CHAPTER - 5

FINDINGS, CONCLUSION AND SUGGESTION

This chapter presents a summary, major findings and conclusion of research work in brief. The researcher has made an attempt to present the gist of her work on corrective measures systematically in this chapter. An outline of the chapter is as follows:

5.1 Summary of the study

Introduction:
Life-Skills are skills, strengths and capabilities that help individuals face problems of their everyday life with a positive attitude and go about with their everyday tasks effectively. Life skills education would place us on the highway to growth and development in the process, enabling us to lead our lives as effectively and efficiently as possible.

The World Health Organisation (WHO) having understood the inestimable role life skills play in our lives, has already felt the need for inculcating life skills in the minds of students the world over so as to equip these citizens of the future with the skills necessary.

As adolescents stand in the threshold of adulthood, they need authentic and accurate information that would help them to understand the process of growing up, particularly the reproductive health needs, so that they can be well-equipped to cope with the problems which they confront during this transitional phase. They need guidance, counselling and education as well as opportunity to explore their life for
themselves in order to attain a level of maturity required to make responsible decisions.

5.1.1 Significance of the study

Going by the standards of the traditional system of education will no more be enough to meet the complex needs of our present day society that has adopted a sophisticated style of life. A sophisticated lifestyle demands a sophisticated sort of education. Deciding what outcome society expects of education is not an easy task. We need to make decisions intelligently with the help of all available information and not irrational and uninformed ways. We educate students today for enabling them to live tomorrow. To begin with, in deciding on social outcomes of education we have to consider our society as it actually exists today. Learning life skills demands a more profound change at the neurological level. Indeed, it takes an extensive amount of time for these skills to get established in our psyche. Learning these skills therefore requires more sustained and focused practice.

5.1.2 Objectives of the study

Objective refers to the goals or purpose that may be achieved within the specified limited resources and time. The objectives play an important role in any research work. Without objectives it is impossible for researchers to make systematic studies. Objectives are guidelines which enable the researcher to find out what one desires to determine. Once the objectives are verified it helps the researcher to obtain desired results. The following are the objectives of the study:-

1. To assess the status of Life-Skills among Senior Students of East Khasi Hills District.
2. To find out the difference in Life-Skills on the Basis of locality of Students
3. To find out the difference in Life-Skills of students on the basis of sex.
5.2 Findings of the Study:

The quantitative analysis of the data on Life-Skills of the senior students of East Khasi Hills, Shillong, yielded numerous findings in the area of different skills of living. Objective wise findings of the study are presented by the researcher as follows:

Objective 1: To assess the status of Life-Skills among Senior Students of East Khasi Hills District.

Finding 1: As per results of the study, majority of the students reported that they had freedom to take their decisions but parent’s opinion was seemed to be desirable before taking decisions. They had more freedom to choose their friends and courses of study than choosing their dresses. This finding of the study is also supported by other studies such as Sharma S. (2003).

Regarding critical thinking 75 percent found that students were aware of the social and political issues. They emphasized that there was a need to fight against it and they looked for the help of NGOs and government to solve these issues. They were unable to locate their own role in solving these problems. This finding of the study was also supported by the study of Samarei and Lalei (2005).

Major percentage of the students reported that they were more comfortable communicating with parents and friends, rather than communicating with authority. The study of Schloss and Schloss (2001)

In interpersonal skill a large number of students were found to be more positive with friends compared to mixed groups. Study conducted by Schloss and Schloss (2001) also supports the same and found that social skills development among new generation is lacking because of different reasons.
It was also found that coping with stress and emotions the percentage obtained was high and most of the students were able to cope up with stress and emotions. It is supported by the study on ‘Development of Life Skills’ of (Anita Bhat and Vijayalaxmi Amin bhavi 2012).

With regards to sexual and health matter it was found that most of the students understood the danger of HIV/AIDS as well as precaution and prevention from sexually transmitted diseases. But their awareness regarding this was not much helpful as students themselves reported of several teenage pregnancies. This shows that they just grow up physically with lots of information but they fail to transform this information into knowledge with sense of responsibility. This finding of the study is also supported by other studies, (Population Cell of SCERT, Orissa ,1999; Majumdar et al. 2000).

**Objective 2: To find out the difference in Life-Skills on the Basis of locality of Students**

**Finding 2: It was found that while both rural and urban students had freedom to decide their streams of studies, the rural students were more dependent on parents for final decision. But regarding decision about making friends, rural students had more freedom than their urban counterparts. This finding of the study was in continuum with the finding of (McCracken and Barcinas Datawere, 1989).**

In terms of critical thinking it was found that urban students were more skill because they always update themselves through readings and news, in this way they were more aware of the social situation. Easy access to different media attributed positively to the critical thinking skill of urban students.

Compared to rural students, urban students were more comfortable communicating with friends and authority whereas, rural students were more comfortable
communicating with their parents. It may occur because students from urban areas had wider exposure with outside world and therefore they felt easier to communicate in every given situation. In terms of maintaining interpersonal skills rural students were more efficient compared to urban students such as making friends, working in groups and in having good relationship with parents. It may occur because most of the rural students (in present study) were staying away from home and they did not have various means of entertainment. Therefore being with people was more entertained by rural students. Contrastingly in case of urban students it was found that they had access to different media of entertainment and they also loved to spend time there.

On dimension coping with stress and emotion, urban students performed better than rural counterparts. Urban students were more efficient in managing stress and emotions, emerged from personal problems such as broken relationship and failure in studies etc., while rural students surpassed urban counterparts in managing the stress created by family fights. This may be attributed to the situation existing around them; as parents of urban students were more concerned about their wards and could understand their personal problems. In case of rural students they felt a difficulty in sharing their personal problems with parents thereby found difficult to manage stress posed by personal issues.

Regarding physical health it was found that urban students were more aware about physical changes and health, whereas awareness of rural students was less. But when it comes to sexual health, especially sexually transmitted diseases awareness of both the groups was equal. This finding of the study was supported by another study conducted by (Doughlas 1984; Adair, 1993).
Objective 3: To find out the difference in Life-Skills of students on the basis of sex.

Finding 3: In the study of Life-Skills of boys and girls it was found that both have their own choice in regards to dress, though more freedom was found among boys, as boys do not show much dependent on their parents. Boys were more skill in critical thinking. They took interest in the development of the society as well as transparency of the government.

It was also found that in communication skills, boys feel much comfortable with their friends, while girls were more comfortable with parents and authority. In interpersonal skills, boys were found to have good relationship with parents and friends, while girls were found to be more comfortable with the team. In coping with stress and emotions it was found that boys were more skill in coping with stress and emotions than girls; this was because boys were not emotionally affected as easily as girls were.

It was also found that in sexual and health matters boys were very much aware and take necessary precautions to prevent themselves from any undesired problematic consequences. This is supported by the study of (Abbas Zadeh & Bordkhany, 2009; Abbas Zadeh & Bordkhany, 2009).

There are differences between boys and girls on some variables such as academic achievement, seeking knowledge, wisdom and good health habits, cooperative behaviour and orientation to the future, and another study by (Family Planning, Association of Hong Kong 1982)
5.3 Conclusion of the study:
Findings of the study revealed that all the students had awareness regarding different aspects of Life-Skills but they did not apply their knowledge and awareness in practice. Urban students were found to be more on advantage compare to rural students in decision making, communication and critical thinking as they had more exposure and easy access to various media of information. Whereas there was not much difference observed, regarding skills of interpersonal relationship, physical health and skills of coping with stress between rural and urban students. It also revealed in the study that boys were more independent in decision making skills, more skill in critical thinking, as they took more interest in government issues particularly transparency in matters concerning the public; while girls study showed that they were more emotionally affected by family issues. But as a general rule boys and girls complement each other.

5.4 Educational Implication of the Study
Finding of the study clearly revealed that though higher different aspects of Life-Skills are done and studied, there is still lack of maturity on the part of students to utilize the knowledge properly. Whatever knowledge the students had was through their own experiences. There was no proper system to train these students regarding various aspects of Life-Skills. Therefore this finding of the study lays implication for policy makers and educators who can make a proper plan for providing Life-Skills education to students. Study also provides implication for teachers and principals who need to train themselves specifically for incorporating the training of Life-Skills along with the text they teach.
5.5 Suggestions for Further Research:

Same study can be undertaken at larger scale including a large population which will give a more comprehensive understanding of the different dimensions of Life-Skills.