

A Study of Concept Attainment and Life Skills among Secondary School Students

Ruchi Singh, Dr. Shashi Malik, Dr. Kumud Gaur,
M.ED., VMLG COLLEGE, GHAZIABAD
ASSOCIATE PROFESSOR, VMLG, COLLEGE, GHAZIABAD
**** POST DOCTORAL FELLOW (UGC), VMLG COLLEGE, GHAZIABAD*
Corresponding Author: Ruchi Singh

ABSTRACT: The present study aims to explore the differences and relationship between life skill and concept attainment of secondary school students in relation to their gender. The findings reveal that there is significant difference in concept attainment and life skills of boy and girl students. The study also reveals low positive relationship between various life skills and concept attainment of secondary level students.

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I INTRODUCTION

Education plays an important role towards the all over development of human being in society. School education helps in formation of a sound personality in the child. During 21st century life globally undergoing significant transition and change among the most affected are the students. Thus, general concepts of students should be clear and life skills play an essential part of students which are future of country. Life skills are usually associated with meaning that is living a better quality of life. They help us to accomplish our ambitions and live to our full potential. The world health organization has defined life skills as “the attribute for adaptive and positive behavior that enable individual to deal effectively with the demands and challenges of everyday life.”

Therefore, Life skills prepare oneself acceptable by others so that one can attain materialistic and psychometric success in life. Concept attainment is an ability of cognition. This ability plays an important role to develop the personality of an individual and to communicate well. Even for scholastic achievement it is also important. The topic “A study of Concept attainment and Life skills among secondary school students” is investigated here. The purpose of this study is to know about the level of concept attainment and life skills of IX class students of Bulandshahr city.

Concept attainment is designed to clarify ideas and to introduce aspects of content. It engages students into formulating a concept through the use of illustrations, word cards or specimens called examples. Students who are able to resolve the concept and invited to suggest their own examples while other students are still trying to form the concept. For this reason, concept attainment is well suited to class room use because all thinking abilities can be challenged throughout the activities.

Life skills are in great demand as every one of us passing through different and difficult situations in present day. The life skills have become a necessity for stirring one’s overall qualities of life, growth and mind status. Life skills include mind concentration, higher level of thinking, sense of social responsibilities, healthy practice in day to day life and seeking pleasure in all the life situations. To lead a successful life in any field one should have a motivational and good life skills. Classroom teachers have long recognized the importance of social and behavior skills, viewing cooperation, self-control, and other social skills as critical to achieving academic and behavioral success (Lane, Pierson, & Giver, 2003; Lane, Wehby, & Cole, 2006).

Concept attainment is an indirect instructional strategy that uses a structured inquiry process. It is designed to clarify ideas and to introduce aspects of content. It engages students into formulating a concept through the use of illustrations. Bawa (1991) reviewed the research possibilities on Bruner’s view on conceptual learning and reported that there was a scarcity of research studies in the area of conceptual learning.

II METHODOLOGY USED:

Descriptive survey method is used for the present study. In investigation, all the steps and characteristics have been followed which are essential for the descriptive survey method.

2.1.0 Population:

The population for the present study is defined as the students studying in IX class of U.P. Board schools in Bulandshahr city.

2.2.0 Sample:

First of all list of schools in Bulandshahr was prepared then two schools were selected randomly through lottery technique. After selection of schools, students were selected through cluster sampling. For that purpose two whole sections of IX class were taken from both schools.

III OBJECTIVES OF THE STUDY:

The objectives of the study are as follows:

- To study the level of concept attainment of secondary school students.
- To study the difference between concept attainment of boys and girls students of secondary school.
- To study the life skills inclined in secondary school students.
- To study the difference between life skills of boys and girls students of secondary school.
- To study the relationship of concept attainment and different life skills as personal life skill, social life skill and communication life skill.

IV HYPOTHESES OF THE STUDY:

On the basis of literature reviewed available research finding, expert opinion and scholar’s own understanding the problem, the following hypotheses were formulated to achieve the objectives of the study:

1. It is hypothesized that, there is no significant difference between concept attainment of boys and girls students of secondary school.
2. It is hypothesized that, there is no significant difference in social skills between boys and girls students.
3. It is hypothesized that, there is no significant difference in personal skills between boys and girls students.
4. It is hypothesized that, there is no significant difference in communication skills between boys and girls students.
5. It is hypothesized that, there is no significant relationship between concept attainment and social skill between boys and girls students.
6. It is hypothesized that, there is no significant relationship between concept attainment and personal skill between boys and girls students.
7. It is hypothesized that, there is no significant relationship between concept attainment and communication skill between boys and girls students.

V DATA ANALYSIS AND INTERPRETATION OF RESULTS:

5.1.0 Level of Concept attainment of Secondary school students

Table 1: Descriptive Statistics on Level of Concept attainment

N	MEAN	MEDIAN	SD
100	21.87	21.00	6.514

From the mean it is clear that the level of concept attainment of secondary level students is average.
 H1. “There is no significant difference in concept attainment between boy and girl students of secondary level.”

Table 2 – Table of significance between concept attainment of boys and girls students

Group	N	MEAN	SD	t	df	Level of significance
Boys	50	23.36	6.6	2.33	98	Significant at 0.05 level
Girls	50	30.38	6.1			

The ‘t’ value is found to be 2.33 and it is significant at 0.05 level of significance. Hence, the null hypothesis is rejected at 0.05 level of significance. Thus, this indicates that there is significant difference in concept attainment of boys and girls students of secondary level. On the basis of mean, it can be said that concept attainment was higher in the girls than the boys studying at the secondary level. But this finding is at 0.05 level only.

5.2.0 Status of Life skills in the students of secondary school

Table 3 – Descriptive statistics on Life skills of Secondary school students

N	MEAN	MEDIAN	SD
100	24.08	23.00	7.026

From the mean it is clear that life skill of secondary level students is moderate. They show average level of life skills.

Various Life skills of Secondary level students

Table 4 – Descriptive statistics on various Life skills

Components of Life skill	Mean	Median	SD
Personal	8.05	8.00	2.8
Social	8.69	9.00	2.7
Communication	6.88	7.00	2.1

From the mean of personal, social, and communication skills of secondary level, it clearly shows that the students are better in social skills among all the three life skills. Personal and social skills are more or less equal but communication skills of the group are less than social and personal skills.

H2: “There is no significant difference in social skills between boy and girl students of secondary level.”

Table – 5: Table of significance between boys and girls students in Social life skills

	N	MEAN	SD	t	df	Level of significance
Boys	50	8.66	2.78	0.10	98	Not Significant
Girls	50	8.72	2.71			

The ‘t’ value is found to be 0.10 and it is not significant at 0.05 level of significance. Hence, the null hypothesis is accepted at 0.05 level of significance. Thus, this indicates that there is no significant difference in social skills of boys and girls students of secondary level.

H3: “There is no significant difference in personal life skills between boy and girl students of secondary level.”

Table 6: Table of significance between boys and girls students in Personal Life skills

	N	MEAN	SD	t	df	Level of significance
Boys	50	8.3	2.8	0.955	98	Not Significant
Girls	50	7.7	2.8			

The ‘t’ value is found to be 0.955 and it is not significant at 0.05 level of significance. Hence, the null hypothesis is accepted at 0.05 level of significance. Thus, this indicates that there is no significant difference in personal skills of boys and girls students of secondary level.

H4: “There is no significant difference in communication life skills between boy and girl students of secondary level.”

Table 7: Table of significance between boys and girls students in Communication Life skills

	N	MEAN	SD	t	df	Level of significance
Boys	50	7.3	2.2	2.394	98	Significant at 0.05 level
Girls	50	6.3	1.9			

The ‘t’ value is found to be 2.394 and it is significant at .05 level of significance. Hence, the null hypothesis is rejected at .05 level of significance. Thus, this shows that there is significant difference in communication skills of boys and girls students of secondary level. From the mean, it can be said that communication skills of boys is higher than girls of secondary level. The finding is at 0.05 level of significance.

H5: “There is no significant relationship between Concept Attainment and Social Skills of Secondary Level Students.”

Table – 8: Table of relationship between Concept attainment and Social skills

Variables	N	‘r’	Level of significance at .05
Concept attainment	100	0.150	Not significant
Social skill	100		

'r' was found to be 0.150 which is negligible positive. The correlation is not significant at .05 level of significance. Therefore, the null hypothesis is accepted at .05 level of significance and can be interpreted that Concept attainment is not related to social skill.

H6: "There is no significant relationship between Concept Attainment and Communication Skills of Secondary Level Students."

Table – 8: Table of relationship between concept attainment and communication skills

Variables	N	'r'	Level of significance at .05
Concept attainment	100	0.189	Significant
Communication skill	100		

'r' between concept attainment and communication skills was found to be 0.189 which is negligible positive. The correlation is significant at .05 level of significance and the null hypothesis is rejected at .05 level of significance. Hence, it indicates that there is significant relationship between concept attainment and communication skills of secondary level students.

H7: "There is no significant relationship between Concept Attainment and Personal Skills of Secondary Level Students."

Table – 9: Table of relationship between Concept attainment and Personal skills

Variables	N	'r'	Level of significance at .05
Concept attainment	100	0.193	Significant
personal skill	100		

'r' was found to be 0.193 which is negligible positive. The correlation is significant at .05 level of significance. Therefore, the null hypothesis is rejected at .05 level of significance. Hence, it indicates that there is significant relationship between concept attainment and personal skills of secondary level students.

VI CONCLUSION AND DISCUSSION:

The level of concept attainment of most of the students of secondary schools is moderate. Moderate concept attainment indicates that schools should make more efforts in this direction.

The level of concept attainment is slight more in girls than boys and boys were higher in communication skills than girls of secondary level.

The level of concept attainment and life skills of secondary school students are positively correlated. Hence, it can be concluded that there is a less but positive correlation among concept attainment and two dimensions of life skills viz. personal and communication skills. Further it can be concluded that the students who have high level of concept attainment will also have high life skills.

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