



Department of General Education
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State Council of Educational
Research and Training
(SCERT) Kerala



IMPACT STUDY OF HEALTH EDUCATION
AND LIFE SKILL PROGRAMME-
'ULLASAPPARAVAKAL'
Standard III, IV and V

Project Report

National Population Education Project



IMPACT STUDY OF HEALTH EDUCATION AND LIFE SKILL PROGRAMME- 'ULLASAPPARAVAKAL'

Standard III, IV and V



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State Council for Educational Research and Training (SCERT) Kerala
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PREFACE

The study entitled "Impact Study of Health Education and Lifeskill Programme - Ullasapparavakal." was conducted by SCERT, Kerala to assess the acquisition of life-skills among pupils of classes III to V with the introduction of the Health Education and Life Skill Programme- Ullasapparavakal.

Ullasapparavakal was introduced in 93 schools throughout the state as part of the activities of the ORC Project of the academic year 2016-'17.

The objective of "Ullasaparavakal" Health Education and Life Skill Programme -HELP (STD I to XII) is to equip children with abilities for adaptive and positive behavior that enables them to deal effectively with the demands and challenges of everyday life and the right attitude to develop healthy habits and responsible behavior, including gender sensitivity, through imparting of participatory Life Skill Education Programme.

As part of the package of learning materials, Workbook for students and Handbook for teachers for all classes were developed by SCERT in consultation with experts, physicians, practicing teachers, faculty from DIETs and representatives from SSA Kerala.

It is a fact that the school is the most important medium to reach out to young people. Hence the programme which was designed to influence children was incorporated into the educational system through the curriculum. The study proved that the intervention of ullasapparavakal enhanced the knowledge level of learners to some extent.

Let me place on record my sincere gratitude to all the crew who have involved in the study. Without their whole-hearted cooperation the study would not have been materialized.

Suggestions for improvement are most welcome.

Dr. J. Prasad

Director

SCERT, Kerala

ACKNOWLEDGEMENT

The purpose of the study entitled IMPACT STUDY OF HEALTH EDUCATION AND LIFE SKILL PROGRAMME- 'ULLASAPPARAVAKAL' is an intervention programme for finding out the effectiveness among the students of various classes on the acquisition of life skills. I gratefully acknowledge NCERT for the financial support rendered to complete this work. I wish to express my thanks to Dr. J. Prasad, Director, SCERT for providing all support for the successful completion of the study. I express my deep sense of gratitude to Research Team who assisted me in this course of work. The project is based on an in-depth survey conducted among the children from classes 1 to 12 of the selected schools in the districts of Kannur, Wayanad, Palakkad, Ernakulam, Idukki and Thiruvananthapuram. I would like to thank all the participants who have sincerely cooperated with the study. I express my sincere thanks to teachers of respective schools for their unconditional cooperation and support throughout the data collection. I would like to thank the school authorities who rendered their support for the data collection. I also express my deep sense of gratitude to 'Encreate' for their support in connection with the data analysis of the study.

EXECUTIVE SUMMARY

Education in Schools should help children understand themselves better in terms of self perception, self awareness, self actualization and self-worth. This knowledge of self should not isolate the child because child lives in a society. This means that the school has to endow children with social skills that can enhance favourable and positive interpersonal relationship. It is also recognized that the development of life skills should be the primary concern of education because there is a gap between content of education and the living experience of the students. There is an increased demand for introducing well-designed life skill training programmes for school children. The effective participatory teaching methods adopted in Life Skill Education programmes which enable the pupil for the acquisition of life skills. SCERT, Kerala has taken effort to develop Handbooks and Workbooks titled 'Ullasapparavakal' for transacting components of Life Skills to students from standard I to XII. The schools from six districts selected for the study belonging to South zone, North zone, Middle zone and hilly/ tribal areas where ORC programme were conducted.

An intervention programme was conducted for finding out the effectiveness of 'Ullasapparavakal' - the Health Education and Life Skill programme, among the students of various classes on the acquisition of life skills. The present study is an impact study of Health Education and Life Skill Programme- Ullasapparavakal for the classes III, IV and V. Survey cum experimental method was adopted for conducting the study. Design selected for experimentation is 'Pretest-Posttest single group design'. The trained test administrators

were given the responsibility to conduct and collect the data of the pre-test, and posttest from students of standard III, IV and V.

In Standard III, the implementation of the Ullasapparavakal is found effective in all the three levels and overall level. At the knowledge level, the skill enhanced were Empathy, Critical Thinking, and Self awareness. At the attitude level, the skill enhanced was critical thinking and at the skill level coping with stress, decision making and critical thinking were seen enhanced. It is also seen that the intervention programme is effective in the overall level too.

Gender is not a significant factor in enhancing the life skill at the knowledge, attitude, skill and overall life skill levels whereas locale is found to be an important factor in enhancing the life skills in all the levels such as knowledge, attitude, skill and overall levels. The programme is seen effective for rural students than the urban students in the knowledge, attitude, skill and overall levels. It is found that as a result of the implementation of Ullasapparavakal among students of class IV, the skills enhanced at the knowledge level were Empathy, Critical thinking and self awareness whereas at the attitude level, critical thinking and at the skill level coping with stress, problem solving and critical thinking among the total sample. It is seen that the programme is effective in the overall life skill level too. Gender is not found as an important factor in enhancing the life skills among the students of Std IV at the knowledge, skill and overall life skill levels. But it is an important factor at the attitude level in such a way that the programme is more effective for male students than the female students. Locale is found as a significant factor in enhancing the life skills at the knowledge, attitude, skill and overall skill levels. The programme is found more effective for the urban students than the rural students of Std IV. In Std V, the implementation of the Ullasapparavakal is found effective in the three levels except at the attitude level. At the knowledge level, the skills enhanced were Empathy, Critical thinking and Self awareness and at the skill level problem solving, critical thinking and Decision making. In the overall level also the intervention programme is found effective. It is interesting to note that gender and locale are not significant factors in enhancing the life skills at the knowledge, attitude, skill and overall skill levels.

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CHAPTER I



INTRODUCTION



school. This principle marks a departure from the legacy of bookish learning which continues to shape our system and cause a gap between the school and community. NCF signifies an attempt to implement the idea of discouraging the rote learning and the maintenance of sharp boundaries between different subject areas. This has led to the reorganization of the education system for providing high standards of academic qualifications along with inculcating skills such as creativity, communication, empathy etc. These skills are interrelated and reinforce each other. Together they are responsible for the psychosocial competence, building self esteem and self efficacy to nurture holistic self development.

Life skills help individuals and communities to make informed decisions, solve problems, think critically and creatively, empathize with others, communicate effectively, build healthy relationships and cope with stress and emotions and manage life in a productive manner. Thus, Life Skills are essentially the abilities that promote mental and social well being in situations encountered in the course of life. It helps to reinforce a person's sense of self as an individual member of a household community and society.

Life skills have been defined as "the abilities for adaptive and positive behavior that enables the individuals to deal effectively with the demands and challenges of everyday life" (WHO, 2004).

Education aims at preparing a child for adult life. It develops such abilities and capacities that can make a child competent enough to deal with various challenges of life. As a social institution, schools play a central role in the construction of children's perception of themselves of the social world and of their place within it (Devine, 2003). A paradigm shift has been witnessed in the roles played by the schools in equipping themselves to face the futuristic challenges in the society.

The National Curriculum Framework (2005) recommends that the children's life at school must be linked to their life outside the

Key Life Skills recommended by World Health Organization

- Self Awareness
- Creative Thinking
- Critical Thinking
- Decision Making
- Problem Solving
- Communication
- Interpersonal Relationship
- Empathy
- Coping with Emotions
- Coping with Stress

Life skill Education in Schools

Education in Schools should help children understand themselves better in terms of self perception, self awareness self actualization and self-worth. This knowledge of self should not isolate the child because child lives in a society. This means that the school has to endow children with social skills that can enhance favourable and positive interpersonal relationship.

The effective participatory teaching methods adopted in LSE programmes which enable the pupil for the acquisition of life skills. It is recognized that school is the most important medium to reach out to young people. So any programme designed to influence the children should be incorporated into the educational system. It is the duty of the society to empower the students to help themselves through education.

Our Responsibility to Children (ORC)

Government of Kerala has identified Department of Education as one of the key stakeholders of project - 'Our Responsibility to Children'. It is a school based initiative by Government of Kerala to ensure better protection and development of children through capable and responsible mentoring by parents, teachers, peers and society at large. It is a project of Integrated Child Protection Scheme (ICPS), a unique social experiment initiated in Kerala to create a safe, nurturing and just environment in schools. ORC tries to identify risk and preventive factors and empower school children with better life skills. It aims to facilitate children to realize their full potential and become productive members of society. In the ORC project, 93 schools are selected throughout the state. The major partners of ORC project implemented in selected 93 schools of the state are Department of Education and SCERT, Kerala.

Out of the 93 Experimental Schools selected for the transaction of 'Ullasapparavakal' - the Health Education and Life Skill programme, one school from each district and hence 14 schools were selected for conducting a novel initiative of ORC, SMART 40 (Sensible, Motivated, Able, Responsible, Talented-40). The idea is to form a team of 40 students each, at High School and Higher Secondary level, which will

comprise mostly students facing various issues and few students who possess leadership and other social skills to act as peer mentors.

Need and Significance of the study

Education is preparing child to live effectively in the contemporary society. Society is dynamic and the traditional system of education is not at all effective to lead life for the kinds of complexities that have developed in the contemporary society.

It is also recognized that the development of life skills should be the primary concern of education because there is a gap between content of education and the living experience of the students.

It is a well established fact that education ultimately aims at formation of a complete man which is possible only when students are exposed to various life skills. Each student has different problems and needs, different skills to cope up with them. Life skills cuts cross application of knowledge, values, attitudes and skills in the process of individual development and lifelong learning. Life skill programmes enable people to translate knowledge, attitudes and values into action.

Therefore, there is an increased demand for introducing well-designed life skill training programmes for school children. Schools should include Life Skill Education and Life Skills Intervention programmes in their

curriculum to cater to the needs of 21st century. Hence the present study.

Statement of the Problem

SCERT, Kerala has taken effort to develop Handbooks and Workbooks titled 'Ullasapparavakal' for transacting components of Life Skills to students from standard I to XII.

An intervention programme was conducted for finding out the effectiveness of

'Ullasapparavakal' - the Health Education and Life Skill programme, among the students of various classes on the acquisition of life skills. The present study is therefore entitled as "Impact study of Health Education and Life Skill Programme- Ullasapparavakal".

Objectives of the Study

- To assess the learning outcomes acquired by the students through the transaction of Ullasapparavakal.

- To assess the levels of life skills present among the students of various classes using a pretest before the implementation of Health Education and Life Skill Programme.
- To find out the effectiveness of Health Education and Life Skill Programme among the students of various classes on the acquisition of life skills.



CHAPTER II



METHODOLOGY

Since the study intends to analyze the effectiveness of Life Skill Education programme 'Ullasapparavakal', Survey cum experimental method was adopted for conducting the study. Design selected for experimentation is 'Pretest-Posttest single group design'.

Sample Selected for the Study

Sample selected for the study consisted of students of different standards ranging from 1 to 12 from six selected districts of Kerala where ORC programme are being conducted. Data were collected from students of both boys and girls from rural and urban areas. The total students participated in the pretest were 2161 of which 1051 were boys and 1110 were girls, 575 were rural students and 1586 were urban students. Among the 1279 students participated in the post test, 579 were boys and 700 girls, 409 were rural students and 870 were urban students, studying in standard 1 to 12 from ten selected schools. Besides this sample 52 teachers were also selected from the same schools for the research purpose. Here in this report the students of classes III,IV and V are analysed.

Criteria for the selection of schools

The schools from six districts selected for the study belonging to South zone, North zone, Middle zone and hilly/ tribal areas where ORC programme were conducted.

Table A Break-up of the sample schools selected for the study		
SI.No	District	Name of School
1	Thiruvananthapuram	Govt.HSS, Kachani
2	Thiruvananthapuram	Govt.HSS, Vattiyoorkavu
3	Ernakulam	Govt.HSS,Edapally
4	Ernakulam	Govt.HSS, Elamakkara
5	Waynadu	Govt.HSS, Vakery
6	Palakkad	Govt.HSS, Bigbazer
7	Kannur	Shenoy Smaraka Govt. HSS, Payyannur
8	Kannur	Govt.Brennen HSS, Thalassery
9	Idukki	GTHSS Murikkattukudy
10	Palakkad	GMM GHSS,Palakkad

Tools and materials used for the study

The tools used for the present study were Life Skill Test for students studying in standard III, IV&V.

Data Collection Procedure

The trained test administrators were given the responsibility to conduct and collect the data of the pre-test, and post-test from students of standard III, IV and V. The pretest, intervention programme i.e., the administration of Health and Life Skill

Education programme- 'Ullasapparavakal' and the posttest were conducted on same group of students. The test administrators were also given the responsibility to collect data from teachers and Heads of schools by administering the various tools.

In all the schools selected for the study the presence of a member of research team was ensured at the time of administration of the tools. The data collected thus were tabulated, analysed with the help of SPSS and used for the preparation of the report.



CHAPTER III



ANALYSIS AND INTERPRETATION OF DATA STANDARD III



The data collected from the administration of different tools were analysed and presented below under different heads.

Background characteristics

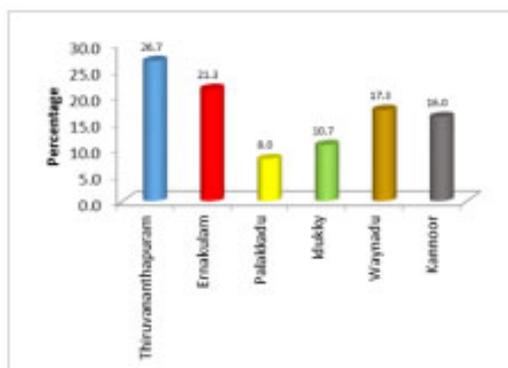
Percentage distribution of background characteristics of the students of Standard III in selected districts is presented in the following Table 3.1

Table 3.1 : Percentage distribution of the sample in selected districts(Std III)

District	School	Count	Percent
Thiruvananthapuram	G.H.S.S Kachani	20	26.7
Ernakulum	G.H.S.S, Elamakkara	16	21.3
Palakkad	G.H.S.S, Bigbazar	06	8.0
Idukki	G.T.H.S.S Murikadukuddy	08	10.7
Wayanadu	G.V.H.S.S, Vakery	13	17.3
Kannur	Shenoy Smaraka G.H.S.S, Payannur	12	16

As per Table 3.1, the highest percentage (26.7 %) of sample is found in Thiruvananthapuram District which is followed by Ernakulum (21.3%), Wayanadu (17.3%), Kannur (16%), Idukky (10.7%) and the least in Palakkad District (8%) (Fig 3.1).

Figure 3.1- Percentage distribution of the sample in selected districts



Percentage distribution of the sample in selected districts based on Gender and Locality is presented in the following Table 3.2.

		Count	Percentage
Gender	Boys	41	54.7
	Girls	34	45.3
Locality	Rural	21	28.0
	Urban	54	72.0

As per Table 3.2, the gender - wise distribution of sample shows that 54.7% of them are boys and 45.3% are girls. It is also

observed that 72% of the sample is from urban area and 28 % from rural area (fig 3.2).

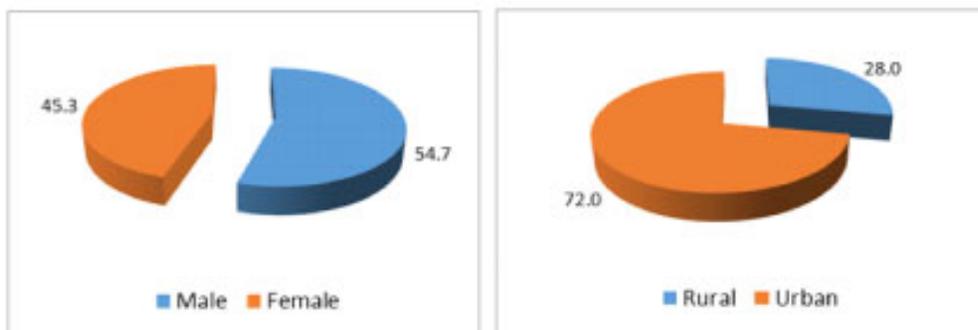


Figure 3.2-Percentage distribution of the sample based on Gender and Locality

RESULT OF PRETEST

I Knowledge on Life Skills

Questions related to 'Knowledge on Life Skills' of students are analyzed and presented in the following Table 3.3.

Table 3.3 : Percentage distribution of students on Knowledge on Life Skills				
Q. No	Correct statement on Effective Life Skill	Life Skill	Number of Students	Percent
6	'The time once lost is never regained'.	Critical Thinking	40	53.3
7	Playing daily for a while reduce 'obesity'.	Self-Awareness	37	49.3
9	Offer help to a differently abled student in my class.	Empathy	30	40.0
11	Two harmful effects of disposing wastes to public places.	Critical Thinking	18	24.0
12	Two Traffic Rules	Self-Awareness	32	42.7

As per Table 3.3 it is implicit that 53.3% of students possess 'Critical Thinking Skill' to favoured the concept time is that 'the time once lost is never regained'. 49.3 % of them have 'Self-Awareness Skill' to opine that playing daily for a while reduce 'obesity'. At the same time, 40% of students owns 'Empathy' to offer help to a differently abled student in the class. 24 % of the students have 'Critical Thinking Skill' to suggest two harmful effects of disposing wastes to public places whereas 42.7 % of them possess 'Self-Awareness Skill' to enlist two traffic 'rules' correctly. The following graph displays the percentage distribution of students on Knowledge on Life Skills.

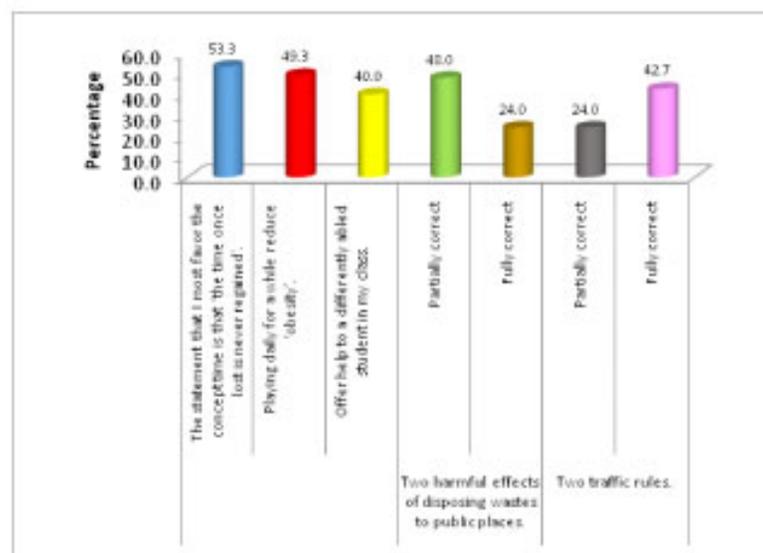


Figure 3.3- Percentage distribution of students on Knowledge on Life Skills

Knowledge	Count	Percent
Poor	24	32.0
Moderate	28	37.3
Good	13	17.3
Very Good	10	13.3

Table 3.4 demonstrates that 37.3% of students are having 'moderate' level of knowledge on Life Skills. The level of knowledge on Life Skills of 32 % students are at 'poor' level, 17.3 % of students are at 'good' level and 13.3% are having 'very good' level of knowledge. Therefore, it is seen that 1/3rd (37.3%) of the sample have 'moderate' level of knowledge (Fig 3.4).

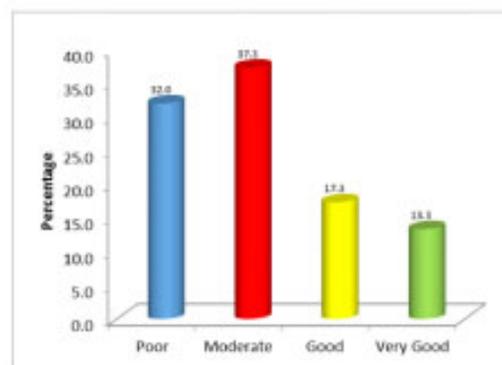


Figure 3.4-Levels of Knowledge on Life Skills

Sub sample		Mean	SD	N	t	p
Gender	Boys	3.4	1.9	41	0.58	0.562
	Girls	3.6	1.8	34		
Locality	Rural	2.1	1.7	21	4.53**	0.000
	Urban	4.0	1.6	54		

** Significant at 0.01 level

The Mean and SD of Knowledge on Life Skills of boys are 3.4 and 1.9 whereas that of girls are 3.6 and 1.8 respectively. The 't' value obtained is 0.58 which is not significant even at 0.05 level. Therefore, it is inferred that there is no significant difference between the boys and girls with respect to Knowledge on Life Skills. The Mean and SD of knowledge on Life Skills of rural students are 2.1 and 1.7 and that of urban students are 4.0 and 1.6 respectively. The 't' value obtained on Knowledge on Life Skills of rural and urban students is 4.53 which is significant at 0.01 level. Therefore it is seen that there is significant difference between rural and urban students' knowledge on Life Skills. Since the Mean of the urban students (4.0) is higher than that of rural students (2.1), it is inferred that urban students have more Knowledge on Life Skills than that of rural students. A graphical representation of the comparison of Knowledge on Life Skills of students based on Gender and Locale is given below.

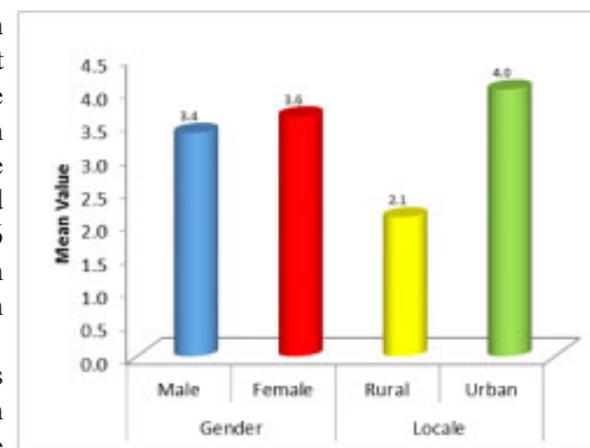


Figure 3.5-Knowledge on Life Skills of students based on Gender and Locale

II. Attitude of students towards Life Skills

Table 3.6 : Percentage distribution of Attitude of students towards Life Skills				
Q. No	Correct statement on Effective Life Skill	Life Skill	Number of Students	Percent
3	Recently when my friend Thomas not showing any affection or even not talking to me, I will enquire him about the problem.	Problem Solving	65	86.7
4	While running, my friend fell down and got injured, then I will help him by calling my friends and teachers.	Empathy	71	94.7
13	Three advices to maintain Dental health.	Critical Thinking	34	45.3
14	Three hygienic habits for maintaining bodily health/hygiene.	Critical Thinking	44	58.7

Table 3.6 reveals that 86.7% of the students have the right attitude of 'Problem Solving Skill' to solve an issue with a friend. 94.7% of the students accomplishes 'Empathy' to show willingness to help a friend who has fallen accidentally. 45.3% have positive attitude on 'Critical Thinking Skill' to maintain dental health and 58.7% undertakes 'Critical Thinking Skill' to maintain hygienic habits for bodily hygiene. Graphical representation of percentage distribution of Attitude of students towards Life Skills is given below.

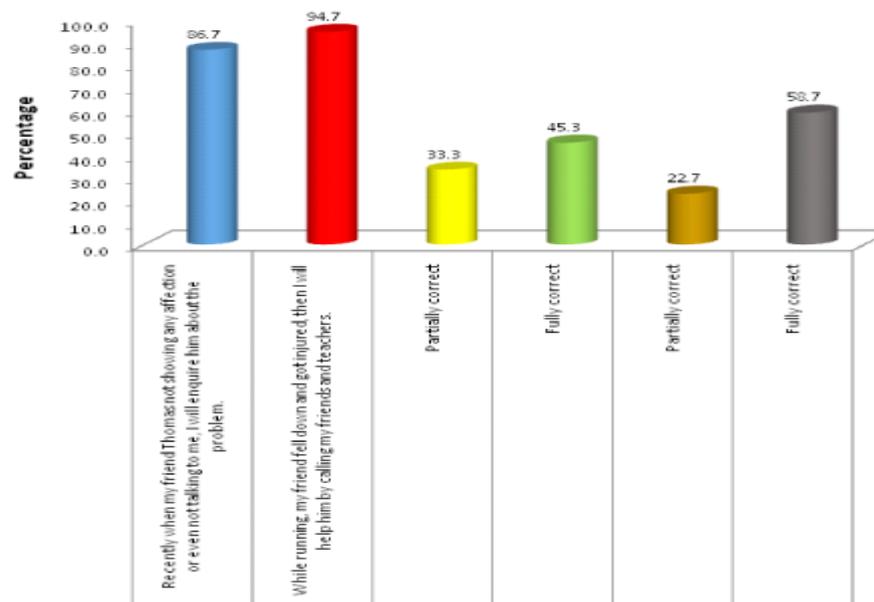


Figure 3.6 : Percentage distribution of students having right Attitude of towards Life Skills

Levels of Attitude	Count	Percent
Poor	14	18.7
Moderate	5	6.7
Good	17	22.7
Very Good	39	52.0

Table 3.7 shows that 52% of students are at 'very good' level of attitude. The level of attitude on Life Skills of 22.7 % are at 'good' level, 18.7 % of students are of poor level and 6.7 % are having 'moderate' level of attitude so it is inferred that above half of the sample (52.0%) have 'very good' attitude towards Life Skills (Fig 3.7).

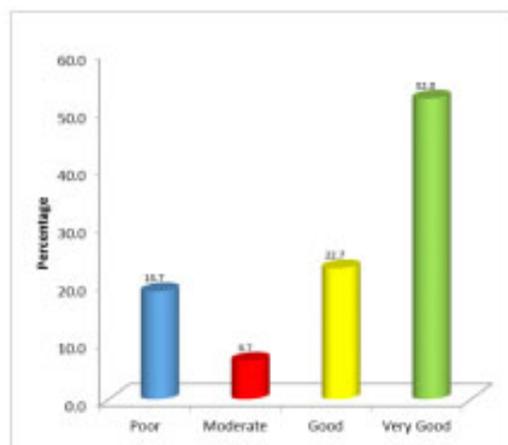


Figure 3.7 : Levels of Attitude towards Life Skills

Sub sample		Mean	SD	N	t	p
Gender	Boys	5.6	2.4	41	1.09	0.280
	Girls	6.2	2.2	34		
Locality	Rural	3.9	2.5	21	5.22**	0.000
	Urban	6.6	1.8	54		

** Significant at 0.01 level

The Mean and SD of Attitude on Life Skills of boys are 5.6 and 2.4 whereas that of girls are 6.2 and 2.2 respectively. The 't' value (1.09) is not significant even at 0.05 level. Therefore, it is inferred that there is no significant difference between boys and girls with respect to attitude towards Life Skills. The Mean and SD of attitude on Life Skills of rural students are 3.9 and 2.5 and that of urban students are 6.6 and 1.8 respectively. The 't' value obtained for attitude on Life Skills of rural and urban students is 5.22 which is significant at 0.01 level. So there is significant difference between rural and urban students' attitude on Life Skills. Since the mean score of the urban students (6.6) is higher than that of rural students (3.9), it is interpreted that urban students have better attitude on Life Skills than that of rural students. Comparison of Attitude towards Life Skills of students based on Gender and Locale is given in the graph below.

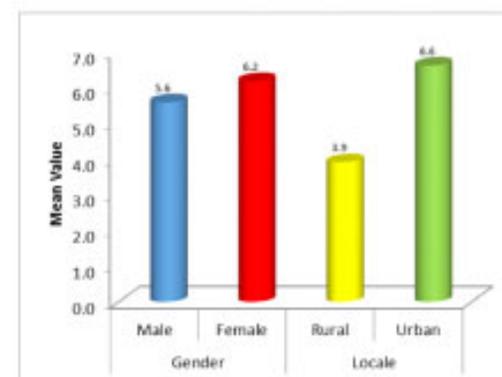


Figure 3.8- Attitude towards Life Skills of students based on Gender and Locale

III. Skill of students related to Life Skills

Table 3.9 : Percentage distribution of students' Skill related to Life Skills				
Q. No	Correct statement on Effective Life Skill	Life Skill	Number of Students	Percent
1	Dispose the household waste at the premises of my house only.	Problem Solving	65	86.7
2	When I am asked to write down the notes when I haven't a pen, I deal the situation by seeking the help of my friends.	Coping with Stress	71	94.7
5	On my way to school a stranger approached me and offered sweets and invite me to go with him, I refuse both because he is a stranger.	Decision Making	64	85.3
8	When the teacher asked me to engage in a group as part of learning activity, I will join the group.	Decision Making	55	73.3
10	Overeating is harmful to health. This is a sentence that indicate the harmful effects of overeating.	Critical Thinking	29	38.7

From Table 3.9, it is observable that 86.7 % of the students have 'Problem Solving skill' to dispose the household waste at the premises of their house only. 94.7 % of students have skill 'Coping with Stress' to manage the situation effectively when they are in need of a pen. 85.3 % of the students accomplishes 'Decision Making Skill' to deal a stranger effectively by refusing his offer of sweets and invitation to go with him. 73.3% students have 'Decision Making Skill' to favour group activity and 38.7 % of students have 'Critical Thinking Skill' to construct the message conveying the harmful effects of overeating (Fig 3.9).

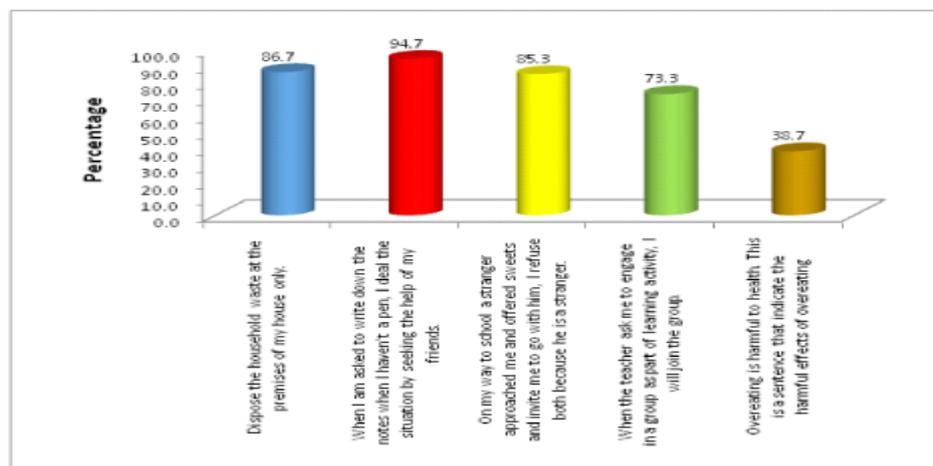


Figure 3.9 : Percentage distribution of students having Skill related to Life Skills

Levels of Attitude	Count	Percent
Poor	3	4.0
Moderate	8	10.7
Good	11	14.7
Very Good	53	70.7

Table 3.10 reveals that 70.7 % of students have attained skill related to Life Skill at 'very good' level. The level of skill of 14.7 % are at 'good' level, 10.7 % of students are at 'moderate' level and 4.0 % are having 'poor' level of attitude. Therefore, it is inferred that majority (70.7%) of the sample are having 'very good' level of Skill related to Life Skills. Levels of Skill of the sample is presented in the following graph.

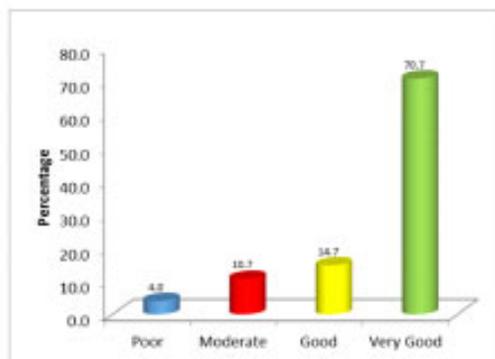


Figure 3.10 : Levels of students' Skill on Life skills

Sub sample		Mean	SD	N	t	p
Gender	Boys	3.8	1.1	41	0.15	0.880
	Girls	3.8	1.0	34		
Locality	Rural	3.0	1.3	21	4.68**	0.000
	Urban	4.1	0.8	54		

** Significant at 0.01 level

The Mean and SD of skill related to Life Skills of boys are 3.8 and 1.1 whereas that of girls are 3.8 and 1.0 respectively. The 't'-value obtained is 0.15 which is not significant even at 0.05 level. Therefore, it is inferred that there is no significant difference between the boys and girls with respect to Skill related to Life Skills. The Mean and SD of Skills related to Life Skills of rural students are 3.0 and 1.3 and that of urban students are 4.1 and 0.8 respectively. The 't'-value obtained on skill related to Life Skills of rural and urban students is 4.68 which is significant at 0.01 level. Hence, it can be interpreted that there is significant difference between rural and urban students' skill related to Life Skills. Since the mean of the urban students (4.1) is higher than that of rural students (3.0), it can be interpreted that urban students are more skillful related to Life Skills than rural students. A graphical representation of comparison of skill related to Life Skills of students based on Gender and Locale is given below

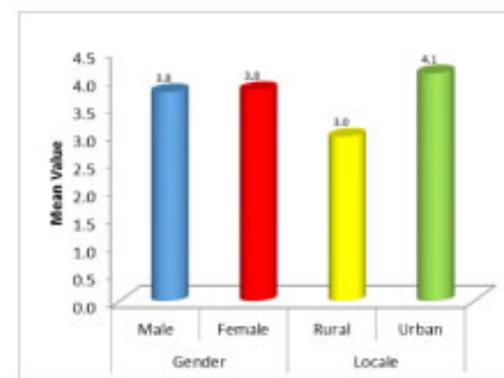


Figure 3.11- Skill related to Life Skills of students based on Gender and Locale

IV Overall Life skills of Students

Data obtained on overall Life Skills of students related to knowledge, attitude and skill were clubbed together and different levels of overall Life Skills were found out and presented in the following Table 3.12.

Levels of Attitude	Count	Percent
Poor	12	16.0
Moderate	11	14.7
Good	25	33.3
Very Good	27	36.0

From Table 3.12. it is clear that 36.0 % of students are having Life Skills at 'very good' level. 33.3 % at 'good' level, 16.0 % of students at 'poor' level and 14.7 % are having 'moderate' level of Life Skills. It is seen that in the overall Life Skills, 1/3rd of the students are in the 'very good' level (fig 3.12).



Figure 3.12 : Levels of overall Life Skills of Students

Sub sample		Mean	SD	N	t	p
Gender	Boys	12.7	5.0	41	0.8	0.426
	Girls	13.6	4.5	34		
Locality	Rural	9.0	5.1	21	5.64**	0.000
	Urban	14.7	3.5	54		

** Significant at 0.01 level

The Mean and SD of overall Life Skills of boys are 12.7 and 5.0 whereas that of girls are 13.6 and 4.5 respectively. The 't'-value obtained is 0.8 which is not significant even at 0.05 level indicating that there is no significant difference between the boys and girls with respect to overall Life Skills. The Mean and SD of Life Skills of rural students are 9.0 and 5.1 and that of urban students are 14.7 and 3.5 respectively. The 't'-value obtained for overall Life Skills of rural and urban students is 5.64 which is significant at 0.01 level. Hence, it can be interpreted that there is significant difference between rural and urban students' overall Life Skills. Since the mean overall life skills of the urban students (14.7) is higher than that of rural students (9.0), it can be interpreted that urban students are better related to the overall Life Skills than rural students. The given below graph presents a comparison of overall Life Skills of students based on Gender and Locale.

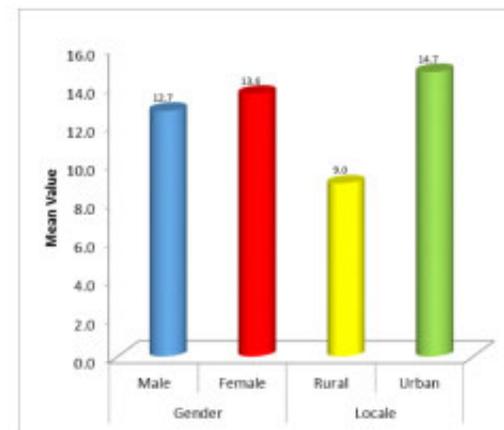


Figure 3.13 : Overall Life Skills of Students based on Gender and Locale

Effectiveness of Intervention on Life Skills of students studying in Standard III

(RESULT OF POSTTEST)

With the intention to find out the Effectiveness of intervention on Life Skill of students studying in standard III on

Knowledge, Attitude and Skill, pretest and posttest on life skills were administered and results were analyzed and compared. The effectiveness of Intervention on Knowledge, Attitude and Skill were found out and

presented under different heads. At the time of administration of pretest 75 students were present. But for the intervention and for the post test some of the students who have attended the pretest where dropped out.

Therefore, the number of students who were present in the intervention and post test only were considered for finding out the effectiveness of intervention.

I Effectiveness of Intervention on Knowledge on Life Skills of students

Table: 3.14 Effectiveness of Intervention on Knowledge on Life Skills of students

Q.No	Correct Statement on Effective Life Skill	Life Skill	Pretest		Posttest		Z#	p
			No.	%	No.	%		
6	The time once lost is never regained'.	Critical Thinking	28	49.1	39	68.4	1.42	0.155
7	Playing daily for a while reduce 'obesity'.	Self-Awareness	27	47.4	36	63.2	0.99	0.324
9	Offer help to a differently abled student in my class.	Empathy	22	38.6	57	100	5.92**	0.000
11	Two harmful effects of disposing wastes to public places.	Critical Thinking	11	19.3	57	100	6.15**	0.000
12	Two Traffic Rules	Self-Awareness	21	36.8	57	100	4.18**	0.000

** Significant at 0.01 level

As per Table 3.14, it is understood that when compared to the pretest, in all the items the percentage of students who have the knowledge on Life Skills enhanced in the posttest. This definitely reveals the effectiveness of intervention programme. The table again shows that the knowledge on life skills such as 'Empathy' ($p < 0.01$), 'Critical

Thinking' ($p < 0.01$) and 'Self -Awareness' ($p < 0.01$) have shown significant difference in the post test. So, it is understandable that sample students have enhanced knowledge on Life Skill 'Empathy' to offer help to a differently abled student in the class, 'Critical Thinking' Skill to recognize the harmful effect of disposing wastes to public places and 'Self

Awareness' Skill to suggest traffic rules. Therefore, it can be tentatively concluded that intervention programme is more effective to enhance the knowledge on the Life Skills- 'Empathy', 'Critical Thinking' and 'Self Awareness'.

Table: 3.15 : Levels of Knowledge on Life Skills of students in the Pretest and posttest

Knowledge	Pretest		Posttest	
	Number	Percent	Number	Percent
Poor	21	36.8	8	14.0
Moderate	20	35.1	49	86.0
Good	10	17.5	0	0.0
Very Good	6	10.5	0	0.0

Table 3.15 indicates that the percentage of students who were in the 'good', 'poor' and 'very good' levels of knowledge on life skills reduced in the posttest whereas, students having 'moderate' level of Knowledge on Life skills have enhanced.

Table 3.16 : Effectiveness of Intervention on Knowledge on Life Skills of students

Knowledge	Mean	SD	N	Mean Difference	Paired t	p
Pretest	3.3	1.9	57	3.1	11.55**	0.000
Posttest	6.3	0.7	57			

From Table 3.16 it is noticeable that, there is significant mean difference in the post test compared to that of pretest and the paired 't' (11.55) is significant at 0.01 level shows the effectiveness of the intervention on Knowledge on Life skills.

** Significant at 0.01 level

Table 3.17 : Effectiveness of Intervention on Knowledge on Life Skills of students - Gender and Locale

Sub sample		Mean	SD	N	t	p
Gender	Boys	3.1	2.2	31	0.05	0.961
	Girls	3.0	1.7	26		
Locality	Rural	4.4	1.6	18	4.04*	0.000
	Urban	2.4	1.8	39		

From Table 3.17, it is understood that the increase in the mean knowledge score as the result of intervention of the male students is 3.1 and female is 3.0. The t vale obtained (t=0.05) is not significant even at 0.05 level. So it can be interpreted that gender is not a significant factor for the effectiveness of intervention on Knowledge on the Life Skills. But for the case of locality, the mean knowledge score of the rural students (4.4) is higher compared to urban students (2.4) as a

** Significant at 0.05 level

result of intervention. The 't' value ($t = 4.04$) programme is more effective for the rural is significant at 0.05 level which shows the students than that of the urban students.

II Effectiveness of Intervention on Attitude towards Life Skills of students

Table: 3.18 : Effectiveness of Intervention on Attitude towards various Life Skills of students

Q.No	Correct Statement on Effective Life Skill	Life Skill	Pretest		Posttest		Z#	p
			No.	%	No.	%		
3	Recently when my friend Thomas not showing any affection or even not talking to me, I will enquire him about the problem.	Problem Solving	50	87.7	54	94.7	0	1.000
4	While running, my friend fell down and got injured, then I will help him by calling my friends and teachers.	Empathy	53	93.0	55	96.5	0.71	0.480
13	Three advice to maintain Dental health	Critical Thinking	20	35.1	56	98.2	4.05**	0.000
14	Three hygienic habits formaintaining bodily health/hygiene.	Critical Thinking	29	50.9	56	98.2	2.6**	0.009

Table 3.18 reveals that when compared to the pretest, in almost all the items the percentage of students who have the right attitude on Life Skills enhanced in the posttest which definitely indicates the effectiveness of intervention programme. The table again

shows that the attitude towards the life skills such as 'Critical Thinking' ($p < 0.01$) have shown significant difference in the posttest. Thus, it is rational that sample students have enhanced positive attitude towards 'Critical Thinking' skill to maintain dental health and

keep hygienic habits for maintaining bodily health. Therefore, it can be tentatively concluded that intervention programme is more effective to enhance the right attitude on Life Skill -'Critical Thinking'.

Table: 3.19 : Levels of Attitude towards Life Skills of students in the Pretest and posttest

Knowledge	Pretest		Posttest	
	Number	Percent	Number	Percent
Poor	13	22.8	1	1.8
Moderate	4	7.0	4	7.0
Good	15	26.3	52	91.2
Very Good	25	43.9	0	0.0

Table 3.19 indicates that the percentage of students who were in the 'poor', 'moderate' and 'very good' levels of attitude towards life skills reduced in the posttest whereas, students who were at 'good' level of attitude towards Life skills have enhanced.

Table 3.20 : Attitude towards Life Skills of students in the Pretest and posttest						
Knowledge	Mean	SD	N	Mean Difference	Paired t	p
Pretest	5.5	2.4	57	2.3	7.09**	0.000
Posttest	7.8	0.6	57			

** Significant at 0.01 level

Table 3.21 : Effectiveness of Intervention on Attitude towards Life Skills of students - Gender and Locale						
Sub sample		Mean	SD	N	t	p
Gender	Male	2.7	2.7	31	1.44	0.156
	Female	1.8	2.1	26		
Locality	Rural	3.9	2.5	18	3.61**	0.001
	Urban	1.6	2.1	39		

** Significant at 0.01 level

From Table 3.20 it is obvious that there is significant mean difference in the posttest compared to that of pretest and the paired 't' (7.09) is significant at 0.01 level indicates the effectiveness of the intervention on Attitude towards Life skills.

Table 3.21 notices that the increase in the mean attitude towards Life Skills as the result of intervention of the male students is 2.7 and female students is 1.8. The 't' value obtained (t=1.44) is not significant even at 0.05 level. So it can be interpreted that gender is not a significant factor for the effectiveness of intervention on attitude of students towards the Life Skills. But in the case of locality, the difference in mean score of the rural students (3.9) regarding attitude is higher compared to urban students (1.6) as a result of intervention. The t value (t= 3.61) is significant at 0.01 level which demonstrates the programme is more effective for the rural students than urban students.

III Effectiveness of Intervention on Skill related to Life Skills of students

Table: 3.22 Effectiveness of Intervention on Skill related to Life Skills of students								
Q.No	Correct Statement on Effective Life Skill	Life Skill	Pretest		Posttest		Z#	p
			No.	%	No.	%		
1	Dispose the household waste at the premises of my house only.	Problem Solving	49	86.0	53	93.0	0.74	0.462
2	When I am asked to write down the notes when I haven't a pen, I deal the situation by seeking the help of my friends.	Coping with Stress	51	89.5	57	100.0	2.27*	0.023
5	On my way to school a stranger approached me and offered sweets and invite me to go with him, I refuse both because he is a stranger.	Decision Making	47	82.5	53	93.0	1.59	0.112
8	When the teacher ask me to engage in a group as part of learning activity, I will join the group.	Decision Making	41	71.9	57	100.0	4**	0.000
10	Overeating is harmful to health. This is a sentence that indicate the harmful effects of overeating.	Critical Thinking	20	35.1	56	98.2	6.16**	0.000

* Significant at 0.05 level ** Significant at 0.01 level

From Table 3.21, it is graspable that when compared to the pretest, in all the items the percentage of students who have Skill related to the Life Skills enhanced in the posttest. This definitely exposes the effectiveness of intervention programme. The table again point outs that Skill related to life skills such as 'Coping with Stress' ($p < 0.05$), 'Decision

Making' ($p < 0.01$) and 'Critical Thinking' ($p < 0.01$) have shown significant difference in the posttest. As a result, it is logical that sample students have improved skill related to Life Skill 'Coping with Stress' to deal a situation in which they have not a pen in the classroom and 'Critical Thinking' skill to construct a message conveying the harmful

effect of overeating and 'Decision Making' Skill to favour group activities organized in the Classroom. Therefore, it can be tentatively concluded that intervention programme is more effective to enhance the skill related to Life Skills-'Coping with Stress', 'Decision Making' and 'Critical thinking'.

Table: 3.23 : Levels of Skill related to Life Skills of students in the Pretest and posttest				
Knowledge	Pretest		Posttest	
	Number	Percent	Number	Percent
Poor	38	66.7	0	0.0
Moderate	7	12.3	0	0.0
Good	9	15.8	0	0.0
Very Good	3	5.3	57	100.0

Table 3.23 uncovers that the percentage of students who were in the 'Poor' 'moderate' and 'good' levels of skills related to life skills reduced in the posttest whereas, students who were having 'very good' level of skill related to Life skills have increased.

Table 3.24 : Effectiveness of Intervention on Skill related to the Life Skills of students						
Knowledge	Mean	SD	N	Mean Difference	Paired t	p
Pretest	3.6	1.1	57	1.2	8.67**	0.000
Posttest	4.9	0.3	57			

From Table 3.24, it is evident that there is significant mean difference in the post test compared to that of pretest and the paired 't' (8.67) which is significant at 0.01 level shows the effectiveness of the intervention on Skill related to Life skills.

** Significant at 0.01 level

Table 3.25 : Effectiveness of Intervention on Skill related to Life Skills of students - Gender and Locale						
Sub sample		Mean	SD	N	t	p
Gender	Male	1.3	1.1	31	0.48	0.636
	Female	1.2	1.0	26		
Locality	Rural	2.0	1.2	18	4.22**	0.000
	Urban	0.9	0.8	39		

From Table 3.25, it is perceptible that the mean difference in score of skill related to the Life Skills as a result of intervention of the male students is 1.3 and female students is 1.2. The 't' value (0.48) is not significant even at 0.05 level. So it can be interpreted that gender is not a significant factor for the effectiveness of intervention on skill of students related to Life Skills. But in the case of locality, the difference in mean score of skill of the rural students is higher (2.0)

** Significant at 0.01 level

compared to urban students (0.9) as a result of intervention. The 't' value (4.22) is significant at 0.01 level. So it can be interpreted that locality is a significant factor for the effectiveness of intervention on skill of students related to Life Skills.

IV Effectiveness of Intervention on Overall Life Skills of students

Knowledge	Pretest		Posttest	
	Number	Percent	Number	Percent
Poor	11	19.3	0	0.0
Moderate	9	15.8	0	0.0
Good	20	35.1	57	100.0
Very Good	17	29.8	0	0.0

Table 3.26 illustrates that the percentage of students who were in the 'Poor', 'Moderate' and 'Very Good' levels of overall skills related to life skills reduced in the posttest whereas, students who were having 'Good' level of skills related to Life skills have enhanced.

Knowledge	Mean	SD	N	Mean Difference	Paired t	p
Pretest	12.4	4.8	57	6.6	10.25**	0.000
Posttest	19.0	1.1	57			

Table 3.27 shows that there is significant mean difference in the posttest compared to that of pretest and the paired 't' (10.25) is significant at 0.01 level approves the effectiveness of the intervention on overall Life skills of students.

** Significant at 0.01 level

Sub sample		Mean	SD	N	t	p
Gender	Male	7.1	5.4	31	0.85	0.401
	Female	6.0	4.1	26		
Locality	Rural	10.3	5.0	18	4.6**	0.000
	Urban	4.9	3.8	39		

From Table 3.28, it is noticeable that the increase in the mean Life Skills as a result of intervention of the male students is 7.1 and female students is 6.0. The 't' value obtained (t=0.85) is not significant even at 0.05 level. So it can be interpreted that gender is not a significant factor for the effectiveness of intervention on Life Skills. But in the case of locality, the difference in mean overall Life Skill score of the rural students (10.3) is higher than that of urban students (4.9) as a result of intervention. The 't' value (t=4.6) is significant at 0.01 level which demonstrates the programme is more effective for the rural students than the urban students.

** Significant at 0.01 level

CHAPTER III



ANALYSIS AND INTERPRETATION OF DATA STANDARD IV



The data collected from the administration of different tools were analysed and presented below under different heads.

Background characteristics:

Percentage distribution of sample students of Standard IV in selected districts is presented in the following Table 4.1.

District	School	Count	Percent
Thiruvananthapuram	G.H.S.S Kachani	54	47.0
Ernakulum	G.H.S.S, Elamakkara	16	13.9
Palakkad	G.H.S.S, Bigbazar	10	8.7
Idukki	G.T.H.S.S Murikadukuddy	10	8.7
Wayanadu	G.V.H.S.S, Vakery	14	12.2
Kannur	ShenoySmaraka G.H.S.S, Payannur	11	9.6

As per Table 4.1, the highest percentage (47.0 %) of sample is found in Thiruvananthapuram District which is followed by Ernakulum (13.9 %), Wayanadu (12.2 %), Kannur (9.6 %) and the least in Palakkad (8.7 %) and Idukki (8.7%) (Fig 4.1).

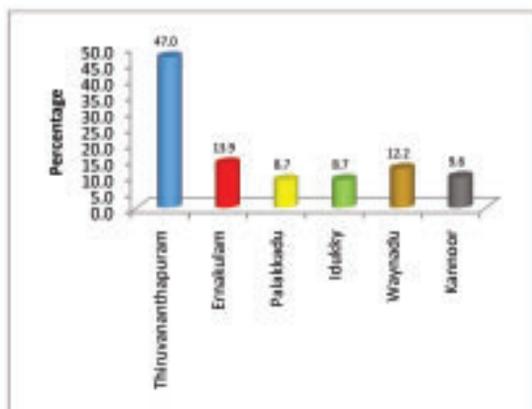


Figure 4.1-Percentage distribution of the sample in selected districts

Percentage distribution of the sample in selected districts based on Gender and Locality is presented in the following Table 4.2.

		Count	Percentage
Gender	Boys	75	65.2
	Girls	40	34.8
Locality	Rural	24	20.9
	Urban	91	79.1

From Table 4.2, the gender - wise distribution of sample shows that 65.2% of them are boys and 34.8% are girls. It is also observed that 79.1% of the sample is from urban area and 20.9 % from rural area (Fig4.2).

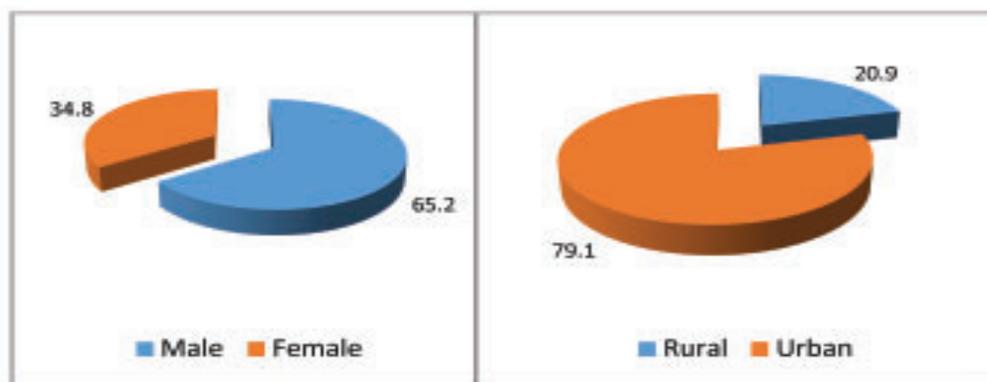


Figure 4.2-Percentage distribution of the sample based on Gender and Locality

RESULT OF PRETEST

I Knowledge on Life Skills

Questions related to 'Knowledge on Life Skills' of students are analyzed and presented in Table 4.3.

Table 4.3 : Percentage distribution of students on Knowledge on Life Skills				
Q. No	Correct statement on Effective Life Skill	Life Skill	Number of Students	Percent
6	The time once lost is never regained'.	Critical Thinking	71	61.7
7	Playing daily for a while reduce 'obesity'.	Self-Awareness	70	60.9
9	Offer help to a differently abled student in my class.	Empathy	45	39.1
11	Two harmful effects of disposing wastes to public places.	Critical Thinking	34	29.6
12	Two Traffic Rules	Self-Awareness	43	37.4

Table 4.3 reveals that 61.7% of students possess 'Critical Thinking' Skill to favour the concept time is that 'time once lost is never regained'. 60.9 % of them have 'Self-Awareness' Skill to opine that "playing daily for a while reduce 'obesity'. At the same time, 39.1% of students were conversant with Life Skill 'Empathy' to offer help to a differently abled student in the class. 29.6 % of the students acquainted with 'Critical Thinking' Skill to suggest two harmful effects of disposing wastes to public places whereas 37.4 % of them have 'Self-Awareness' Skill to enlist two traffic 'rules' correctly. The following graph shows that distribution of students on Knowledge on Life Skills.

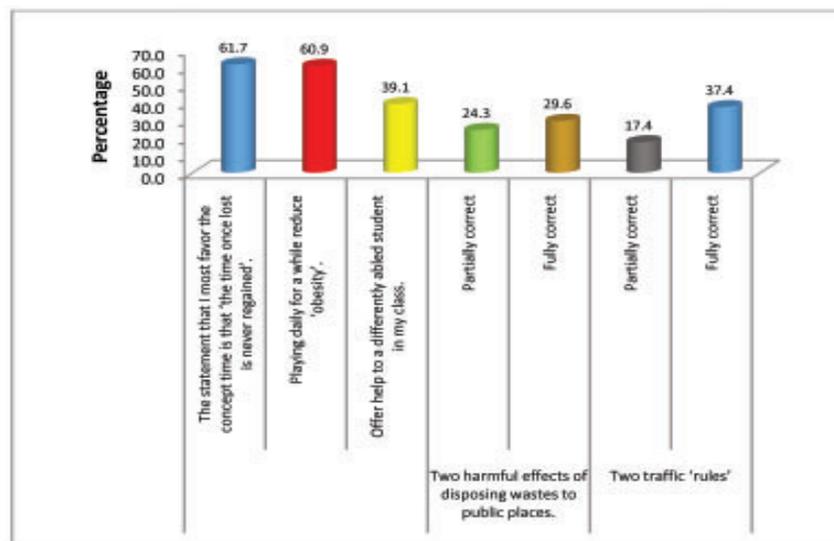


Figure 4.3- Percentage distribution of students on Knowledge on Life Skills

Knowledge	Count	Percent
Poor	49	42.6
Moderate	26	22.6
Good	14	12.2
Very Good	26	22.6

Table 4.4 demonstrates that 42.6 % of students are having poor level of knowledge on Life Skills. The level of knowledge on Life Skills of 22.6 % of students are at moderate level and 22.6% of students are at very good level. 12.2% are having good level of knowledge on Life Skills. Therefore, it is seen that below half (42.6 %) of the sample have poor level of knowledge (fig 4.4).

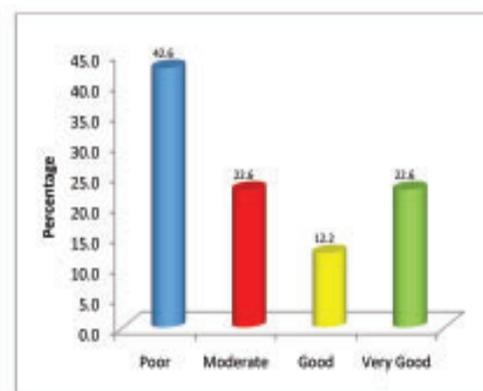


Figure 4.4- Levels of Knowledge on Life Skills

Sub sample		Mean	SD	N	t	p
Gender	Boys	3.3	2.2	75	0.63	0.528
	Girls	3.6	2.1	40		
Locality	Rural	5.0	2.0	24	4.45**	0.000
	Urban	2.9	2.0	91		

** Significant at 0.01 level

The Mean and SD of Knowledge on Life Skills of boys are 3.3 and 2.2 whereas that of girls are 3.6 and 2.1 respectively. The 't' value obtained is 0.63 which is not significant even at 0.05 level. Therefore, it is inferred that there is no significant difference between the boys and girls with respect to Knowledge on Life Skills. The Mean and SD of knowledge on Life Skills of rural students are 5.0 and 2.0 and that of urban students are 2.9 and 2.0

respectively. The 't' value obtained on Knowledge on Life Skills of rural and urban students is 4.45 which is significant at 0.01 level. Therefore it is seen that there is significant difference between rural and urban students' knowledge on Life Skills. Since the Mean of the rural students (5.0) is higher than that of urban students (2.9), it is inferred that rural students have more Knowledge on Life Skills than that of urban students.

II. Attitude of students towards Life Skills

Table 4.6 : Percentage distribution of Attitude of students towards Life Skills				
Q. No	Correct statement on Effective Life Skill	Life Skill	Number of Students	Percent
3	Recently when my friend Thomas not showing any affection or even not talking to me, I will enquire him about the problem.	Problem Solving	103	89.6
4	While running, my friend fell down and got injured, then I will help him by calling my friends and teachers.	Empathy	104	90.4
13	Three advices to maintain Dental health.	Critical Thinking	35	30.4
14	Three hygienic habits for maintaining bodily health/hygiene.	Critical Thinking	44	38.3

Table 4.6 exposes that 89.6 % of the students have right attitude with 'Problem Solving' Skill to solve an issue with a friend. 90.4% of the students have Life Skill 'Empathy' to show willingness to help a friend who has fallen accidentally. 30.4 % possess 'Critical Thinking' Skill towards maintaining dental health and 38.3% of students conversant with 'Critical Thinking' Skill to keep hygienic habits to be maintained for bodily hygiene. A graphical representation of percentage distribution of Attitude of students towards Life Skills is given below.

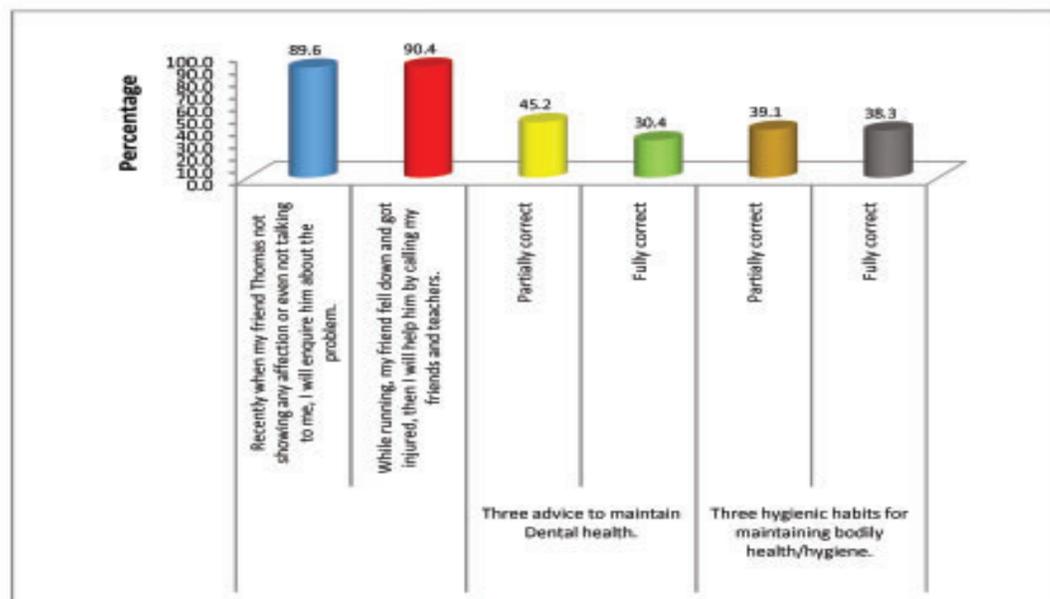


Figure 4.5- Percentage distribution of students having right Attitude of towards Life Skills

Levels of Attitude	Count	Percent
Poor	33	28.7
Moderate	12	10.4
Good	25	21.7
Very Good	45	39.1

Table 4.7 displays that 39.1% of students are at very good level of attitude. The level of attitude on Life Skills of 28.7% are at poor level, 21.7% of students are of good level and 10.4% are having moderate level of attitude so it is inferred that 1/3 rd of the sample (39.1%) are at very good level of attitude towards Life Skills (Fig4.6).

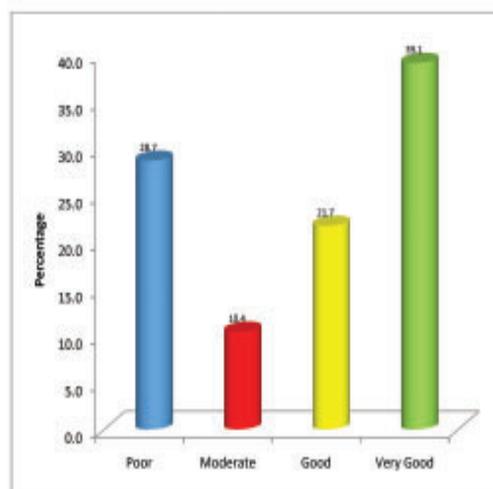


Figure 4.6- Levels of Attitude towards Life Skills

Sub sample		Mean	SD	N	t	p
Gender	Boys	4.9	2.4	75	1.76	0.081
	Girls	5.8	2.4	40		
Locality	Rural	6.4	2.0	24	2.74**	0.007
	Urban	4.9	2.4	91		

** Significant at 0.01 level

The Mean and SD of Attitude on Life Skills of boys are 4.9 and 2.4 whereas that of girls are 5.8 and 2.4 respectively. The 't' value obtained is 1.76 which is not significant even at 0.05 level. Therefore, it is inferred that there is no significant difference between boys and girls with respect to attitude towards Life Skills. The Mean and SD of attitude on Life Skills of rural students are 6.4 and 2.0 and that of urban students are 4.9 and 2.4

respectively. The 't' value for attitude on Life Skills of rural and urban students is 2.74 which is significant at 0.01 level indicating that there is significant difference between rural and urban students' attitude on Life Skills. Since the Mean of the rural students (6.4) is higher than that of urban students (4.9), it is interpreted that rural students have better attitude on Life Skills than that of urban students.

III. Skill of students related to Life Skills

Table 4.9 : Percentage distribution of students' Skill related to Life Skills				
Q. No	Correct statement on Effective Life Skill	Life Skill	Number of Students	Percent
1	Dispose the household waste at the premises of my house only.	Problem Solving	105	91.3
2	When I am asked to write down the notes when I haven't a pen, I deal the situation by seeking the help of my friends.	Coping with Stress	103	89.6
5	On my way to school a stranger approached me and offered sweets and invite me to go with him, I refuse both because he is a stranger.	Decision Making	108	93.9
8	When the teacher asked me to engage in a group as part of learning activity, I will join the group.	Decision Making	84	73.0
10	Overeating is harmful to health. This is a sentence that indicate the harmful effects of overeating.	Critical Thinking	35	30.4

From Table 4.9, it is understandable that 91.3 % of the students holds 'Problem Solving' Skill to dispose the household wastes, only at the premises of their house. 89.6 % of students have 'Coping with Stress' to manage the situation effectively when they are in need of a pen. 93.9% of the students were acquainted with 'Decision Making' Skill to deal a stranger effectively by refusing his offer of sweets and invitation to go with him. 73.0% students have 'Decision Making' Skill to favor group activity and 30.4 % of students acquainted with 'Critical Thinking' Skill to construct the message conveying the harmful effects of overeating. The following graph exhibits the distribution of students having Skill related to Life Skills.

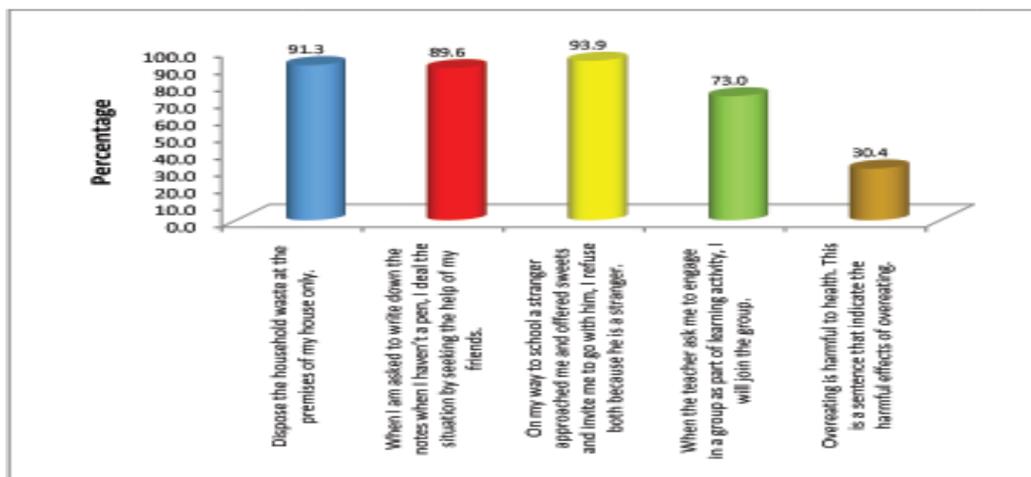


Fig 4.7 Percentage distribution of students having Skill related to Life Skills

Levels of Attitude	Count	Percent
Poor	4	3.5
Moderate	7	6.1
Good	28	24.3
Very Good	76	66.1

Table 4.2 reveals that 66.1 % of students are at very good level of skill. The level of skills of 24.3 % students are at good level, 6.1 % of students are at moderate level and 3.5 % are having poor level of attitude. Therefore, it is inferred that majority (66.1%) of the sample are having very good level of Skill related to Life Skills (Fig 4.8).

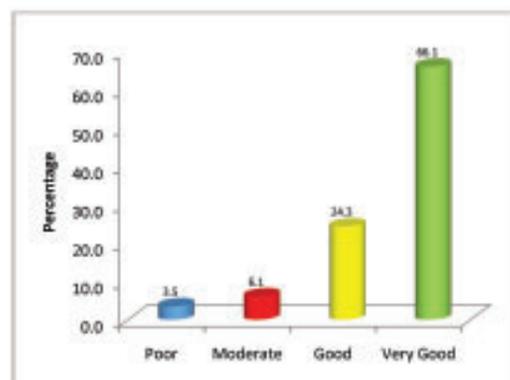


Fig 4.8 Levels of students' Skill on Life skills

Sub sample		Mean	SD	N	t	p
Gender	Boys	3.8	1.1	75	0.13	0.900
	Girls	3.8	1.0	40		
Locality	Rural	4.2	1.2	24	1.99**	0.049
	Urban	3.7	1.0	91		

** Significant at 0.05 level

The Mean and SD of skills related to Life Skills of boys are 3.8 and 1.1 whereas that of girls are 3.8 and 1.0 respectively. The 't' value obtained is 0.13 which is not significant even at 0.05 level. Therefore, it is inferred that there is no significant difference between the boys and girls with respect to Skill related to Life Skills. The Mean and SD of Skill related to Life Skills of rural students are 4.2 and 1.2 and that of urban students are 3.7 and 1.0 respectively. The 't' value obtained on skill related to Life Skills of rural and urban students is 1.99 which is significant at 0.01 level. Hence, it can be interpreted that there is significant difference between rural and urban students' skill related to Life Skills. Since the mean of the rural students (4.2) is higher than that of urban students (3.7), it can be interpreted that rural students are more skillful related to Life Skills than urban students.

IV Overall Life skills of Students

Data obtained on Life Skills of students related to knowledge, attitude and skill were clubbed together and different levels of overall Life Skills were found out and presented in the following Table 4.12.

Level of Life Skills	Number of students	Percent
Poor	22	19.1
Moderate	32	27.8
Good	19	16.5
Very Good	42	36.5

From Table 4.12, it is obvious that 36.5 % of students are having overall Life Skills at very good level. 27.8 % at moderate level, 19.1 % of students at poor level and 16.5 % are having good level of overall Life Skills. It is seen that in the Life Skills, 1/3rd of the students are in the very good level (Fig 4.9).

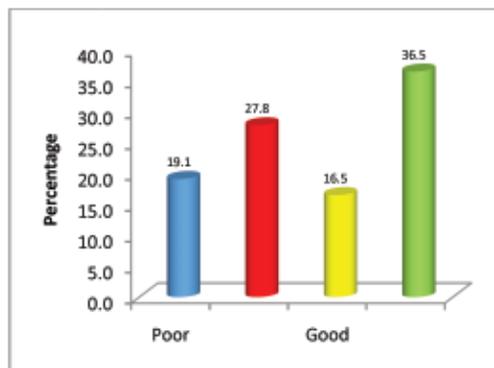


Figure 4.9 : Levels of overall Life Skills of Students

Sub sample		Mean	SD	N	t	p
Gender	Boys	12.0	5.1	75	1.13	0.260
	Girls	13.1	4.9	40		
Locality	Rural	15.5	4.9	24	3.65**	0.000
	Urban	11.5	4.7	91		

**** Significant at 0.01 level**

The Mean and SD of Life Skills of boys are 12.0 and 5.1 whereas that of girls are 13.1 and 4.9 respectively. The 't'-value obtained is 1.13 which is not significant even at 0.05 level which is obvious that there is no significant difference between the boys and girls with respect to overall Life Skills. The Mean and SD of Life Skills of rural students are 15.5 and 4.9 and that of urban students are 11.5 and 4.7 respectively. The 't'-value obtained for Life Skills of rural and urban students is 3.65 which is significant at 0.01 level. Hence, it can be interpreted that there is significant difference between rural and urban students' overall Life Skills. Since the Mean of the rural students (15.5) is higher than that of urban students (11.5), it can be interpreted that rural students are having more overall life skills than urban students.

Effectiveness of Intervention on Life Skills of students studying in Standard IV (RESULT OF POSTTEST)

In order to find out the Effectiveness of intervention on Life Skills of students studying in standard IV on Knowledge, Attitude and Skill, pretest and posttest on life skills were administered and results were analyzed and compared. The effectiveness of Intervention on Knowledge, Attitude and Skill were found out and presented under different heads. At the time of administration of pretest 115 students were present. But for the intervention and for the post test some of the students who have attended the pretest were dropped out. Therefore, the number of students who have present in the intervention and post test only were considered for final analysis.

I Effectiveness of Intervention on Knowledge on Life Skills of students

Table: 4.14 Effectiveness of Intervention on Knowledge on various Life Skills of students

Q.No	Correct Statement on Effective Life Skill	Life Skill	Pretest		Posttest		Z#	p
			No.	%	No.	%		
6	The time once lost is never regained'.	Critical Thinking	41	60.3	62	91.2	1.8	0.072
7	Playing daily for a while reduce 'obesity'.	Self-Awareness	44	64.7	62	91.2	1.51	0.131
9	Offer help to a differently abled student in my class.	Empathy	29	42.6	68	100.0	3.69**	0.000
11	Two harmful effects of disposing wastes to public places	Critical Thinking	20	29.4	68	100.0	5.23**	0.000
12	Two Traffic Rules	Self-Awareness	23	33.8	68	100.0	4.5**	0.000

** Significant at 0.01 level

Table 4.14 shows that when compared to the pretest, in all the items the percentage of students who have the knowledge on Life Skills enhanced in the posttest. This definitely reveals the effectiveness of intervention programme. The table again shows that the knowledge on life skills such as 'Empathy' ($p < 0.01$), 'Critical Thinking' ($p < 0.01$) and 'Self -Awareness' ($p < 0.01$) have shown significant difference in the post test. So, it is understandable that sample students have enhanced knowledge on Life Skill 'Empathy' to offer help to a differently abled student in the class, 'Critical Thinking' Skill to recognize the harmful effect of disposing wastes to public places and 'Self Awareness' Skill to suggest traffic rules. Therefore, it can be tentatively concluded that intervention

programme is more effective to enhance the 'Critical Thinking' and 'Self- Awareness'. knowledge on the Life Skills- 'Empathy',

Table: 4.15 : Levels of Knowledge on Life Skills of students in the Pretest and posttest

Knowledge	Pretest		Posttest	
	Number	Percent	Number	Percent
Poor	28	41.2	3	4.4
Moderate	16	23.5	0	0.0
Good	7	10.3	0	0.0
Very Good	17	25.0	65	95.6

Table 4.15 indicates that the percentage of students who were in the 'good', 'poor' and 'moderate' levels of knowledge on life skills reduced in the posttest whereas, students having 'very good' level of Knowledge on Life skills have improved.

Table 4.16 : Effectiveness of Intervention on Knowledge on Life Skills of students						
Knowledge	Mean	SD	N	Mean Difference	Paired t	p
Pretest	3.4	2.1	68	3.4	13.12**	0.000
Posttest	6.8	0.5	68			

** Significant at 0.01 level

From Table 4.16 it is visible that, there is significant mean difference in the post test compared to that of pretest and the paired 't' (13.12) is significant at 0.01 level shows the effectiveness of the intervention on Knowledge on Life skills.

Table 4.17 : Effectiveness of Intervention on Knowledge on Life Skills of students - Gender and Locale						
Sub sample		Mean	SD	N	t	p
Gender	Boys	.7	2.0	42	1.53	0.130
	Girls	2.9	2.3	26		
Locality	Rural	1.6	1.8	20	5.59**	0.000
	Urban	4.2	1.8	48		

** Significant at 0.05 level

From Table 4.17, it is understood that the increase in the mean knowledge score as the result of intervention of the male students is 3.7 and female is 2.9. The 't' value obtained (t=1.53) is not significant even at 0.05 level. So it can be interpreted that gender is not a significant factor for the effectiveness of intervention on Knowledge on the Life Skills. But in the case of Locality, the mean difference in knowledge score of the urban students (4.2) is higher compared to rural students (1.6) as a result of intervention. The 't' value (t = 5.59) is significant at 0.01 level which shows the programme is more effective for urban students than the rural students.

Effectiveness of Intervention on Attitude towards Life Skills of students

Q.No	Correct Statement on Effective Life Skill	Life Skill	Pretest		Posttest		Z#	p
			No.	%	No.	%		
3	Recently when my friend Thomas not showing any affection or even not talking to me, I will enquire him about the problem.	Problem Solving	60	88.2	68	100.0	0.71	0.480
4	While running, my friend fell down and got injured, then I will help him by calling my friends and teachers.	Empathy	61	89.7	68	100.0	0.38	0.705
13	Three advice to maintain Dental health	Critical Thinking	20	29.4	68	100.0	5.12**	0.000
14	Three hygienic habits for maintaining bodily health/hygiene.	Critical Thinking	22	32.4	68	100.0	5.49**	0.000

** Significant at 0.01 level

Table 4.18 shows that when compared to the pretest, in all the items in the posttest, the percentage of students who have the right attitude on Life Skills enhanced. This definitely indicates the effectiveness of intervention programme. The table again shows that the attitude towards the life skills such as 'Critical Thinking' ($p < 0.01$) have shown significant difference in the post test. As a result, it is logical that sample students have enhanced attitude towards 'Critical Thinking' skill to maintain dental health and keep hygienic habits for maintaining bodily health. Therefore, it can be inferred that intervention programme is more effective to enhance the right attitude on Life Skill - 'Critical Thinking'.

Knowledge	Pretest		Posttest	
	Number	Percent	Number	Percent
Poor	19	27.9	0	0.0
Moderate	10	14.7	0	0.0
Good	24	35.3	0	0.0
Very Good	15	22.1	68	100.0

As per Table 4.19 it is seen that the percentage of students who were in the 'poor', 'moderate' and 'good' levels of attitude towards life skills reduced in the posttest

whereas, students who were having 'very good' level of attitude towards Life skills have enhanced.

Table 4.20 : Effectiveness of Intervention on Attitude towards Life Skills of students						
Knowledge	Mean	SD	N	Mean Difference	Paired t	p
Pretest	5.1	2.4	68	2.9	10.13**	0.000
Posttest	8.0	0.0	68			

** Significant at 0.01 level

Table 4.20 reports that there is significant mean difference in the post test compared to that of pretest and the paired 't' (10.13) is significant at 0.01 level points out the effectiveness of the intervention on Attitude towards Life skills.

Table 4.21 : Effectiveness of Intervention on Attitude towards Life Skills of students - Gender and Locale						
Sub sample		Mean	SD	N	t	p
Gender	Male	3.4	2.3	42	2.21*	0.030
	Female	2.1	2.3	26		
Locality	Rural	1.6	1.8	20	3.25**	0.002
	Urban	3.5	2.4	48		

* Significant at 0.05 level ** Significant at 0.01 level

From Table 4.21, it is perceptible that the increase in the mean attitude score towards Life Skills as the result of intervention among male students is 3.4 and female students is 2.1. The 't' value obtained (t=2.21) is significant at 0.05 level. So it can be interpreted that gender is a significant factor for the effectiveness of intervention on attitude of students towards the Life Skills. But in the case of Locality, the difference in mean attitude score of the urban students (3.5) is higher when compared to rural students (1.6) as a result of intervention. The t value (t= 3.25) is significant at 0.01 level which demonstrates the programme is more effective for the urban students than that of rural students.

III Effectiveness of Intervention on Skill related to Life Skills of students

Table: 4.22 Effectiveness of Intervention on Skill related to Life Skills of students								
Q.No	Correct Statement on Effective Life Skill	Life Skill	Pretest		Posttest		Z#	p
			No.	%	No.	%		
1	Dispose the household waste at the premises of my house only.	Problem Solving	62	91.2	67	98.5	2.08*	0.037
2	When I am asked to write down the notes when I haven't a pen, I deal the situation by seeking the help of my friends.	Coping with Stress	61	89.7	68	100.0	2.43*	0.015
5	On my way to school a stranger approached me and offered sweets and invite me to go with him, I refuse both because he is a stranger.	Decision Making	64	94.1	68	100.0	1.89	0.059
8	When the teacher ask me to engage in a group as part of learning activity, I will join the group.	Decision Making	53	77.9	68	100.0	1.91	0.057
10	Overeating is harmful to health. This is a sentence that indicate the harmful effects of overeating.	Critical Thinking	19	27.9	68	100.0	4.14**	0.000

* Significant at 0.05 level ** Significant at 0.01 level

From Table 4.22, it is understandable that when compared to the pretest, in all the items the percentage of students who have Skill related to the Life Skills enhanced in the posttest. This definitely represents the effectiveness of intervention programme. The table again indicates that Skill related to Life Skills such as 'Coping with Stress', ($p < 0.05$)

'Problem Solving' ($p < 0.05$) and 'Critical Thinking' ($p < 0.01$) have shown significant difference in the post test. As a result, it is reasonable that sample students have enhanced skill related to Life Skill 'Problem Solving' to dispose the household waste at the premises of their house, 'Coping with Stress' to deal a situation in which they haven't

a pen in the classroom and 'Critical Thinking' skill to construct a message conveying the harmful effect of overeating. Therefore, it can be tentatively concluded that intervention programme is more effective to enhance the skill related to Life Skills- 'Coping with Stress', 'Problem Solving' and 'Critical thinking'.

Table: 4.23 : Levels of Skill related to Life Skills of students in the Pretest and posttest				
Knowledge	Pretest		Posttest	
	Number	Percent	Number	Percent
Poor	5	7.4	0	0.0
Moderate	13	19.1	0	0.0
Good	48	70.6	0	0.0
Very Good	2	2.9	68	100.0

Table 4.24 : Effectiveness of Intervention on Skill related to the Life Skills of students						
Knowledge	Mean	SD	N	Mean Difference	Paired t	p
Pretest	3.8	1.0	68	1.2	9.24**	0.000
Posttest	5.0	0.1	68			

** Significant at 0.01 level

Table 4.25 : Effectiveness of Intervention on Skill related to Life Skills of students - Gender and Locale						
Sub sample		Mean	SD	N	t	p
Gender	Male	1.3	1.1	42	1.09	0.279
	Female	1.0	0.9	26		
Locality	Rural	0.6	0.9	20	3.1**	0.003
	Urban	1.4	1.0	48		

** Significant at 0.01 level

Table 4.23 exposes that the percentage of students who were in the 'Poor' 'moderate' and 'good' levels of skill related to life skills became nil in the posttest at the same time, all the students were found entered in the 'very good' level of skill related to Life skills.

From Table: 4.24 it is apparent that there is significant mean difference in the post test compared to that of pretest and the paired 't' (9.24) which is significant at 0.01 level shows the effectiveness of the intervention on Skills related to Life skills.

As per Table 4.25, it is observable that the increase in the mean score of skill related to the Life Skills of the male students is 1.3 and female students is 1.0. The 't' value obtained (t= 1.09) is not significant even at 0.05 level. So it can be interpreted that gender is not a significant factor for the effectiveness of intervention on skill of students related to Life Skills. But in the case of Locality, the difference in mean score of skill of the urban students is higher (1.4) compared to rural students (0.6) as a result of intervention. The 't' value (t= 3.1) is significant at 0.01 level. So it can be interpreted that locality is a significant factor for the effectiveness of intervention on skill of students related to Life Skills.

IV Effectiveness of Intervention on overall Life Skills of students

Knowledge	Pretest		Posttest	
	Number	Percent	Number	Percent
Poor	12	17.6	0	0.0
Moderate	22	32.4	0	0.0
Good	22	32.4	0	0.0
Very Good	12	17.6	68	100.0

Table 4.26 illustrates that the percentage of students who were in the 'Poor', 'Moderate' and 'Good' levels of overall skills related to life skills became nil in the posttest at the same time, all students are found entered in the 'Very Good' level of overall skills related to Life skills.

Knowledge	Mean	SD	N	Mean Difference	Paired t	p
Pretest	12.4	4.8	57	6.6	10.25**	0.000
Posttest	19.0	1.1	57			

Table: 4.27 resolves that there is significant mean difference in the posttest compared to that of pretest and the paired 't' (10.25) is significant at 0.01 level approves the effectiveness of the intervention on overall Life skills of students.

** Significant at 0.01 level

Sub sample		Mean	SD	N	t	p
Gender	Male	7.1	5.4	31	0.85	0.401
	Female	6.0	4.1	26		
Locality	Rural	10.3	5.0	18	4.6**	0.000
	Urban	4.9	3.8	39		

From Table 4.28, it is noticeable that the increase in the mean overall Life Skills as a result of intervention of the male students is 7.1 and female students is 6.0. The 't'- value obtained ($t=0.85$) is not significant even at 0.05 level. So it can be interpreted that gender is not a significant factor for the effectiveness of intervention on overall Life Skills. But in the case of Locality, the difference in mean overall Life Skill score of the rural students (10.3) is higher than that of urban students (4.9) as a result of intervention. The 't' value ($t=4.6$) is significant at 0.01 level which demonstrates the programme is more effective for the rural students than that of the urban the students.

** Significant at 0.01 level

CHAPTER III



ANALYSIS AND INTERPRETATION OF DATA STANDARD V



The data collected from the administration of different tools were analysed and presented below under different heads.

Background characteristics:

Percentage distribution of students of Standard V in selected districts is presented in the following Table 5.1

District	School	Count	Percent
Thiruvananthapuram	G.V.H.S.S, Vattiyoorkavu	11	6.5
Ernakulum	G.H.S.S, Elamakkara	40	23.8
Palakkad	G.M.M.G.H.S.S	50	29.8
Idukki	G.T.H.S.S Murikadukuddy	15	8.9
Wayanadu	G.V.H.S.S, Vakery	32	19.0
Kannur	Govt.Brennen H.S.S	20	11.9

As per Table 5.1, the highest percentage (29.8 %) of sample is found in Palakkad District which is followed by Ernakulum (23.8 %), Wayanadu (19.0 %), Kannur (11.9 %), Idukky (8.9%) and the least in Thiruvananthapuram District (6.5%). The following graph displays the distribution of sample in selected districts (Fig.5.1)

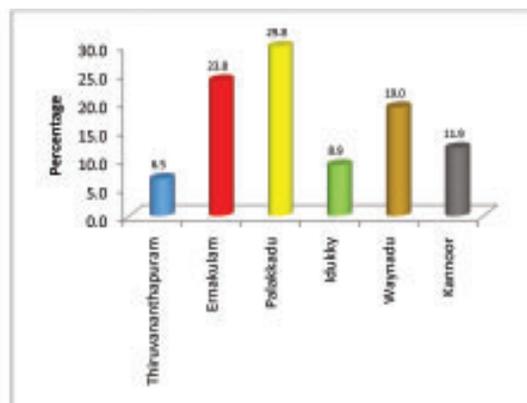


Figure 5.1- Percentage distribution of the sample in selected districts

Percentage distribution of the sample in selected districts based on Gender and Locality is presented in the following Table 5.2.

Sub sample		Count	Percentage
Gender	Boys	68	40.5
	Girls	100	59.5
Locality	Rural	46	27.4
	Urban	122	72.6

As per Table 5.2, the gender - wise distribution of sample shows that 40.5% of them are boys and 59.5% are girls. It is also observed that 72.6% of the sample is from

urban area and 27.4 % from rural area. A graphical representation of the sample based on Gender and Locality is given below.

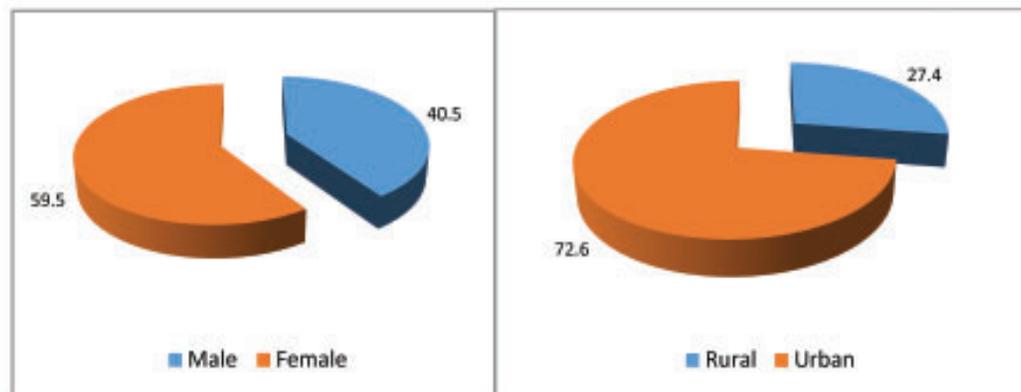


Figure 5.2- Percentage distribution of the sample based on Gender and Locality

RESULT OF PRETEST

I Knowledge on Life Skills

Questions related to 'Knowledge on Life Skills' of students were analyzed and presented in

Table 5.3 : Percentage distribution of students on Knowledge on Life Skills				
Q. No	Correct statement on Effective Life Skill	Life Skill	Number of Students	Percent
6	The time once lost is never regained'.	Critical Thinking	119	70.8
7	Playing daily for a while reduce 'obesity'.	Self-Awareness	100	59.5
9	Offer help to a differently abled student in my class.	Empathy	77	45.8
11	Two harmful effects of disposing wastes to public places.	Critical Thinking	64	38.1
12	Two Traffic Rules	Self-Awareness	60	35.7

Table 5.3, reveals that 70.8 % of students have 'Critical Thinking' skill to favor the concept time is that 'the time once lost is never regained'. 59.5 % of them possess 'Self-Awareness' skill to opine that "playing daily for a while reduce 'obesity'. At the same time, 45.8 % of students keep life Skill 'Empathy' to offer help to a differently abled student in the class. 38.1 % of the students holds 'Critical Thinking' Skill to suggest two harmful effects of disposing wastes to public places however 35.7 % of them have 'Self-Awareness' skill to enlist two traffic 'rules' correctly (Figure 5.3).

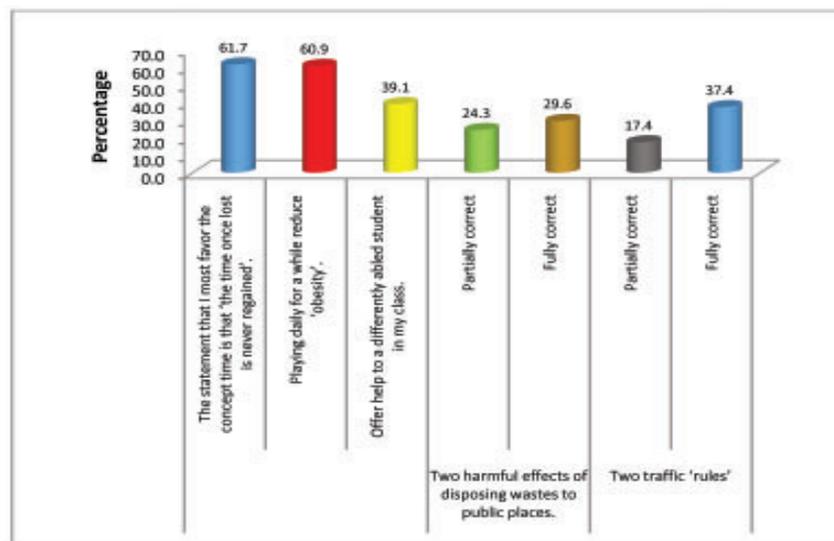


Figure 5.3- Percentage distribution of students on Knowledge on Life Skills

Knowledge	Count	Percent
Poor	44	26.2
Moderate	54	32.1
Good	38	22.6
Very Good	32	19.0

Table 5.4 shows that 32.1 % of students are having moderate level of knowledge on Life Skills. The level of knowledge on Life Skills of 26.2 % is at poor level and 22.6% of students are at good level. 19.0 % are having very good level of knowledge on Life Skills. Therefore, it is seen that 1/3rd (32.1%) of the sample have moderate level of knowledge. The following graph presents the Level of Knowledge on Life Skills.

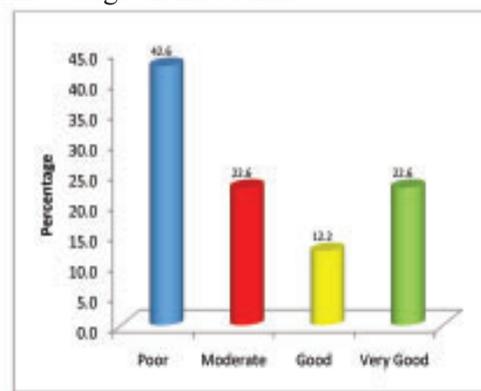


Figure 5.4-Levels of Knowledge on Life Skills

Sub sample		Mean	SD	N	t	p
Gender	Boys	3.5	1.6	68	2.01*	0.046
	Girls	4.1	1.9	100		
Locality	Rural	3.5	1.8	46	1.23	0.220
	Urban	3.9	1.8	122		

** Significant at 0.05 level

The Mean and SD of Knowledge on Life Skills of boys are 3.5 and 1.6 whereas that of girls are 4.1 and 1.9 respectively. The 't' value obtained is 2.01 which is significant at 0.05 level. Therefore, it is inferred that there is significant difference between the boys and girls with respect to Knowledge on Life Skills. Since the mean of the girl students (4.1) is higher than that of boy students (3.5), it is inferred that girls have more Knowledge on Life Skills than boys.

The Mean and SD of knowledge on Life Skills of rural students are 3.5 and 1.8 and that of urban students are 3.9 and 1.8 respectively. The 't' value obtained on Knowledge on Life Skills of rural and urban students is 1.23 which is not significant at 0.05 level. Therefore it is seen that there is no significant difference between rural and urban students' knowledge on Life Skills.

II. Attitude of students towards Life Skills

Table 5.6 : Percentage distribution of Attitude of students towards Life Skills				
Q. No	Correct statement on Effective Life Skill	Life Skill	Number of Students	Percent
3	Recently when my friend Thomas not showing any affection or even not talking to me, I will enquire him about the problem.	Problem Solving	156	92.9
4	While running, my friend fell down and got injured, then I will help him by calling my friends and teachers.	Empathy	155	92.3
13	Three advices to maintain Dental health.	Critical Thinking	55	32.7
14	Three hygienic habits for maintaining bodily health/hygiene.	Critical Thinking	64	38.1

From Table 5.6, it is seen that 92.9% of the students keep the right attitude on 'Problem Solving' skill towards solving an issue with a friend. 92.3% of the students possess 'Empathy' to help a friend who has fallen accidentally. 32.7 % have 'Critical Thinking' skill for maintaining dental health and 38.1% acquainted with 'Critical Thinking' skill for keeping hygienic habits to be maintained for bodily hygiene (Figure 5.5).

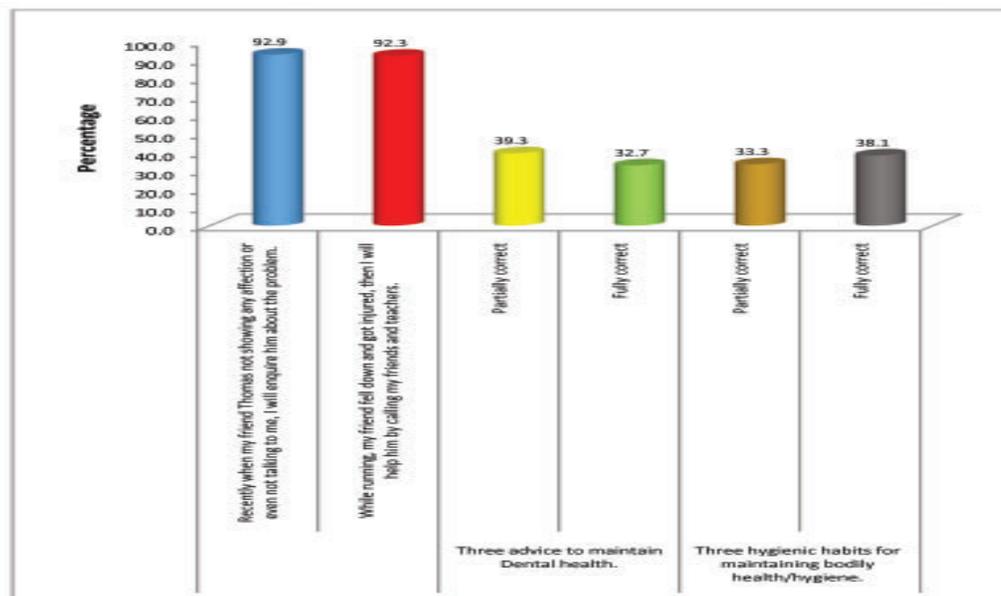


Figure 5.5- Percentage distribution of students having right Attitude of towards Life Skills

Levels of Attitude	Count	Percent
Poor	49	29.2
Moderate	20	11.9
Good	38	22.6
Very Good	61	36.3

Table 5.7 shows that 36.3% of students are at very good level of attitude. The level of attitude on Life Skills of 29.2 % are at poor level, 22.6 % of students are of good level and 11.9 % are having moderate level of attitude so it is inferred that 1/3 rd of the sample (36.3%) are at very good level of attitude towards Life Skills (Figure 5.6)

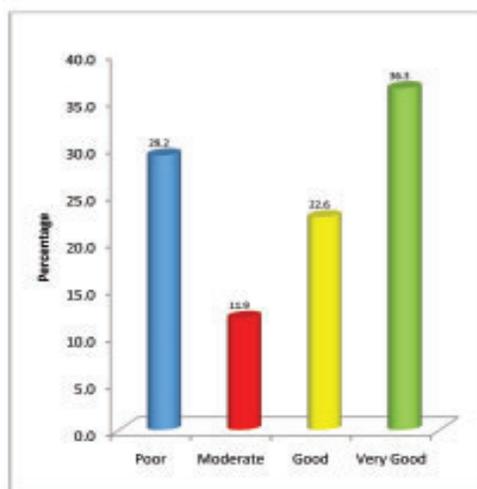


Figure 5.6- Levels of Attitude towards Life Skills

Sub sample		Mean	SD	N	t	p
Gender	Boys	4.7	2.3	68	1.84**	0.067
	Girls	5.4	2.4	100		
Locality	Rural	5.5	2.2	46	1.43	0.154
	Urban	4.9	2.5	122		

** Significant at 0.05 level

The Mean and SD of Attitude on Life Skills of boys are 4.7 and 2.3 whereas that of girls are 5.4 and 2.4 respectively. The t-value obtained is 1.84 which is not significant even at 0.05 level. Therefore, it is inferred that there is no significant difference between boys and girls with respect to attitude towards Life Skills.

The Mean and SD of attitude on Life Skills of rural students are 5.5 and 2.2 and that of urban students are 4.9 and 2.5 respectively. The 't' value obtained for attitude on Life Skills of rural and urban students is 1.43 which is not significant at 0.05 level. Therefore, it is interpreted that there is no significant difference between rural and urban students' attitude towards Life Skills.

III. Skill of students related to Life Skills

Table 5.9 : Percentage distribution of students' Skill related to Life Skills				
Q. No	Correct statement on Effective Life Skill	Life Skill	Number of Students	Percent
1	Dispose the household waste at the premises of my house only.	Problem Solving	146	86.9
2	When I am asked to write down the notes when I haven't a pen, I deal the situation by seeking the help of my friends.	Coping with Stress	153	91.1
5	On my way to school a stranger approached me and offered sweets and invite me to go with him, I refuse both because he is a stranger.	Decision Making	154	91.7
8	When the teacher asked me to engage in a group as part of learning activity, I will join the group.	Decision Making	120	71.4
10	Overeating is harmful to health. This is a sentence that indicate the harmful effects of overeating.	Critical Thinking	69	41.1

From Table 5.9, it is obvious that 86.9 % of the students keep 'Problem Solving' skill to dispose the household waste only at their premises of their house. 91.1 % of students have Life skill 'Coping with Stress' to manage the situation in classroom where they are in need of a pen. 91.7 % of the students have 'Decision Making' skill to deal a stranger effectively by refusing his offer of sweets and invitation to go with him. 71.4 % students have 'Decision Making' skill to favor group activity and 41.1 % of students possess 'Critical Thinking' skill to construct the message conveying the harmful effects of overeating. Figure 5.7 depicts the percentage distribution of students having Skill related to Life Skills.

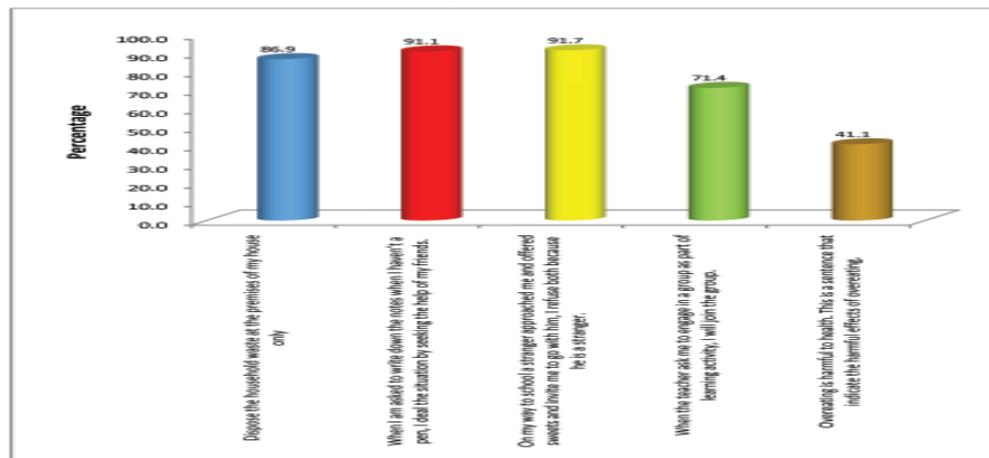


Figure 5.7- Percentage distribution of students having Skill related to Life Skills

Levels of Attitude	Count	Percent
Poor	8	4.8
Moderate	10	6.0
Good	37	22.0
Very Good	113	67.3

Table 5.10 reveals that 67.3 % of students are at very good level of skills. The level of skill of 22.0 % are at good level, 6.0 % of students are at moderate level and 4.8 % are having poor level of skill. Therefore, it is inferred that majority (67.3%) of the sample are having very good level of Skill related to Life Skills (Figure 5.8).

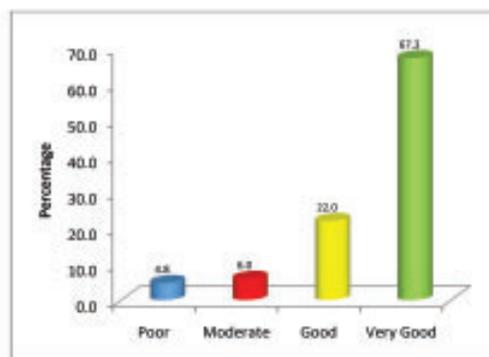


Figure 5.8- Levels of students' Skill on Life skills

Sub sample		Mean	SD	N	t	p
Gender	Boys	3.8	1.0	68	0.4	0.691
	Girls	3.9	1.2	100		
Locality	Rural	3.6	1.3	46	1.51	0.132
	Urban	3.9	1.0	122		

** Significant at 0.05 level

The Mean and SD of skill related to Life Skills of boys are 3.8 and 1.0 whereas that of girls are 3.9 and 1.2 respectively. The 't' value obtained is 0.4 which is not significant even at 0.05 level. Therefore, it is inferred that there is no significant difference between the boys and girls with respect to Skill related to Life Skills.

The Mean and SD of Skill related to Life Skills of rural students are 3.6 and 1.3 and that of urban students are 3.9 and 1.0 respectively. The 't'-value obtained on skills related to Life Skills of rural and urban students is 1.51 which is not significant even at 0.05 level. Hence, it can be interpreted that there is no significant difference between rural and urban students' skill related to Life Skills.

IV Overall Life skills of Students

Data obtained on Life Skills of students related to knowledge, attitude and skill were clubbed together and different levels of Life Skills were found out and presented in the following Table 5.12.

Level of Life Skills	Number of students	Percent
Poor	23	13.7
Moderate	42	25.0
Good	47	28.0
Very Good	56	33.3

From Table 5.12 it is clear that 33.3 % of students are having Life Skills at very good level. 28.0 % at good level, 25.0 % of students at moderate level and 13.7 % are having poor level of Life Skills. It is seen that in the Life Skills, 1/3rd (33.3%) of the students are in the very good level (figure 5.9).

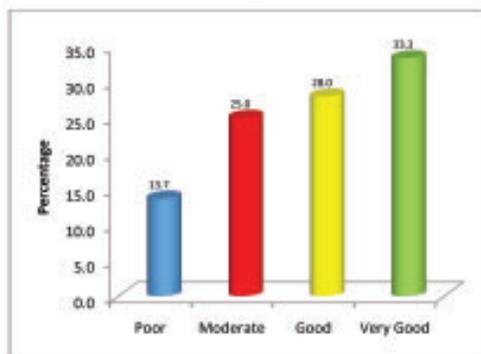


Figure 5.9- Levels of overall Life Skills of Students

The Mean and SD of Life Skills of boys are 11.9 and 4.3 whereas that of girls are 13.3 and 4.8 respectively. The 't'-value obtained is 1.85 which is not significant even at 0.05 level. Therefore, it is inferred that there is no significant difference between the boys and girls with respect to Life Skills.

The Mean and SD of Life Skills of rural students are 12.7 and 4.7 and that of urban students are 12.8 and 4.6 respectively. The 't'-value obtained for Life Skills of rural and urban students is 0.1 which is not significant

Sub sample		Mean	SD	N	t	p
Gender	Boys	11.9	4.3	68	1.85	0.066
	Girls	13.3	4.8	100		
Locality	Rural	12.7	4.7	46	0.1	0.920
	Urban	12.8	4.6	122		

**** Significant at 0.01 level**

even at 0 .05 level. Hence, it can be interpreted that there is no significant difference between rural and urban students' Life Skills.

Effectiveness of Intervention on Life Skills of students studying in Standard V (RESULT OF POSTTEST)

To find out the Effectiveness of intervention on Life Skills of students studying in standard V on Knowledge, Attitude and Skill, pretest

and posttest on life skills were administered and results were analyzed and compared. The effectiveness of Intervention on Knowledge, Attitude and Skill were found out and presented under different heads.

At the time of administration of pretest 168 students were present. But for the intervention and for the posttest some of the students who have attended the pretest were dropped out. Therefore, the number of students who were present in the intervention and post test only were considered for final analysis.

I Effectiveness of Intervention on Knowledge on Life Skills of students

Table: 5.14 Effectiveness of Intervention on Knowledge on various Life Skills of students

Q.No	Correct Statement on Effective Life Skill	Life Skill	Pretest		Posttest		Z#	p
			No.	%	No.	%		
6	The time once lost is never regained'.	Critical Thinking	91	70.5	102	79.1	0.28	0.779
7	Playing daily for a while reduce 'obesity'.	Self-Awareness	70	54.3	90	69.8	2.36*	0.018
9	Offer help to a differently abled student in my class.	Empathy	61	47.3	129	100.0	4.16**	0.000
11	Two harmful effects of disposing wastes to public places.	Critical Thinking	2	38.0	49	1.6	3.2**	0.001
12	Two Traffic Rules	Self-Awareness	2	38.8	50	1.6	2.63**	0.009

** Significant at 0.01 level

As per Table 5.14, it is seen that when compared to the pretest, in almost all the items the percentage of students who have the knowledge on Life Skills enhanced in the posttest. This definitely reveals the effectiveness of intervention programme. The table again displays that the knowledge on life skills such as 'Empathy' ($p < 0.01$), 'Critical Thinking' ($p < 0.01$) and 'Self -Awareness' ($p < 0.01$) have showed significant difference in the post test. So, it is understandable that sample students have enhanced knowledge on Life Skill 'Empathy' to offer help to a differently abled student in the class, 'Critical Thinking' Skill to distinguish the harmful effect of disposing wastes to public places and also to recognize that playing daily will reduce 'obesity' and 'Self Awareness' Skill to

suggest traffic rules. Therefore, it can be tentatively concluded that intervention programme is more effective to enhance the

knowledge on the Life Skills- 'Empathy', 'Critical Thinking' and 'Self Awareness'.

Table: 5.15 : Levels of Knowledge on Life Skills of students in the Pretest and posttest

Knowledge	Pretest		Posttest	
	Number	Percent	Number	Percent
Poor	27	20.9	0	0.0
Moderate	29	22.5	0	0.0
Good	34	26.4	11	8.5
Very Good	39	30.2	118	91.5

Table 5.15 indicates that the percentage of students who were in the 'poor', 'moderate' and 'good' levels of knowledge on life skills

reduced in the posttest whereas, students having 'very good' level of Knowledge on Life skills have enhanced.

Table 5.16 : Effectiveness of Intervention on Knowledge on Life Skills of students						
Knowledge	Mean	SD	N	Mean Difference	Paired t	p
Pretest	3.8	1.9	129	2.7	15.69**	0.000
Posttest	6.5	0.7	129			

** Significant at 0.01 level

As per Table:5.16 it is observable that, there is significant mean difference in the posttest compared to that of pretest and the paired 't' (15.69) is significant at 0.01 level shows the effectiveness of the intervention on Knowledge on Life skills.

Table 5.17 : Effectiveness of Intervention on Knowledge on Life Skills of students - Gender and Locale						
Sub sample		Mean	SD	N	t	p
Gender	Boys	2.9	1.7	45	1.22	0.223
	Girls	2.5	2.0	84		
Locality	Rural	2.9	2.0	35	0.85	0.399
	Urban	2.6	1.9	94		

** Significant at 0.05 level

From Table 5.17, it is observable that the increase in the mean knowledge score as the result of intervention of the male students is 2.9 and female is 2.5. The 't' value obtained (t=1.22) is not significant even at 0.05 level. For the case of Locality, the difference in the mean knowledge score of the rural students is 2.9 and urban students is 2.6 as a result of intervention. The 't' value (t = 0.85) is not significant even at 0.05 level. So it can be interpreted that gender and Locality are not significant factors for the effectiveness of intervention on Knowledge on the Life Skills.

II Effectiveness of Intervention on Attitude towards Life Skills of students

Q.No	Correct Statement on Effective Life Skill	Life Skill	Pretest		Posttest		Z#	p
			No.	%	No.	%		
3	Recently when my friend Thomas not showing any affection or even not talking to me, I will enquire him about the problem.	Problem Solving	119	92.2	125	96.9	0.58	0.564
4	While running, my friend fell down and got injured, then I will help him by calling my friends and teachers.	Empathy	118	91.5	123	95.3	0.61	0.541
13	Three advices to maintain Dental health	Critical Thinking	46	35.7	127	98.4	1.37	0.171
14	Three hygienic habits for maintaining bodily health/hygiene.	Critical Thinking	55	42.6	122	94.6	0.1	0.918

Table 5.18 reveals that when compared to the pretest, in almost all the items in the posttest the percentage of students who have the right attitude on Life Skills enhanced. But the paired 't' shows no significant difference in the attitude of students towards the Life Skills after the intervention programme. So it is inferred that the intervention programme is not effective in changing the attitude on life Skills.

Knowledge	Pretest		Posttest	
	Number	Percent	Number	Percent
Poor	35	27.1	4	3.1
Moderate	12	9.3	8	6.2
Good	52	40.3	0	0.0
Very Good	30	23.3	117	90.7

From Table 5.19 it is noticeable that the percentage of students who were in the 'poor', 'moderate' and 'good' levels of attitude towards life skills reduced in the posttest

whereas, students of who were having 'very good' level of attitude towards Life skills have enhanced.

Table 5.20 : Effectiveness of Intervention on Attitude towards Life Skills of students						
Knowledge	Mean	SD	N	Mean Difference	Paired t	p
Pretest	5.3	2.5	129	2.5	11.04**	0.000
Posttest	7.8	0.7	129			

** Significant at 0.01 level

Table: 5.20 reports that there is significant mean difference in the post test compared to that of pretest and the paired 't' (11.04) is significant at 0.01 level emphasizes the effectiveness of the intervention on Attitude towards Life skills.

Table 5.21 : Effectiveness of Intervention on Attitude towards Life Skills of students - Gender and Locale						
Sub sample		Mean	SD	N	t	p
Gender	Male	2.8	2.4	45	0.83	0.409
	Female	2.4	2.7	84		
Locality	Rural	2.4	2.5	35	0.39	0.694
	Urban	2.6	2.7	94		

* Significant at 0.05 level ** Significant at 0.01 level

As per Table 5.21, it is traceable that the increase in the mean attitude score towards Life Skills as the result of intervention of the male students is 2.8 and female students is 2.4. The 't' value obtained (t=0.83) is not significant even at 0.05 level. In the case of Locality, the mean attitude score of the urban students is 2.6 and rural students is 2.4 as a result of intervention. The 't' value (t =0.39) is not significant even at 0.05 level. Hence, it can be interpreted that gender and locality are not significant factors for the effectiveness of intervention on attitude of students towards the Life Skills.

III Effectiveness of Intervention on Skill related to Life Skills of students

Q.No	Correct Statement on Effective Life Skill	Life Skill	Pretest		Posttest		Z#	p
			No.	%	No.	%		
1	Dispose the household waste at the premises of my house only.	Problem Solving	114	88.4	123	95.3	2.15*	0.031
2	When I am asked to write down the notes when I haven't a pen, I deal the situation by seeking the help of my friends.	Coping with Stress	116	89.9	123	95.3	1.07	0.285
5	On my way to school a stranger approached me and offered sweets and invite me to go with him, I refuse both because he is a stranger.	Decision Making	119	92.2	122	94.6	1.12	0.262
8	When the teacher asked me to engage in a group as part of learning activity, I will join the group.	Decision Making	91	70.5	129	100.0	3.58**	0.000
10	Overeating is harmful to health. This is a sentence that indicate the harmful effects of overeating.	Critical Thinking	56	43.4	124	96.1	0.35	0.724

* Significant at 0.05 level ** Significant at 0.01 level

Table 5.22 reveals that when compared to the pretest, in all the items the percentage of students who have Skill related to the Life Skills enhanced in the posttest. This definitely represents the effectiveness of intervention programme. The table again indicates that Skill related to life skills such as ' Problem Solving' ($p < 0.05$) and 'Decision making'

($p < 0.01$) have shown significant difference in the posttest. Accordingly, it is rational that sample students have enhanced skill related to Life Skill ' Problem Solving' to dispose the household waste at the premises of their house, 'Decision Making' Skill to favor the group activities in the class room and 'Critical Thinking' skill to construct a message

conveying the harmful effect of overeating. Therefore, it can be tentatively concluded that intervention programme is more effective to enhance the skill related to Life Skills- 'Problem Solving', 'Critical Thinking' and 'Decision making'.

Table: 5.23 : Levels of Skill related to Life Skills of students in the Pretest and posttest				
Knowledge	Pretest		Posttest	
	Number	Percent	Number	Percent
Poor	89	69.0	0	0.0
Moderate	9	7.0	7	5.4
Good	24	18.6	2	1.6
Very Good	7	5.4	120	93.0

Table 5.24 : Effectiveness of Intervention on Skill related to the Life Skills of students						
Knowledge	Mean	SD	N	Mean Difference	Paired t	p
Pretest	3.8	1.2	129	1.0	10.64**	0.000
Posttest	4.9	0.6	129			

** Significant at 0.01 level

Table 5.25 : Effectiveness of Intervention on Skill related to Life Skills of students - Gender and Locale						
Sub sample		Mean	SD	N	t	p
Gender	Male	1.1	1.1	45	0.15	0.881
	Female	1.0	1.1	84		
Locality	Rural	1.3	1.3	35	1.31	0.192
	Urban	1.0	1.1	94		

** Significant at 0.01 level

From Table 5.23 it is seen that the percentage of students who were in the 'Poor' 'moderate' and 'good' levels of skills related to life skills reduced in the posttest whereas, students of 'very good' level of skills related to Life skills have improved.

Table: 5.24 shows that there is significant mean difference in the post test compared to that of pretest and the paired 't' (10.64) which is significant at 0.01 level shows the effectiveness of the intervention on Skills related to Life skills.

As per Table 5.25, it is recognizable that the increase in the mean score of skills related to the Life Skills as a result of intervention of the male students is 1.1 and female students is 1.0. The 't' value obtained (t=0.15) is not significant even at 0.05 level. In the case of Locality, the increase in the mean score of skill of the rural students is 1.3 and urban students is 1.0 as a result of intervention. The 't' value (t= 1.31) is not significant even at 0.05 level. Thus, it can be interpreted that gender and locality are not significant factors for the effectiveness of intervention on skill of students related to Life Skills.

IV Effectiveness of Intervention on overall Life Skills of students

Knowledge	Pretest		Posttest	
	Number	Percent	Number	Percent
Poor	19	14.7	0	0.0
Moderate	27	20.9	0	0.0
Good	35	27.1	129	100.0
Very Good	48	37.2	0	0.0

Knowledge	Mean	SD	N	Mean Difference	Paired t	p
Pretest	13.0	4.8	129	6.2	14.76**	0.000
Posttest	19.2	1.4	129			

** Significant at 0.01 level

Sub sample		Mean	SD	N	t	p
Gender	Male	6.8	4.6	45	0.97	0.332
	Female	5.9	4.9	84		
Locality	Rural	6.5	5.0	35	0.43	0.668
	Urban	6.1	4.7	94		

** Significant at 0.01 level

Table 5.26 proves that the percentage of students who were in the 'Poor', 'Moderate' and 'Very Good' levels of overall skills related to life skills reduced in the posttest whereas, students of 'Good' level of skills related to Life skills have enhanced.

From Table: 5.27 it can be comprehended that there is significant mean difference in the posttest compared to that of pretest and the paired 't' (14.76) is significant at 0.01 level reveals the effectiveness of the intervention on overall Life skills of students.

Table 5.28, it is clear that the increase in the mean overall Life Skills as a result of intervention of the male students is 6.8 and female students is 5.9. The 't' value obtained ($t=0.97$) is not significant even at 0.05 level. In the case of Locality, the difference in the mean overall Life Skill score of the rural students is 6.5 and that of urban students 6.1 as a result of intervention. The 't' value ($t=0.43$) is not significant even at 0.05 level. It reveals that gender and locality are not significant factors for the effectiveness of intervention on overall Life Skills.

CHAPTER IV



Findings, Conclusions and Suggestions



Based on the pretest and posttest analysis, the major conclusions arrived are presented below.

STANDARD III A Pretest

I Knowledge on life skills

- 53.3% of students possess 'Critical Thinking Skill' to favoured the concept time is that 'the time once lost is never regained'

- 49.3 % of them have 'Self-Awareness Skill' to opine that playing daily for a while reduce 'obesity'
- 40 % of students were conversant with Life Skill 'Empathy' to offer help to a differently abled student in the class.
- 24 % of the students acquainted with 'Critical Thinking' Skill to suggest two harmful effects of disposing wastes to public places
- 42.7 % of them possess 'Self-Awareness Skill' to enlist two traffic 'rules' correctly
- 32% of the sample have poor level of knowledge
- There is no significant difference between the boys and girls with respect to knowledge on Life Skills ($t=0.58$ $p>.05$).
- There is significant difference between rural and urban students' knowledge on Life Skills ($t=2.35$ $P<0.05$). Urban ($M=4.0$) students have more knowledge on Life Skills than rural ($M=2.1$) students.

II Attitude towards life skills

- 86.7 % of the students have the right attitude of 'Problem Solving Skill' to solve an issue with a friend
- 94.7% of the students accomplishes 'Empathy' to show willingness to help a friend who has fallen accidentally

- 45.3 % have positive attitude on 'Critical Thinking Skill' to maintain dental health
- 58.7% undertakes 'Critical Thinking Skill' to maintain hygienic habits for bodily hygiene
- above half of the sample (52.0%) have 'very good' attitude towards Life Skills
- There is no significant difference between boys and girls with respect to attitude towards Life Skills ($t=1.09$ $p>0.05$).
- There is significant difference between rural and urban students' attitude on Life Skills ($t=5.22$ $p<0.01$). Urban students (6.6) have better attitude on Life Skills than that of rural students (3.9).

III Skills related to life skills

- 86.7 % of the students have 'Problem Solving skill' to dispose the household waste at the premises of their house only
- 94.7 % of students have skill 'Coping with Stress' to manage the situation effectively when they are in need of a pen
- 85.3 % of the students accomplishes 'Decision Making Skill' to deal a stranger effectively by refusing his offer of sweets and invitation to go with him
- 73.3% students have 'Decision

- Making Skill' to favour group activity
- 38.7 % of students have 'Critical Thinking Skill' to construct the message conveying the harmful effects of overeating
- majority (70.7%) of the sample are having 'very good' level of Skills related to Life Skills
- There is no significant difference between boys and girls with respect to skill related to Life Skills ($t=0.15$ $p>0.05$).
- There is significant difference between rural and urban students' skills related to Life Skills ($t=4.68$ $p<0.01$). Urban (4.1) students are more skilful to Life Skills than rural (3.0) students.
- 1/3rd of the students are in the 'very good' level of overall life skills
- There is no significant difference between the boys and girls with respect to overall Life Skills ($t=0.8$ $p>0.05$).
- There is significant difference between rural and urban students in the overall Life Skills ($t=5.64$ $p<0.01$). Urban (14.7) students are better related to the overall Life Skills than rural(9.0) students.

B Effectiveness of intervention programme (Posttest)

I Knowledge on life skills

- The intervention programme is more effective to enhance the knowledge on the Life Skills- 'Empathy', 'Critical Thinking' and 'Self Awareness'.
- After the implementation of the intervention programme, students having 'moderate' level of Knowledge on Life skills have enhanced (86.0).
- The intervention programme is effective on knowledge on life skills ($t=11.55$ $p<0.01$) with mean values of pretest and posttest as 3.3 and 6.3 respectively.
- Gender is not a significant factor for the effectiveness of intervention on Knowledge on the Life Skills ($t=0.05$, $p>.05$)
- Locality is a significant factor in the effectiveness of intervention programme on Knowledge on Life Skills ($t=4.04$ $p<0.01$) with mean difference of rural and urban as 4.4 and 2.4 respectively. Hence rural students are benefitted more by the intervention programme than urban.

II Attitude towards life skills

- The intervention programme is more effective to enhance the right attitude on Life Skill -'Critical Thinking'.
- After the implementation of the intervention programme, students having 'good' level of attitude towards Life skills have enhanced (91.2%)
- The intervention programme is effective on attitude on life skills (t=7.09 p<0.01) with mean values of pretest and posttest as 5.5 and 7.8 respectively.
- Gender is not a significant factor for the effectiveness of intervention on attitude towards Life Skills (t=1.44,p>.05)
- Locality is a significant factor in the effectiveness of intervention programme on attitude on Life Skills (t=3.61 p<0.05) with mean difference of rural and urban as 3.9 and 1.6 respectively. Hence rural students are benefitted more by the intervention programme than urban students.

III Skills related to life skills

- The intervention programme is effective to enhance the skill related to Life Skills - 'Coping with Stress', 'Decision Making' and 'Critical thinking'.
- After the implementation of the intervention programme, students having 'very good' level of skill related to Life skills have improved (100.0%).

- The intervention programme is effective on skill related to life skills (t=8.67, p<0.01) with mean values of pretest and posttest as 3.6 and 4.9 respectively.
- Gender is not a significant factor for the effectiveness of intervention on skill related to Life Skills (t=0.48, p>.05)
- Locality is a significant factor in the effectiveness of intervention programme on skill on Life Skills (t=4.22 p<0.01) with mean difference of rural and urban as 2.0 and 0.9 respectively. Hence rural students are benefitted more by the intervention programme than urban students.
- 100 % of students are having overall Life Skills at 'good' level.
- The intervention programme is found to be effective on overall Life skills of students .
- Gender is not a significant factor for the effectiveness of intervention on overall skills (t=0.85, p>.05)
- Locality is a significant factor in the effectiveness of intervention programme on overall skill on Life Skills (t=4.6 p<0.01) with mean difference of rural and urban as 10.3 and 4.9 respectively. Hence rural students are benefitted more by the intervention programme than urban students.

STANDARD IV A Pretest

I Knowledge on life skills

- 61.7% of students possess 'Critical Thinking Skill' to favoured the concept time is that 'the time once lost is never regained'
- 60.9 % of them have 'Self-Awareness Skill' to opine that playing daily for a while reduce 'obesity'
- 39.1% of students were conversant with Life Skill 'Empathy' to offer help to a differently abled student in the class.
- 29.6 % of the students acquainted with 'Critical Thinking' Skill to suggest two harmful effects of disposing wastes to public places
- 37.4% of them possess 'Self-Awareness Skill' to enlist two traffic 'rules' correctly
- below half (42.6 %) of the sample have poor level of knowledge
- There is no significant difference between the boys and girls with respect to knowledge on Life Skills (t =0.63 p >.05).
- There is significant difference between rural and urban students' knowledge on Life Skills (t=4.45 P<0.05). Rural(M=5.0) students have

more knowledge on Life Skills than urban (M=2.9) students.

II Attitude towards life skills

- 89.6% of the students have the right attitude of 'Problem Solving Skill' to solve an issue with a friend
- 90.4% of the students accomplishes 'Empathy' to show willingness to help a friend who has fallen accidentally
- 30.4% have positive attitude on 'Critical Thinking Skill' to maintain dental health
- 38.3% undertakes 'Critical Thinking Skill' to maintain hygienic habits for bodily hygiene
- 1/3 rd of the sample (39.1%) are at very good level of attitude towards Life Skills
- There is no significant difference between boys and girls with respect to attitude towards Life Skills ($t=1.76$, $p>0.05$).
- There is significant difference between rural and urban students' attitude on Life Skills ($t=2.74$, $p<0.01$). Rural students (6.4) have better attitude on Life Skills than that of urban students (4.9).

III Skills related to life skills

- 91.3 % of the students have 'Problem Solving skill' to dispose the household waste at the premises of their house only

- 89.6 % of students have skill 'Coping with Stress' to manage the situation effectively when they are in need of a pen
- 93.9% of the students accomplishes 'Decision Making Skill' to deal a stranger effectively by refusing his offer of sweets and invitation to go with him
- 73.0% students have 'Decision Making Skill' to favour group activity
- 30.4 % of students have 'Critical Thinking Skill' to construct the message conveying the harmful effects of overeating
- majority (66.1%) of the sample are having 'very good' level of Skills related to Life Skills
- There is no significant difference between boys and girls with respect to skill related to Life Skills ($t=0.13$, $p>0.05$).
- There is significant difference between rural and urban students' skill related to Life Skills ($t=1.99$, $p<0.05$). Rural (4.2) students are more skilful to Life Skills than urban (3.7) students.
- 1/3rd of the students are in the 'very good' level of overall life skills
- There is no significant difference between the boys and girls with respect to overall Life Skills ($t= 1.13$, $p>0.05$).

- There is significant difference between rural and urban students in the overall Life Skills ($t=3.65$, $p<0.01$). Rural (15.5) students are better related to the overall Life Skills than urban (11.5) students.

B Effectiveness of intervention programme (Posttest)

I Knowledge on life skills

- The intervention programme is more effective to enhance the knowledge on the Life Skills- 'Empathy', 'Critical Thinking' and 'Self Awareness'.
- After the implementation of the intervention programme, students having 'very good' level of Knowledge on Life skills have enhanced (95.6).
- The intervention programme is effective on knowledge on life skills ($t=13.12$, $p<0.01$) with mean values of pretest and posttest as 3.4 and 6.8 respectively.
- Gender is not a significant factor for the effectiveness of intervention on Knowledge on the Life Skills ($t=1.53$, $p>.05$)
- Locality is a significant factor in the effectiveness of intervention programme on Knowledge on Life Skills ($t=5.59$, $p<0.01$) with mean difference of rural and urban as 1.6

and 4.2 respectively. Hence urban students are benefitted more by the intervention programme than rural.

II Attitude towards life skills

- The intervention programme is more effective to enhance the right attitude on Life Skill -'Critical Thinking'.
- After the implementation of the intervention programme, students having 'very good' level of attitude towards Life skills have enhanced (100.0%)
- The intervention programme is effective on attitude on life skills ($t=10.13$ $p<0.01$) with mean values of pretest and posttest as 5.1 and 8.0 respectively.
- Gender is a significant factor in the effectiveness of intervention programme on Knowledge on Life Skills ($t=2.21$ $p<0.05$) with mean difference of male and female as 3.4 and 2.1 respectively. Hence male students are benefitted more by the intervention programme than girls.
- Locality is a significant factor in the effectiveness of intervention programme on attitude on Life Skills ($t=2.25$ $p<0.05$) with mean difference of rural and urban as 1.6 and 3.5 respectively. Hence urban students are benefitted more by the intervention programme than rural students.

III Skill related to life skills

- The intervention programme is effective to enhance the skill related to Life Skills - 'Coping with Stress' 'Problem Solving' and 'Critical thinking'.
- After the implementation of the intervention programme, students having 'very good' level of skills related to Life skills have improved (100.0%).
- The intervention programme is effective on skill related to life skills ($t=9.24$, $p<0.01$) with mean values of pretest and posttest as 3.8 and 5.0 respectively.
- Gender is not a significant factor for the effectiveness of intervention on skill related to Life Skills ($t=1.09$, $p>.05$)
- Locality is a significant factor in the effectiveness of intervention programme on skill on Life Skills ($t=3.1$ $p<0.01$) with mean difference of rural and urban as 0.6 and 1.4 respectively. Hence urban students are benefitted more by the intervention programme than rural students.
- 100 % of students are having overall Life Skills at 'very good' level.
- The intervention programme is found to be effective on overall Life skills of students .

- Gender is not a significant factor for the effectiveness of intervention on overall skills ($t=0.85$, $p>.05$)
- Locality is a significant factor in the effectiveness of intervention programme on overall skill on Life Skills ($t=4.6$ $p<0.01$) with mean difference of rural and urban as 10.3 and 4.9 respectively. Hence rural students are benefitted more by the intervention programme than urban students.

STANDARD V A Pretest

I Knowledge on life skills

- 70.8 % of students possess 'Critical Thinking Skill' to favoured the concept time is that 'the time once lost is never regained'
- 59.5 % of them have 'Self-Awareness Skill' to opine that playing daily for a while reduce 'obesity'
- 45.8 % of students were conversant with Life Skill 'Empathy' to offer help to a differently abled student in the class.
- 38.1 % of the students acquainted with 'Critical Thinking' Skill to suggest two harmful effects of disposing wastes to public places

- 35.7 % of them possess 'Self-Awareness Skill' to enlist two traffic 'rules' correctly
- 1/3rd (32.1%) of the sample have moderate level of knowledge
- There is significant difference between the boys and girls with respect to Knowledge on Life Skills ($t = 2.61$ $p < .05$). Girl students (M= 4.1) have more knowledge on Life Skills than boys (M= 3.5) students.
- There is no significant difference between rural and urban students' knowledge on Life Skills ($t = 1.23$ $P > 0.05$).

II Attitude towards life skills

- 92.9% of the students have the right attitude of 'Problem Solving Skill' to solve an issue with a friend
- 92.3% of the students accomplishes 'Empathy' to show willingness to help a friend who has fallen accidentally
- 32.7 % have positive attitude on 'Critical Thinking Skill' to maintain dental health
- 38.1% undertakes 'Critical Thinking Skill' to maintain hygienic habits for bodily hygiene
- 36.3% of students are at very good level of attitude
- There is no significant difference between boys and girls with respect to attitude towards Life Skills ($t = 1.84$, $p > 0.05$).

- There is no significant difference between rural and urban students' attitude on Life Skills ($t = 1.43$ $P > 0.05$).

III Skills related to life skills

- 86.9 % of the students have 'Problem Solving skill' to dispose the household waste at the premises of their house only
- 91.1 % of students have skill 'Coping with Stress' to manage the situation effectively when they are in need of a pen
- 91.7 % of the students accomplishes 'Decision Making Skill' to deal a stranger effectively by refusing his offer of sweets and invitation to go with him
- 71.4 % students have 'Decision Making Skill' to favour group activity
- 41.1 % of students have 'Critical Thinking Skill' to construct the message conveying the harmful effects of overeating
- majority (67.3%) of the sample are having 'very good' level of Skills related to Life Skills
- There is no significant difference between boys and girls with respect to skill related to Life Skills ($t = 0.4$ $p > 0.05$).
- There is no significant difference between rural and urban students' skill on Life Skills ($t = 1.51$ $P > 0.05$).

- 1/3rd of the students are in the 'very good' level of overall life skills
- There is no significant difference between the boys and girls with respect to overall Life Skills ($t = 1.85$ $p > 0.05$).
- There is no significant difference between rural and urban students' overall Life Skills ($t = 0.1$ $P > 0.05$).

B Effectiveness of intervention programme (Posttest)

I Knowledge on life skills

- The intervention programme is more effective to enhance the knowledge on the Life Skills- 'Empathy', 'Critical Thinking' and 'Self Awareness'.
- After the implementation of the intervention programme, students having 'very good' level of Knowledge on Life skills have enhanced (91.5).
- The intervention programme is effective on knowledge on life skills ($t = 15.69$ $p < 0.01$) with mean values of pretest and posttest as 3.8 and 6.5 respectively.
- Gender is not a significant factor for the effectiveness of intervention on Knowledge on the Life Skills ($t = 1.22$, $p > .05$)
- Locality is not a significant factor in the effectiveness of intervention

programme on Knowledge on Life Skills ($t=0.85$ $p>0.05$)

II Attitude towards life skills

- The intervention programme is not effective to enhance the right attitude on Life Skills.
- After the implementation of the intervention programme, students having 'very good' level of attitude towards Life skills have enhanced (90.7%)
- The intervention programme is effective on attitude on life skills ($t=11.04$ $p<0.01$) with mean values of pretest and posttest as 5.3 and 7.8 respectively.
- Gender is not a significant factor for the effectiveness of intervention on attitude on the Life Skills ($t=0.83$, $p>0.05$)
- Locality is not a significant factor in the effectiveness of intervention programme on attitude on Life Skills ($t=0.39$, $p>0.05$)

III Skill related to life skills

- The intervention programme is effective to enhance the skill related to Life Skills - Problem Solving', 'Critical Thinking' and 'Decision making'.
- After the implementation of the intervention programme, students having 'very good' level of skills related to Life skills have improved (93.0%).

- The intervention programme is effective on skills related to life skills ($t=10.64$, $p<0.01$) with mean values of pretest and posttest as 3.8 and 4.9 respectively.
- Gender is not a significant factor for the effectiveness of intervention on skill related to Life Skills ($t=0.15$, $p>0.05$)
- Locality is not a significant factor for the effectiveness of intervention on skill related to Life Skills ($t=1.31$, $p>0.05$)
- 100 % of students are having overall Life Skills at 'very good' level.
- The intervention programme is found to be effective on overall Life skills of students.
- Gender is not a significant factor for the effectiveness of intervention on overall skills ($t=0.97$, $p>0.05$)
- Locality is not a significant factor for the effectiveness of intervention on overall skills ($t=0.43$, $p>0.05$)

SUMMARY AND CONCLUSION

STANDARD III

In Standard III, the implementation of the Ullasapparavakal is found effective in all the three levels and overall level. At the knowledge level, the skill enhanced were Empathy, Critical Thinking, and Self awareness. At the attitude level, the skill enhanced was critical thinking and at the skill level coping with stress, decision making and critical thinking were seen enhanced. It is also seen that the intervention programme is effective in the overall level too.

Gender is not a significant factor in enhancing the life skill at the knowledge, attitude, skill and overall life skill levels whereas locale is found to be an important factor in enhancing the life skills in all the levels such as knowledge, attitude, skill and overall levels. The programme is seen effective for rural students than the urban students in the knowledge, attitude, skill and overall levels.

Class III	Name of life skill -Enhancement	Significant difference	
		Gender	Locale
Knowledge	Empathy', 'Critical Thinking' and 'Self Awareness'	Not significant	significant
Attitude	Critical Thinking'	Not significant	significant
Skill	Coping with Stress' 'Decision Making' and 'Critical thinking'.	Not significant	significant
Overall		Not significant	significant

STANDARD IV

It is found that as a result of the implementation of Ullasapparavakal among students of class IV, the skills enhanced at the knowledge level were Empathy, Critical thinking and self awareness whereas at the attitude level, critical thinking and at the skill level coping with stress, problem solving and critical thinking among the total sample.

It is seen that the programme is effective in the overall life skill level too.

Gender is not found as an important factor in enhancing the life skills among the students of Std IV at the knowledge, skill and overall life skill levels. But it is an important factor at the attitude level in such a way that the programme is more effective for male

students than the female students. Locale is found as a significant factor in enhancing the life skills at the knowledge, attitude, skill and overall skill levels. The programme is found more effective for the urban students than the rural students of std IV.

Class IV	Name of life skill -Enhancement	Significant difference	
		Gender	Locale
Knowledge	Empathy', 'Critical Thinking' and 'Self Awareness'	Not significant	significant
Attitude	Critical Thinking'	Significant	significant
Skill	Coping with Stress' 'Problem Solving' and 'Critical thinking'.	Not significant	significant
Overall		Not significant	significant

STANDARD V

In std V, the implementation of the Ullasapparavakal is found effective in the three levels except at the attitude level. At the knowledge level, the skills enhanced were Empathy, Critical thinking and self awareness

and at the skill level problem solving, critical thinking and Decision making. In the overall level also the intervention programme is found effective.

It is interesting to note that gender and locale are not significant factors in enhancing the life skills at the knowledge, attitude, skill and overall skill levels.

Class IV	Name of life skill -Enhancement	Significant difference	
		Gender	Locale
Knowledge	Empathy', 'Critical Thinking' and 'Self Awareness'	Not significant	Not significant
Attitude	Not effective	Not significant	Not significant
Skill	Problem Solving' 'Critical Thinking' and 'Decision making'.	Not significant	Not significant
Overall		Not significant	Not significant

Suggestions

- Activities for developing all the life skills should be given due importance while preparing the intervention programme.
- Students should be empowered more by making them to attend the intervention programmes regularly.
- Urban students may be given more chance to involve in the programmes for the acquisition of life skills.
- It should be ensured that at the knowledge level, attitude level and skill level all the life skills are incorporated.
- Parents should be made aware of the importance of developing life skills among children and about the way in which they are to be acquired.

