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Statement of the Problem: A Study of Life Skills in Relation to School Environment Among Students of Secondary Schools of Delhi

Abstract

Life skills are defined as “the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life” (WHO). School is an appropriate place for introduction and implementation of life skills education. The Objectives of the Study were: 1.To study the present status of life skills among secondary school students. 2.To find out the major ways used for developing life skills in schools as perceived by students. 3. To identify the difference in the present status of life skills between government and public secondary school students. 4.To find out the difference in the ways used for developing life skills between government and public secondary school students. 5.To study the effect of school environment on the development of life skills among secondary school students. 6.To find out the difference between the effect of the government and public secondary schools’ environment on the development of life skills among students. 7. To study the initiatives taken by school authorities to make school environment a life skills’ development friendly environment.8.To study the teachers’ knowledge with respect to enhancing and assessing life skills of secondary school students.9.To study the role of teachers in developing life skills among secondary school students.10.To find out the difference between the role of teachers of government and public secondary schools in developing life skills among students. The total sample of the present study comprised of 20 school principals, 20 school teachers and 600 students. From the overall

findings of the present study, it can be concluded that school environment plays a vital role in developing life skills among students. The status of life skills among class IX students of “South Delhi” and “South West A Delhi” was “Above Average” and various essential ways of developing life skills were practised in schools in which it was found that there was 15% of effect of main three ways of developing life skills namely “Awareness of Life Skills”; “Participation in Life Skills Activities” (positively contributed); and “Strict Classroom Environment” (negatively contributed). To study the effect of school environment, it was found that there was a 12% effect of four main factors of school environment namely, “Teachers’ Cognitive and Affective Support”; “Conducive Teaching Learning” (positive impact); “Controlled Conduct”; and “Teachers’ Domination” (negative impact). Moreover, 22% of the seven main factors namely “Awareness of Life Skills”, “Recognition of Students’ Efforts and Actions”, “Teachers’ Cognitive and Affective Support”, “Teachers’ Guidance and Effort” and “Democratic Environment” (positively contributed) while “Strict Classroom Environment” and “Controlled Conduct” (contributed negatively) in developing life skills among students was found. Many initiatives were taken by school Principals to develop life skills of students by making efforts; it was also found that majority of teachers had “above average” knowledge of developing and assessing life skills of students. To study the role of teacher, it was found that there was 14% effect of mainly three factors namely, “Recognition of Students’ Efforts and Actions” , “Teachers’ Guidance and Effort”; and “Democratic Environment” in developing Life Skills among students. Moreover, the public schools students’ life skills were found to be more than the government school students. The public school students were more aware about the importance of life skills for themselves and for others personality and the usefulness of different ways of developing life skills. Public schools provided more Teachers’ cognitive and affective support, Conducive teaching learning, Democratic Environment between public and government schools. It was also found that there was a highly significant difference found where the public schools provided more Teachers’ guidance and effort, Recognition of students’ efforts, Teachers’ social and academic support and Experiential Learning .

