

Investigating Training of Life Skills on Achievement in Science

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Abstract:

Life skills are psycho-social competency domain that can help people to communicate effectively, make possible decisions, solve the problems with sensible ideas and change the behaviour of students. The applications of life skills are vast in the field of education. Life skills promote positive academic outcomes which in turn help the learners to form their own identity. The present study emphasizes how life skills training bring positive impact on achievement of the students in science domain. The major objective was to investigate the effectiveness of Life skills training on Achievement in Genetics of eleventh standard students. Total sample comprised of 65 students from Government schools. Module on Genetics based on Life Skills and Achievement Test in Genetics questionnaire was adopted for this investigation. Two groups post- test comparison design was used to find the achievement of the students. One group received life skills training while control group has not received the training. At the end of the training, post-test was given for both groups simultaneously. The result showed that the ‘treated group’ has scored higher level of Achievement in Genetics than ‘untreated’ group. It is concluded that life skills training is an effective methodology for learners to bring sustainable achievement among them.

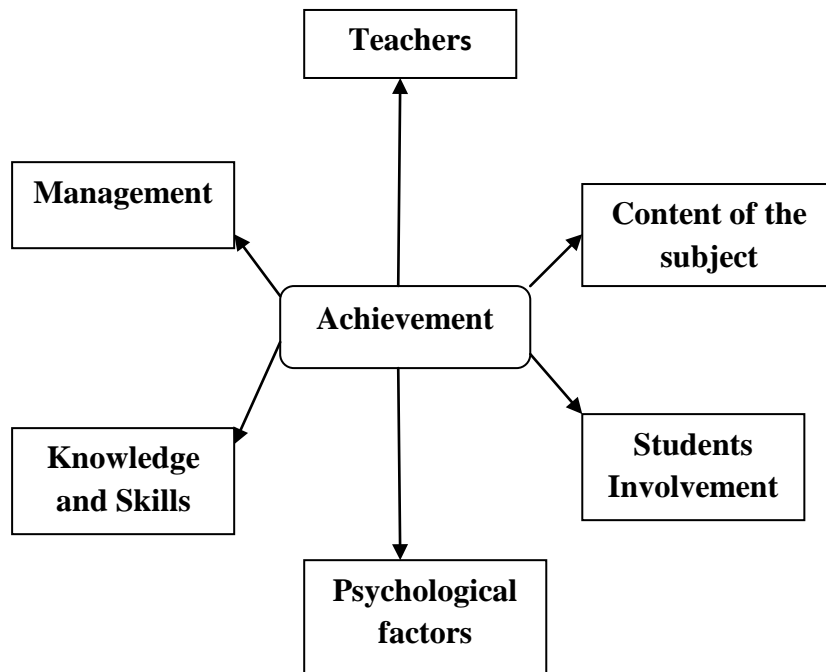
Key words: Life skills Training, Achievement in Genetics, Eleventh standard students.

Introduction:

We all have unique traits based on behaviour, personality, learning style, strategies and coping with challenges. We need support system to develop knowledge, attitudes and skills on that. In 1993, **World Health Organization** defined that Life skills are abilities that help us to adapt and behave positively so that we can deal effectively with the challenges of everyday life. In teaching - learning process, life skills play a vital role to promote sustainable development among the learners as well as teachers. Adolescence period

merged with storm and stress. Life skills education helps adolescent students to develop positive changes and to evaluate pros and cons of the situation. Further they can reduce stress level and develop their own identity to lead a successful life.

The learning environment needs competitive skills for scholastic achievement of the learners in various subjects. There are number of factors that contribute it for enhancing achievement of the students namely,



Life skills aims to prepare the students with skills, knowledge, attitudes and strategies that contribute to a meaningful achievement. Results of various research studies also proved that life skills education improves the academic performance of individuals (**Weissberg, 1984**). Adopting appropriate methodology in life skills can be considered as an intrinsic motivational factor to excel in academic performance. Ethics of academic performance depend on instructional methodology and contributions of learners both are interrelated. Hence different teaching and learning methodology creates curiosity and active participation among the learners. In this present study, the researcher tries to investigate the effectiveness of Life skills training on Achievement in Genetics among eleventh standard students.

Reviews related to this study:

Bilge Taskin- Can (2013) investigated the effects of using Creative Drama in Science Education on Students Achievements and Scientific Process skills. The result showed

that Science achievement and Scientific process skills of students taught using creative drama based instruction were increased than the students never taught by creative drama based instruction. **Prajina, P.V and Premsingh, J. G (2015)** found that the tribal children possess less life skills, score comparatively less percentage of academic scores and also found that life skills and academic achievement are positively correlated.

Methodology:**Research question:**

- Does training in Life skills improve Achievement in Genetics among the students from eleventh standard?

Objective:

- To investigate the effectiveness of life skills training on Achievement in Genetics among eleventh standard students.

Hypothesis:

- There is no significant difference in mean scores of Achievement in Genetics between the pupils who has given ‘Life-skills’ training and the pupils who has not given ‘Life-skills’ training.

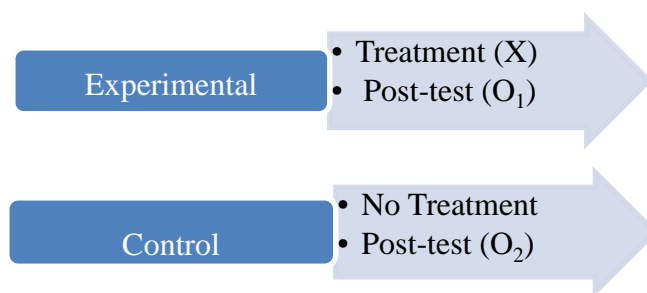
Sample:

- The sample consisted of 65 eleventh standard students from Government schools in Chennai.

Tools used for this study:

- A module on Genetics based on Life skills was developed and standardized by the investigator. Reliability and validity of the tool was found to be 0.90 and 0.92 respectively.
- Achievement Test 1 and 2 in Genetics has been developed for 50 marks. The reliability for Test-1 and Test-2 is 0.74 and 0.76 and validity is 0.90 for Test – I and 0.88 for Test – II respectively.

Research Design: Two group Post- test comparison design



Structure of Experimental study:

The data for the study have been collected from eleventh standard students of Government schools in order to establish their skills and knowledge by proper teaching and learning methodology. Two group post- test comparison design has been followed to investigate the effectiveness of life skills training on achievement in Genetics among eleventh standard students. One experimental group and one control group with 33 and 32 students have been randomly designed to investigate the effect of training.

Experimental procedure:

Initially, personal information was collected from the students. The Life skills’ training was started for experimental group while the control group followed by the traditional method. After four weeks of the training, post-test using achievement test- 2 in Genetics was given for both the groups simultaneously. This study is expected to bring out solid achievement from the students through the treatment.

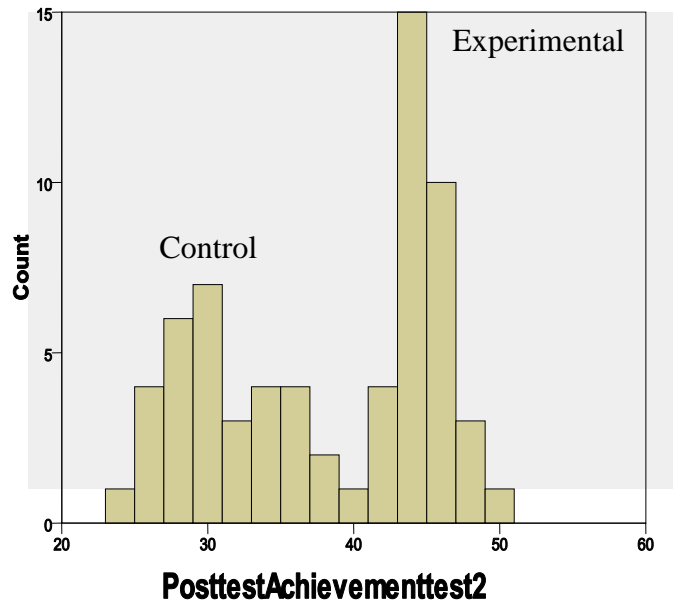
Data Analysis and interpretation:

Statistical performance:

Mean and Standard Deviation are used to verify the hypothesis.

Table- 1 showing the mean scores of Post-test in Achievement test in Genetics Experimental and Control groups.

Variables		Groups	N	Mean	Std. Deviation
Achievement test in Genetics	Post –test	Experimental	33	44.30	1.704
		Control	32	30.75	4.096
		Total	65	37.63	7.497



The above table shows that the mean scores of experimental group treated by life skills training program was scored higher level of achievement in Genetics than control group students. It may be concluded that life skills treatment is effective methodology for students to enhance their academic achievement at all levels.

Major finding:

*. There is a significant difference between the mean scores of experimental group and control group. The treated group have scored higher level of Achievement in Genetics than the untreated group.

Discussion:

The present study revealed that there is a significant difference between the experimental group treated by life skills training and control group in achievement test in Genetics which agrees with the result of (Savoji, 2013) who found that the life skills training programme had effect on achievement of students. Khayer & Seif, (2004) also supported that whatever the education system can improve the life skills of students, it can see its effect on different aspects of students' life especially in academic achievement.

Educational Implication:

It is evidence from the present study that higher achievement in various domains is possible when using innovative teaching methodology for teaching science. The engagement

of the learners is to be considered by curriculum and policy makers who should give practicable training for the teachers to adopt new way teaching. Nowadays technology plays a major in teaching learning environment and proper training in instructional technology such as Blogs, Sakshat Portal and Interactive white board promotes effectiveness in achievement of the students.

The role of science teacher has to minimize learning errors in science environment which helps the learners to enhance their science process skills such as observation, communication, classification, prediction, measuring and inferring. Developing scientific attitude and temper among the learners is vital which includes the strategies of proper motivation, attending science exhibitions and clubs initiates awareness about science learning.

Conclusion:

At the stage of adolescence in school years, the level of achievement played a vital to decide the career. The level of achievement highly depends on two factors namely, teachers and learners. Teachers must be in current knowledge and change their methods of instruction wherever necessary. Teachers can use different instructional methodology which has to be skills development among the learners. The sense of self is one of the reasons for maximum achievement. Life skills training will be an appropriate methodology for learners to make curiosity, self-interest and engagement which turn into active participation. Research on life skills training proved that the effect is enormous in learning process. The present study suggests that life skills training programme must be included in the curriculum of our educational system at all levels in order to achieve academic success and lifelong learning.

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