

# Effect of Life Skills Based Education on Adjustment of Generation Z Adolescent Learners

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## Abstract

The present study has been conducted with the purpose to investigate the effect of life skills based education on the adjustment of generation z adolescent learners. The present study is experimental type in which pre- test and post- test design were used. Total 640 students were selected, 340 in experimental group and 340 in control group as Sample for the current study. The tool used for this study was Adjustment Inventory of School Students (Prof.A.K.P.Sinha and Prof.R.P.Singh). 2x2x2x2 ANCOVA was used to analyze the data. Findings showed that Life Skill Based Education has higher positive impact on the adjustment of experimental group than control group. It showed that teacher should integrate life skills in the routine class while teaching.

**Keywords:** Life Skills, Generation Z learners, Adjustment

## INTRODUCTION

The Ministry of National Education (2002) states that the goals of life skills education are to: (1) actualize students' potential so they can be used to solve problems; (2) give schools opportunities to develop flexible learning in accordance with broad-based education principles; and (3) maximize the use of resources in the school environment by giving opportunities for community resources to be used in accordance with school-based management principles. Children actively participate in a dynamic teaching and learning process when they receive education centered on life skills. To encourage this active participation, activities such as brainstorming, role-playing, games, debates, and working in small groups and pairs are employed. An instructor may begin a life skills session by asking the students about their thoughts or background on a specific scenario where a life skill might be applied. The adolescents might be requested to go into greater detail about the topics discussed in pairs or small groups. Social behavior forms the basis of each individual's life and social development in its turn led to promote of intellectual growth and other aspects of individual development. Social development is the most important aspect of each individual's development. Those who have flourished in the area of social development have achieved to a level of competence in social relationships that they can easily live with people and have compatibility<sup>3</sup>.

Social development refers to a balanced set of social skills and learned adaptive behaviors that enable individual to have interaction with other people, incidence of positive reactions and refrains from behaviors that have negative consequences. There are skills such as cooperation, responsibility, empathy

and self-restraint that are counted as components of social development <sup>4</sup>. In today's age and due to the complexity of society and incidence of mental and behavioral disorder among children and adolescents, the need for socialization process and providing appropriate strategies to strengthening and prosperity of this phenomenon can be felt more than ever. If our children parallel to physical and mental growth do not have social development, they will confront to problems in their social life and cannot live, and even cannot utilize their already done education <sup>5</sup>. Behavioral problems that seem to hinder the progress of children's educational programs can be "incompatible" and low self-concept. Compatibility with self and environment is vital to any creature and also people's everyday effort necessarily centered on this adjustment <sup>6</sup>.

Due to the profound cultural changes, currently our students need to learn more about the skills and abilities' growth such as insight, awareness, communicate, negotiate and make decisions. They need to be able to effectively use these skills in their daily lives. They need to learn to know what they want to say, what they want to do, get help from whom when needed, or employ what strategies to solve their problems. In 1996, the World Health Organization (WHO) to prevent and also enhancement of individuals' mental health level and society's, develop life skills training program. The term life skills refers to a large group of mental, social and interpersonal skills, and can help people to make their decisions with awareness, communicate effectively, develop coping skills and self-management and having healthy living and productivity<sup>8</sup>. The process of identifying behavioral patterns that adapt to changing environmental conditions is referred to as adjustment. It alludes to resolving conflicts through behavioral means. "Adjustment" is defined as the coordinated interaction between an individual and his or her human surroundings. Adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs. Adjustment is defined as "The modification to compensate for or meet special conditions .A continuous process by which a person varies his behavior to produce a more harmonious relationship between himself and his environment" is the definition of adjustment given by.

Generation Z is defined as those who were born in the 1990s and brought up in the 2000s, during the most significant changes of the 20th century, in a world where digital media, smart phones, laptops, freely accessible networks, and the internet are all commonplace. The social web has shaped Generation Z; they are digital natives who have grown up with it. They're also known as Gen Tech, Digital Natives, and Generation I<sup>9</sup>. They were reared in a digital environment and are unique from previous generations in that they are more accustomed to living in an electronic and digitally connected world. According to Glass's research from 2007, generation is by definition the year that a person lives in or a cohort of a particular year. It depicts the circumstances or environment in which the person leads their own lifestyle. However, generation is defined as a set of historical events and related phenomena that creates a distinct generational gap. The majority of Generation Z was exposed to the internet and social networking sites at a young age by their parents, who brought them up in an era of technological diversity. Their parents strongly support and encourage them to explore the world of technology from a young age. Unfortunately, despite their extreme tech savvy and attachment to technology, their factual knowledge base is still relatively low on information literacy and remains immature. They rely heavily on technology to navigate and use information to build their skills. The research on Generation Z also identifies traits that seem to indicate that members of this generation aspire to have a quick, effortless, and outstanding professional career. They find it challenging to embrace the idea of long-term

professional career development through incremental progress. To analyze the effect of Life Skill Based Education on the adjustment of generation z adolescent learner, the following procedure was followed.

### **DELIMITATION OF THE PROBLEM**

The problem has been delimited to the following delimitations:

1. Study has been delimited to the government and private schools of Batala City.
2. The problem has been delimited to the students of IX class.

### **SAMPLE**

Total 640 students were selected, 340 in experimental group and 340 in control group as Sample for the current study

### **OBJECTIVES**

The study has been designed to attain the following objective:

- To study the effect of Life Skills Based Education on various Psycho-social characteristics of Generation Z adolescent learners namely social maturity, social adjustment, moral judgement and life satisfaction.

### **HYPOTHESES**

The following hypotheses have been formulated as:

1. There exists no significant difference in the Adjustment of Generation Z adolescent learners from control group and experimental group.
2. There exists no significant difference in the Adjustment of Generation Z adolescent learners from government schools and private schools.
3. There exists no significant difference in the Adjustment of Generation Z adolescent learner boys and Generation Z adolescent learner girls.
4. There exists no significant difference in Adjustment of Generation Z adolescent learners from urban and rural type of school.
5. There exists no significant interaction between treatment groups and type of school in the Adjustment of Generation Z adolescent learners.
6. There exists no significant interaction between treatment groups and Gender on the Adjustment of Generation Z adolescent learners.
7. There exists no significant interaction between treatment groups and locale of school on the Adjustment of Generation Z adolescent learners.
8. There exists no significant interaction between type of school and gender on the Adjustment of Generation Z adolescent learners.
9. There exists no significant interaction between type of school and locale of school on the Adjustment of Generation Z adolescent learners.
10. There exists no significant interaction between gender and locale of school on the Adjustment of Generation Z adolescent learners.
11. There exists no significant interaction among treatment groups, type of school and gender on the Adjustment of Generation Z adolescent learners.

12. There exists no significant interaction among treatment groups, type of school and locale on the Adjustment of Generation Z adolescent learners.
13. There exists no significant interaction among treatment groups, gender and locale on the Adjustment of Generation Z adolescent learners.
14. There exists no significant interaction among type of schools, gender and locale on the Adjustment of Generation Z adolescent learners
15. There exists no significant interaction among treatment groups, type of school, gender and Locale on the Adjustment of Generation Z adolescent learners.

**TOOL USED**

The following tool has been used for the collection of data:

ADJUSTMENT INVENTORY OF SCHOOL STUDENTS (PROF.A.K.P.SINHA AND PROF.R.P.SINGH)

**ANALYSIS OF THE DATA**

To analyze the variance, the attained scores were subjected to ANCOVA and outcomes have been recorded in the Table 1 below:

**TABLE 1 SUMMARY OF 2X2X2X2 ANCOVA ON THE INTERACTION OF TREATMENT GROUPS, TYPE OF SCHOOL, GENDER AND LOCALE OF SCHOOL ON THE ADJUSTMENT OF GENERATION Z ADOLESCENT LEARNERS**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	11834.377 <sup>a</sup>	16	739.649	33.915	.000
Intercept	2757.887	1	2757.887	126.458	.000
Adjustment Pre Test	2785.016	1	2785.016	127.702	.000
Group	1763.764	1	1763.764	80.874	.000
School	216.251	1	216.251	9.916	.002
Gender	232.685	1	232.685	10.669	.001
Locale	418.091	1	418.091	19.171	.000
Group X School	277.936	1	277.936	12.744	.000
Group X Gender	491.900	1	491.900	22.555	.000
Group X Locale	279.291	1	279.291	12.806	.000
School X Gender	1128.771	1	1128.771	51.758	.000
School X Locale	870.430	1	870.430	39.912	.000
Gender X Locale	53.413	1	53.413	2.449	.118
Group X School X Gender	159.589	1	159.589	7.318	.007
Group X School X Locale	17.654	1	17.654	.809	.369
Group X Gender X Locale	.427	1	.427	.020	.889
School X Gender X Locale	.005	1	.005	.000	.988

Group X School X Gender X Locale	.207	1	.207	.009	.922
Error	13586.859	623	21.809		
Total	341683.000	640			
Corrected Total	25421.236	639			

\*\* Significant at the 0.05 level of significance

\*Significant at the 0.01 level of significance

a. R Squared = .466 (Adjusted R Squared = .452)

## **MAIN EFFECT**

### **TREATMENT GROUPS (A)**

It may be observed from the Table 1 that the F-ratio for the difference between means of both the treatment groups namely; experimental and control group is 80.874 is found to be significant at 0.01 level of confidence. This indicates that two groups namely, experimental group and control group differ significantly on the scores of Adjustment. Thus, the analysis of the data provides sufficient evidence to reject the hypothesis (1), *“There exists no significant difference in the Adjustment of Generation Z adolescent learners from control group and experimental group.”*

### **TYPE OF SCHOOL (B)**

It may be observed from the Table 1 that the F-ratio for the difference between means of both the groups namely; type of schools namely; Government and Private schools is 9.916 is found significant at 0.01 level of confidence. This indicates that type of schools namely; Government and Private schools differ significantly on the scores of Adjustment. Thus, the analysis of the data provides sufficient evidence to reject the hypothesis (2), *“There exists no significant difference in the Adjustment of Generation Z adolescent learners from government schools and private schools”.*

### **GENDER (C)**

It may be observed from the Table 1 that the F-ratio for the difference between means of both the groups namely; boys and girls adolescent Z learners is 10.669 is found to be significant at 0.01 level of confidence. This indicates that boys adolescent Z learners and girls adolescent Z learners differ significantly on the scores of Adjustment. Thus, the analysis of the data provides sufficient evidence to reject the hypothesis (3), *“There exists no significant difference in the Adjustment of Generation Z adolescent learner boys and Generation Z adolescent learner girls.”*

### **LOCALE (D)**

It may be observed from the Table 1 that the F-ratio for the difference between means of both the groups i.e. urban schools and rural schools is 19.171 is found significant at 0.01 level of confidence. This indicates that Locale namely; Urban schools and Rural schools differ significantly on the scores of Adjustment. Thus, the analysis of the data provides sufficient evidence to reject the hypothesis (4), *“There exists no significant difference in Adjustment of Generation Z adolescent learners from urban and rural type of school”.*

## **TWO ORDER INTERACTION**

### **Treatment Groups X Type of School (AXB)**

It may be observed from the Table 1 that the F-ratio for the difference between means of both the groups the type of schools namely; Government and Private schools and groups namely; experimental and control group is 12.744 is found significant at 0.01 level of confidence. This indicates that interaction

between the type of schools namely; Government and Private schools and groups namely; experimental and control group differ significantly on the scores of Adjustment. Thus, the analysis of the data provides sufficient evidence to reject the hypothesis (5),” *There exists no significant interaction between treatment groups and type of school in the Adjustment of Generation Z adolescent learners.*”

#### **Group X Gender (AXC)**

It may be observed from the Table 1 that the F-ratio for the difference between means of both the groups namely; experimental and control group and Gender is 22.555 is found significant at 0.01 level of confidence. This indicates that interaction between the Groups namely; experimental and control group and Gender differ significantly on the scores of Adjustment. Thus, the analysis of the data provides sufficient evidence to reject the hypothesis (6),” *There exists no significant interaction between treatment groups and Gender on the Adjustment of Generation Z adolescent learners.*”

#### **Group X Locale (AXD)**

It may be observed from the Table 1 that the F-ratio for the difference between means of both the groups namely; experimental and control group and Locale namely Urban and rural is 12.806 is found significant at 0.01 level of confidence. This indicates that interaction between the groups namely; experimental and control group and Locale namely Urban and rural differ significantly on the scores of Adjustment. Thus, the analysis of the data provides sufficient evidence to reject the hypothesis (7),” *There exists no significant interaction between treatment groups and locale of school on the Adjustment of Generation Z adolescent learners.*”

#### **Type of School X Gender (BXC)**

It may be observed from the Table 1 that the F-ratio for the difference between means of both the groups types of school namely; government and private and Gender is 51.758 is found significant at 0.01 level of confidence. This indicates that interaction between the Groups namely; types of school namely; government and private and Gender differ significantly on the scores of Adjustment. Thus, the analysis of the data provides sufficient evidence to reject the hypothesis (8),” *There exists no significant interaction between type of school and gender on the Adjustment of Generation Z adolescent learners.*”

#### **Type of School X Locale (BXD)**

It may be observed from the Table 1 that the f-ratio for the difference between means of both the groups types of school namely; government and private and Locale namely; urban and rural is 39.912 is found significant at 0.01 level of confidence. This indicates that interaction between the Groups namely; types of school namely; government and private and Locale namely; urban and rural differ significantly on the scores of Adjustment. Thus, the analysis of the data provides sufficient evidence to reject the hypothesis (9),” *There exists no significant interaction between type of school and locale of school on the Adjustment of Generation Z adolescent learners.*”

#### **Gender X Locale (CXD)**

It may be observed from the Table 1 that the F-ratio for the difference between means of both the groups Gender and Locale namely; urban and rural is 2.449 has not been found significant at 0.01 and 0.05 level of confidence. This indicates that interaction between the Groups namely; Gender and Locale namely; urban and rural do not differ significantly on the scores of Adjustment. Thus, the analysis of the data provides sufficient evidence to not reject the hypothesis (10),” *There exists no significant interaction between gender and locale of school on the Adjustment of Generation Z adolescent learners.*”



### **Three Order Interaction**

#### **Group X Type of School X Gender (AXBXC)**

It may be observed from the Table 1 that the F-ratio for the difference among means of groups, the type of schools namely; Government schools and Private schools, Groups namely; experimental and control group and Gender is 7.318 is found significant at 0.01 level of confidence. This indicates that interaction among the type of schools namely; Government schools and Private schools and Groups namely; experimental and control group and Gender differ significantly on the scores of Adjustment. Thus, the analysis of the data provides sufficient evidence to reject the hypothesis (11),” *There exists no significant interaction among treatment groups, type of school and gender on the Adjustment of Generation Z adolescent learners.*”

#### **Group X Type of School X Locale (AXBXD)**

It may be observed from the Table 1 that the F-ratio for the difference among means of groups, the type of schools namely; Government schools and Private schools, Groups namely; experimental and control group and Locale namely; urban and rural is .809 has not been found significant at 0.01 and 0.05 level of confidence. This indicates that interaction among the type of schools namely; Government schools and Private schools and Groups namely; experimental and control group and Locale namely; urban and rural differ significantly on the scores of Adjustment. Thus, the analysis of the data provides sufficient evidence to not reject the hypothesis (12),” *There exists no significant interaction among treatment groups, type of school and locale on the Adjustment of Generation Z adolescent learners.*”

#### **Group X Gender X Locale (AXCXD)**

It may be observed from the Table 1 that the F-ratio for the difference among means of groups namely; experimental and control group , Gender and Locale namely; urban and rural is .843 has not been found significant at 0.01 and 0.05 level of confidence. This indicates that interaction among Groups namely; experimental and control group, Gender and Locale namely; urban and rural differ significantly on the scores of Adjustment. Thus, the analysis of the data provides sufficient evidence to not reject the hypothesis (13),” *There exists no significant interaction among treatment groups, gender and locale on the Adjustment of Generation Z adolescent learners.*”

#### **Type of School X Gender X Locale (BXCXD)**

It may be observed from the Table 1 that the F-ratio for the difference among means of groups , Types of schools namely Government and Private , Gender and Locale namely; urban and rural is .012 has not been found significant at 0.01 and 0.05 level of confidence. This indicates that interaction among Groups, Types of schools namely Government and Private, Gender and Locale namely; urban and rural do not differ significantly on the scores of Adjustment . Thus, the analysis of the data provides sufficient evidence to not reject the hypothesis (14),” *There exists no significant interaction among type of schools, gender and locale on the Adjustment of Generation Z adolescent learners.*”

### **FOUR ORDER INTERACTION**

#### **Group X Type of School X Gender X Locale (AXBXCXD)**

It may be observed from the Table 1 that the F-ratio for the difference among means of groups namely; experimental and control group , the type of schools namely; Government schools and Private schools, ; Gender and Locale namely; urban and rural is .009 has not been found significant at 0.01 and 0.05 level of confidence. This indicates that interaction among groups namely; experimental and control group, the type of schools namely; Government schools and Private schools; Gender and Locale namely; urban and

rural differ significantly on the scores of Adjustment. Thus, the analysis of the data provides sufficient evidence to not reject the hypothesis (15),” *There exists no significant interaction among treatment groups, type of school, gender and Locale on the Adjustment of Generation Z adolescent learners.*”

**SUMMARY OF t-RATIOS BETWEEN THE DIFFERENCES IN MEANS OF VARIOUS CELLS FOR INTERACTION BETWEEN INTERACTION OF TREATMENT GROUPS, TYPE OF SCHOOL, BIOLOGICAL SEX AND LOCALE OF SCHOOL ON THE LEARNING OUTCOMES OF ADJUSTMENT OF GENERATION Z ADOLESCENT LEARNERS**

Mean Group	SE <sub>d</sub>	D	t-ratio
Experiment & Govt School- Control & Govt School	.6508	5.0938	7.827*
Experiment & Govt School- Control & Private School	.7513	1.6313	2.171*
Experiment & Private School- Control & Govt School	.5803	4.5125	7.777*
Control & Govt School- Control & Private School	.7035	3.4625	4.922*
Govt School & Boys- Private School & Boys	.6872	1.4313	2.083**
Govt School & Boys- Private School & Girls	.7679	3.0938	4.029*
Govt School & Girls- Private School & Girls	.6670	4.3125	6.465*
Private School & Boys- Private School & Girls	.6455	4.5250	7.010*
Experiment & Boys- Control & Boys	.6184	5.5313	8.944*
Experiment & Boys- Control & Girls	.6837	1.4188	2.075**
Experiment & Girls- Control & Boys	.6460	4.7250	7.314*
Control & Boys- Control & Girls	.6924	4.1125	5.940*
Experiment & Urban- Experiment & Rural	.6005	3.8563	6.422*
Experiment & Urban- Control & Urban	.6377	1.5438	2.421*
Experiment & Rural- Control & Urban	.7205	5.4000	7.495*
Experiment & Rural- Control & Rural	.6960	4.6000	6.609*
Govt. & Urban- Govt. & Rural	.6299	5.8688	9.317*
Govt. & Urban- Private & Urban	.5798	4.9813	8.591*
Govt. & Urban- Private & Rural	.6454	3.7688	5.840*
Govt. & Rural- Private & Rural	.7329	2.1000	2.865*
Experiment & Govt & Boys- Experiment & Govt & Girls	.9076	5.1625	5.688*
Experiment & Govt & Boys- Experiment & Private & Boys	.7690	4.9375	6.421*
Experiment & Govt & Boys- Control & Govt & Boys	.8841	9.0375	10.222*
Experiment & Govt & Boys- Control & Govt & Girls	.8702	6.3125	7.254*
Experiment & Govt & Boys- Control & Private & Boys	.9266	6.9625	7.514*
Experiment & Govt & Girls- Experiment & Private & Girls	.8920	3.7750	4.232*
Experiment & Govt & Girls- Control & Govt & Boys	.8555	3.8750	4.530*
Experiment & Govt & Girls- Control & Private & Boys	.8993	1.8000	2.002*
Experiment & Govt & Girls- Control & Private & Girls	1.0264	3.7000	3.605*
Experiment & Private & Boys- Experiment & Private & Girls	.7505	3.5500	4.730*
Experiment & Private & Boys- Control & Govt & Boys	.7067	4.1000	5.802*
Experiment & Private & Boys- Control & Govt & Girls	.6892	1.3750	1.995*



Experiment & Private & Boys- Control & Private & Boys	.7592	2.0250	2.667*
Experiment & Private & Boys- Control & Private & Girls	.9061	3.4750	3.835*
Experiment & Private & Girls- Control & Govt & Boys	.8681	7.6500	8.813*
Experiment & Private & Girls- Control & Govt & Girls	.8539	4.9250	5.767*
Experiment & Private & Girls- Control & Private & Boys	.9113	5.5750	6.118*
Control & Govt & Boys- Control & Govt & Girls	.8157	2.7250	3.341*
Control & Govt & Boys- Control & Private & Boys	.8755	2.0750	2.370*
Control & Govt & Boys- Control & Private & Girls	1.0056	7.5750	7.533*
Control & Govt & Girls- Control & Private & Girls	.9934	4.8500	4.882*
Control & Private & Boys- Control & Private & Girls	1.0431	5.5000	5.273*

\*\* Significant at the 0.05 level of significance

\*Significant at the 0.01 level of significance

### DISCUSSION OF THE FINDINGS:

Means of Experiment & Govt School is found to be more than Control & Govt School. It indicates that LSBE package is more effective in relation to Adjustment of Experiment & Govt School than Control & Govt School. Means of Experiment & Govt School is found to be more than Control & Private School. It indicates that LSBE package is more effective in relation to Adjustment of Experiment & Govt School than Control & Private School. Means of Experiment & Private School is found to be more than Control & Govt School. It indicates that LSBE package is more effective in relation to Adjustment of Experiment & Private School than Control & Govt School. Means of Control & Govt School is found to be more than Control & Private School. It indicates that LSBE package is more effective in relation to Adjustment of Control & Govt School than Control & Private School. Means of Govt School & Boys is found to be more than Private School & Boys. It indicates that LSBE package is more effective in relation to Adjustment of Govt School & Boys than Private School & Boys. Means of Govt School & Boys is found to be more than Private School & Girls. It indicates that LSBE package is more effective in relation to Adjustment of Govt School & Boys than Private School & Girls. Means of Govt School & Girls is found to be more than Private School & Girls. It indicates that LSBE package is more effective in relation to Adjustment of Govt School & Girls than Private School & Girls. Means of Private School & Boys is found to be more than Private School & Girls. It indicates that LSBE package is more effective in relation to Adjustment of Private School & Boys than Private School & Girls. Means of Experiment & Boys is found to be more than Control & Boys. It indicates that LSBE package is more effective in relation to Adjustment of Experiment & Boys than Control & Boys. Means of Experiment & Boys is found to be more than Control & Girls. It indicates that LSBE package is more effective in relation to Adjustment of Experiment & Boys than Control & Girls. Means of Experiment & Girls is found to be more than Control & Boys. It indicates that LSBE package is more effective in relation to Adjustment of Experiment & Girls than Control & Boys. Means of Control & Girls is found to be more than Control & Boys. It indicates that LSBE package is more effective in relation to Adjustment of Control & Girls than Control & Boys. Means of Experiment & Rural is found to be more than Experiment & Urban. It indicates that LSBE package is more effective in relation to Adjustment of Experiment & Rural than Experiment & Urban. Means of Experiment & Urban is found to be more than Control & Urban. It indicates that LSBE package is more effective in relation to Adjustment of Experiment & Urban than Control & Urban. Means of Experiment & Rural is found to be more than

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## CONCLUSION

The above discussion shows that integrated approach of Life Skill Based Education with the content leads to better adjustment of the adolescent learner in all educational, emotional and social aspect. Only content oriented education is not going to make healthier and prosperous career of the next generation.

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