

## **LIFE SKILLS AND SOCIAL MATURITY OF HIGHER SECONDARY STUDENTS**

**Dr.S.Anandaraj**

*Assistant Professor, S.Veerassamy Chettiar College of Education, Puliangudi, Tirunelveli*

**P.Regina**

*M.Ed Scholar, S.Veerassamy Chettiar College of Education, Puliangudi, Tirunelveli.*

### **Abstract**

*Life skills are an imperative portion of our life, which makes a difference to confront obstructions and overcome challenges. The most important thing about life skills is to build the confidence of the students. In this research, the investigators have attempted to find out the level of life skills and social maturity of higher secondary students with respect to the locality of the student and the type of school. A survey method was utilized to gather the information from the sample. Using a simple random sampling technique, 279 higher secondary school students are selected as the sample for the study. The finding revealed that the level of life skills and social maturity of higher secondary school students are found to be a moderate level. The research found that rural students are better than urban students in their life skills and social maturity. It also found that government school students are better than the aided school students in their life skills and social maturity. There was a significant relationship between life skills and social maturity of higher secondary students. Implications of the study are discussed based on the findings.*

**Keywords:** *Life skills, Social maturity, Higher secondary students*

### **Introduction**

Maturity is not only the word. It is the full development of the body and mind. It is life long process that ultimately creates an impact on the entire life of the person. Social Maturity may be a term commonly utilized in two ways, concerning the behavior that's appropriate to the age and secondly, the behavior that conforms to the standard and expectations of the adults. Thus Social Maturity permits a more detailed perception of the social environment, which helps adolescents to influence the social circumstances and develop stable patterns of social behavior (Johnsi & Arul, 2017). Social performance, pre-social behavior, social inhibition, and withdrawal are several traits related to psychosocial maturity. They are the components of social maturity. Thus, social maturity has various aspects of social abilities as self-sufficiency, occupational activities, communication self-direction, and social participation. Life skills are “the abilities for adaptive and positive behavior that enable individuals to deal effectively with the stress and challenges of everyday life” (WHO). ‘Adaptive’ means an individual is flexible in approach and is in a position to regulate in several circumstances. ‘Positive behavior’ implies that an individual is forward-looking, and even in difficult situations, can find a ray of hope and opportunities to seek out solutions. Life skills instruction is a psychological and developmental task based on positive human values and life adjustment related to the study of human relationships, work, and leisure in multiple dimensions. The method utilized in teaching Life Skills builds upon the social learning theory

and what we all know of how children learn from their environment, from observing how others behave and what consequences arise from behavior.

### **Need and Significance of the Study**

Nowadays, adolescents live in a more complex situation, which has resulted in increased stress and frustration. Due to their physical and intellectual capability, they are being considered the most productive members of society. But in reality, most adolescents are unable to utilize their talents, potential, and capacity appropriately, a lack of guidance and also by motivation. If adolescents handle stressful situations successfully by using appropriate skills, they face similar situations without stress. Life Skills refer to a broad group of psychosocial, interpersonal skills that can help individuals make decisions in life. Beyond reading, writing, and arithmetic, a child needs to develop a broad set of competencies cognitive, social, and practical skills to cope with the challenges of the competitive world confidently. Life Skills are non-academic abilities, knowledge, attitudes, and behaviors that are indispensable to end up a fruitful individual in society. It helps an individual to face difficult situations in life courageously and deal with adversities more effectively and live life successfully to attain personal satisfaction. The development of life skills in a person makes him a dynamic individual. But, life skills are conferring in a steady and intuitively learning environment. They are pertinent for all ages of children and youths in school. Different teaching methods such as discussions, demonstration, role-plays, small group interaction and guided practice, story-telling, debates are using to enhance the life skills of the students. Educating life skills in schools plays a vital part with in the improvement of personality and maturity. In daily life, the development of life skills helps students recognize the affect of their actions and instructs them to require obligation for what they do instead of fault others. Therefore, the investigator wants to study on life skills and social maturity of higher secondary students.

### **Objectives of the Study**

The researcher has framed the following objectives for the present study.

1. To find out the level of life skills and social maturity of higher secondary students.
2. To find whether there is any significant difference between rural and urban area students in their life skills and social maturity.
3. To find whether there is any significant difference between government and aided school students in their life skills and social maturity.
4. To find whether there is no significant relationship between life skills and social maturity of higher secondary students.

### **Null Hypotheses**

1. There is no significant difference between rural and urban area students in their life skills and social maturity.
2. There is no significant difference between government and aided school students in their life skills and social maturity.

3. There is no significant relationship between life skills and social maturity of higher secondary students.

### Methodology

The researcher used the survey method for the present study. For data collection, the investigator used “The Social maturity scale,” which was developed, and standardized by Arul Joseph and Anandaraj in the year 2016 and “The Life skills scale,” which comprised 60 statements, which was developed and validated by Regina (investigator) and Anandaraj (Research supervisor) in 2019. The investigator has selected the sample by simple random sampling technique for the present study. It comprises 279 higher secondary students studying in kadayannallur taluk. The data were analyzed using Mean, Standard Deviation, 't' test, and correlation.

### Analysis of the Data

The data were subjected to statistical treatment leading to the findings, which may satisfy the requirements of the objectives of the study.

**Table 1 Level of Life Skills and Social Maturity of Higher Secondary School Students with Respect to Gender**

Variable	Life skills						Social maturity					
	Low		Average		High		Low		Average		High	
	N	%	N	%	N	%	N	%	N	%	N	%
Urban	32	19.4	107	64.8	26	15.8	35	21.2	113	68.5	17	10.3
Rural	11	9.6	82	71.9	21	18.4	18	15.8	73	64.0	23	20.2
Government	6	10.0	40	66.7	14	23.3	2	3.3	43	71.7	15	25.0
Aided	37	16.9	149	68.0	33	15.1	51	23.3	143	65.3	25	11.4

It is inferred from the above table that, 19.4% of urban area higher secondary students have low, 64.8% of them have moderate, and 15.8% of them high-level of life skills. 9.6% of the rural area higher secondary students have low, 71.9% of them have moderate 18.4% of them have high-level life skills. 21.2% of urban area higher secondary students have low, 68.5% of them have moderate, and 10.3% of them high-level of social maturity. 15.8% of the rural area higher secondary students have low, 64.0% of them have moderate 20.2% of them have high-level social maturity.

It is inferred from the above table that, 10.0% of government school higher secondary students have low, 66.7% of them have moderate, and 23.3% of them have high-level of life skills. 16.9% of aided school higher secondary students have low, 68.0% of them have moderate, and 15.1% of them have high-level life skills. 3.3% of government school higher secondary students have low, 71.7% of them have moderate, and 25.0% of them have high-level of social maturity. 23.3% of aided school higher secondary students have low, 65.3% of them have moderate, and 11.4% of them have high-level social maturity.

**Ho1:** There is no significant difference between urban and rural area higher secondary students in their life skills and social maturity.

**Table 2 Difference between Urban and Rural Area Higher Secondary Students in their Life Skills and Social Maturity**

Variable	Group	Number	Mean	SD	't' Value	Remarks
Life skills	Urban	165	225.13	32.218	2.265	S
	Rural	114	234.04	32.414		
Social maturity	Urban	165	103.42	13.744	3.260	S
	Rural	114	109.16	15.400		

(at 5% level of significance, the table value of 't' is 1.96, S- Significant)

It is inferred from the above table that there is a significant difference between rural and urban higher secondary students in their life skills and social maturity. While comparing the mean scores of rural and urban students, rural students are better than urban students in their life skills and social maturity.

**Ho2:** There is no significant difference between government and aided school students in their life skills and social maturity.

**Table 3 Difference between Government and Aided School Students in their Life Skills and Social Maturity**

Variable	Group	Number	Mean	SD	't' Value	Remarks
Life skills	Government	60	236.37	32.099	2.052	S
	Aided	219	226.69	32.419		
Social maturity	Government	60	113.50	12.703	4.780	S
	Aided	219	103.65	14.511		

(at 5% level of significance, the table value of 't' is 1.96, S- Significant)

It is inferred from the above table that, there is a significant difference between government and aided school higher secondary students in their life skills. While comparing the mean scores of government and aided school students, government school students (mean=236.37) are better than the aided school students (mean=226.69) in their life skills.

There is a significant difference between government and aided school higher secondary students in their social maturity. While comparing the mean scores of government and aided school students, government school students (mean=113.50) are better than the aided school students (mean=103.65) in their social maturity.

**Ho3 :** There is no significant relationship between life skills and social maturity of higher secondary students.

**Table 4 Relationship between Life Skills and Social Maturity of Higher Secondary Students**

Variables		Calculated 'r' value	Table 'r' value	Remarks
Life skills	Social maturity	0.552	0.113	S

It is inferred from the above table that there is a significant relationship between life skills and social maturity of higher secondary students.

### **Findings of the Study**

The findings derived from the study are:

1. The level of life skills and social maturity of higher secondary school students is found to be moderate with respect to the locality of the students and type of school.
2. Rural students are better than urban students in their life skills and social maturity.
3. Government school students are better than the aided school students in their life skills and social maturity.
4. There is a significant relationship between life skills and social maturity of higher secondary students.

### **Educational Implications**

In this research, the investigator found that rural students are better than urban students in their life skills. This may be due to the fact that rural area students can adjust to different circumstances and situations. So they can have the capacity to find out the solution to the problem. It may help them to have better life skills than urban area students. Rural students are better than urban students in their social maturity. This may be due to the fact that rural area students may have the opportunity to live together and concern the welfare of others. It may enrich the maturity of rural area students. This study also reveals that government school students are better than the aided school students in their life skills. This may be because those government school students can deal effectively with the demands, problems, and challenges of everyday life. So the government school students have better life skills than the aided school students. Government school students are better than the aided school students in their social maturity. This may be due to the fact that government school students can try to reach the expectations of the social system, parents, teachers, siblings, and peers who matter to them. It may be the reason for government school students to have better social maturity. The Pearson product-moment correlation test reveals a significant relationship between life skills and social maturity of higher secondary students. This may be due to the fact that, the Development of social maturity is necessary for the functional efficiency of the potential citizens of the country. Therefore, the life skills of the individual can affect his own life in the achievement of desirable social attitudes and behavior. The students should be encouraged to develop their life skills and also the teachers and management should give counseling to their students about the importance of life skills in their future career, this makes strides the development in a positive way.

### **References**

1. Arul Joseph, S., & Anandaraj, S. (2017). Relationship between Self-concept and Social Maturity of Higher Secondary students. *Global Journal for Research Analysis*, 6(7), 12-13.
2. Best, J. W., & Khan, J. V. (2005). *Research in Education*. New Delhi, India: Prentice-Hall of India Pvt. Ltd.

3. Biswal, B., & Dash, P. C. (2006). *Statistics in Education & Psychology*. New Delhi: Dominant Publishers.
4. <https://www.psychologydiscussion.net/psychology/social-development/social-maturity-in-an-individual-psychology/2433>
5. Johnsi Priya, J., & Arul Lawrence, A. S. (2017). Social Maturity of Prospective Teachers in Relation to Their Risk-Taking Behavior. *Indian e-Journal on Teacher Education*, 5(1), 29-43.
6. Lurthumani, L., & Anandaraj, S. (2019). Problem-solving skill of B.Ed students in relation to their social maturity. *AKCE QUEST*, 5(1), 37-40.
7. Mangal, S. K. (2010). *Advanced Educational Psychology* (2nd ed.). New Delhi, IN: PHI Learning Pvt Ltd.
8. Radha Mohan (2011). *Research methods in Education*, New Delhi, Neelkamal publications private limited.