



Effectiveness of life skills activities on self-efficacy of middle school students of Indore city

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ABSTRACT:

The main purpose of the study was to check the Effectiveness of life skills activities on academic anxiety of middle school students of Indore city. Objectives of the study was to study the Effectiveness of life skills activities on self-efficacy of middle school students. Null hypotheses were formulated for testing. One group pre post group design was used for this experimental study. Purposive sampling technique was used. There were 17 boys and 34 girls of private school were randomly assigned for the treatment group. Data were collected by standardized scales and questionnaire. The correlated t test and non-parametric test were used for data analysis purpose. It was revealed in the study that the life skills were effective on change the academic anxiety positively.

Keywords: life skills, self-efficacy

I. INTRODUCTION

EDUCATION is very important for every child. It can help to upgrade the student itself. Education can also lead to more accurate health beliefs and knowledge, and thus to better lifestyle choices, but also to better skills and greater self-advocacy. Education improves skills such as literacy, develops effective habits, and may improve cognitive ability. Education plays a major role in the success of students in each and every aspect of the discipline. Education provides the platform to each and every student to enhance their skills, prepare them physically, and develop their confidence levels. The students come from various backgrounds like rural & urban. The students at this stage feel lots of problems like lack of communication skills, stage fear, not able to cope up with the faculties, lack of participative nature etc., incorporating social and emotional learning programs into colleges can be challenging, as

programs must address a variety of topics in order to be successful.

In the Indian tradition the value of Intellectual is expressed in a famous saying:

“Education develops a disciplined mind, disciplined mind leads to worthiness, worthiness brings prosperity, and prosperity enables a person to lead a dutiful life and ultimately to happiness.”

II. Rationale of the study

The reason of selecting this topic is to find self-efficacy is one of major predictors of academic performance. self- efficacy is link with students' confidence, benefits on own abilities and complete the academic tasks like preparation for exams and writing term papers. Academic self- efficacy has strong effect on academic performance of the students. **Onyeizugbo (2010)** an investigator looked into self-efficacy, gender and trait anxiety as moderators of test anxiety. Test anxiety was higher in people who had poor self- efficacy. **Shkullaku (2013)** ascertained a significant distinction in self-efficacy among males & females also, a considerable association was found between student's self- efficacy & academic performance. **Goulao (2014)** ascertained the association between adult's learner academic self- efficacy & their actual performance in an online learning context. The data analysis revealed that students have a high level of self- efficacy and discovered a strong association between self-efficacy & academic achievement. **Meera & Jumanna (2015)** The researcher's tried to examine the relevant self-efficacy literature in the field of language learning & ascertained a considerable variation among rural & urban student's academic performance in English & self-efficacy also, there were no major difference found with respect to male-female & type of management. **Ahuja (2016)** the investigator studied SS student's self-efficacy, educational



aspirations and academic achievement. It was found that girls scored significantly higher than boys in self- efficacy, educational aspiration and academic achievement. **Bala, Kaur & Singh (2017)** the investigator examined SS student’s self- efficacy. The study’s findings show considerable variation between students in public and private schools, students in urban and rural schools, students in science and arts streams and male and female students. **Talluri (2018)** The researcher examined the SS student’s self- efficacy with respect to their gender & type of management & no statistical variation was observed in the self- efficacy of SS students with respect to the linked variables. **Anyamene, Ejichukwu & Azuji (2019)** the researcher examined self- efficacy as a crucial factor of SS student’s social adjustment. The study’s findings showed that self- efficacy predicted secondary school student’s social transition in a significant manner. **Liu, Chen, Liu, Zhang, Xin & Wang (2020)** the researcher focused on four non- cognitive factors that could affect math achievement. The findings revealed that self- educational aspiration could diagnose mathematics achievement in a positive way also, in the relationship between self- educational aspiration and anxiety, self –efficacy played a moderating role.

In today’s world when things are changing at very fast pace. It is very important for children to be prepared for ever-changing future. To be able to adapt to new situations, work collaboratively, think out of the box, use failure as learning milestones are important skills the learners should have to

succeed in future NEP 2020 has highlighted on inclusion of certain life skills under the sub heading curricular integration of essential subjects, skills and capacity in school education. NCF 2005 also gave emphasis on life skills should be involved in students study

III. III Research Objectives

1. To compare the pre-score and post score of self-efficacies of middle school boys of Indore city.
2. To compare the pre-score and post score of self-efficacies of middle school girls of Indore city.
3. To study of effectiveness of self-efficacy activities on academic anxiety of middle school

IV. Research Hypothesis

1. There is no significant difference between the pre-score and post score of self-efficacies of middle school student of Indore city.
2. There is no significant difference between the pre-score and post score of self-efficacies of middle schoolgirls of Indore city.
3. There is no significant difference between the pre-score and post score of self-efficacies of middle school boys of Indore city.

[4].This paper presents the design of Camless Internal Combustion (IC) Engine using the Magnetic platter Disk Sensor instead of conventional

V. Sample

Researcher took 34 girls and 17 boys M.P. Board schools of Indore city. Details are following:

TABLE 1: Details of boys and girls

SR NO.	SCHOOLS NAME	BOYS	GIRLS
1	Divya Convent Higher Secondary School	17	34

Tools Description

For the present research researcher used standardized test details are following

Table 2: Tool Description

SR NO	TOOL NAME	DEVELOPER	YEAR	VALIDITY	RELIABILITY
1.	Life Skills activity Lesson Plan	Self- made	2023		
2	Self- efficacy	G P Mathur and R K Bhatnagar	2012	Ranges in male .73 to .81 and in female .76 to .83	Test- retest, level of significance at .01



VI. Data Analysis
COMPARE THE EFFECT OF LIFE SKILLS ON THE SELF-EFFICACY MIDDLE SCHOOL STUDENTS OF INDORE CITY

The first objective of the study was, to compare the mean score of self-efficacies of MIDDLE school students of Indore city and the hypothesis was

H0: There is no significant difference between the mean score of self-efficacies of MIDDLE school students of Indore city.

First do the normality test hypothesis of normality:

H0: the self - efficacies pre scores of students do not significantly deviate from normality.

H0: the self- efficacies post scores of students do not significantly deviate from normality.

Table: 4.1 Tests of Normality for self-efficacy

		Tests of Normality		
GENDER		SHAPIRO-WILK		
		STATISTIC	df	SIG.
Self-efficacy	Pre test	.949	51	.030
	Post test	.978	51	.476

From table 4.1, it is clear that the value of SHAPIRO-WILK statistics for self-efficacy of pre score of students is 0.949 for which the significance value is 0.03 with $df = 51$, which is greater than the 0.01 level of significance, therefore it is not significant at 0.01 level of significance. Hence the null hypothesis “the self-efficacy of pre score of students do not significantly deviate from normality” is not rejected. Therefore, it can be concluded that the self-efficacy scores of students are distributed normally. Also, for post score of self-efficacies of the students, the value of SHAPIRO-WILK statistics is 0.978, for which the significance value is 0.47 with $df = 51$, which is also greater than 0.05 level of significance, therefore it is not significant at 0.05 level of significance. Hence the null hypothesis “the self-

efficacy of post score of students do not significantly deviate from normality” is not rejected. Therefore, it can be concluded that the self-efficacy scores of students are distributed normally.

Therefore, it can be concluded that the self-efficacy scores of students significantly deviate from normality.

The distribution of self-efficacy of students are normal. Therefore, the basic assumption of t test, i.e., the scores should be distributed normally, is fulfilled.

The objective was to compare mean score of self-efficacies at pretest and posttest of student of middle student. The data were analyzed with help of correlated t test and the result are given in table 4:2

Table 4.2 CORELATED t TEST

TESTING	M	SD	N	r	CORRELATED t-Test	Remark
Pre test	76.94	6.75	51	1	-3.948	$P < 0.00$
Post test	82.76	9.21	51			

From table 4.2, it can be seen that the correlated t value is -3.948, which is significant at .001 level of with $df=50$. It indicates that mean score of self-efficacies at pre and posttest stages of MIDDLE students differ significantly. Thus, the null hypothesis “There is no significant difference between the mean score of self-efficacies of middle school students of Indore city ” is rejected. Further the mean score of posttests 82.76 which was greater than pre score 76.94. So, life skill activity improved of self-efficacies of middle school students.

COMPARE THE EFFECT OF LIFE SKILLS ON THE SELF-EFFICACY OF GIRLS OF MIDDLE SCHOOL STUDENTS OF INDORE CITY

The second objective of the study was, to compare the mean score of self-efficacies of girls of middle school students of Indore city and the hypothesis was

H0: There is no significant difference between the mean score of self-efficacies of girls of middle school students of Indore city

First do the normality test, hypothesis of normality:



H0: the self - efficacies pre scores of girls do not significantly deviate from normality.

H0: the self-efficacies post scores of girls do not significantly deviate from normality.

Table: 4.3 Tests of Normality for self- efficacy

GENDER		Tests of Normality			
		SHAPIRO-WILK	STATISTIC	df	SIG.
Self-efficacy	Pre test		.947	34	.097
	Post test		.980	34	..779

From table 4.3, it is clear that the value of SHAPIRO-WILK statistics for self-efficacy of pre score of students is .9476 for which the significance value is 0.097 with $df = 34$, which is greater than the 0.05 level of significance, therefore it is not significant at 0.05 level of significance. Hence the null hypothesis “the self-efficacy of pre score of girls do not significantly deviate from normality” is not rejected. Therefore, it can be concluded that the self-efficacy scores of students are distributed normally. Also, for post score of self-efficacies of the students, the value of SHAPIRO-WILK statistics is 0.191, for which the significance value is 0.779 with $df = 34$, which is

also greater than 0.05 level of significance, therefore it is not significant at 0.05 level of significance. Hence the null hypothesis “the self-efficacy of post score of girls do not significantly deviate from normality” is not rejected. Therefore, it can be concluded that the self-efficacy scores of students are distributed normally.

Therefore, it can be concluded that the self-efficacy scores of girls significantly deviate from normality. The distribution of self-efficacy of girl’s students are normal. Therefore, the basic assumption of t test, i.e., the scores should be distributed normally, is fulfilled.

Table 4.4 CORELATED t TEST

TESTING	M	SD	N	r	CORRELATED t-Test	Remark
Pre test	77.94	6.22	34	1	-3.195	$P < 0.00$
Post test	82.76	8.75	34			

From the table 4.4 it can be seen that the correlated t value is -3.195 which is significant at 0.01 level with $df=33$. It indicates that mean scores of self- efficacies at pre-test and post- test stages of middle students differ significantly. Thus, the null hypothesis ‘there is no significant difference between mean score of self- efficacies of girls of middle school students of Indore city’ is rejected. Further, the mean score of post-tests 82.76 which was greater than pre-score 77.94. So, life skills activity improved self- efficacies of girls of middle school students.

COMPARE THE EFFECT OF LIFE SKILLS ON THE SELF-EFFICACY OF BOYS OF MIDDLE SCHOOL STUDENTS OF INDORE CITY

The third objective of the study was, to compare the mean score of self-efficacies of boys of middle school students of Indore city and the hypothesis was

H0: There is no significant difference between the mean score of self-efficacies of boys of middle school students of Indore city.

Sample of this research was 17, so the assumption of parametric test was not fulfilled so researcher used nonparametric test Wilcoxon sign rank test

The third objective was to compare the mean rank of self-efficacy of boy’s students & hypothesis was there is no significant difference between the mean rank of self-efficacy of pre score of boy’s students and post score of boys. The data were analyzed with the help of Wilcoxon sign rank test. The results are given in table 4.5 below



Table summary of Wilcoxon sign rank test for comparison of self-efficacy of boy's students

Variable	Rank	N	Mean rank	Sum of rank	Sig
Academic anxiety	Negative rank	4	6.65	27.00	.019
	Positive rank	13	9.69	126.00	

From the table 4.5, it is clear that the value of Wilcoxon signed rank for self -efficacy for which the value of two-tailed significance is 0.019, which is less than 0.05 level of significance, in this view, the null hypothesis "there is no significant difference between the mean rank of self-efficacy of boys students ", is rejected. Hence, there is significant difference between the mean ranks of self-efficacy of pre score of boys and post score boys students.

Hypothesis was there is no significant difference between the mean rank of self-efficacy of pre score of boy's students and post score of boys.

VII. Major Findings

1. There is no significant difference between the mean score of self-efficacies of middle school students of Indore city was rejected
2. There is no significant difference between mean score of self- efficacies of girls of middle school students of Indore city was rejected.
3. There is no significant difference between the mean rank of self-efficacy of boy's middle school students of Indore was rejected.

VIII. Conclusion

Enhance morals and positive attitude in the students. It helps in reducing the antisocial activities and suicidal attempts. Life skills improve self-efficacy of the students. life skills help in controlling their emotions and making them take right decisions in life.

Hence the educators and planners have an important responsibility to give proper direction to life skill education. The curriculum, teaching designs and classroom environment of schools should be such that it may inculcate life skills and reduce academic anxiety of middle school students.

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