

A Study on Skills for Everyday Living Among Higher Secondary Students in Relation to Parental Educational Qualification

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Abstract - Skills for everyday living are essential skills that a person should possess to live a successful and productive life in this world. Adolescence is an important stage of one's life. It is the stage in which habits and sentiments are formed, values are learned and the foundation for becoming a self-actualized individual is laid. This study precisely was an attempt to investigate the Skills for everyday living present in the adolescent students of the Higher Secondary class. The study of the Skills for everyday living of the Higher Secondary students in relation to their parental qualification was taken up to find out about the Skills for everyday living of the students.

Keywords - Skills for Everyday Living, Problem Solving Skills, Decision Making Skills, Critical Thinking skills, Goal Setting Skills, Communication Skills.

I Introduction

Skills for everyday living can be defined as the ability to cope with stresses and challenges of daily life. Skills for everyday living are "the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life."(WHO, 1993). Skills for everyday living empower young people to take positive action to protect them and promote health and positive social relationships. Skills for everyday living are tools to handle and face life boldly, happily and successfully. They are essential for opening the closed minds. Skills for everyday living are needed for developing psychosocial competence. Psychosocial competence is the ability to maintain a state of wellbeing while interacting with others or dealing with oneself in various day to day situations. The ten core life skills as laid down by WHO are -Self-Awareness, Creative Thinking, Critical Thinking, Decision Making, Problem Solving, Interpersonal Relationships, Effective Communication, Empathy, Coping with Emotions and Coping with Stress.

II. Objective of The Study

To find whether there are any significant difference between the mean Scores of Skills for Everyday Living along with its dimensions namely Decision Making Skills, Thinking Skills, Communication Skills, Skills of Goal Setting and Problem Solving Skills with regard to

- Educational Qualification of the Father (College Level / School Level / Illiterate)
- Educational Qualification of the Mother (College Level / School Level / Illiterate)

Hypothesis of The Study

Influence of Presage Variables of higher Secondary Students on Skills for Everyday Living with its dimensions namely Decision Making Skills, Thinking Skills, Communication Skills, Skills of Goal Setting and Problem Solving Skills.

There are no significant differences in the mean Scores of Skills for Everyday Living along with its dimensions among higher secondary students with respect to

- Educational Qualification of the Father (College Level / School Level / Illiterate)
- Educational Qualification of the Mother (College Level / School Level / Illiterate)

Sample and Sampling Technique

The study comprised of students' population. The study was aimed at the population of Higher Secondary students. The population of students considered for study belonged to the Govt. Schools or to schools run by Private Management schools. The students from the CBSE or HSE schools were taken for the study.

Tools Used for The Study

Skills for Everyday Living questionnaire constructed by Perkins & Mincemoyer (2003) consists of 26 questions. These 26 questions are divided into five dimensions such as Decision Making, Thinking Skills, Communication Skills, Skill of Goal Setting and Problem Solving Skill.

Reliability and Validity of The Tools Used

Reliability of the tool

In order to establish the reliability of skills for everyday living questionnaire, the odd-even method of reliability was used. The reliability of the tool was found to be 0.81. Hence, the research tool was considered to be reliable and suitable for the present study.

Validity of the tool

The index of validity is the square root of reliability. The validity of the skills for everyday living questionnaire was found to be 0.9 which is more valid and suitable for the present study.

Analysis and Interpretation

Hypothesis 1

There is no significant difference in the mean score of Skills for Everyday Living and its Dimensions among Higher Secondary Students with respect to Educational Qualification of the Father. The Mean, SD and t value were calculated for Skills for Everyday Living and its dimensions with respect to Educational Qualification of the Father and the same are given in the Table 1.

Table 1: - Mean SD and F value for Skills for Everyday Living and its Dimensions with respect to Educational Qualification of the Father.

Skills for Everyday Living	Sub sample	N	Mean	SD	F value	P value	Group Differed
Decision Making Skills	College	444	18.67	3.911	5.216	.006**	1 & 2
	School	173	17.58	4.071			
	Illiterate	183	18.09	3.632			
Thinking Skills	College	444	18.63	3.843	5.616	.004**	1 & 2
	School	173	17.45	4.202			
	Illiterate	183	18.30	3.915			
Communication Skills	College	444	19.30	4.045	.619	.539	NS
	School	173	18.91	3.679			
	Illiterate	183	19.21	3.530			
Skills of Goal Setting	College	444	17.27	3.859	16.28	.000**	1 & 2 2 & 3
	School	173	15.80	3.938			
	Illiterate	183	18.01	3.163			
Problem Solving Skills	College	444	23.98	3.630	15.83	.000**	1 & 2 2 & 3
	School	173	21.94	4.812			
	Illiterate	183	23.16	4.300			
Overall Skills for Everyday Living	College	444	97.84	12.43	15.11	.000**	1 & 2 2 & 3
	School	173	91.69	15.24			
	Illiterate	183	96.76	9.762			

Note : ** denotes significant at 1% level & * denotes significant at 5% level

Interpretation

The results show significant differences in most dimensions of Skills for Everyday Living and the overall score with respect to the father's educational qualification.

Students whose fathers are college-educated score higher in decision-making, thinking, goal-setting, problem-solving and overall skills compared to those whose fathers have only school education.

Skills in communication show no significant difference, indicating it may develop through school and social interactions rather than parental education.

Post-hoc analysis shows that college vs. school and school vs. illiterate groups differ significantly in several skills.

This suggests that higher paternal education provides children with better guidance, support, and exposure to problem-solving and decision-making, enhancing their everyday living skills. Fathers with lower education may offer less structured support which can limit skill development in their children.

Reason

The educational qualification of the father influences children's cognitive and behavioral development through exposure to better guidance, role modeling and support in decision-making and problem-solving. College-educated fathers are more likely to provide intellectually stimulating environments while illiterate fathers may impart practical life skills based on real-world experience. Conversely, communication skills appear to develop more from social and school interactions rather than paternal education alone.

Hypothesis 2

There is no significant difference in the mean score of Skills for Everyday Living and its Dimensions among Higher Secondary Students with respect to Educational Qualification of the Mother.

The Mean, SD and t value were calculated for Skills for Everyday Living and its dimensions with respect to Educational Qualification of the Mother and the same are given Table 2.

Interpretation

The results show significant differences in most dimensions of Skills for Everyday Living and the overall score with respect to the mother's educational qualification.

Students whose mothers are college-educated generally score higher in decision-making, thinking, communication, problem-solving and overall skills compared to those whose mothers have only school education.

Skills in goal-setting are higher among children of illiterate mothers compared to school-educated mothers, suggesting that some skills may develop through home responsibilities or life experiences rather than formal maternal education.

Table 2 : Mean SD and F value for Skills for Everyday Living and its Dimensions with respect to Educational Qualification of the Mother.

Skills for Everyday Living	Sub sample	N	Mean	SD	F value	P value	Group differed
Decision Making Skills	College	371	18.66	3.936	3.158	.043*	1 & 2
	School	271	17.89	4.149			
	Illiterate	158	18.17	3.297			
Thinking Skills	College	371	18.71	3.863	4.921	.008**	1 & 2
	School	271	17.72	4.092			
	Illiterate	158	18.30	3.868			
Communication Skills	College	371	19.51	3.891	3.121	.045*	1 & 2
	School	271	18.75	4.003			
	Illiterate	158	19.22	3.424			
Skills of Goal Setting	College	371	17.19	3.828	7.013	.001**	2 & 3
	School	271	16.55	3.939			
	Illiterate	158	17.95	3.317			
Problem Solving Skills	College	371	24.07	3.651	10.751	.000**	1 & 2 1 & 3
	School	271	22.72	4.397			
	Illiterate	158	22.73	4.512			
Overall Skills for Everyday Living	College	371	98.14	12.443	9.984	.000**	1 & 2
	School	271	93.63	14.164			
	Illiterate	158	96.37	10.075			

Note : ** denotes significant at 1% level & * denotes significant at 5% level
 Post-hoc comparisons indicate significant differences mainly between college vs. school and school vs. illiterate groups in several skills.

This implies that higher maternal education provides children with better guidance, cognitive stimulation and problem-solving exposure enhancing most everyday living skills, while certain skills like goal-setting may be influenced by practical life experiences at home.

Reason

Maternal education has a strong influence on children's cognitive, emotional, and behavioral development. Educated mothers are generally more aware of modern parenting practices, value education and promote independent thinking, communication and decision-making in their children.

They also tend to provide a more stimulating home environment, better guidance, and effective problem-solving models all of which enhance the child's Skills for Everyday Living. Conversely, children of less-educated or illiterate mothers may have fewer opportunities for skill modeling and structured guidance which can affect the development of such competencies.

Findings

Significant differences were found in Decision Making, Thinking, Goal Setting, Problem Solving and Overall Skills for Everyday Living, the null hypothesis is rejected for these dimensions. However it is accepted for Communication Skills where no significant difference was observed with respect to Educational Qualification of the Father.

Educational Qualification of the Mother has a significant influence on the overall Skills for Everyday Living and on all its dimensions Decision-Making Skills, Thinking Skills, Communication Skills, Skills of Goal Setting and Problem-Solving Skills.

Educational Implications

The study revealed that parental education and occupation significantly influence students' emotional and cognitive outcomes. Therefore, parents must be involved as partners in their children's emotional and behavioral growth. Schools should conduct parental awareness workshops that focus on effective communication, emotional support, and parenting practices that reinforce empathy and confidence. A nurturing home environment, combined with school support, will create a consistent framework for students' emotional and academic well-being.

III. Conclusion

Skills for everyday living are essential components for the success of life. In this fast and competitive world a child without skills for everyday living cannot compete with others. Life Skills can change students mental set up and the style of functioning. It promote self-confidence and help in assessment of behavior patterns. Results of the present study undoubtedly contradicts parents' educational qualification significantly affects development of skills for everyday living among adolescents and we observed that total skills for everyday living of adolescents are not affected by the parents' educational qualification. Reason for our observation could be attributed to living condition and family background of adolescents. Initiatives aimed at enhancing parental understanding of skills for everyday living may indirectly support students' ability to make decisions and solve problems effectively.

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