

THE EFFECTIVENESS OF LIFE SKILLS TRAINING ON ACADEMIC ACHIEVEMENT OF DIFFERENTLY ABLED CHILDREN

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Abstract:

The investigation is intended to explore the effectiveness of life skills training on academic achievement of differently abled children in relation to gender and school type. In accordance with 60 students, among them 30 male and 30 female students were selected from schools across Udupi District. Researcher developed tool revealed significant relationship between the above variables of effectiveness of life skills training on Academic Achievement of differently abled children's based on gender and Institutional type.

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1. INTRODUCTION:

Life skill training enhances academic achievement of differently abled children by developing essential skills like communication, problem solving and self-awareness. This training improves academic performance, boosts confidence, and increases adaptability. This article explores the effectiveness of life skill training in improving the academic outcomes of differently abled children, highlighting its benefits, challenges and strategic for successful implementation.

2. Significance of the study:

Life skill enhances the Independence and Self-Reliance. It trains equips differently abled children with the practical abilities needed for daily living. Enrichment of Social Skills and Interaction. It impacts positive academic performance by improving focus, study habits and the ability to handle academic simple challenges. In an increasingly complex world, life skills are essential for navigating challenges, making informed decisions, and adapting to change.

3. OBJECTIVES:

- To examine the effectiveness of life skill training on academic achievement among differently abled male and female students in Udupi.
- To investigate the effectiveness of life skills training on academic achievement in differently abled children from government and private schools.

3.1 HYPOTHESIS :

- There exists no significant difference between the mean of effectiveness of life skill training scores of male and female in relation to diverse abilities of differently abled children.
- There is significant difference is found in mean scores of effectiveness in life skills training among differently abled children in government and private schools.

3. METHODOLOGY:

3.1 Sample

The research was undertaken in 25 government and 25 private schools in Udupi .

3.2 Tools used

The study tool was developed by the researcher for the data collection

3.3 DATA COLLECTION

A researcher has adopted the survey technique as this is the most suitable approach to collect the required data from Secondary school of Udupi district. As per the procedure, researcher got the permission from the DDPI for the data collection.

Accordingly, the researcher prepared a schedule to visit these Schools of various taluks. For the purpose of data collection, systematically administered by the researcher; proper instructions were given to differently abled children's before marking their responses in the data sheet. However, the researcher observed some kind of inhibitions in respect of children's at the time of their expression and involvement. The researcher also shared her opinions and feelings at the time of data collection to establishing a close rapport with differently abled children's and it helps a lot to the researcher in data collection process. After collecting the responses in terms of data using from the developed tools, the researcher also collected data related to academic performance of the differently abled children from school cumulative records.

Analysis and Interpretation:

The present study both inferential and descriptive statistical techniques are considered as for the objective and hypothesis of the study. For describe the nature of data the study considered descriptive statistics in which mean, SD techniques were considered.

Table 1: Mean, S. D. and 't' value of the difference between male and female in life skills of differently able children of Udupi District.

Boys / Girls	Life Skill Training	N	Mean	S.D	't'	Significance
Male	High	30	60.70	5.85	3.55	N S
	Low	30	54.87	6.80		
Female	High	30	62.60	5.18	6.16	N S

Table – 2: Mean, S. D. and 't' value of the effectiveness of life skills training on Academic achievement in differently abled children from Government and Unaided schools.

Type of Institution	N	Mean	S.D.	Table 't' value		't' value
Government	25	77.53	6.475	0.275	0.99	0.565
Private	25	78.53	5.61	0.005	1.3085	

Data analysis and interpretation

As shown in Table 1. the calculated t-value (3.55) exceeds the critical table value (2.66) at a 0.1 significance level for 58 df . Therefore, null hypothesis 1 is rejected. Indicating a significant difference in Mean achievement scores of high effectiveness

of life skill training and low level of effectiveness of life skill training of females. The mean achievement score for high effectiveness of Life skill training is 5.83 (60.70 – 54.87) higher than that of low effectiveness.

Concluding the results, as shown in Table 1, it reveals the impact of effectiveness in life skills training on academic performance of differently able children.

Here the government school and unaided school exhibited no significant difference.

The t –test analysis in Table 2 indicate that there is no significant difference in academic achievement between government and private school students regarding the effectiveness of life skill training.

Conclusion:

The research findings highlight the value of life skill training in improving academic achievement differently abled children is evident. By equipping them with essential life skills, these training enhance their confidence, problem –solving abilities, and social skills, ultimately leading to improved academic performance. This study explores the importance of incorporating life skill training into educational programs for differently abled children, empowering them to reach their potential and achieve academic success. Thus, life skill training is essential for differently abled children in inclusive education.

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