

## EFFECT OF PARENTAL ECONOMIC STATUS ON LIFE SKILLS DEVELOPMENT AMONG TRIBAL ADOLESCENTS

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### ABSTRACT

*In order to know the effect of parental economic status on life skills development among tribal adolescents, a descriptive survey research design was adopted. Total of 315 tribal adolescents of the age group (12 to 15 years) and 325 tribal adolescents of the age group of 16 to 18 years were selected from different high schools situated in tribal areas of Himachal Pradesh. In the study, incidental sampling technique was used. The data were collected with the help of adapted version of Life Skills Assessment Scale (LSAS) developed by Nair, Subasree and Ranjan (2010). For analysis of data, statistical technique of Analysis of Variance (one way) was applied. The findings of the study revealed that the tribal students (12 to 15 years old) with different levels of parental economic status differed significantly from each other with respect to their thinking skills. On the other hand, tribal school students (16 to 18 years old) belonging to different parental economic statuses did not differ significantly from each other in terms of their thinking skills. Further, there was a significant difference in the social skills of tribal students with different levels of parental economic status. In addition to this, tribal students belonging to different parental economic status did not differ significantly from each other in terms of their emotional skills, irrespective of their age group. Tribal students with different levels of parental economic status differed significantly from each other concerning their overall life skills. In the case of tribal students (16 to 18 years old) with different levels of parental economic status, they did not differ significantly from each other concerning their overall life skills. The educational implications have been discussed at the end of the manuscript.*

**Keywords:** Life Skills, Parental Economic Status, Adolescents

### INTRODUCTION

Education plays a huge role in imparting life skills and to overcome the difficulties in life of young generation. In constantly changing environment, COVID-19 pandemic, life skills is an essential part of being able to meet the challenges of everyday life. Globally, it has been found that life skills intervention through education is very effective in empowering young generation to manage and resolve the challenges efficiently. A well balanced life skills education programme is necessary to develop these basic capabilities of students and nurture their abilities to deal with the everyday changing needs of the society and the world (Prajapati *et al.*, 2017). Life skills are the basic learning need for all young peoples in present scenario. Life skills can mean many different things and different people need a different set of skills to survive effectively in present scenario and to fulfill their needs. They help the individuals to become a well-adjusted, to develop a dynamic self-image and great self-esteem, to boost the decision making skills, prevent high risk behaviours, and to reduce vulnerability and improve utilizations

of protective factors. Life skills constitute a continuum of knowledge and aptitudes that are necessary for an individual to function independently and to avoid interruptions of the employment experiences. Life skills help an individual to live their life more meaningfully, satisfactory with ample success and productivity. Learning life skills have helped many people to build mental and social well-being, which in turn prepare them for facing the real world and its dynamics. Life skills are needed to every human being to realize their full potential and to handle problems and questions commonly encountered in day to day life. The parents play pivotal role in developing life skills and overall development of child. Support and cooperation from parents and family towards teachers helps a lot to connect, understanding and work towards child. Positive change is seen in a child if parent, family and teacher understand each other and work together. Parents are the role model of every child. They behave, react and imitate same as their parents. Parents should set reasonable expectations from their child and also provide guidance needed for future challenges in life. From parents and family, they learn encouragement and motivation. Good parental and family support helps the child to be positive, healthy and become a lifelong learner. Children acquire skills at the very early stage of their life if the parents are responsive and understanding. Smitha and Thomas (2018) revealed that there was no significant difference in life skills awareness of post graduates with respect to gender, age, family type, subjects or streams, and marital status. The applications of life skills in education would lend automatically a student-centered school environment in the 21st century. The present paper showed that the role and impact of life skills in transforming teaching and learning pedagogy by seeking for the exploration in the awareness of life skills among post graduate students for the effectiveness in teaching learning process. Rayanagoudar and Pattanashetti (2019) showed that the two groups (control and experimental) did not differ significantly with respect to pre-test communication skills and self-awareness scores of 9<sup>th</sup> class students of secondary schools. On the other hand, these two groups differed significantly with respect to post-test communication skills and self-awareness scores of 9th standard students of secondary schools. Rani and Neeraj (2020) found that there was significance difference between boys and girls students on level of life skills. Female students have mean more than male students of all dimension of life skill i.e. decision making, problem solving, empathy, self awareness, communication skill, interpersonal relationship, coping with emotions, coping with stress, creative thinking and critical thinking. Rani and Meenu (2021) concluded that there was a significant gender difference in cognitive life skills dimension among senior secondary school students. Further, girls were found to have better cognitive life skills than the boys. The findings of the study also indicated that there were no significant difference between boys and girls with respect to personal life skills domain. It showed that boys and girls differed from each other in interpersonal life skills domain. Moreover, girls were having better level of interpersonal life skills as compared to boys. It also indicated that there was a significant gender difference in overall life skills among secondary school students. Bala et al. (2024) indicated that nearly half of the senior secondary school students were average in their life skills and more than half of the students were having average level of academic achievement. A positive significant relationship was found between life skills and academic achievement of senior secondary school students. Boys found higher than that of girls of senior secondary school with respect to their life skills. Girls found higher than that of boys of senior secondary school with respect to their academic achievement. Boys and girls were significantly differed in their life skills and academic achievement. Therefore, it is possible to draw the conclusion that improved life skills are necessary for a successful and meaningful life

based on a review of related studies. Therefore, it has been considered to be desirable to investigate how parental economic position affected the development of life skills among tribal adolescents in Himachal Pradesh.

## OBJECTIVES

To study following life skills among adolescents with respect to their parental economic status:

- (a) Thinking Skills (Comprising of Self Awareness, Problem Solving, Decision Making, Critical Thinking and Creative Thinking)
- (b) Social Skills (Comprising of Interpersonal Relationships, Empathy and Effective Communication)
- (c) Emotional Skills (Comprising of Managing Emotions and Dealing with Stress)

## HYPOTHESIS

There will be no significant difference in different life skills among tribal adolescents with regard to parental economic status.

## METHODOLOGY

For conducting the present investigation, survey technique under descriptive method of research was employed.

### Sampling

The sample consisted of the two age groups i.e. 315 tribal adolescents (12 to 15 years) and 325 tribal adolescents (16 to 18 years) were selected from different high schools situated in tribal areas of Himachal Pradesh. In the present study, incidental sampling technique was used. The tribal adolescents were selected from Kinnaur and Lahaul-Spiti districts of Himachal Pradesh which are both entirely tribal in nature.

### Research Tool used

The data were collected with the help of adapted version of Life Skills Assessment Scale (LSAS) by Nair, Subasree and Ranjan (2010).

### Analysis of Data:

The data were analyzed by using statistical technique of Analysis of Variance (one way).

## MAIN FINDINGS

### 1 (a) Parental Economic Status-Wise Difference in Thinking Skills of Tribal School Students

In order to study the effect of parental economic status of life skills of tribal students, the statistical technique of 'Analysis of Variance (one way)' was applied. The results obtained after applying F-test to ascertain parental economic status-wise differences in life skills (component-wise and overall life skills) of tribal students are presented and discussed in given Table 1.

TABLE 1

Summary of the Result of Analysis of Variance (One Way) for Thinking Skills of Tribal School Students with Different Levels of Parental Economic Status

	Sr. No	Source of Variation	Sum of Squares	d <sub>f</sub>	Mean Square (Variance)	F-Ratio	S.D.
Thinking	1	Between Groups	3606.111	2	1803.055		22.52

<b>Skills (12 to 15 Years)</b>	2	Within Groups	158285.876	312	507.327	3.554*	
	3	Total	161891.987	314			
<b>Thinking Skills (16 to 18 Years)</b>	1	Between Groups	1969.504	2	984.752	1.883 (NS)	22.87
	2	Within Groups	168363.284	322	522.867		
	3	Total	170332.788	324			

\*----- Significant at 0.05 level NS—Not Significant

Table 1 reveals that the calculated value of 'F' for finding out the significance of difference in the mean thinking skill scores of tribal students (12 to 15 years) with different levels of their parental economic status came out to be 3.554, which is higher than the table value at 0.05 level of significance, for  $d_f$  2/312. This implies that the tribal students (12 to 15 years) with different levels of their parental economic status differed significantly from each other with respect to their thinking skills.

Hence, the Hypothesis No 1(i), "There exists significant difference in thinking skills of tribal students with different levels of their parental economic status," was accepted in case of 12 to 15 years tribal students. Hence, it may be interpreted that tribal students (12 to 15 years) with low parental economic status possessed significantly better thinking skills (mean=157.49) as compared to tribal students with moderate parental economic status (mean=149.12). None of the other mean differences in thinking skills with respect to different parental economic status was found significant.

Further, the calculated value of 'F' for finding out the significance of the difference in the mean thinking skill scores of tribal students (16 to 18 years) with different levels of their parental economic status came out to be 1.883, which is less than table value at 0.05 level of significance, for  $d_f$  2/322. This implies that tribal students (16 to 18 years) with different levels of their parental economic status did not differ significantly from each other with respect to thinking skills.

Hence, the Hypothesis No 1 (i), "There exists significant difference in thinking skills of tribal students with different levels of their parental economic status," was not accepted in case of 16 to 18 years tribal students. It may be interpreted that tribal school students (16 to 18 years) belonging to different parental economic status did not differ significantly from each other in terms of their thinking skills.

### 1 (b) Parental Economic Status-Wise Difference in Social Skills of Tribal School Students

The results regarding social skills of tribal students with different levels of parental economic status, tribal students belonging to two different age groups i.e. 12 to 15 years and 16 to 18 years are presented in given Table 2.

**TABLE 2**  
**Summary of the Result of Analysis of Variance (One Way) for Social Skills of Tribal School Students with Different Levels of Parental Economic Status**

Social Skills (12 to 15 Years)	Sr. No	Source of Variation	Sum of Squares	df	Mean Square (Variance)	F-Ratio	S.D.
Social Skills (12 to 15 Years)	1	Between Groups	1047.509	2	523.754	4.075*	11.448
	2	Within Groups	40104.377	312	128.540		
	3	Total	41151.886	314			
Social Skills (16 to 18 Years)	1	Between Groups	1111.521	2	555.760	5.280* *	10.394
	2	Within Groups	33894.369	322	105.262		
	3	Total	35005.889	324			

\* ----- Significant level of 0.05 level

\*\* ----- Significant level of 0.01 level

It may be observed from Table 2 that calculated value of 'F' for finding out the significance of the difference in the mean social skill scores of tribal students (12 to 15 years) with different levels of their parental economic status came out to be 4.075, which is higher than the table value at 0.05 level of significance, for  $d_f/312$ . So, it may be inferred that tribal students with different levels of their parental economic status differed significantly from each other with respect to social skills.

Hence, it may be interpreted that tribal students (12 to 15 years) with low parental economic status possessed significantly better social skills (mean=114.77) as compared to tribal students with moderate as well as high parental economic status (mean=110.47). None of the other mean differences in social skills with respect to different parental economic status was found significant.

Further, the calculated value of 'F' for finding out the significance of the difference in the mean social skill scores of tribal students (16 to 18 years) with different levels of their parental economic status came out to be 5.280 which is higher than the table value even at 0.01 level of significance, for  $d_f/2$  and 322. It may be interpreted that tribal students (16 to 18 years) with different levels of their parental economic status differed significantly from each other with respect to their social skills. Hence, it may be interpreted that tribal students (16 to 18 years) with high as well as moderate parental economic status possessed significantly better social skills (mean=117.09 and mean=115.01) as compared to tribal students with low parental economic status (mean=110.98). None of the other mean differences in social skills with respect to different parental economic status was found significant.

Hence, the Hypothesis No 1 (ii), "There exists significant difference in social skills of tribal students with different levels of their parental economic status," was retained.

### 1 (c) Parental Economic Status-Wise Difference in Emotional Skills of Tribal School Students

The results regarding emotional skills of tribal students with different levels of parental economic status, tribal students belonging to two different age groups i.e. 12 to 15 years and 16 to 18 years are presented in given Table 3.

**TABLE 3**  
**Summary of the Result of Analysis of Variance (One Way) for Emotional Skills of Tribal School Students with Different Levels of Parental Economic Status**

Emotional Skills (12 to 15 Years)	Sr. No	Source of Variation	Sum of Squares	$d_f$	Mean Square (Variance)	F-Ratio	S.D.
	1	Between Groups	20.941	2	10.470	0.151 (NS)	8.311
	2	Within Groups	21667.459	312	69.447		
	3	Total	21688.400	314			
Emotional Skills (16 to 18 Years)	1	Between Groups	195.435	2	97.717	1.893 (NS)	7.205
	2	Within Groups	16623.316	322	51.625		
	3	Total	16818.751	324			

NS: Not Significant

It may be inferred from Table 3 that the calculated value of 'F' for finding out the significance of the difference in the mean emotional skill scores of tribal students (12 to 15 years) with different levels of their parental economic status came out to be 0.151, which is less than table value at 0.05 level of significance, for  $d_f/2/312$ . So, it may be inferred that tribal students (12 to 15 years) with different levels of their parental economic status did not differ significantly from each other with respect to their emotional skills.

Further, the calculated value of 'F' for finding out the significance of the difference in the mean emotional skill scores of tribal students (16 to 18 years) with different levels of their parental economic status came out to be 1.893 which is less than table value at 0.05 level of significance, for  $d_f/2/322$ . It may be interpreted that tribal students (16 to 18 years) with different levels of their parental economic status did not differ significantly from each other with respect to their emotional skills.

Hence, the Hypothesis No 1 (iii), "There exists significant difference in emotional skills of tribal students with different levels of their parental economic status," was not retained. It may be interpreted that tribal students belonging to different parental economic status do not differ significantly from each other in terms of their emotional skills irrespective of their age group.

### 1(d) Parental Economic Status-Wise Difference in Overall Life Skills of Tribal School Students

The results regarding overall life skills of tribal students with different levels of parental economic status, tribal students belonging to two different age groups i.e. 12 to 15 years and 16 to 18 years are presented in given Table 4.

**TABLE 4**  
**Summary of the Result of Analysis of Variance (One Way) for Overall Life Skills of Tribal School Students with Different Levels of Parental Economic Status**

	Sr. No	Source of Variation	Sum of Squares	$d_f$	Mean Square (Variance)	F-Ratio	S.D.
<b>Overall Life Skills(12 to 15 Years)</b>	1	Between Groups	9227.231	2	4613.615	3.273*	37.818
	2	Within Groups	439854.433	312	1409.790		
	3	Total	449081.1663	314			
<b>Overall Life Skills (16 to 18 Years)</b>	1	Between Groups	8319.693	2	4159.846	2.883 (NS)	38.204
	2	Within Groups	464565.538	322	1442.750		
	3	Total	472885.231	324			

\*----- Not Significant at 0.05 level

NS ----- Not Significant

It may be inferred from Table 4 that the calculated value of 'F' for finding out the significance of the difference in the mean overall life skill scores of tribal students (12 to 15 years) with different levels of parental economic status came out to be 3.273 which is higher than the table value at 0.05 level of significance, for  $d_f$  2/312. So, it may be inferred that tribal students with different levels of parental economic status differed significantly from each other with respect to their overall life skills.

The Hypothesis No.1, "There exists significant difference in overall life skills of tribal students with different levels of parental economic status," was accepted in case of 12 to 15 years tribal students. Hence, it may be interpreted that tribal students (12 to 15 years) with low parental economic status possessed significantly better overall life skills (mean=338.68) as compared to tribal students with moderate parental economic status (mean=324.58). None of the other mean differences in overall life skills with respect to different parental economic status was found significant.

Further, the calculated value of 'F' for finding out the significance of difference in the mean overall life skill scores of tribal students (16 to 18 years) with different levels of parental economic status came out to be 2.883 which is less than the table value even at 0.05 level of significance, for  $d_f$  2/322. So, it may be interpreted that tribal students (16 to 18 years) with different levels of parental economic status did not differ significantly from each other with respect to their overall life skills. Hence, the Hypothesis No. 1, "There exists

significant difference in overall life skills of tribal students with different levels of parental economic status," was not accepted in case of 16 to 18 years tribal students.

### **DISCUSSION OF FINDINGS AND IMPLICATIONS**

The present investigation was to know the effect of parental economic status on life skills development among tribal adolescents. After drawing out the results from the study, it had been found that there existed significant difference in thinking skills of tribal student with respect to their parental economic status. The tribal students (12 to 15 years) with low parental economic status possessed significantly better thinking skills as compared to tribal students with moderate parental economic status. On the other hand, in case of tribal students (16 to 18 years age group), there existed no significant difference in their thinking skills with respect to their parental economic status. In case of social skills of tribal students belonging to two different age groups, there existed significant difference with different levels of parental economic status. The tribal students (12 to 15 years) with low parental economic status possessed significantly better social skills as compared to tribal students with moderate as well as high parental economic status. On the other hand, the tribal students (16 to 18 years) with high as well as moderate parental economic status possessed significantly better social skills as compared to tribal students with low parental economic status. Further, there existed no significant difference in emotional skills of tribal students with different levels of parental economic status irrespective of their age group. In addition to this, there existed significant difference in overall life skills of tribal students (12 to 15 years) with different levels of parental economic status. The tribal students (12 to 15 years) with low parental economic status possessed significantly better overall life skills as compared to tribal students with moderate parental economic status. On the other hand, the tribal students (16 to 18 years age group), there existed no significant difference in overall life skills of students with different levels of parental economic status. The parents are most significant in a child's life. Parents play significant role as they interact with them most of the time and give a feeling of love, security and support. Parents play important role in overall development of child. Parents modify the behaviour of their children by giving them guidance and support. A belief pattern, ethics, values and many skills that characterize the personality of an individual is also influenced by parent's values and education. Many researches have shown that the parents who engage or interact with their children actively help those developing cognitive abilities and life skills. Socio-economic conditions of parents also affect the child's development. A child with good socio-economic conditions would have good upbringing and have better life style and thus, can get more opportunities to develop harmoniously. On the other hand, a child with poor socio-economic family may not have those opportunities to grow. Parents help in developing many life skills like; critical thinking, empathy, decision making, problem solving and self-awareness. It is the responsibility of parents to ensure their child's growth and development by making a good relationship and communicating with them on every aspect of life. Also parents should provide the emotional support to their children so that self-confidence and empathy can be developed. In this competitive age, parents should engage their children in such activities which help them in coping with stress and managing their emotions. Parents should make a very cordial relationship with their children so that children can make better relationship with their friends and society.

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