CHAPTER 7

HYPOTHESIS TESTING AND RESULTS

HYPOTHESIS TESTING

RESULTS OF HYPOTHESIS TESTING
7. HYPOTHESIS TESTING:

H 01: It is essential to determine life skill preferences of adolescents.

H 11: It is not essential to determine life skill preferences of adolescents.

In the analysis of data for testing this hypothesis we have determined the standard deviation and mean values of all the 40 skills in the questionnaire. The table shows all the skill arranged in a descending order of importance. The Q. No. 5 The skill that helps you take the best decision exhibited a mean of 2.67 assumes maximum importance. Q. No. 21, skills that help you cope with rejection exhibited a mean of 1.87, assuming least importance.

The skill of socialization with a is almost down the rung along with skills that educates you to deal with trauma, brutality and felony. This analysis makes all the more necessary to know the preferences of adolescents so that their preferences can be taken in to consideration while integrating it into the curriculum or holding workshops to teach life skills.

“The null hypothesis (Ho1) that is essential to determine the life skills preference of adolescents stands good and is accepted”

The alternative hypothesis that it is not essential to determine the life skill preferences of adolescent’s stands rejected.

H 02: The present curriculum reflects the life skill preferences of adolescents.

H12: The present curriculum does not reflect the life skill preferences of adolescents.

The NFC 2005 clearly outlines that (NCERT), in its curricular approach states that rather than a standalone program the APE should become an integral part of education. In this regard, the content analysis exercises undertaken by NCERT shows that, text books in different parts of the country have integrated adolescent education issues in various scholastic subjects. Efforts were made for a more comprehensive inclusion of adolescent concerns in the curriculum. (necrt.nic.in).
These efforts have already been made and respondents, who took questionnaire, have been exposed to this curriculum in their secondary schools. We can thus test this hypothesis.

In the analysis of the data for testing this hypothesis, the statistical tool. Total skill score (in %) was considered based on this table, it was evident that only 1.50% of the respondents exhibited a skill score ranging between 26-50% and a whopping 56.70%, i.e. 296 out of the total 522, had skill scores in the range of 76-100%. This indicates that more than 50% of the students have gained a clear idea about life skill, through their curriculum or otherwise. Passing on the benefit of doubt to the integration of life skills to the curriculum. None of the respondents who are Students of higher secondary and above, exhibited life skill scores below 25%, which further proves the point.

**Hence the null hypothesis (H 02) that the present curriculum reflects life skill preferences of adolescents holds good and is accepted. The alternative hypothesis (H12), that the present curriculum does not cater to the preferences of life skills in adolescents stand rejected.**

**H 03: Life skill preferences in adolescents vary according to their socio-economic conditions.**

**H 13: Socio-economic conditions do not affect the life skill preferences in adolescents.**

In the analysis data for testing hypothesis3, we have used the statistical tool of non-parametric – **Kruskal Wallis** test to find out if the life skill preferences vary according to socio-economic strata in adolescents. The test showed a significant difference in the mean rank across the three SES.

Further the value of P=0.000 which is less than 0.001. It is evident from the K-W test that there is a significant difference in skill scores of the Three SES Groups.
“Hence the Null hypothesis (H 03) that the life skill preferences in adolescents vary according to their socio-economic condition hold good and is accepted”.

The alternative hypothesis (H 13), that socio-economic conditions do not affect the life skill preferences in adolescents is rejected.

H 04: Life skill preferences in adolescents vary according to age.

H 14: Life skills preferences in adolescents do not vary according to age.

In the analysis of data for testing hypothesis 4, we used the statistical tool of standard deviation and mean, in which the SD for age 14 was 13.55288 and mean, was 98.50, for age 15 was 10.59171 and mean 93.85, for age 16 was 10.96372 and mean 91.11, age 17 was 12.07445 and mean 89.01, age 18 was 9.63965 and mean 93.32 and age 19 was 10.76656 and mean was 95.14.

Also using non-parametric correlations, the analysis showed that the correlation was $r = 0.016$, Sig (1 tailed) was 0.360 which proved that skill scores are not significantly correlated with age.

The null hypothesis (H 04) that the life skill preferences in adolescents vary with age stand rejected.

“Hence the alternative (H 14) hypothesis that life skill preferences in adolescents do not vary according to age holds good and is accepted”.

H 05: Life skill preferences in adolescents vary according to gender.

H15: Life skill preferences in adolescents do not vary according to gender.

In the analysis of a data for testing hypothesis5, we used the statistical non-parametric Mann-Whitney test. The mean rank of males was 245.90, where as that of females was 277.59. The research also shows that the Asymp. Sig. (2 tailed) value was $P=0.016$, which clearly shows that there is a significant difference in the skill scores of male and female. Since 0.016 < 0.05. Also the table, which shows ‘Total scores – Gender, statistically shows that standard deviation in case of males is 14.096 mean is 90.24 and SD in case of females is 12.372 mean 92.82. This proves that females possessed higher skill scores than males.
“Hence the Null hypothesis (H 05) that life skill preferences in adolescents vary according to gender holds true and is accepted”.

The alternative hypothesis (H 15) that life skill preferences do not vary according to gender is rejected.

H 06: Adolescents are capable of identifying their life skill preferences on their own.

H 16: Adolescents are not capable of identifying their life skill preferences on their own.

In the analysis of data for testing hypothesis 6, we have used the statistical tool of correlation between all the skills enlisted in the questionnaires. The correlation ranged from 0.271 being the lowest, for the skill that teaches you to be ‘assertive to your right’. To 0.460 in which the adolescents the skill that teaches you “form positive relationship with adults”. All the other skill ranged between the two.

This indicates that all the skills which have their basics in the ten core life skills defined by UNESCO and UNO are accepted. This indicates that adolescents are capable of identifying their life skills preferences on their own.

“Hence the Null hypothesis those adolescents are capable of identifying their life skills preferences on their own stands good and are accepted”.

The alternative hypothesis that adolescents are not capable of identifying their life skill preferences on their own stands rejected.

H 07: Adolescents are strong in interpersonal relationships and prioritize it highly.

H 17: Adolescents are not Strong in Interpersonal relationships and do not prioritize it highly.
In the analysis of data for testing this hypothesis, two different tables have been considered. While testing pilot study for frequency it was noticed that skill that helps you cope with rejection was considered least important. Followed by skills for socialization and skills that help you deal with negative responses from people. Also in the final analysis the standard deviation and mean value shows that skills that helps you with rejection assumed last importance with SD of 0.871. Both the studies showed similar results which prove that adolescents of today do not prioritize the life skill of interpersonal relationship and weak in this life skill.

The Null Hypothesis (H01) that adolescents are strong in interpersonal relationships and prioritize it stands rejected.

The alternative hypotheses that adolescents are not strong in interpersonal relationships and do not prioritize it stand accepted.
### Table 7 RESULTS OF HYPOTHESIS TESTING:

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Null Hypothesis</th>
<th>Alternative Hypothesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>H1.</td>
<td><strong>H 01:</strong> It is essential to determine life skill preferences of adolescents.</td>
<td><strong>H 11:</strong> It is not essential to determine life skill preferences of adolescents.</td>
</tr>
<tr>
<td></td>
<td>• ACCEPTED</td>
<td>• REJECTED</td>
</tr>
<tr>
<td>H2.</td>
<td><strong>H 02:</strong> The present curriculum reflects the life skill preferences of adolescents.</td>
<td><strong>H 12:</strong> The present curriculum does not reflect life skill preferences of adolescents.</td>
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<tr>
<td></td>
<td>• ACCEPTED</td>
<td>• REJECTED</td>
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<tr>
<td>H3.</td>
<td><strong>H 03:</strong> Life skill preferences in adolescents vary according to their socio-economic conditions.</td>
<td><strong>H 13:</strong> Life skill preferences in adolescents do not vary according to their socio-economic conditions.</td>
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<td></td>
<td>• ACCEPTED</td>
<td>• REJECTED</td>
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<tr>
<td>H4.</td>
<td><strong>H 04:</strong> Life skill preferences in adolescents vary according to age stands.</td>
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<tr>
<td></td>
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<tr>
<td>H5.</td>
<td><strong>H 05:</strong> Life skill preferences vary according to gender.</td>
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<tr>
<td></td>
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</tr>
</tbody>
</table>
| H6. | H 06: Adolescents are capable of identifying their life skill preferences on their own.  
  - ACCEPTED | H 16: Adolescents are not capable of identifying their life skill preferences on their own.  
  - REJECTED |
| H 7 | H 07 Adolescents are strong in interpersonal relationships and prioritize it.  
  - REJECTED | H 17 Adolescents are not strong in interpersonal relationships and do not prioritize it.  
  - ACCEPTED |