

## **Influence of Technological Skills on Life Skills of Students at the Higher Secondary Level**

**P. Vanitha<sup>1</sup>, Dr.S.Chamundeswari<sup>2</sup>.**

<sup>1</sup>\*Ph.D. Research Scholar, N.K.T. National College of Education for Women, Chennai, Tamil Nadu, India

<sup>2</sup>Principal & Research Supervisor, N.K.T. National College of Education for Women, Chennai – 600 015, Tamil Nadu, India

**\*Corresponding Author: - P. Vanitha**

\*Ph.D. Research Scholar, N.K.T. National College of Education for Women, Chennai-600 015, Tamil Nadu, India

### **Abstract**

Quality of Education has a direct impact on the knowledge of students and their skills in solving various day-to-day problems by applying their Life Skills and modern Technological Skills. As such, the present study is taken up (a) to determine whether there is a substantial association between Life Skills and Technological Skills among students at the higher secondary level and (b) to explore the perception of importance of the independent variable, Technological Skills, over the dependent variable, Life Skills, among students at the higher secondary level. The study's population consists of students from Higher Secondary Schools in Chennai and Tiruvallur Districts. Technological Skills Questionnaire, developed by the Investigator and the Supervisor consists of 32 items on a three-point scale, viz., Always, Sometimes, and Never with a maximum and the minimum scores of 96 and 32 respectively. The Life Skills Scale, developed by Thangadurai and Damodharan (2012) consists of 60 statements on a Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree on a five point scale with a maximum and the minimum scores of 240 and 0 respectively. The tools were administered to 834 students selected randomly from state board higher secondary schools in Chennai and Tiruvallur Districts. The findings revealed a moderately positive association between Life Skills and Technological Skills among Higher Secondary students and Technological Skills was found to be a significant predictor of overall Life Skills among students at the higher secondary level.

**Keywords:** Higher Secondary Students-Life Skills -Technological Skills

### **1. Introduction**

The basic goal of education is to encourage and support individual self-realization of people. Education basically shapes a person and forms the basis for civilization and the cultural behaviour of a society. Though Education is regarded as an acquisition of knowledge, it is certainly not constrained to the acquisition of a few facts or a few skills but is far more comprehensive and its main objective is to enable each and every individual to fit into the social culture and to play one's role to the best of one's abilities. According to Mahatma Gandhi, learning is a holistic process that brings out the best in a child and a man - body, mind, and soul. Education is defined as any act or event that has a formative effect on an individual's mind, character, and physical ability. Adequate education produces high-quality human resources capable of dealing with life's challenges in a highly progressive country.

### **2. Significance of the Study**

Students who have developed Technological Skills are ahead of the learning skills relevant to industries and future career. Continuous learning of Technological Skills is an essential component to keep pace with the changing world. To master the Technological Skills, students must be provided with life-skill experiences that allow them to be focused on learning. Technology along with necessary Life Skills enables students with easy access to information, accelerated learning, and opportunities to practice what they learn inside and outside the classroom. In the present study, the investigation has emphasized the need for Technological Skills relating to the Life Skills of students to compete in the changing scenario of the educational field.

### **3. Review of Related Literature**

Ndirangu (2013), Masuomah Abdi and Rasol Davoudi (2015), Parvathy and Pillai (2015), Tholappan and Krishnakumar (2011) have made elaborate studies on Life Skills and found Life Skills to have a huge impact on teenage education. Tabassum, and Farooq (2011) and Gezgin et al. (2018) in their studies have proved that the

use of technology influences the learning of Secondary school students' and a result their academic achievement has improved.

#### 4. Title of the Study

The review done from the available relevant literature, relating to the present research area, led the investigators to conceptualize the problem in an attempt to fill in the lacunae found. Thus, the problem is stated as: 'The Influence of Technological Skills on Life Skills of Students at the Higher Secondary Level'

#### 5. Objectives of the Study

The Objectives of the current study are as follows:

- i. to investigate if there is any significant relationship between Life Skills and Technological Skills among students at the higher secondary level and
- ii. to investigate the predictive nature of the independent variable viz., Technological Skills over the dependent variable viz., Life Skills among students at the higher secondary level.

#### 6. Hypotheses of the study For the purpose of this investigation, the following hypotheses are stated:

- i. There is a significant positive correlation between Life Skills and Technological Skills.
- ii. The independent variable Technological Skills is a significant predictor of the dependent variable Life Skills among students at the higher secondary level.

#### 7. Method of Investigation

##### 7.1 Population

The population of the present study is the students at the higher secondary level in Chennai and Tiruvallur Districts.

##### 7.2 Sample

834 higher secondary school students were chosen at random from nine State Board schools in Districts of Chennai and Tiruvallur.

##### 7.3 Sampling Technique

Random Sampling Technique was adopted in the present study

##### 7.4 Tools used for the Study

Technological Skills Questionnaire, developed by the Investigator and the Supervisor, consists of 32 items in a three-point scale, viz., Always, Sometimes and Never. The maximum and the minimum scores of the tool are 96 and 32 respectively. Life Skills Scale (Thangadurai and Damodharan, 2012) consists of 60 statements on a five point scale, viz., Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree. The maximum and the minimum scores of the tool are 240 and 0 respectively.

##### 7.5 Statistical Analysis

Correlation and regression analyses were done for the data collected from the student sample.

#### 8. Data Analysis

**Hypothesis 1:** There is a significant positive correlation between Life Skills and Technological Skills.

**Table-1:** Showing the relationship between Life Skills along with its Dimensions and Technological Skills along with its Dimensions among Higher Secondary School Students

Variables		Social Skills	Academic Skills	Managing Skills	Overall Life Skills
E-Learning	Pearson Correlation	0.20	0.24	0.14	0.25
	Sig. (2-tailed)	0.000**	0.000**	0.000**	0.000**
Mobile Learning	Pearson Correlation	0.19	0.35	0.24	0.35
	Sig. (2-tailed)	0.000**	0.000**	0.000**	0.000**
Overall Technological Skills	Pearson Correlation	0.25	0.35	0.23	0.37
	Sig. (2-tailed)	0.000**	0.000**	0.000**	0.000**

**Note: \*\*- 0.01 level of Significance.**

The calculated value of "r" from the table above is 0.36, which is greater than the threshold of 0.115 at the 0.01 level. Hence there is moderate positive relationship between Overall Life Skills along with its dimensions and Overall Technological Skills along with its dimensions among higher secondary school students.

**Hence, Hypothesis-1:** There is a significant positive correlation between Life Skills and Technological Skills is accepted.

**Hypothesis 2:** The independent variable Technological Skills is a significant predictor of the dependent variable Life Skills among higher secondary school students.

**Table –2:** The Model Summary for the overall Technological Skills the significant predictors of the overall Life Skills among the higher secondary school students

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.50 <sup>a</sup>	0.25	0.24	23.13
a. Predictors: (Constant), Technological Skills,				
b. Dependent Variable: Overall Life Skills				

**Table-3** The ANOVA for the overall Technological Skills the significant predictors of the overall Life Skills among the students at the higher secondary level

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	145337.58	4	36334.40	67.94	.000**
	Residual	443375.86	829	534.84		
	Total	588713.44	833			
a. Dependent Variable: Overall Life Skills						

**Note: \*\*- 0.01 level of Significance.**

**Table-4** The Coefficients for the overall Technological Skills the significant predictors of the overall Life Skills among those enrolled in higher secondary education.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	50.92	8.58		5.94	.000**
	Overall Technological Skills	.65	.16	.15	4.15	.000**
a. Dependent Variable: Overall Life Skills						

**Note: \*\*- 0.01 level of Significance.**

According to the above tables, overall Technological Skill is a significant predictor of overall life abilities among students in the upper secondary level.

**Hence, Hypothesis 2:** The independent variable Technological Skill is a significant predictor of the dependent variable Life Skills among higher secondary school students is accepted.

### 9. Results of the Study

- i. A moderately positive association exists between Overall Life Skills along with their dimensions and overall Technological Skills along with their dimensions among pupils in the upper secondary school.
- ii. The Overall Technological Skills Perception is the significant predictor of the overall Life Skills among students at the Higher Secondary Level.

## 10. Recommendations

According to the findings of the study, there is a significant positive association between Technological and Life Skills among students at the higher secondary level. Hence, the following strategies are recommended to develop both skills among students:

- Students should be trained in learning ways to become effective consumers of technology in this linked culture. This will benefit them both professionally and personally as they get older.
- The skills we need to cultivate in this day and age are critical thinking and investigation. The Internet and smart phones have brought the world's knowledge to our fingertips.
- When difficulties with technology arise, it is critical for students to learn how to resolve them.
- We should teach them skills that will make employers happy because of their proactive and educated attitude to keeping technology working smoothly.
- A variety of software is utilized on a daily basis in an office setting and our students should be encouraged to use them.
- They can guide us to use a slide show, use PowerPoint or another piece of software.
- They can be guided to create an Excel spreadsheet for them to track all of their expenses and income.
- We can teach our students how to use online banking.
- We can encourage our students to take photos or videos and take a fresh look at the world. This has the potential to have enormous mental health advantages.
- Teachers may refer to these abilities as "learning to learn" abilities that can be fostered through focused everyday activities.
- Children thrive on schedules, habits, and rituals, which not only provide them with a sense of security but also teach them self-control and focus. Discuss with your youngster what to anticipate each day.
- Most youngsters do not naturally consider another person's point of view, but it may be learned. Discuss the sentiments and motivations of the characters in the novels they read.
- Teachers and parents should have personal interactions with children to develop healthy social-emotional abilities, including the ability to comprehend and communicate with others.
- Enacting in rich, open-ended plays is one of the best ways to develop critical thinking skills.
- Encourage your child to take risks and attempt new things, such as climbing a tree or riding a bicycle.
- Encourage a desire to learn, limit television viewing, and promote more than enough reading, play, and open-ended discovery.
- Explore a collection of everyday activities to promote kindness among our students.

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