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Full Length Research Article

NEED FOR LIFE SKILLS AND SOCIAL MATURITY AMONG ADOLESCENCE –TO GET BETTER CAREER

***Swaroop Rani, B. and Sowjanya, M.**

Assistant Professor, Dept of Home Science, S.V. University, Tirupati, A.P, India

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ABSTRACT

Adolescent is a period whereas most thrilling, challenging, distressing and consequential aspects. They need to have a number of skills to function as individual and as a member of social group. The present study is undertaken to assess the role of life skills and social maturity among adolescence to get employment. The study was conducted in Tirupati town. Sample consists of 100 adolescence (50 boys) and (50 girls) were selected from five Government High schools by using purposive random sampling method. Life skills were assessed among adolescence by using "Life skills self-Rating scale" developed by Anuradha, 2009. "Social maturity scale" developed by Nalini Rao, 1998 was used to assess social maturity among adolescence. Results revealed from the study were children from joint families found more life skills than children from nuclear and extended families. It shows that comparatively girls have more social maturity than boys. Every individual need social maturity and life skills to get better career and eradicate poverty. Adolescence need to improve their life skills and social maturity to lead successful life in future.

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INTRODUCTION

Today adolescents are living in a more complex world, which has resulted in increased stress, a phenomenon that is directly related to their health. They need to have a number of skills to function as individuals and as members of social groups. Effective acquisition of life skills can influence the way adolescents cope with stress and face the challenges present in their lives. In today's society, children are more dependent on their parents. Social maturity is what enables us to function as healthy adults. Without it, we end up having a difficult time ourselves, or causing a lot of difficult times for other people. A high degree of social maturity has something to do with a high degree of social skill. Lack of information and skills prevent them from effectively exploring their potential and establishing a positive image and sound career perspective. Arul Lawrence and Jesudoss (2011) studied Relationship between Social Maturity and Academic Achievement of Higher Secondary School Students. From his study it is inferred that girls are found to have more Social Maturity and Academic Achievement than boys, it is proved that girls attain maturity faster than the boys. Seyed Hossein Mirzaei, Siran Amiriyan, Ahmad Etemad (2013) studied Effect of a Course of Life Skills Program on the Male-Students' Self-Esteem.

The results showed that a course of life skills program not only affected the student's self-esteem but it also has a significant difference with general, educational, social and family self-esteem. In other words, a course of life skills program cause to achieve success and effect self-concept success namely increase in self-esteem. The present study is undertaken to assess the "Importance of of life skills and social maturity among Adolescence to get better career".

MATERIALS AND METHODS

Sample: The sample of the study constituted 100 children from 4 schools studying 9th standard (50 boys and 50 girls) who are attending to different Government schools in Tirupati town. Systemetic random sampling method was used to select the sample.

Tools used for the study

General the Information Schedule.

- Social Maturity Scale (SMS) (Developed by NaliniRao, 1998)
- Life Skills Self Rating scale (LSSRS) (Developed by Anuradha, 2005)

***Corresponding author: Swaroopa Rani,**

Assistant Professor, Dept of Home Science, S.V. University, Tirupati, A.P, India

General Information Schedule is developed specially to collect personal and demographic information about children, and their parents.

Social maturity scale: NaliniRao's Social Maturity Scale (SMS) {1998} was used to measure the Social Maturity of the subjects under study. Three components in this scale.

- Personal Adequacy
- Interpersonal Adequacy
- Social Adequacy

The scale consists of 90 items along 9 sub-scales. RSMS is a four-point scale and the subject has to give the responses to the statements by encircling one of the 4 suitable responses-

- Strongly Agree (SA)
- Agree (A)
- Disagree (D)
- Strongly Disagree (SD)

Scoring: The scores of 4, 3, 2 and 1 for positive items and 1, 2, 3, 4 for negative items respectively. The scores of a respondent on 3 sub-scales of the social maturity scale collectively give his/her Composite Social Maturity Score.

Life Skills Self Rating Scale

Life skills self-rating scale (LSSRS) developed By Anuradha (2005) was used to assess life skills of the sample. The scale has 65 items and distributions of items under each component are as follows:

Scoring: Every question had 3 response options. Mostly, Sometimes, and Never was to be mentioned by the subject. To know the intensity of questions, they are quantified ranging from 3 to 1. The minimum possible score was 65 and maximum 195. Greater score on LSSRS indicate that adolescent have good life skills and vice versa.

Data Collection

The investigator personally visited the schools and obtained permission to interview the students. We have collected general information after establishing good rapport. Later the same subject was asked to answer Self Concept Rating scale and Life Skill Self Rating Scale. The marks of children were obtained from the school records.

RESULTS AND DISCUSSION

From Table 1, it is clear that majority (26 per cent) of the boys scored above average life skills and equal number of girls (27 per cent) scored below average. The chi-square value is 0.647 which is not significant. Hence, the null hypothesis is accepted and can be said that there is no significant association between the life skills scores and gender. In recent times parents are giving equal opportunities to both boys and girls.

Table 2 shows that majority (42 per cent) of the boys scored above average Social Maturity and Majority of girls (33 per cent) scored above average. The chi-square value is 3.001 which is significant at 0.05 level. Hence we can say that there is significant association between the social maturity scores of boys and girls. Hence, the null hypothesis is rejected. From Table 3 it is evident that majority (28 per cent) of students who scored above average social maturity scores also scored above average life skills scores. The chi-square value is 0.343 which is not significant. Hence we can say that there is no significant association between the life skill and social maturity scores of the students. Hence, the null hypothesis is accepted. Table 4 shows distribution sample according to life skills score and academic achievement scores. Majority (33 per cent) of the students who had life skills score above average they also had above average academic achievement and less number of students who had below average academic achievement (23 per cent) had below average of the life skills score.

Table 1. Gender, Life Skills Scores of the Sample and Chi-Square Value

S.No.	Gender	Life skills		Total	Chi-square	Significance
		Below Average	Above Average			
1.	Girls	27	23	50	0.647	0.421
2.	Boys	24	26	50	(df=1)	

@ Not Significant at $P < 0.421$

Table 2. Gender and Social Maturity Scores of the Sample and Chi-Square Value

S.No.	Gender	Social maturity		Total	Chi-square	Significance
		Below Average	Above Average			
1.	Boys	9	42	51	3.001 (df=1)	0.083
2.	Girls	16	33	49		
	Total	25	75	100		

@ Significant at $P < 0.083$

Table 3. Life Skill Scores, Social Maturity and Chi-Square Value

S.No.	Social maturity	Life skills		Total	Chi-square	Significance
		Below average	Above average			
1.	Below average	24	22	46	0.343	0.558
2.	Above average	26	28	54		
	Total	50	50	100	(df=1)	

@ Not significant at $P < 0.558$

Table 4. Life Skill Scores, Academic Achievement Scores and Chi-Square Value

S.No.	Life skills	Academic achievement		Total	Chi-square	Significance
		Below average	Above average			
1.	Below average	23	17	50	3.202 (df=1)	0.074
2.	Above average	33	27	50		
	Total	56	44	100		

* Significant at $P < 0.074$

Table 5. Social Maturity Scores, Academic Achievement Scores and Chi-Square Value

S.No.	Social maturity	Academic Achievement		Total	Chi-square	Significance
		Below average	Above average			
1.	Below average	25	21	46	0.094 (df=1)	0.759
2.	Above average	23	31	54		
	Total	48	52	100		

*Significant at $P < 0.759$

The chi-square value is 3.202 which is significant at 0.074 level. Hence, the null hypothesis is rejected. and it can be said that there is significant association between the achievement and life skills. It might be the reason that life skills play important role in academic achievement also. Table 5 shows distribution sample according to social maturity and academic achievement scores. Majority (31 per cent) of the students who had social maturity score above average also had above average of academic achievement and less no. of students who had below average social maturity (25 per cent) had below average of the score academic achievement. The chi-square value is 0.094 which is not significant. Hence, the null hypothesis is accepted and it can be said that there is no association between the academic achievement and social maturity score.

Conclusions

Based on above Discussions below conclusions are drawn

- Boys scored more life skill scores Compare to girls
- Comparatively children from joint families scored more life skill score than children from Nuclear families.
- Hence it is evident that girls have more social maturity score compare to boys.
- Whereas life skills and social maturity have significant effect on academic achievement.
- I can conclude from the above result that adolescent need more life skills and social maturity for academic achievement personal adjustment as a individual and in society. They also need these skills to choose career. Life skills education is needed in adolescent age.

Implications of the study

- This study may help parents and teachers to assess the level of life skills of children and plan life skills education training for children, who perform low level of life skills.
- Assessment of social maturity will help the parents to know about their children's level of maturity.
- This study will also help for educators.

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