

**PRACTICING LIFE SKILLS: A COMPARATIVE STUDY OF RURAL AND URBAN
SECONDARY SCHOOL**

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Abstract:

The national education policy of India 2020 covers all levels of education from primary to higher education and includes provisions for vocational education and skill development. the life skill education system and it is included as one of the five pillars of the policy, alongside foundational literacy and numeracy, critical thinking and problem solving, physical and mental wellbeing. The NEP states that the life skills education should be integrated into the curriculum at all levels of education and should focus on developing the skills and competencies that students need to lead fulfilling and productive lives. The Purpose of the study was to study and compare condition of practice of life skill in the rural and urban school going children and to study the gender wise differences of practice of life skill in schools to understanding the overall status of students. Methodology: present research study was quantitative in nature. Descriptive research design was use to describe various life skills practice among rural and urban adolescent's school going children. Universe is one school from Pune city and Haveli block. Total 106 from urban and rural schools. Probability sampling with simple random technique was used. Self structure Questionnaire was used. Researcher 50 statements for 10 life skills was allotted (5 statement per skill) researcher applied ,Cronbach's Alphatest to checked reliability and score shows – 0.853 and Face / content validity check by 5 experts. T test applied for comparison. Significant difference was found in rural and urban student in consideration with self-awareness and empathy. The percentage of high score of life skill was found in urban area in comparison to rural students. Consideration of overall life skills percentage in rural and urban area found more or less equal at moderate /medium level. In majority life skills no significant difference found between male and female students. The half of students says yes they got training but there score is low. It means training should be more practice oriented and experience based. Very few students have high range score.

Key Words:, *children , life skills, practice, rural ,school*

Introduction:

In 1986 the Ottawa charter for Health Promotion recognise life skills in terms of making better health choices the 1989 convention on the rights of the child (CRC).

Life skill education stating that education should be directed towards the development of child's with fullest potential. CRC is also called as UNCRC is an international Human Rights Treaty which sets out the Civil, political, economic, social, Cultural and health rights of children.

In 1990 Jomtian Declaration on education for all took this vision for an included life skills among essential learning tool for survival, capacity development and quality of life.

The 2000 Dakar world education conference took a position that all young people and adults have the human rights to benefit from “an education that includes learning to know, to do, to live, together and to be” and included life skills into out of the 6 EFA goals.

Life Skill base education is now recognise as a methodology to address a variety of issues of child and Youth Development and thematic responses including as Express in UNGSS on children (2002), World Youth report (2003), World program for human right education (2004), UN Decade on education for sustainable development (2005), UN Secretary General study on violence against children (2006) and World development report (2007).

The national education policy of India 2020 covers all levels of education from primary to higher education and includes provisions for vocational education and skill development. the life skill education system and it is included as one of the five pillars of the policy, alongside foundational literacy and numeracy, critical thinking and problem solving, physical and mental wellbeing. The NEP states that the life skills education should be integrated into the curriculum at all levels of

education and should focus on developing the skills and competencies that students need to lead fulfilling and productive lives.

NEP also emphasizes the importance of incorporating experiential and hands on learning approaches into life skill education and it recommends the use of innovative teaching methods, such as project based learning and problem Base learning to promote acquisition and application of life skills. Additionally, the NEP highlights the need to ensure that life skills education is accessible and inclusive, particularly for a marginalised and undeserved communities.

Literature Review:

Sanjay Deya et. al. state the mean age of the study population was 16.46 ± 1.04 , with a minimum age of 14 and a maximum of 18. More than half of the adolescents have a medium level of life skills (52%). 25.7% have a high level of life skills and 22% have a low level of life skills. Life skill education enables the students to make knowledgeable and reasonable decisions about their life. It enhances a person's ability to meet social goals and demands while assisting them in dealing with a variety of scenarios. Instilling training through life skill education will help adolescents in overcoming challenges in life.

Yadav P & Iqbal N (2009) There are various past research indications, over life skills be implemented as a training program, as an intervention approach and a model contributing to healthy development of adolescents. Thus, the significance of life skills education and in the following section researchers have tried to attempt, how with the help of simple activities it can be implemented in classroom settings

Roodbari, Sahdipoor, and Ghale (2013) in their research showed that life skills training has a positive effect and improves social development, emotional and social adjustment, suggesting an increase in compatibility of children and public health. The present paper focuses on how enhancing social, emotional and thinking skills through life skills education, helps the 21st- century youngsters to achieve their goals strengthens the abilities to meet the needs and demands of the present society and be successful in life.

Vranda and Rao (2011) Proved that life skills training enhanced their psychosocial Competencies.

Tuttle et al., (2006), during their investigation, add the life skills to students' curriculum. The results of this study suggested the extraordinary capability of teens to positive promotion and flexibility.

According to Albertyn et al. (2004) life skills training enhance critical thinking abilities, which further impacts were living life actively, being responsible in the job and in future planning too.

Ramesh and Farshad C. (2004) in his study proved the effectiveness of like skills training in increasing mental and physical health, pro-social behaviour and decreasing in behavioural, social problems & self-destructive behaviours.

Objectives of the study:

- 1) To study and compare condition of practice of life skill in the rural and urban school going children.
- 2) To study the gender wise differences of practice of life skill in schools to understanding the overall status of students.

Methodology:-

Present research study was quantitative in nature. Descriptive research design was use to describe various life skills practice among rural and urban adolescent's school going children.

Sampling Design:-

- Universe: Pune city and Haveli block.
- Sample size - around 106 from urban and rural schools.
- Sampling method – probability sampling with simple random technique was use

Tools of data Collection:-

Questionnaire- Self structure Questionnaire was used. Researcher 50 statements for 10 life skills was allotted (5 statement per skill) researcher applied ,Cronbach's Alphatest to checked reliability and score shows – 0.853 and Face / content validity check by 5 experts.

Scale Reliability:- Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.850	.853	50

Analysis: Table no. 1 - Self-Awareness skill self-regroup * Location Of School Cross tabulation
Count

	Location Of School		Total
	Rural	Urban	
6 to 10 score	29	5	34
11 to 15 score	24	26	50
16 to 23 score	7	15	22
Total	60	46	106

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig.(2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	2.487	.118	-4.493	104	.000	-.58406	.12999	-.84184	-.32628
Equal variances not assumed			-4.547	100.738	.000	-.58406	.12846	-.83890	-.32922

Self-awareness skills compared with rural and urban schools of students. It was found that students from rural area had low self-awareness (29) compare to urban student (5). Medium self-awareness was found in both schools is 24 and 26 respectively. High self- awareness was found in urban school students (15) compare to rural student (7).

t test applied for the same and it shows significant relations $p = 0.000$, $t = - 4.493$

Table no. 2 - Coping with Emotions

Coping with emotions Regroup * Location Of School Crosstabulation
Count

	Location Of School		Total
	Rural	Urban	
6 to 10 score	17	10	27
11 to 15 score	33	22	55
16 to 24 score	10	14	24
Total	60	46	106

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Coping Regroup	Equal variances assumed	.401	.528	-1.501	104	.136	-.20362	.13566	-.47264	.06540
	Equal variances not assumed			-1.484	92.540	.141	-.20362	.13720	-.47608	.06884

Coping with emotions skills compared with rural and urban schools of students. It was found that students from rural area had low ability to coping with emotions (17) compare to urban student (10). Medium ability to coping with emotions was found in both schools is 33 and 22 respectively. There is also a difference. High Ability to coping with emotions was found in urban school students (14) compare to rural student (10).

T test applied for the same and it shows significant relations $p = 0.136$, $t = -1.501$

Table no. 3 - Coping With Stress

coping with stress regroup * Location Of School Crosstabulation

Count

		Location Of School		Total
		Rural	Urban	
coping with stress regroup	6 to 10 score	17	11	28
	11 to 15 score	28	28	56
	16 to 24 score	15	7	22
Total		60	46	106

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
coping with stress regroup	Equal variances assumed	1.465	.229	.396	104	.693	.05362	.13532	-.21472	.32197
	Equal variances not assumed			.405	102.8	.686	.05362	.13247	-.20911	.31635

Coping with stress skills compared with rural and urban schools of students. It was found that students from rural area had low ability to coping with stress (17) compare to urban student (11). Medium ability to coping with stress was found in both schools is 28. High Ability to coping with stress was found in rural school students (15) compare to urban student (7).

T test applied for the same and it shows significant relations $p = 0.693$, $t = .396$

Table no. 4 - Communication skills communication skill regroup * Location Of School Cross tabulation

Count

		Location Of School		Total
		Rural	Urban	
communication regroup	6 to 10 score	17	11	28
	11 to 15 score	28	28	56
	16 to 24 score	15	7	22
Total		60	46	106

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
communication regroup Equal variances assumed	1.465	.229	.396	104	.693	.05362	.13532	-.21472	.32197
			.405	102.812	.686	.05362	.13247	-.20911	.31635

Communication skills compared with rural and urban schools of students. It was found that students from rural area had low ability to coping with stress (17) compare to urban student (11). Medium communication skills was found in both schools is 28. High Communication skills were found in rural school students (15) compare to urban student (7).

T test applied for the same and it shows significant relations $p = 0.693$, $t = 0.396$

Table no. 5 - Interpersonal skills Interpersonal regroup * Location Of school Cross tabulation

Count

		Location Of School		Total
		Rural	Urban	
interpersonal regroup	6 to 10 score	18	14	32
	11 to 15 score	30	22	52
	16 to 21 score	12	10	22
Total		60	46	106

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
interpersonal regroup	Equal variances assumed	.032	.859	-.093	104	.926	-.01304	.13997	-.29061	.26452
	Equal variances not assumed			-.093	95.649	.926	-.01304	.14047	-.29188	.26580

Interpersonal skills compared with rural and urban schools of students. It was found that students from rural area had low Interpersonal skills (18) compare to urban student (14). Medium Interpersonal skills was found in both schools is 30 and 22 respectively. High Interpersonal skills was found in rural school students (12) compare to urban student (10).

T test applied for the same and it shows significant relations $p = 0.926$, $t = -.093$

Table no. 6 - Critical Thinking

critical thinking Regroup * Location Of School Cross tabulation

Count

		Location Of School		Total
		Rural	Urban	
critical thinking Regroup	5 to 10 score	21	15	36
	11 to 14 score	35	20	55
	15 to 20 score	4	11	15
Total		60	46	106

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
critical thinking Regroup	Equal variances assumed	1.652	.202	-1.509	104	.134	-.19638	.13010	-.45437	.06162
	Equal variances not assumed			-1.460	82.598	.148	-.19638	.13451	-.46394	.07118

Critical thinking skills compared with rural and urban schools of students. It was found that students from rural area had low Interpersonal skills (21) compare to urban student (15). Medium Critical thinking skills was found in both schools is 35 and 20 respectively. There is difference between rural and urban. High Critical thinking skills was found in urban school students (11) compare to rural student (4).

T test applied for the same and it shows significant relations $p = 0.134$, $t = -1.509$

**Table no. 7 - Creative skills
 creative regroup * Location Of School Cross tabulation
 Count**

	Location Of School		Total
	Rural	Urban	
5 to 11 score	14	12	26
12 to 14 score	34	29	63
15 to 19 score	12	5	17
Total	60	46	106

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
creative regroup	.010	.920	.956	104	.341	.11884	.12434	-.12774	.36542
			.970	101.377	.335	.11884	.12257	-.12430	.36198

Creative skills compared with rural and urban schools of students. It was found that students from rural area had low Creative skills (14) compare to urban student (12) Medium Creative skills was found in both schools is 34 and 29 respectively. There is difference between rural and urban. High Creative skills were found in rural school students (12) compare to rural student (5).

T test applied for the same and it shows significant relations $p = 0.341$, $t = 0.956$

**Table no. 8 - Empathy skills
 empathy regroup * Location Of School Crosstabulation
 Count**

	Location Of School		Total
	Rural	Urban	
5 to 7 score	21	11	32
8 to 12 score	32	20	52
13 to 21 score	7	15	22
Total	60	46	106

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Independent Samples Test**

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Empathy regroup	.557	.457	-2.348	104	.021	-.32029	.13641	-.59079	-.04979
Empathy s			-2.301	88.572	.024	-.32029	.13921	-.59691	-.04367

Empathy skills compared with rural and urban schools of students. It was found that students from rural area had low Empathy skills (21) compare to urban student (11). Medium Empathy skills was found in both schools is 32 and 20 respectively. There is difference between rural and urban. High Empathy skills were found in urban school students (15) compare to rural student (7). T test applied for the same and it shows significant relations $p = 0.021$, $t = -2.348$

**Table no. 9 - Problem solving skills
problem regroup * Location Of School Crosstabulation**
Count

		Location Of School		Total
		Rural	Urban	
problem regroup	5 to 10 score	20	13	33
	11 to 13 score	28	20	48
	14 to 21 score	12	13	25
Total		60	46	106

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
problem regroup	.019	.890	-.920	104	.360	-.13333	.14500	-.42087	.15421
problem regroup			-.914	94.506	.363	-.13333	.14594	-.42308	.15641

Problem solving skills compared with rural and urban schools of students. It was found that students from rural area had low Empathy skills (20) compare to urban student (13). Medium Problem solving skills was found in both schools is 28 and 20 respectively. There is difference between rural and urban. High Problem solving skills was found in urban school students (13) compare to rural student

(12).

T test applied for the same and it shows significant relations $p = 0.360$, $t = -0.920$

Table no. 10 - Decision making skills decision making regroup * Location of School Cross tabulation
 Count

		Location OfSchool		Total
		Rural	Urban	
decision making regroup	5 to 10 score	18	9	27
	11 to 13 score	30	23	53
	14 to 21 score	12	14	26
Total		60	46	106

Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
decision making regroup	Equal variances assumed	.001	.977	-1.508	104	.135	-.20870	.13838	-.48311	.06572
	Equal variances not assumed			-1.508	96.940	.135	-.20870	.13840	-.48338	.06599

Decision making skills compared with rural and urban schools of students. It was found that students from rural area had low decision making skills (18) compare to urban student (9). Medium Decision making skills was found in both schools is 30 and 23 respectively. There is difference between rural and urban. High decision making skills was found in urban school students (14) compare to rural student (12).

t test applied for the same and it shows significant relations $p = 0.135$, $t = -1.508$

Table no. 11 - Self-awareness skill compare with Gender self-regroup * Gender Cross tabulation
 Count

		Gender		Total	p value
		Male	Female		
self-regroup	6 to 10 score	16	18	34	.147
	11 to 15 score	34	16	50	
	16 to 23 score	14	8	22	
Total		64	42	106	

Self-awareness skills compared with Gender of students. It was found that students from female gender had low Self-awareness skills (18) compare to student from male gender (16). Medium Self-awareness skills were found in both Gender is 34 and 16 respectively. There is difference between male and female. High Self-awareness skills were found in male students (14) compare to female student (8).

Table no. 12 - Coping with emotions skill compare with Gender

Coping Regroup * Gender Cross tabulation

Count

	Gender		Total	P value
	Male	Female		
6 to 10 score	15	12	27	.480
Coping 11 to 15 score	32	23	55	
Regroup 16 to 24 score	17	7	24	
Total	64	42	106	

Coping with emotion skills compared with Gender of students. It was found that students from male gender had low Coping with emotion skills (15) compare to student from female gender (12). Medium Self-awareness skills was found in both Gender is 32 and 23 respectively. There is difference between male and female. High Self-awareness skills was found in male students (17) compare to female student (7)

Table no. 13 - Coping with stress skill compare with Gender

coping with stress regroup * Gender Cross tabulation

Count

	Gender		Total	P value
	Male	Female		
6 to 10 score	19	9	28	.439
coping with 11 to 15 score	34	22	56	
stress regroup 16 to 24 score	11	11	22	
Total	64	42	106	

Coping with stress skills compared with Gender of students. It was found that students from male gender had low Coping with stress skills (19) compare to student from female gender (9). Mediumcoping with stress skills was found in both Gender is 34 and 22 respectively. There is difference between male and female. High coping with stress skills was found in male and female students both same is 11.

Table no. 14 - Communication skill compare with Gender communication regroup * Gender Cross tabulation

Count

	Gender		Total	P value
	Male	Female		
6 to 10 score	19	9	28	.439
communication regroup 11 to 15 score	34	22	56	
16 to 24 score	11	11	22	
Total	64	42	106	

Communication skills compared with Gender of students. It was found that students from male gender had low Communication skills (19) compare to student from female gender (9). Medium Communication skills was found in both Gender is 34 and 22 respectively. There is difference between male and female. High Communication skills was found in male and female students both same is 11.

**Table no. 15 - Interpersonal skill compare with Gender
interpersonal regroup * Gender Cross tabulation**

Count

	Gender		Total	P value
	Male	Female		
6 to 10 score	21	11	32	.763
interpersonal regroup 11 to 15 score	30	22	52	
16 to 21 score	13	9	22	
Total	64	42	106	

Interpersonal skills compared with Gender of students. It was found that students from male gender had low Interpersonal skills (21) compare to student from female gender (11). Medium Interpersonal was found in both Gender is 30 and 22 respectively. There is difference between male and female. High Interpersonal skills was found in male students (13) compare to female student (9)

**Table no. 16 - Critical Thinking skill compare with Gender
critical thinking Regroup * Gender Cross tabulation**

Count

	Gender		Total	P value
	Male	Female		
5 to 10 score	24	12	36	.411
critical thinking 11 to 14 score	33	22	55	
15 to 20 score	7	8	15	
Total	64	42	106	

Critical Thinking skills compared with Gender of students. It was found that students from male gender had low Critical Thinking skills (24) compare to student from female gender (12). Medium Critical Thinking was found in both Gender is 33 and 22 respectively. There is difference between male and female High Critical Thinking skills was found in male students (7) compare to female student (8).

**Table no. 17 - Creative Thinking skill compare with Gender
creative regroup * Gender Cross tabulation**

Count

	Gender		Total	P value
	Male	Female		
5 to 11 score	16	10	26	.465
creative regroup 12 to 14 score	40	23	63	
15 to 19 score	8	9	17	
Total	64	42	106	

Creative thinking skills compared with Gender of students. It was found that students from male gender had low Creative thinking skills (16) compare to student from female gender (10). Medium Creative thinking was found in both Gender is 40 and 23 respectively. There is difference between male and female. High Creative thinking skills were found in male students (8) compare to female student (9).

**Table no. 18 - Empathy skill compare with Gender
empathy regroup * Gender Cross tabulation**

Count

	Gender		Total	P value
	Male	Female		
5 to 7 score	13	19	32	.015
empathy regroup 8 to 12 score	34	18	52	
13 to 21 score	17	5	22	
Total	64	42	106	

Empathy skills compared with Gender of students. It was found that students from female gender had low Critical Thinking skills (13) compare to student from male gender (19). Medium Empathy was found in both Gender is 34 and 18 respectively. There is difference between male and female High Empathy skills was found in male students (17) compare to female student (5)

**Table no. 19 - Problem solving skill compare with Gender
problem regroup * Gender Cross tabulation**

Count

	Gender		Total	P value
	Male	Female		
5 to 10 score	21	12	33	.350
problem regroup 11 to 13 score	31	17	48	
14 to 21 score	12	13	25	
Total	64	42	106	

Problem solving skills compared with Gender of students. It was found that students from male gender had low Problem solving skills (21) compare to student from female gender (12). Medium Problem solving was found in both Gender is 31 and 17 respectively. There is difference between male and female. High Problem solving skills was found in male students (12) compare to female student (13).

**Table no. 20 - Decision making skill compare with Gender
decision making regroup * Gender Cross tabulation**

Count

	Gender		Total	P value
	Male	Female		
5 to 10 score	15	12	27	.837
decision making regroup 11 to 13 score	33	20	53	
14 to 21 score	16	10	26	
Total	64	42	106	

Decision making skills compared with Gender of students. It was found that students from male gender had low Decision making skills (15) compare to student from female gender (12). Medium Decision Making was found in both Gender is 33 and 20 respectively. There is difference between male and female. High Decision making skills was found in male students (16) compare to female student (10).

Table no. 21 - Total score of life skill:-

	Frequency	Percent
119-199	26	24.5
Valid 200-261	55	51.9
262-365	25	23.6
Total	106	100.0

Total score of life skills are in the small scale range of 119-199 was 26 which percentage is 24.5%. Medium score range is 200-261 frequency was 55 with percentage 51.9%. In the high score of range is 262-365 with percentage 23.6%.

The percentage in the medium score of range is high and high score of range is lowest.

Table no. 22 - life skills in school are they taught?

Multivariate Table

These life skills in school Are they taught? * total score regroup * Location Of School Cross tabulation

Count

Location Of School		total score regroup			Total
		1.00	2.00	3.00	
Rural	Yes	15	18	6	39
	These life skills in school No	1	3	2	6
	Are they taught? some Teach in proportion	2	10	3	15
	Total	18	31	11	60
Urban	Yes	4	8	4	16
	These life skills in school No	1	4	1	6
	Are they taught? Teach in some proportion	3	12	9	24
	Total	8	24	14	46
Total	Yes	19	26	10	55
	These life skills in school No	2	7	3	12
	Are they taught? some Teach in proportion	5	22	12	39
	Total	26	55	25	106

The above table is multivariate. It shows that maximum students (39 out of 60) from rural area said that they were taught life skill training and more number of students in middle range score of practice of life skill. However in urban area more number (24 out of 46) of students shared that life skills are taught them in some proportion.

It conclude that more exposure and opportunities are necessary to practice life skills in daily life.

Findings:-

1) Self-awareness compared with rural and urban student shows significant difference (0.000 < 0.05), t = -4.493

Self-awareness compared with gender. There is no significant difference (p = .147 > 0.005) among male and female related to self-awareness.

2) Coping with emotion compared with rural and urban student shows no significant difference (0.136 > 0.05), t = -1.501

Coping with emotion compared with gender no significant difference found (p = .480 > 0.05) among male and female related to coping with emotion.

3) Coping with stress compared with rural and urban student shows no significant difference

(0.693 > 0.05), $t = t = .396$

Coping with stress compared with gender. No significant difference ($p = .439 > 0.05$) among male and female related to Coping with stress.

4) Communication compared with rural and urban student shows no significant difference (0.693 > 0.05), $t = t = .396$

Communication compared with gender, no significant difference found ($p = .439 > 0.05$) among male and female related to Communication.

5) Interpersonal skill compared with rural and urban student shows no significant difference (0.926 > 0.05), $t = t = -.093$

Interpersonal compared with gender, no significant difference found ($p = .763 > 0.05$) among male and female related to Interpersonal skill.

6) Critical Thinking skill compared with rural and urban student shows no significant difference ($p = 0.134 > 0.05$), $t = -1.509$

Critical Thinking compared with gender, no significant difference found ($p = .411 > 0.005$) among male and female related to Critical Thinking skill.

7) Creative Thinking skill compared with rural and urban student shows no significant difference ($p = 0.341 > 0.05$), $t = 0.956$

Critical Thinking compared with gender, no significant difference found ($p = .465 > 0.05$) among male and female related to Creative Thinking skill.

8) Empathy skill compared with rural and urban student shows significant difference ($p = 0.021 < 0.05$), $t = -2.348$

Empathy compared with gender, significant difference found ($p = .015 < 0.05$) Among male and female related to Empathy skill.

9) Problem solving skill compared with rural and urban student shows no significant difference ($p = 0.360 > 0.05$), $t = -0.920$

Problem solving skill compared with gender, no significant difference found ($p = .350 > 0.05$) among male and female related to Problem solving skill.

10) Decision making skill compared with rural and urban student shows no significant difference ($p = 0.135 > 0.05$), $t = -1.508$

Decision making skill compared with gender, no significant difference found ($p = .350 > 0.05$) among male and female related to Decision making skill.

11) When the medium range analyse about total score of life skill got 51% students and high range score got only 23%.

12) Schools taught life skills in the school compared to rural and urban. In rural schools the 39 students says yes but the low score of life skills had got 18 which is most. In urban schools 24 students says train in some proportion and the medium score got 24 students.

Conclusion -

Significant difference was found in rural and urban student in consideration with self-awareness and empathy. The percentage of high score of life skill was found in urban area in comparison to rural students. Consideration of overall life skills percentage in rural and urban area found more or less equal at moderate /medium level. In majority life skills no significant difference found between male and female students. The half of students says yes they got training but there score is low. It means training should be more practice oriented and experience based. Very few students have high range score.

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