger number of developmental experiences than did their peers in the control group. This finding suggests that academic programs and classroom experiences do not particularly promote the development of life skills. Participants in the intervention group showed higher life satisfaction, optimism, and expectations about their academic achievement after the intervention. Thus, it is

clear that life skills should be presented to young students in an intentional manner, through students' participation in programs with this specific goal. Results suggest that life skills training can promote young people's autonomy in the decision making processes and their confidence when facing new challenges.

Wurdinger S. and Rudolph J (2009), in their article, "A different type of success: teaching important life skills through project based learning", focus on the broad view of success, assuming that schooling should be more than academic skill development. They proposed that schools should focus on teaching life skills such as creativity and problem solving that will help the students becoming a better member of the society after they graduation. While in US public high schools are often measure success based on the acceptance into post-secondary education, while less successful students are encouraged are encourage pursuing job after graduation. Measurement of success is heavily relies on the abilities to crack the entrance test. This research study on Minnesota New Country School (MNCS), located in Henderson, Minnesota (50 miles southwest of Minneapolis), had a broad view of success and uses project-based learning (PBL) as its primary teaching method. MNCS consists of grades 6 – 12 between 11 to 18 years old with the total students of 109. The school consists of large pods of computer workstation. Students are much involved in their works at their computers and other works such as designing construction projects, records music, and grow plants. The students must complete all the state standards and they can finish their high school education when they have met all the mandatory state standards. MNCS's learning approach is unique and innovative. Here, the students take control of their own learning by choosing projects that are relevant and meaningful in their lives. Some students can graduate earlier than the traditional counterparts.

Online surveys were sent out to alumni, students, teachers, and parents to a student-centered charter school in Minnesota to explore definitions of success and determine if this school teaches life skills. Finally, the total of 24 alumni surveys, 68 student surveys, 39 parent surveys, and 16 staff surveys collected. One hundred and forty-seven surveys were collected from these four groups. The result showed that academic skills, which one would assume are needed to do well in college, scored low by all four survey groups. The four skills with the lowest scores included: test taking (33%), note taking (39%), math (58%), and writing (61%). These skills seem fairly important to college success, yet alumni surveyed managed to graduate from a four-year institution without having much traditional practice with these skills while in high school.

On the other hand, the four highest ranked skills by all four groups included creativity (94%), finding information (92%), and problem solving (89%) and learning how to learn (89%). All of these skills fall under Thinking Skills or Personal Qualities, which suggests that learning life skills might enhance one's ability to succeed in college more than learning academic skills that the alumni manage to graduation without having the traditional practice in high school. The research in this study showed that this school is excellent at teaching important life skills that help students succeed in college and in life in general. Study suggested that apart from academic skills students should be enhanced with life skills for their potential success after graduation. Careful planning educators can bring students as well as the educators themselves to create more successful learning environments.

The study concluded that to further enhance the learning at project based learning schools, educators should provide opportunities for students to practice academic skills such as note taking and test taking so that students who plan to attend college will be better prepared.

The research showed that this school is excellent at teaching important life skills that help students succeed in college and in life in general.

Khera S., and Khosla S. (2011), in their article, “A study of core life skills of adolescents in relation to their self concept developed through YUVA school life skills program”, highlighted that Core life skills as an essential part of adolescents which are the future of our country. Their study investigated the relationship between self concept and core life skills selected randomly 500 adolescents studying in secondary classes of Sarvodaya Schools situated in south Delhi under gone for YUVA (SLP). The major findings of the study showed that there is a positive co-relation between Core Affective Life Skill and Self Concept of adolescents which means those who possess these essential skills are better confidence in all aspects.

R. B. Weisen., J. Orley, V. Evans, J. Lee, B. Sprunger. (2010), in their article, “Life Skills education in schools, Program on mental health”, wrote that the most direct interventions for the promotion of psychosocial competence are those which enhance the person's coping resources, and personal and social competencies. In school-based programmes for children and adolescents, this can be done by the teaching of life skills in a supportive learning environment.

Koottiyaniivil. T. (1994), in his article, “The effect of student-centered counselling on the low-achievers in secondary schools”, explained the effects of student-centered counselling on low-achievers in secondary schools. Since academic achievement is intimately linked with such factors as study habits, academic motivation and self concept, the effects of counselling not only on academic achievement but also on these other factors have also been analyzed in to their important components, and special care has been taken to tackle the most frequent among them during the counselling.

2.5 Life Skills for Academic Achievement

Fallahchai R. (2012), in his article, “Effectiveness of Academic and Life Skills Instruction on the Freshmen Academic Achievement” based on the study conducted to examine the effectiveness of instruction of academic and life skills on the freshmen academic achievement. The research procedures used semi-experimental with pre-test and post-test design with control groups. Sample of included 170 freshmen were randomly selected and assigned in experimental and control groups. An examination consisted of three stages: administering pretest, applying variables, and administering post-test. Throughout the examination process, all the members of the experimental group were first trained in sessions of 90 to 120 minutes for 9 weeks, and finally post test was administered for both experimental and control groups. The administering variables consists of teaching academic study and life skills such as studying and learning method, note taking techniques, stress management, problem solving, decision making, communication skills, critical and creative thinking.

Analyses were conducted to determine whether there was any difference between the two groups. Primary result shows that the experimental group shows higher performance than the control group. This result arrived at the conclusion that the students who had received academic and life skills training gained significantly higher scores in life skills and academic achievement than those who do not received this training. The statistical results also obtained from analysis of covariance testing showed the educational program was significant after controlling the effects of pretest, i.e. teaching students life skills was effective on their knowledge and grades. In order to get more in dept understanding, the study suggested that such study should be repeated with larger sample.

Sharma. S (2003), in his article, “Measuring life skills of adolescents in a secondary school of Kathmandu: an experience” established to assess the life skills of a secondary school in Kathmandu. This study was conducted among 347 adolescents from class VIII, IX and X of a public of Shivapuri Madhyamic Vidyalaya co-educational secondary school at Kathmandu. Descriptive and cross sectional survey method was carried to select the sample from the classes. Among 347 adolescents, only 176 adolescents (51%) scored above mean and was rated “high level” of skills. Whereas 171 (49%) of the students had scored below mean and was rated as “low level” of life skills. Focus Group Discussion were also conducted to confirm the results of the quantitative study and to make the results more reliable. Only a half (51%) of the respondents had higher level of life skills. The finding also established that mother’s education was significantly associated with increase life skills among the adolescents. It was found out that most of the teachers are not aware with the concept of life skills. As parents’ education shows significant association with life skills of the students, the study recommended that the policy of compulsory primary education to all should be strengthen. Teachers should also be provided with better knowledge and skills to deal with the adolescents in areas of counseling and risk behavior.

Raymond M. C. C. et al. (2011), in their article, “Interrelationships among Teacher Care, Students’ Life Skills Development, and Academic Achievement”, examined the interrelationship between teachers’ care, life skills and academic achievement. Teachers’ care is a significant factor contributing to all domains of students’ life skills development and to their academic achievement. In Hong Kong, therefore, it is significant to examine whether teachers’ care has any effect on the academic achievement of the students and what is the contribution to the life skills of the students. This study is part of the large scale life skills development project among the adolescents in Hong Kong. Ninety six schools were invited to participate on this study. Both

the teacher and the students are part of this study. Teacher Care Inventory (TCI) was used as a scale to assess their perception on life skills and Life Skills Development Inventories (LSD-SI) was used to assess the life skills development among the students. The study finds that the teachers' care on life skills is stronger in females than males. This may be due to the concern of the female regarding care. The study suggests that students' strength in resisting common risk behaviors and their self-perception of academic achievement would be enhanced when they experienced their teachers as genuinely caring, committed to their academic success, and trusting of their judgment and ability.

Mostafa .S and Bookani F.K. (2013), in their article, "The efficacy of training life skills' on educational achievement and social Acceptance", examined the relationship between learning life skills and academic achievement. The main purpose of this study is to determine the effectiveness of teaching life skills on educational achievement and social acceptance of middle school (Grade VI - IX) students of Boukan town, Iran. Life skills subject as a project was reinforced in the form of experimental school since 1382 until 1390 by the government in Iran. The aim of the project is to enhance psychological, social abilities and prevention from causing harmful behavior for health and safety. Therefore, research was conducted to assess the effectiveness of this program. Method of feedback with two groups of experiment and certification of sample amounts 619 people in each group were selected. Research tools consist of questionnaires of life skill, social acceptance and questionnaire of individual and personal background information. The finding indicated that the skill of knowing oneself and excitements have influences on students' educational achievement. Teaching communication skills was effective on problem solving among the students and in return it improves their academic achievement. It is found out that decision making skill has no effect on the academic

achievement of the students. But in general, the results show that teaching life skills leads to improvement of educational performance among the students.

From the review of literature it can be seen that there are few research gaps. There are no specific studies related to life skills and academic achievement. The studies are mainly on peer influence and culture, stress, social acceptance, self esteem and school environment. There are also few empirical studies on the need of life skills education in India. There are no studies found in the context of Meghalaya as well. Therefore, the present study attempts to fill these research gaps by proposing a study on life skills and academic achievement in Meghalaya as well.

In this chapter an attempt has been made to present critical review of literature on characteristics of the adolescents, the importance of education and the importance of life skills for academic enhancement and positive behavior of the students. In the light of the review the next chapter presents the methodological aspects and the settings of the present study.

CHAPTER III

METHODOLOGY

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METHODOLOGY

The earlier chapter presented a critical review of literature and the major research gaps therein. In this chapter the setting of the present study and chapter of the present study and methodology are presented, description of the studying process and the interview techniques that was used. This chapter has been divided into two major sections. The first section deals with the profile of the study area and schools. The second section deals with the methodological aspects of the present study such as research design, sampling, tools of data collection, sources of data, analysis operational definition and limitations.

3.1 The Setting: Profile of the study Area

The study was conducted in three schools in Shillong viz., Christian Academy School, Madan Hindi Pathshala Secondary School and Buddha Vidya Niketan Secondary School.

3.1.1. Shillong, Meghalaya

In Meghalaya there was no formal education system before the advent of the British. The Christian Missionaries nurtured the education system in Meghalaya, but during the British colonial rule its progress in the state was very slow. Educational development started after independence, where there was a phenomenal increase in the number of schools. Like other states, the education system in Meghalaya provides for general education from the pre-primary to the first degree stage. Since 1994, Meghalaya has followed the 10+2+3 pattern of education and

the state schooling system includes pre- primary schools, primary schools, middle schools, high schools and higher secondary schools. School education in Meghalaya provides appropriate guidelines for the students to develop proper mental as well as academic development from the education which is largely based on achievement and performance rather than ascription or quality. The schools also conduct regular examination to keep the students up to date with the syllabus. The school also pays special attention to the students so that no stress will affect them which might have a detrimental effect on their academic achievement. The schools also perform the function of selection and differentiation among students on the basis of their scholastic and other attainments and opens out avenues for advancement in terms of achievement. Thus, the main aim of school education in the state is to facilitate the students to attain excellence in academic achievement and overall development of the student. Shillong, the capital of Meghalaya, lies on the eastern part of the state, it remained the capital of undivided Assam until the creation of the new state of Meghalaya on January 21, 1972, when it became the capital of Meghalaya Assam moved its capital to Dispur in Guwahati. Shillong is fast emerging as an educational hub for the entire North eastern region. Important educational institutes like Indian Institute of Management, National Institute of Fashion Technology Shillong and North Eastern Indira Gandhi Regional Institute of Health and Medical Sciences, the English and Foreign Languages University, Shillong Campus and several other Colleges and Technical Institutions have been established here. The weather conditions are perfect and could stir intellectual and creative thoughts and are ideal for educational pursuits.



Figure 3.1.1. Map of Meghalaya

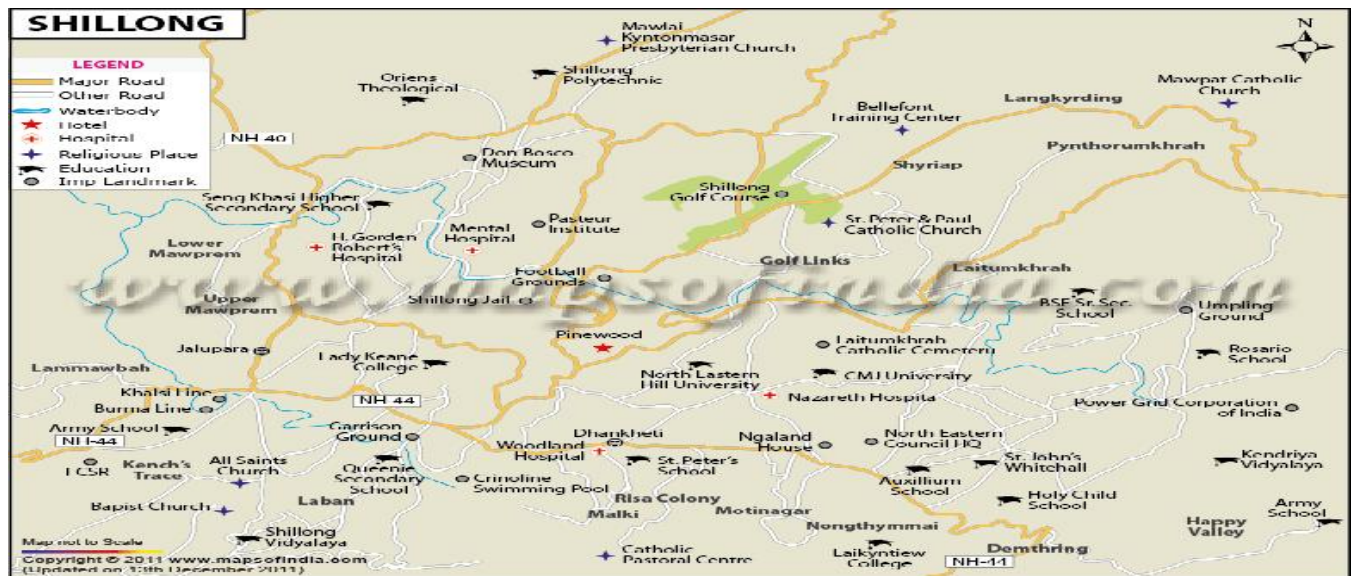


Figure 3.1.1.2 Map of Shillong City

3.1.2 Christian Academy Higher Secondary School

Christian Academy Higher Secondary School is located in Riatsamthiah, Shillong. It is a coeducation school established in the year 1983 on purely private administration. Since the date of establishment, the school does not have their own property and it was constructed in the rented property. But the school has many academic and co curricular awards and is one of the best performing school in Shillong. It also brings 100% pass percentage in the last three academic years in the SSLC (MBOSE) examination. At present, the school has the strength of around 770 students.

**Pass percentage for the three consecutive years of Christian Academy Higher
Secondary School**

Items	2012	2013	2014
No. of students appeared in SSLC examination	102	111	113
No. of students pass in SSLC examination	102	111	113
Total pass percentage	100%	100%	100%

3.1.3 Madan Hindi Pathshala Secondary School

Madan Hindi Pathshala School is located in Madanryting, Shillong. It is a coeducation school established in the year 1965 as a private school. The school was first run as a Hindi medium of instruction and serves the students who belong to different ethnic groups of Madanryting area, especially the Hindi speaking community. The school got official recognition in the year 2009. At present it runs as a government aided school. There are around 380 students in the school at present. The school has the record of 57% to 84% pass percentage for the last three academic years in the SSLC (MBOSE) examination.

**Pass percentage for the three consecutive years of Madan Hindi Pathshala
Secondary School**

Items	2012	2013	2014
No. of students appeared in SSLC examination	28	25	26
No. of students pass in SSLC examination	15	21	18
Total pass percentage	57%	84%	69%

3.1.4 Buddha Vidya Niketan Secondary School

Buddha Vidya Niketan Secondary School is located in Pynthorumkhrah, Shillong. It is a coeducation school established in the year 1948 as a private school with few students. The school property was donated by the Buddhist Temple, Pynthorumkhrah. It is only in the year 1975 that the school got official recognition. At present it runs as a government aided school. There are around 355 students in the school. The school has low record of below 60% pass percentage for the last three academic years in the SSLC (MBOSE) examination.

**Pass percentage for the three consecutive years of Buddha Vidya Niketan Secondary
School**

Items	2012	2013	2014
No. of students appeared in SSLC examination	32	35	27
No. of students pass in SSLC examination	19	19	6
Total pass percentage	59%	55%	22%

3.2 Pilot study

A pilot study is an initial investigation to give information that will be necessary when designing a future trial or study. The pilot study was conducted in the month of September, 2014. For the present study, fifteen respondents from class IX were selected from the Nepali Higher Secondary School, Shillong to determine the quality of the proposed tool. Selection of the respondents was based on convenience of the researcher.

3.3 Research Design

This study is cross sectional in nature and descriptive in design. In this study, 'school students' represent the 'adolescents' population. The secondary data collected from examination report cards, books, magazines, journals, newspapers, articles etc.

The area of study is Shillong, the capital of Meghalaya. Three schools have been selected on the basis of their achievement in the Secondary School Leaving Certificate (MBOSE) examination for the three consecutive years (2012, 2013 and 2014). Christian Academy Higher Secondary School having the pass percentage of 90% every year was selected as the high achievement school. Madan Hindi Pathshala School which has the record of around 80% pass percentage was selected as the average achievement school and Buddha Vidya Niketan Secondary School which is one of the lowest achievement schools of below 70% pass percentage was selected as the low achievement school.

3.4 Sampling

The study carried out in the co-educational schools in the Shillong, Meghalaya. Students from IX and X standard of three schools in Shillong was selected as study sample. The population consisted of all students from selected schools. Stratified disproportionate sampling

was used to draw sample from the population. This was necessary to select and classify the samples based on the academic achievement of the schools in the SSLC (MBOSE) examination.

The overall sample size was 120 in which 40 students each were selected from each identified school. Equal representation of male and female was selected in order to get a uniform responds from both genders.

3.5 Tools of Data Collection

The present study based on primary data collected from the high school going students using quantitative methods through questionnaire. The questionnaire was divided into two portions. The first portion of the questionnaire deals with the profile of the respondents including family profile, academic profile, economic characteristic, parental education and occupation. The second portion deals with the life skills of the respondents. The researcher adopted a standardize scale for assessing the life skills among the students. The tool was developed by Nair et al. (2009), Rajiv Gandhi National Institute of Youth and Development. The tool was also checked for its feasibility and reliability. The questionnaire was pre-test in the school and discussions were held as a part of pilot study. After a few modifications, the finalized questionnaire was used for data collection.

3.5.1 Description about Life Skills Assessment Scale

Life Skills can be acquired and enhanced, to bring in personal success in all spheres and for leading quality and productive life. Life Skills are potential of being observed through measurement and a visible change in behaviour could be overtly seen through life skills enhancement training. Recognizing the conceptual frame-work of WHO, the Life Skills Assessment Scale was constructed to assess the levels of life skills among Indian adolescents.

The multi-dimensional Life Skills Assessment Scale consists of 100 items (one hundred only) in the form of statements in-built with a 5-point scale for the respondent to check the appropriate response which is most descriptive of him/her viz., Always true of me, Very true of me, Sometimes true of me, Occasionally true of me and Not at all true of me. It has both positive and negative items. The 100 test items have been arranged in such a fashion that the one test item pertaining to each dimension being measured are arranged one after the other ie., the test items under the first dimension are arranged in the order of 1st, 11th, 21st, 31st ... item sequence. This approach was adopted with a view to reduce the halo effect and the logical errors and also to relieve the respondent from monotony. Precise care has been exercised to ensure that the double barrelled statements are avoided. The added advantage is that the tool could be self administrated or could be utilised in a group situation. The Life Skills Assessment Scale (LSAS) measures ten (10) dimensions of Life Skills as indicated below:

Dimensions of Life Skills and Number of Items

Sl No	Dimensions of Life Skills	No. of items
1	Self awareness	11
2	Empathy	11
3	Effective Communication	09
4	Interpersonal Relationship	11
5	Creative Thinking	08
6	Critical Thinking	11
7	Decision Making	11
8	Problem Solving	09

9	Coping with Emotions	11
10	Coping with Stress	08

The scores obtained under each dimension represent the level of life skills in the respective domain and summation of all the score obtained under each of the 10 dimensions would evolve as a global score for life skills.

3.6 Source of Data

The primary data was collected quantitatively through questionnaire using Life Skill Assessment Scale (LSAS). The data were also collected from books, magazine, journals, articles etc.

3.7 Pretesting

The administered scale namely Life Skills Assessment Scale developed by (Nair, et al 2009). It was tested for its reliability by conducting the statistical tests of Cronbach's alpha and the Split- half. The values are .71 and .696. Since the alpha value is more than .7 and split-half value is almost .7, the tool was found to be reliable and accepted for further data collection.

3.8 Operational definitions

Life skills

Life skills is defined as the skills such as self awareness, empathy, effective communication, interpersonal relationship, creative thinking, critical thinking, decision making, problem solving, coping with emotions, coping with stress which are acquired by the adolescents in the age group between 13 and 19 years.

Academic achievement

Achievement refers to the percentage of marks obtained by class IX and class X students in their previous examination (viz, class VIII and class IX).

- High achievers: High achievers are those students who obtain 60% or above.
- Average achievers: Average achievers are those students who obtain 45% marks or less than 60%.
- Low achievers: Low achievers are those students who obtain below 45% in their respective examination.

3.9 Analysis

The quantitative data collected through field survey will be processed with computer packages of MS Excel and SPSS. To analyze data simple statistical methods of averages, percentage, ratios, correlation and proportions will be used.

3.10 Limitations

The study was conducted with limited samples only with three schools. It is very difficult to generalize the findings in the context of whole Meghalaya.

The study has been conducted using only quantitative data, case study and focus group discussion was not incorporated in the study.

This chapter has presented the setting and methodological aspects of the present study. The next chapter presents the results and discussion of the study.

CHAPTER IV

RESULTS AND DISCUSSIONS

CHAPTER IV

RESULTS AND DISCUSSION

In this chapter, an attempt has been made to present the results of the analysis of the data collected through questionnaire in High Schools, Shillong. The information provided by the respondents was analyzed according to the objectives of the study. The data were analyzed quantitatively.

4.1.1 Profile of the Respondents

The data collected to ascertain the profile of the respondents such as age, tribe, religion, denomination, family type, form of family and size of the family gender & economic status, pertains to seven questions. Every respondent is classified in to precise groups. (see table 4.1)

Age is classified into three categories which represent the three important classification of adolescent's stage viz., 12 to 14 (young adolescence), 15 to 17 (middle adolescence) and 19 above (late adolescence). More than half (55.8%) of the respondents belongs to the age group of 16 to 18years, whereas more than one third (39.2%) represent the age group of 13 to 15 years and only (5.0%) of the respondents are of the age group above 19 years.

Shillong is a multi cultural and multi lingual city, almost half (42.5%) of the respondents belongs to the General category. The Khasi tribe which is one of the major indigenous tribe of the state has the representation of more than one third (41.7%) of the respondents. Few (6.7%) of the respondents are Garo, and (5.8%) are the respondents belong to other tribes and very few respondents (3.3%) are Jaintia.

In reference to religion, almost half (50.8%) of the respondents are Christian, almost a third (30.8%) of the respondents are Hindu, (6.7%) belongs to Khasi religion, (2.5%) are Muslim and the rest (9.2%) belongs to other religious groups. With regards to religious denomination, one fourth (25.0%) of the respondents are Presbyterian, (10.8%) are Roman Catholic, and few (6.7%) respondents are Baptist.

With reference to types, more than half (51.7%) of the respondents live in nuclear family, whereas less than half of them (48.3%) live in Joint family.

The form of family shows that stable family is more in this study. Majority (81.7%) of the respondents belong to the stable family and only (18%) came from the separated family.

Regarding size of the family, the finding shows that the family size between 1 to 5 has the highest (57.5%) percentage, followed (35.8%) by the family comprising of 6 to 10, and only few (6.7%) respondents came from the family comprising of 11 to 20 members.

4.1.2 Economic Characteristics of Respondents

Economic characteristics were also taken into account as this variable was also important to understand the economic background of the respondents. Economic characteristic was classified in to four categories namely, socio-economic category, income of the family, household live in and type of house (see table 4.2).

Socio Economic Category was categorized into APL, BPL and AAY. Less than three fourth (70.0%) of the respondents are in APL, one fourth (26.7%) of the respondents are BPL and only few (3.3%) of the respondents are in AAY background.

Income of the family was divided into four categories viz., those who earn below Rs 5000, Rs 6000 to Rs 15000, Rs 16000 to Rs 30000 and those who earn above Rs 30000. One third (31.7%) of the respondents belongs to the category below 5000, below one fifth (17.5%) of the respondents belongs to the category Rs 31000 above, one fourth (28.3%) of the respondents are in the Rs 6000 to Rs 15000 category.

Ownership of the house is important in studying the economic condition of the respondents. House ownership was classified into rented house and owned house. More than half live in rented house (59.2%), meanwhile, two fifth (40.8%) lives in Owned house.

With regards to the type of houses live in; kutchha/thatched, semi pucca, pucca and others were classified. Almost half (45.8%) of the respondents lives in Pucca house, and nearly (39.2%) of them live in Semi pucca house.

4.1.3 Respondents Parental Education and Occupational Characteristics

Educational qualification of the parents is another important characteristic to understand the family educational background of the respondent. For this purpose, the variables are categorized into educational qualification of the father, and profession of the father, educational qualification of the mother and profession of the mother (see table 4.3).

To know the educational qualification of the father and mother; it has been divided viz., below class X, class X to XII, graduate and post graduate above. Out of the total respondents, more than one third (35.8%) of their father are below class X, one third (34.2%) of them having educational qualification from Class X to Class XII, one fifth (19.2%) are Graduate, and only few (6.7%) Post graduate and above. Regarding the educational qualification of the mother;

almost half (47.5%) below class X, one fourth (23.3%) of their mother is Graduate, one fifth (19.2%) Class X to Class XII and the rest only (5.8%) qualification of Post graduate and above.

Profession of the father and mother was classified into business, government servant, private job, daily laborer and home maker. More than one third (35.8%) of the respondents are government servant, (29.2%) business, one fourth (24.2%) private job, and very few (5.8%) are daily laborer. As for the profession of the mother; more than half (51.7%) of them are home maker, almost one fourth (23.3%) government servant, only one eighth (11.7%) of them doing business and few (10.8%) doing private job.

4.1.4 Life Skills of High School students

Life skills were classified into ten dimensions viz., self awareness, empathy, effective communication, interpersonal relationship, creative thinking, critical thinking, decision making, problem solving, coping with emotions and coping with stress. Score from the respondents were rate in to five point scale namely; always true to me, true to me, sometimes true to me, not at all true to me (see table 4.4).

The statistical data showed that majority (63.3%) of the respondents exhibited average self awareness skill. Less than one fifth (16.7%) of the respondents scored high, (13.3%) of them scored low, only few (5.0%) of the respondents can score very high and the rest (1.7%) of them scored very low.

Almost three fourth (71.7%) of the respondents scored average in empathy skill, one eighth (13.3%) of them scored high, less than one fifth (10.8%) of them scored low, (2.5%) of them scored very low and only few (1.7%) could score very high.

In effective communication, almost two third (65.0%) of the respondents scored average, one sixth (16.7%) of the respondents scored high, few (15.0%) of the respondents scored low, very few (2.5%) of them scored very low, and the rest (0.8%) could scored very high.

Regarding interpersonal relationship, almost three fourth (71.7%) of the respondents scored average, one fifth (18.3%) of the respondents scored low, few (5.8%) of them score high, and very few (2.5%) of the respondents scored very low, and the rest of (1.7%) only can score very high.

Regarding creative thinking, two third (67.5%) of the respondents scored average, one eight (13.3%) of the respondents scored low, few (4.2%) of the respondents scored very low, only (1.7%) of them scored high, similarly only (1.7%) of them can score very high.

In decision making, almost three fourth (71.7%) of the respondents scored average, one eight (11.7%) of the respondents scored high, few (10.8%) of the respondents scored low, very few (3.3%) can score very high, and only (2.5%) of them scored very low.

In problem solving skill, three fourth (75.0%) of the respondents scored average (26-36), one eight (11.7%) of the respondents scored low, few (8.3%) of them can score high, (4.2%) of them scored very low, and only (0.8%) of them scored very high.

Regarding coping emotion, two third (67.5%) of the respondents scored average, less than one fifth (16.7%) of the respondents scored low, (10.8%) of the respondents could score high, (3.3%) of the respondents scored very low, and only few (1.7%) of them can score very high.

4.1.5 Life Skills of High school students

The data showed that the respondents have average life skills. The mean score between different skills did not show big differences to each other (see table 4.5). Mean score for self awareness is (36.13), mean score for decision making is (36.08). Similarly, mean score for interpersonal relationship is (35.51), mean score for empathy is (34.89), mean score for critical thinking is (34.54) and mean score for coping with emotions is (m=34.17). The respondents showed lower score in problem solving skill (m=31.28), mean score for effective communication is (m=27.24) also mean score for creative thinking is (m=25.22) and mean score for coping with stress skill is (m=24.08).

On self awareness, decision making, and inter personal relationship mean score is higher than the mean score of the skills like coping with stress, creative thinking and effective communication. This table shows that there is not much difference in the score for all items, but the table also shows that the respondents lack most in the skills like coping with stress and creative thinking.

4.1.6 Comparison between Gender and Life Skills of the High School Students

The data showed that there is significant difference in the life skills of male and female respondents (see table 4.6). Female respondents mean in decision making is 36.48 higher than male respondents (m=33.30), the total mean is 34.89. Similarly, female mean in 36.05 higher than male (m=34.97) in empathy, total mean is 35.51. In problem solving, the mean score of female is also higher (m=36.38) higher than male (m=35.77), total mean is 36.08. Female also show higher (m=31.92) than male (30.63) in effective communication skill. And in coping with stress, female mean is 24.88 which are also higher than male (m=23.27), the total mean is 24.08.

But male show higher mean ($m=36.32$) than female ($m=35.93$) in self awareness skill, total mean is 36.13. Also, in interpersonal relationship skill, male mean is higher ($m=27.65$) than that of female (26.83), total mean is 27.24. Whereas, there is no difference between male ($m=34.17$) and female (34.17) in creative thinking skill, total mean is 34.17.

4.1.7 Comparison of Class by Life Skills

In this category, the data shows the life skills between class IX and class X students (see table 4.7). Class IX mean in interpersonal relationship is 27.70 higher than class X respondents ($m=26.78$), total mean is 27.24. In critical thinking, class IX is also higher ($m=25.50$) than class X (24.93), the total mean is 25.22. Similarly, class IX respondents show higher mean (36.25) than male respondents (35.90) in problem solving skill. And the class IX is also higher ($m=24.25$) than class X (23.90) in coping with stress skill, total mean is 24.08. But in self awareness skill, class X respondents are higher ($m=36.28$) than class IX ($m=35.97$), total mean is 36.13. Similarly, class X respondents show higher ($m=35.25$) than class IX ($m=34.53$) in decision making skill, mean total here is 34.89. Whereas, there is no difference between class IX and class X in empathy, coping with emotions, effective communication and creative thinking skill. The data show that there is significant difference between class IX and class X students in terms of life skills.

4.1.8 Comparison of achievement of Schools by Life Skills

In this category, the study compares the life skills between high achievement school, average achievement school and low achievement school (see table 4.8). Regarding self awareness, high achievement school is higher ($m=38.03$) than average ($m=34.28$) and low achievement school ($m=36.08$). In decision making, high achievement school is again higher

($m=63.55$) than average ($m=33.00$) and low achievement school (35.13). Similarly, high achievement school is higher ($m=36.83$) higher than average (34.70) and low achievement school ($m=35.00$), the total mean is 35.51 . The high achievement school is also higher ($m=32.90$) than average ($m=29.58$) and low achievement school ($m=31.35$) in effective communication, total mean is 31.28 . And high achievement school show higher ($m=24.43$) than average ($m=34.00$) and low achievement school ($m=31.35$) in creative thinking school, total mean score is 34.17 . Average achievement school show higher ($m=28.38$) than high achievement ($m=27.23$) and low achievement school ($m=26.13$), total mean score is 27.24 . Also, average achievement school show higher ($m=25.35$) than high achievement ($m=24.43$) and low achievement school ($m=22.45$), total mean is 24.08 . Low achievement school show higher ($m=35.90$) than average achievement school ($m=32.20$) in coping with emotion skill, total mean is 34.54 . Whereas, there are no difference between these three schools in critical thinking ($m=25.22$) and problem solving skill ($m=36.08$).

Table 4.11. shows the correlation between life skills and academic achievement of the respondents. Self awareness and academic achievement are negatively correlated at $0.01(-.262)$. There is also a negative correlation between academic achievement and empathy at $0.05 (-.208)$. Again there is correlation between academic achievement and critical thinking at $0.01 (-.301)$ and there is negative correlation between academic achievement and problem solving at $0.05 (-.213)$.

Overall, the study shows that there is difference in life skills between high achievement, average achievement and low achievement school. Higher academic achievement shows higher life skills and lower achievement school shows lower in life skills as well.

4.1.9 Level of Academic Achievement of the Respondents

Regarding the academic profile more than two fifth (43.3%) scored above 60 in their last academic year, less than two fifth (37.5%) scored 45 to 60, and only one fifth (19.2%) having their performance below 45.

Hours study more than two fifth (44.2%) having the habit of studying 1 to 2 hours, two fifth (40.8%) of them used to study from 2 to 3 hours, few (9.2%) of the respondents have the habit of studying more than 4 hours, and the rest (5.8%) of them manage to maintain the study habit between 3 to 4 hours.

Regarding tuition majority of the students (75.8%) has to depend on tuition to meet their academic requirement besides school hours, only one fourth (24.2%) of the students do not go for tuition.

Almost half of the respondents (44.2%) attend the tuition for Maths and Science, whereas one fifth (19.2%) take tuition only for Maths, and (12.5%) of them attend in all subjects.

4.1.10 Correlation Matrix of Life Skills with School, Achievement of Schools and Gender

Correlation is statistical procedure used to determine the degree to which two or more variables vary together. Spearman's rank correlation coefficient was also used since the distribution is far from normal and variables have outlier values. The table shows the correlation between different life skills. It was found that there is no correlation between gender and self awareness. There is association between empathy and gender at 0.01 (.317). At the same time there is correlation between empathy and self awareness at 0.01 (.333). There is association between inter personal relationship and self awareness at 0.01 (375) and there is association

between interpersonal relationship and empathy at 0.01 (.355). There is association between creative thinking and self awareness at 0.01 (.378). There is also association between critical thinking and self awareness, empathy, interpersonal relationship, creative thinking, at 0.01 (.419, .300, .266, .262). There is also association between decision making and self awareness, interpersonal relationship, critical thinking, at 0.01 (.219, .231, .267). There is association between coping with emotions with school, achievement of the school and effectiveness communication at 0.01 (.415, .415, .198,). There is also association between coping with stress and coping with emotions at 0.01 (.211).

Table 4.1 Profile of the Respondents

Sl.No.	Characteristics	Class		Total N =120
		9 th n =60	10 th n = 60	
I	Age in Years			
	12 to 14	16 (26.7)	31 (51.7)	47 (39.2)
	15 to 18	40 (66.7)	27 (45.0)	67 (55.8)
	19 above	4 (6.7)	2 (3.3)	6 (5.0)
II	Tribe			
	General	26 (43.3)	25 (41.7)	51 (42.5)
	Khasi	24 (40.0)	26 (43.3)	50 (41.7)
	Jaintia	3 (5.0)	1 (1.7)	4 (3.3)
	Garo	4 (6.7)	4 (6.7)	8 (6.7)
	Any other	3 (5.0)	4 (6.7)	7 (5.8)
III	Religion			
	Christian	27 (22.5)	34 (28.3)	61 (50.8)
	Hindu	23 (19.2)	14 (11.7)	37 (30.8)
	Muslim	3 (2.5)	0 (0.0)	3 (2.5)
	Khasi	3 (2.5)	5 (4.2)	8 (6.7)
	Any other	4 (3.3)	7 (5.8)	11 (9.2)

IV	Denomination			
	Not applicable	30 (50.0)	26 (43.3)	56 (46.7)
	Presbyterian	12 (20.0)	18 (30.0)	30 (25.0)
	Baptist	4 (6.7)	4 (6.7)	8 (6.7)
	Roman Catholic	5 (8.3)	8 (13.3)	13 (10.8)
	other	9 (15.0)	4 (6.7)	13 (10.8)
V	Family type			
	Joint	31 (51.7)	27 (45.0)	58 (48.3)
	Nuclear	29 (48.3)	33 (55.0)	62 (51.7)
VI	Form of family			
	Stable	49 (81.7)	49 (81.7)	98 (81.7)
	Separated	11 (18.3)	11 (18.3)	22 (18.3)
VII	Size of the family			
	1 to 5	36 (60.0)	33 (55.0)	69 (57.5)
	6 to 10	22 (36.7)	21 (35.0)	43 (35.8)
	11 to 20	2 (3.3)	6 (10.0)	8 (6.7)

Source: Computed Figures in parenthesis are percentages

Table 4.2 Economic Characteristics of Respondents

Sl.No	Characteristics	Class		Total N=120
		9 th n=60	10 th n=60	
I	SE Category			
	APL	43 (71.7)	41 (68.3)	84 (70.0)
	BPL	16 (26.7)	16 (26.7)	32 (26.7)
	AAY	1 (1.7)	3 (5.0)	4 (3.3)
II	Income of the family In Rs.			
	Below 5000	17 (28.3)	21 (35.0)	38 (31.7)
	6000 to 15000	18 (30.0)	16 (26.7)	34 (28.3)
	16000 to 30000	11 (18.3)	10 (16.7)	21 (17.5)
	31000 above	14 (23.3)	13 (21.7)	27 (22.5)
III	Household live in			
	Owned	23 (38.3)	26 (43.3)	49 (40.8)
	Rented	37 (61.7)	34 (56.7)	71 (59.2)
IV	Type of house			
	Kutchha/thatched	5 (8.3)	8 (13.3)	13 (10.8)
	Semi pucca	23 (38.3)	24 (40.0)	47 (39.2)
	Pucca	31 (51.7)	24 (40.0)	55 (45.8)
	Others	1 (1.7)	4 (6.7)	5 (4.2)

Source: Computed Figures in parenthesis are percentages

Table 4.3 Respondents Parental Education and Occupational Characteristics

Sl. No	Characteristics	Class		Total N=120
		9 th n=60	10 th n=60	
I	Educational qualification of the father			
	No response	1 (.8)	4 (3.3)	5 (4.2)
	Below class X	23 (19.2)	20 (16.7)	43 (35.8)
	Class X to Class XII	18 (15.0)	23 (19.2)	41 (34.2)
	Graduate	14 (11.7)	9 (7.5)	23 (19.2)
	Post graduate and above	4 (3.3)	4 (3.3)	8 (6.7)
II	Profession of the father			
	No response	1 (.8)	5 (4.2)	6 (5.0)
	Bussiness	23 (19.2)	12 (10.0)	35 (29.2)
	Government Servant	21 (17.5)	22 (18.3)	43 (35.8)
	Private Job	14 (11.7)	15 (12.5)	29 (24.2)
	Daily Labourer	1 (.8)	6 (5.0)	7 (5.8)

III	Educational qualification of the mother			
	No response	3 (2.5)	1 (.8)	4 (3.3)
	Below class X	26 (21.7)	31 (25.8)	57 (47.5)
	Class X to Class XII	11 (9.2)	12 (10.0)	23 (19.2)
	Graduate	17 (14.2)	11 (9.2)	28 (23.3)
	Post graduate and above	2 (1.7)	5 (4.2)	7 (5.8)
IV	Profession of the mother			
	No response	2 (1.7)	1 (.8)	3 (2.5)
	Business	8 (6.7)	6 (5.0)	14 (11.7)
	Government Servant	15 (12.5)	13 (10.8)	28 (23.3)
	Private Job	4 (3.3)	9 (7.5)	13 (10.8)
	Home Maker	31 (25.8)	31 (25.8)	62 (51.7)

Source: Computed Figures in parenthesis are percentages

Table 4.4 Life Skills of High School students

Sl.No	Characteristics	Class		Total N= 120
		9 th n= 60	10 th n=60	
I	Self awareness			
	Very High (46>)	5 (8.3)	1 (1.7)	6 (5.0)
	High (41- 46)	12 (20.0)	8 (13.3)	20 (16.7)
	Average (31-41)	30 (50.0)	46 (76.7)	76 (63.3)
	Low (26-31)	11 (18.3)	5 (8.3)	16 (13.3)
	Very Low (>26)	2 (3.3)	0 (0.0)	2 (1.7)
II	Empathy			
	Very Low (>24)	2 (3.3)	0 (0.0)	2 (1.7)
	Low (24-29)	7 (11.7)	6 (10.0)	13 (10.8)
	Average (29-39)	42 (70.0)	44 (73.3)	86 (71.7)
	High (39 -44)	9 (15.0)	7 (11.7)	16 (13.3)
	Very High (44>)	0 (0.0)	3 (5.0)	3 (2.5)

III	Effective Communication			
	Very Low (>17)	1 (1.7)	2 (3.3)	3 (2.5)
	Low (17-22)	8 (13.3)	10 (16.7)	18 (15.0)
	Average (22-32)	40 (66.7)	38 (63.3)	78 (65.0)
	High (32-37)	10 (16.7)	10 (16.7)	20 (16.7)
	Very High (37>)	1 (1.7)	0 (0.0)	1 (0.8)
IV	Interpersonal Relationship			
	Very Low (>26)	1 (1.7)	2 (3.3)	3 (2.5)
	Low (26-31)	13 (21.7)	9 (15.0)	22 (18.3)
	Average (31-41)	43 (71.7)	43 (71.7)	86 (71.7)
	High (41-46)	3 (5.0)	4 (6.7)	7 (5.8)
	Very High (46>)	0 (0.0)	2 (3.3)	2 (1.7)

V	Creative Thinking			
	Very low (>17)	2 (3.3)	3 (5.0)	5 (4.2)
	Low (17-21)	7 (11.7)	9 (15.0)	16 (13.3)
	Average (21-29)	41 (68.3)	40 (66.7)	81 (67.5)
	High (29-33)	9 (15.0)	7 (11.7)	16 (13.3)
	Very high (33>)	1 (1.7)	1 (1.7)	2 (1.7)
VI	Critical Thinking			
	Very Low (>24)	5 (8.3)	0 (0.0)	5 (4.2)
	Low (24-29)	5 (8.3)	13 (21.7)	18 (15.0)
	Average (29-39)	37 (61.7)	39 (65.0)	76 (63.3)
	High (39 -44)	11 (18.3)	7 (11.7)	18 (15.0)
	Very High (44>)	2 (3.3)	1 (1.7)	3 (2.5)

VII	Decision Making			
	Very High (46>)	1 (1.7)	3 (5.0)	4 (3.3)
	High (41- 46)	6 (10.0)	8 (13.3)	14 (11.7)
	Average (31-41)	46 (76.7)	40 (66.7)	86 (71.7)
	Low (26-31)	7 (11.7)	6 (10.0)	13 (10.8)
	Very Low (>26)	0 (0.0)	3 (5.0)	3 (2.5)
VIII	Problem solving			
	Very low (>21)	2 (3.3)	3 (5.0)	5 (4.2)
	Low (21-26)	6 (10.0)	8 (13.3)	14 (11.7)
	Average (26-36)	46 (76.7)	44 (73.3)	90 (75.0)
	High (36-41)	6 (10.0)	4 (6.7)	10 (8.3)
	Very high (41>)	0 (0.0)	1 (1.7)	1 (0.8)

IX	Coping Emotion			
	Very low (>24)	2 (3.3)	2 (3.3)	4 (3.3)
	Low (24-29)	13 (21.7)	7 (11.7)	20 (16.7)
	Average (29-39)	38 (63.)	43 (71.7)	81 (67.5)
	High (39-44)	6 (10.0)	7 (11.7)	13 (10.8)
	Very high (44>)	1 (1.7)	1 (1.7)	2 (1.7)
X	Coping Stress			
	Very low (>14)	1 (1.7)	2 (3.3)	3 (2.5)
	Low (14-19)	10 (16.7)	5 (8.3)	15 (12.5)
	Average (19-29)	41 (68.3)	47 (78.3)	88 (73.3)
	High (29-34)	8 (13.3)	5 (8.3)	13 (10.8)
	Very high (34>)	0 (0.0)	1 (1.7)	1 (0.8)

Source: Computed Figures in parenthesis are percentages

Table 4.5 Life Skills of High school students

Sl.No	Dimensions	N	Minimum	Maximum	Mean	Std. Deviation
I	Self Awareness	120	20	48	36.13	5.278
II	Decision making	120	23	47	36.08	4.804
III	Interpersonal relationship	120	22	53	35.51	4.776
IV	Empathy	120	23	46	34.89	5.037
V	Critical thinking	120	21	46	34.54	5.517
VI	Coping with emotions	120	20	47	34.17	4.934
VII	Problem solving	120	18	62	31.28	5.434
VIII	Effective communication	120	13	38	27.24	4.937
IX	Creative thinking	120	14	34	25.22	4.263
X	Coping with stress	120	12	36	24.08	4.551

Table 4.6 Comparison between Gender and Life Skills of the High School Students

Sl no	Gender	Male n = 60		Female n = 60		Total N = 120	
		Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation
I	Self Awareness	36.32	5.216	35.93	5.377	36.13	5.278
II	Decision making	33.30	4.788	36.48	4.806	34.89	5.037
III	Interpersonal relationship	27.65	4.422	26.83	5.409	27.24	4.937
IV	Empathy	34.97	4.050	36.05	5.385	35.51	4.776
V	Critical thinking	25.25	3.994	25.18	4.549	25.22	4.263
VI	Coping with emotions	34.23	4.897	34.85	6.100	34.54	5.517
VII	Problem solving	35.77	4.724	36.38	4.903	36.08	4.804
VIII	Effective communication	30.63	4.672	31.92	6.074	31.28	5.434
IX	Creative thinking	34.17	5.073	34.17	4.833	34.17	4.934
X	Coping with stress	23.27	4.210	24.88	4.766	24.08	4.551

Table 4.7 Comparison of Class by Life Skills

Sl no	Class	9th Class n = 60		10th Class n = 60		Total N= 120	
		Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation
I	Self Awareness	35.97	6.194	36.28	4.215	36.13	5.278
II	Decision making	34.53	5.130	35.25	4.960	34.89	5.037
III	Interpersonal relationship	27.70	4.767	26.78	5.099	27.24	4.937
IV	Empathy	35.15	4.050	35.87	5.416	35.51	4.776
V	Critical thinking	25.50	3.833	24.93	4.668	25.22	4.263
VI	Coping with emotions	34.78	5.903	34.30	5.140	34.54	5.517
VII	Problem solving	36.25	4.140	35.90	5.417	36.08	4.804
VIII	Effective communication	31.18	4.714	31.37	6.109	31.28	5.434
IX	Creative thinking	34.28	5.026	34.05	4.880	34.17	4.934
X	Coping with stress	24.25	4.796	23.90	4.325	24.08	4.551

Table 4.8 Comparison of Achievement of School by Life Skills

Sl.No	Performance of School	High Achievement n=40		Average Achievement n = 40		Low Achievement n = 40		Total N = 120	
		Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation
I	Self Awareness	38.03	5.226	34.28	5.547	36.08	4.440	36.13	5.278
II	Decision making	36.55	5.053	33.00	3.581	35.13	5.703	34.89	5.037
III	Interpersonal relationship	27.23	4.022	28.38	5.736	26.13	4.762	27.24	4.937
IV	Empathy	36.83	4.018	34.70	6.035	35.00	3.783	35.51	4.776
V	Critical thinking	25.15	4.342	25.30	4.262	25.20	4.292	25.22	4.263
VI	Coping with emotions	35.53	5.043	32.20	6.414	35.90	4.217	34.54	5.517
VII	Problem solving	36.25	5.113	35.88	4.456	36.10	4.934	36.08	4.804
VIII	Effective communication	32.90	6.222	29.58	5.334	31.35	4.154	31.28	5.434
IX	Creative thinking	36.75	4.651	34.00	4.729	31.75	4.174	34.17	4.934
X	Coping with stress	24.43	4.094	25.35	5.157	22.45	3.915	24.08	4.551

Table 4.9 Level of Academic Achievement of the Respondents

Sl no	Characteristics	IX n=60	X n=60	Total N=120
I	Academic profile			
	Scored above 60	28 (46.7)	24 (40.0)	52 (43.3)
	Scored 45 to 60	22 (36.7)	23 (38.3)	45 (37.5)
	Below 45	10 (16.7)	13 (21.7)	23 (19.2)
II	What is the mode of teaching Life Skills Education in your school			
	No response	27 (45.0)	32 (53.3)	59 (49.2)
	Lecture	22 (36.7)	18 (30.0)	40 (33.3)
	Demonstration	5 (8.3)	3 (5.0)	8 (6.7)
	Group Discussion	5 (8.3)	4 (6.7)	9 (7.5)
	Role play	1 (1.7)	3 (5.0)	4 (3.3)
III	Hours of study			
	1 to 2 hours	26 (43.3)	27 (45.0)	53 (44.2)
	2 to 3 hours	20 (33.3)	29 (48.3)	49 (40.8)
	3 to 4 hours	5 (8.3)	2 (3.3)	7 (5.8)
	Above 4 hours	9 (15.0)	2 (3.3)	11 (9.2)
IV	Do you go for tuition?			
	Yes	49 (81.7)	42 (70.0)	91 (75.8)
	No	11 (18.3)	18 (30.0)	29 (24.2)

IV	If Yes, what subject?		
0	8 (13.3)	17 (28.3)	25 (20.8)
All	6 (10.0)	9 (15.0)	15 (12.5)
All subjects	1 (1.7)	0 (0.0)	1 (0.8)
As it is	1 (1.7)	0 (0.0)	1 (0.8)
Health Education	1 (1.7)	0 (0.0)	1 (0.8)
Maths	14 (23.3)	9 (15.0)	23 (19.2)
Maths and science	28 (46.7)	25 (41.7)	53 (44.2)
Science	1 (1.7)	0 (0.0)	1 (0.8)

Source: Computed Figures in parenthesis are percentages

Table 10 Correlation Matrix of Life skills with School, Achievement of school and Gender

	School	Achievement of School	Gender	Self Awareness	Empathy	Effective communication	Interpersonal relationship	Creative thinking	Critical thinking	Decision making	Problem solving	Coping with emotions	Coping with stress
School	1												
Achievement of School	1.000**	1											
Gender	.000	.000	1										
Self Awareness	-.151	-.151	-.036	1									
Empathy	-.116	-.116	.317**	.333**	1								
Effective communication	-.091	-.091	-.083	.011	-.042	1							
Interpersonal relationship	-.157	-.157	.114	.375**	.355**	.151	1						
Creative thinking	.005	.005	-.008	.378**	.159	.110	.078	1					
Critical thinking	.028	.028	.056	.419**	.300**	.108	.266**	.262**	1				
Decision making	-.013	-.013	.064	.219*	.165	.010	.231*	.147	.267**	1			
Problem solving	-.117	-.117	.119	.423**	.416**	.051	.413**	.181*	.410**	.163	1		
Coping with emotions	-.415**	-.415**	.000	-.051	.143	.198*	.133	.088	.051	.130	.147	1	
Coping with stress	-.178	-.178	.178	-.152	-.048	.245**	-.080	-.017	-.120	-.050	-.167	.211*	1

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

	Academic profile	Self awareness	Empathy	Effective communication	Interpersonal relationship	Creative thinking	Critical thinking	Decision making	Problem solving	Coping with emotions	Coping with stress 0
Academic profile	1	-.262**									
Self awareness	-.262**	1	.333**								
Empathy	-.208*	.333**	1	-.042							
Effective communication	-.020	.011	-.042	1	.151						
Interpersonal relationship	-.110	.375**	.355**	.151	1	.078					
Creative thinking	-.078	.378**	.159	.110	.078	1	.262**				
Critical thinking	-.301**	.419**	.300**	.108	.266**	.262**	1	.267**			
Decision making	.042	.219*	.165	.010	.231*	.147	.267**	1	.163		
Problem solving	-.213*	.423**	.416**	.051	.413**	.181*	.410**	.163	1	.147	
Coping with emotions	-.142	-.051	.143	.198*	.133	.088	.051	.130	.147	1	.211*

Table 11 Correlation Matrix of Life skills with Academic Achievement of the respondents

	Academic profile	Self awareness	Empathy	Effective communication	Interpersonal relationship	Creative thinking	Critical thinking	Decision making	Problem solving	Coping with emotions	Coping with stress 0
Academic profile	1	-.262**									
Self awareness	-.262**	1	.333**								
Empathy	-.208*	.333**	1	-.042							
Effective communication	-.020	.011	-.042	1	.151						
Interpersonal relationship	-.110	.375**	.355**	.151	1	.078					
Creative thinking	-.078	.378**	.159	.110	.078	1	.262**				
Critical thinking	-.301**	.419**	.300**	.108	.266**	.262**	1	.267**			
Decision making	.042	.219*	.165	.010	.231*	.147	.267**	1	.163		
Problem solving	-.213*	.423**	.416**	.051	.413**	.181*	.410**	.163	1	.147	
Coping with emotions	-.142	-.051	.143	.198*	.133	.088	.051	.130	.147	1	.211*
Coping with stress	.022	-.152	-.048	.245**	-.080	-.017	-.120	-.050	-.167	.211*	1

** . Correlation is significant at the 0.01 (2-tailed)

* . Correlation is significant at the 0.05 level (2-tailed)

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter conclusion and suggestions of the present study is presented. It has been divided into sections and sub sections.

5.1 Conclusion

The present sections present the conclusion into six subsections which are discussed as below:

5.1.1 Profile of the Respondents

Demographic profile of the respondents was collected from Christian Academy School, Hindi Pathshala School and Buddha Niketan School. 40 respondents were selected from each school, out of which 20 male and 20 female were given equal representation in this study.

The findings from the study revealed that more than half (55.8%) of the respondents belong to the age group of 16 to 18. Almost half (42.5%) of the respondents belongs to the general category and (41.7%) of the respondents are Khasi. In reference to religion, the result shows that almost half (50.8%) of the respondents are Christian and 30.8% are Hindu.

The finding from the present study also revealed that more than half (51.7%) of the respondents live in nuclear family. More than half (57.5%) of the respondents came from the family size between 1 to 5.

5.1.2 Socio-Economic Characteristics of Respondents

The finding from the study reveals that less than three fourth (70.0%) are APL. The income of the family shows that one third of the respondents are (31.7%) having family income below Rs 5000. With regards to ownership of the house more than half live in rented house (59.2%), meanwhile, two fifth (40.8%) lives in Owned house. Relating to the type of houses live in, almost half (45.8%) of the respondents lives in pucca house, and two fifth (39.2%) live in semi pucca house,

The study reveals that most of the parents are having educational qualification below X. Whereas, only few parents having qualification of post graduation and above. The study also reveals that occupation of the father is government servant and private jobs. Whereas, home maker is the predominant occupation of the mother, some of them are government servant and only few of them are in business.

5.1.3 Life Skills of High School students

Life skills were classified into self awareness, empathy, effective communication, interpersonal relationship, creative thinking, critical thinking, decision making, problem solving, coping with emotions and coping with stress.

From the study it was clearly shown that majority of the respondents scored average in all the ten core life skills. Few of the respondents could score high and very few of them can score very high. Among all the ten core life skills, the respondents scored highest (m=36.13) in the self awareness skill, (m=36.08) in the decision making skill, (m=35.51) in the interpersonal relationship, (m=34.89) in the in empathy, (m=34.54) in critical thinking, (m=34.17) in coping

with emotions, (m=31.28) in problem solving skill, (m=27.24) effective communication skill, (m=25.22) in creative thinking skill and lowest of (m=24.08) in coping with stress skill.

From this study, it was indicated that respondents are very weak skills like coping stress, creative thinking and effective communication.

5.1.4 Comparison Life Skills of the Schools and Gender

The study clearly shows that high achievement school has higher life skill and low achievement school have lower life skills. Regarding the life skills between male and female, female respondents are having higher in skills like decision making empathy, problem solving, effective communication, coping with emotions and coping with stress. Whereas, male respondents have higher score in self awareness, interpersonal relationship and critical thinking skill. But overall, female respondents have higher life skills scores than male respondents.

5.1.5 Level of Academic Achievement of the Respondents

The study revealed that almost half of the respondents scored more than 60% and above in their previous final examination, less than two fifth scored 45% to 60%, and few of the respondents scored below 45%. The study also reveal that majority of the respondents have the study habit of only 1 to 2 hours. Only few of the respondents have the habit of studying more than 4 hours a day. The finding also reveals that vast majority of the respondents depend on their tuition for better academic result and more than half of the respondents took tuition for math sans science.

5.1.6 Correlates of Life skills with School, Achievement of school and Gender

It was found that there is no association between gender with academic achievement and school. There is correlation between gender and empathy at 0.01 (.317). There is also a correlation between academic achievement with school and coping with emotions at the level of 0.01 (1.000, -.415). There is correlation between school achievement of the school and coping with emotions at the 0.01 (1.000, -.415).

5.2.1 Suggestions

After a series of cross sectional study of literature and research findings on the importance of life skills education and its impact on academic achievement of the students, the following points have been suggested and recommended for enhancing of life skills among the high school students of Meghalaya.

1. Conclusion from the literature shows that life skills help individual develop confidence, cope with difficult situations and enhance healthy behavior. Therefore there is urgent need to enhance life skills especially among the adolescence group.
2. The result from the present study shows that there is a relationship between life skills and academic achievement of the students. The school that attain higher life skills also have higher academic achievement and the school that are poor in life skills are poorer in academic achievement as well. Therefore, it is recommended that life skills should impart in schools as part of academic and co curricular program to improve the academic as well as non academic ability of the students. Schools should also include life skills evaluation as part of school evaluation among the students.

3. The study shows that respondents showed lower scores in skills like coping with stress, creative thinking and effective thinking. As per the study, these are the desired skills which need to be more focus among the high school students of Shillong. There is also a need to study the larger sample to understand the life skills need in Meghalaya and hence planning for intervention can be made.

4. From the study it revealed that male respondents showed lower life skills compare to female. In our society where parental lineage is followed and especially in Khasi society where matrilineal system is followed, we must have failed to consider the gender bias that led to the lowering scores in life skills. Societal expectation and roles between genders may have not considered equally to both the genders therefore affect the life skills of male. It is recommended that further research be taken up in this area. It is also recommended that equal treatment should be given to both the genders right from the family and the society as a whole.

5. The study revealed that most of the students depend on the tuition especially in mathematics and science for their better academic achievement. Therefore, the school authority can take certain measures to improve teaching in these weaker subjects in the school.

5.2.2 Social Work Intervention

The professional social workers interested in working with students to improve their life and behaviour can conduct similar study to further understanding the importance of life skills among the students. Awareness should also be created on the importance of life skills to be inculcated among the students:

- a. The social professionals can impart life skills education among the students by practising the primary methods of social work that is social case work, social group work and community organisation in order to develop life skills.

- b. Life skills training and workshops should be conducted. Short term courses should be introduced in schools especially those schools having low achievement so as to upgrade their skills.
- c. Implement of life skills education in schools requires experts; therefore, training should also be provided for the teachers so that they will be able to enhance life skills to adolescents.

APPENDICES

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Life Skills Education and Academic Achievement among High School Students, Shillong

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1	Name of the respondent								
2	Name of the School								
3	Age	_____ Years							
4	Gender	1. Male <input type="checkbox"/>				2. Female <input type="checkbox"/>			
5	Address								
6	Tribe	1. General <input type="checkbox"/>	2. Khasi <input type="checkbox"/>	3. Jaintia <input type="checkbox"/>	4. Garo <input type="checkbox"/>	5. Any other (Specify) <input type="checkbox"/>			
7	Religion	1. Christian <input type="checkbox"/>		2. Hindu <input type="checkbox"/>		3. Muslim <input type="checkbox"/>		4. Khasi <input type="checkbox"/>	
		5. Any other(specify) <input type="checkbox"/>							
8	If Christian specify which denomination	1. Presbyterian <input type="checkbox"/>	2. Baptist <input type="checkbox"/>	3. Roman Catholic <input type="checkbox"/>	4. Seventh Day Adventist <input type="checkbox"/>	5. Others (specify) <input type="checkbox"/>			
9	Type of family	1. Joint <input type="checkbox"/>				2. Nuclear <input type="checkbox"/>			
10	Form of family	1. Stable <input type="checkbox"/>				2. Separated <input type="checkbox"/>			
11	Socio- economic category	1. APL <input type="checkbox"/>		2. BPL <input type="checkbox"/>		3. AAY <input type="checkbox"/>			
12	Income of the family. Rs								
13	Sl no	Name	Gender	Age	Relation ship	Educational QIn	Occupation	Income	Remarks

1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
14	House live in			1. Owned <input type="checkbox"/>		2. Rented <input type="checkbox"/>		
15	Type of house	1. Kutcha/thatched <input type="checkbox"/>		2. Semi Pucca <input type="checkbox"/>		3. Pucca <input type="checkbox"/>		4. Others(specify) <input type="checkbox"/>
16	Academic profile							
	Sl no	Class		Division		Percentage		
	1	VIII						
	2	IX						
17	Please Rank the subject according to your best interest							
	Sl no	Subjects				Rank		
	1	English						
	2	Additional language (Specify)						
	3	Social Science						
	4	Science						

	5	Health Education		
	6	Mathematic		
18	Have you ever exposed to Life Skills Education?		1. Yes <input type="checkbox"/>	2. No <input type="checkbox"/>
19	What is the mode of teaching Life Skills Education in your school	1. Lecture <input type="checkbox"/>	2. Demonstration <input type="checkbox"/>	3. Group discussion <input type="checkbox"/>
				4. Role play <input type="checkbox"/>
		5. Others(specify)		
20	Ambition in your life:		1. Doctor <input type="checkbox"/>	2. Engineer <input type="checkbox"/>
			3. Teacher <input type="checkbox"/>	
		4. Nurse <input type="checkbox"/>	5. Any other (specify): <input type="checkbox"/>	
21	How did you spend your leisure time outside school:			
	1. Indoor game <input type="checkbox"/>	2. Outdoor game <input type="checkbox"/>	3. TV <input type="checkbox"/>	4. Computer game <input type="checkbox"/>
				5. Any other (specify) <input type="checkbox"/>
22	How did you spend your leisure time inside school			
	1. Indoor game <input type="checkbox"/>	2. Outdoor game <input type="checkbox"/>	3. Computer game <input type="checkbox"/>	4. Social networking <input type="checkbox"/>
23	Email address/(ph no if email not available):			
24	How many hours do you study per day?			
25	Do you go for tuition?	1. Yes <input type="checkbox"/>	2. No <input type="checkbox"/>	
26	3. If Yes, what subject?			

Instructions

This questionnaire assesses the level of life skills among the participants. Below are some statements. They try to find out your way of life and perspectives about living. Kindly consider the statements carefully and answer according to what is true for you. There are no right or wrong answers. The information will be kept confidential. Pl tick in the column.

SI No	Items	1. Always true of me	2. Very true of me	3. Sometimes true of me	4. Occasionally true of me	5. Not at all true of me
1	I wish I was someone else.					
2	Some songs make me feel so sad, I feel like crying.					
3	I can observe people and understand them by their body language.					
4	I understand there must be a reason when my friends stop talking to me.					
5	I am unable to find new perspective for situations.					
6	I look at a situation and analyze it.					
7	Whenever, there is a doubt, I decide after looking at the whole picture.					
8	If I have a problem, I start finding various options.					

9	I don't know how to express difficult emotions like anger and embarrassment.					
10	I am uncomfortable about the way I look.					
11	I value what others have to say about my competence and behaviour.					
12	If someone doesn't have a friend I feel sad.					
13	I am able to express my feeling without using words.					
14	No one knows my true feelings.					
15	I don't speak, without assessing the situation.					
16	If I have to make a decision, I look at what kind of commitments I will have to make.					
17	When I am confused about a problem, I discuss it with others.					

18	I don't know how to put my feelings into words					
19	I postpone my work till the last minute.					
20	I feel that there is something very good and special in me.					
21	When I read a book, I can easily put myself in place of the character.					
22	I use the right words for the right situations.					
23	I don't like to be isolated.					
24	When I learn something I keep asking lots of questions.					
25	I decide because I like something.					
26	I don't want to be forced or hurried to solve problems.					
27	When I am happy, I feel thrilled.					
28	I have more things to do than I can.					

29	I am aware that I have to play different roles as an individual in the society.					
30	Other people's trouble doesn't disturb me much.					
31	I don't know the right words to ask for help.					
32	I easily mingle with people.					
33	When I have to decide, I look at how much risk I have to take.					
34	When I solve a problem, I don't mind trying and failing.					
35	Health wise I am very sensitive.					
36	I am comfortable even if my likes or dislikes are not the same as my group					
37	When somebody is upset, I can know without them openly telling it.					
38	Whatever I say people misunderstand me.					

39	All my friends know me as I am.					
40	I am able to generate many ideas.					
41	In a crisis I think clearly.					
42	I collect all the necessary information before I make a decision.					
43	I feel I should solve the problem the way I want.					
44	When I am happy, I shout, jump and dance.					
45	I keep worrying about my health.					
46	I want others to know my special qualities.					
47	People are responsible for their mistakes, and they have to pay for it.					
48	Whether people listen to me or not, I will say what I want.					
49	I share my feeling, without hurting other.					

50	When doing a task, I keep improving it.					
51	Even if I fail, I prefer to go by first impression.					
52	I don't look for choices, I just decide.					
53	I make a list of all the aspects relating to a problem.					
54	When I am excited, I don't know what to do.					
55	I don't require others, to tell me about my good qualities as I know them well.					
56	I can think of two/three things, when listening to somebody.					
57	If I don't understand, I am able to ask a question					
58	I find that my friends take advantage of me.					
59	I cannot stop working, unless I am					

	satisfied.					
60	Once I have thought of something, it is very difficult to change my view.					
61	My parents and family help me to decide.					
62	I am able to tell myself what my real problem.					
63	Even my best friends don't know about my moods.					
64	I have so many ideas in my head, due to that I can't sleep.					
65	I look for ideas and suggestions from important people in my life.					
66	Even if people don't express, I value their feelings.					
67	I am in such a hurry to talk that I can't wait for others to stop.					
68	When I have a good idea, I remain absorbed in it.					

69	Whenever, there is a problem or a concern, I find another way.					
70	Whatever my friends decide I go by it.					
71	I am able to identify my problems clearly.					
72	I am unable to control my emotions					
73	I feel burdened with my studies.					
74	I am aware that, depending on the situations, I behave differently.					
75	I get distracted, when I am listening to others.					
76	I feel sad that I give more than I receive from my Friends.					
78	When I read or listen to something, I am able to see the missing parts.					
79	The more problems I have the more difficult it is for me to decide.					
80	I am sure about my likes and dislikes.					

81	When I see someone's pain or difficulty, I respond spontaneously.					
82	Breaking friendships doesn't bother me.					
83	I don't like discipline, if it tries to make me to become like others.					
84	When I read or listen, I keep asking questions to myself.					
85	While deciding I keep checking with others, whether I am on the right track.					
86	Once I have thought of a solution, I definitely act.					
87	When I feel angry, I am able to tell and talk about it.					
88	During exam my mind goes blank.					
89	I am able to accept compliments.					
90	I am able to take the position of my friends, as they share their experiences with me.					

91	I don't feel bad when I meet my past friends, with whom I had fought.					
92	I feel I can see connections that others in my group cannot.					
93	When I have taken up some work, difficulties don't bother me much.					
94	Difficult situations make me take wrong decisions.					
95	I feel that it is useless to talk about feelings.					
96	While listening to my friends, I am able to keep my problems separately for that time.					
97	I am unable to talk about difficult or negative feelings. (Grief, disturbed, doubts).					
98	When I want somebody as my friend, I am able to go and start a talk.					

99	When am in a doubt, I look at the whole situation.					
100	I don't even realize that, when I get excited, I am shouting.					

PARTICULARS OF THE CANDIDATE

NAME OF THE CANDIDATE : Wankmenlang Kharbuli

DEGREE : Mphil

DEPARTMENT : Social Work

TITLE OF DISSERTATION : Life Skills and Academic Achievement among
High schools students in Shillong, Meghalaya

DATE OF PAYMENT OF ADMISSION : 5th August, 2013

COMMENCEMENT OF SECOND SEM/
DISSERTATION : 18th February, 2014

APPROVAL OF RESEARCH PROPOSAL

1. BOARD OF PROFESSIONAL STUDY : 15th April, 2014
2. SCHOOL BOARD : 16th May, 2014
3. REGISTRATION NO. & DATE : mzu/mphil/161of 16.05.2014
4. DUE DATE OF SUBMISSION : 31st January, 2015

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Details of Educational Qualification:

Class	Subject	Board/University	Percentage	Division
SSLC	-	MBOSE	37%	Third
HSSLC	-	MBOSE	50%	Second
Bachelor of Social Work	Social Work	IGNOU	51%	Second
Master of Social Work	Social Work	IGNOU	70%	First

Field work experience (B.S.W.) in Shillong, Meghalaya

Childline 1098, Bosco Reach Out, Shillong: The main activities on this field work were awareness campaigns on child rights and child labour. Campaigns were conducted in different educational and governmental organizations. Awareness was also carried out in the shops, factories, workshops and in the slum areas in Shillong.

Meghalaya Domestic Workers' Movement, Shillong: During the fieldwork, survey on the prevalence of domestic violence was carried out in Shillong area. Case study was conducted among the workers who face with different problems regarding their domestic work. Domestic workers' groups were also formed in different areas in Shillong.

Meghalaya Rural Development Society, Shillong: The main activity for this field work is the need assessment study and the formation of the crèche in Umsning Village, East Khasi Hills, Meghalaya. Formation of crèche in villages is one of the projects of the Organization and the crèche in Umsning village has been defunct due to lack of resources and cooperation from the community members. Extensive need assessment study has been carried out and resources were mobilized from the community as well as the government department to reopen the crèche in the village.

Field work experience (M.S.W.) in Mokokchung, Nagaland.

North East Research and Social Work Networking (NERSWN), Kokrajhar, Assam: The main activities in this fieldwork were monitoring and evaluation of the the Self Help Groups (SHG) in remote areas like Gosaigoan and Bongaigoan. Case study on the Self Help Groups was also conducted to understand the function and benefit of the SHG. Participatory Rural Appraisal (PRA) was conducted in the ethnic disturbed areas, Kokrajhar. Focus Group Discussion was also conducted among the primary school students to know their perception and perception of the parents on the importance of education.

Bosco Reach Out, Guwahati, Assam: Extensive field tour was conducted to understand the socio economic condition of the people in rural Meghalaya and Assam. Case study was conducted on the Self Help Groups and awareness was conducted on the importance of SHG as part of livelihood promotion and social improvement in the rural areas.

Community Study Centre, Chuchuyimlang, Nagaland: As part of the field work, the Community Study Centre was formed in Chuchuyimlang village. Educational as well as co curricular activities were given to the students. Case study and Group Work were also conducted among the students.

Field work in Chuchuyimlang and Sungratsu village: The main activities in this field work were Education Support Programme for school going children, formation of Senior Citizens' Club and need assessment study. Need assessment study was carried out extensively in these villages and plan for action was duly framed. With the cooperation of the community members, the education support programme to assist the students with educational support and the Senior Citizen Club was formed to give special attention and care to the elderly people of the village.