

Exploring Life Skills, Self-Efficacy, and Academic Performance Among Tribal and Non-Tribal Adolescents: A Gender-Based Comparison

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ABSTRACT

Life-Skills Education as defined by the UNICEF is "a behaviour change or behaviour change approach to address a balance of three areas: knowledge, attitude and skills". Life Skills empower individuals to translate knowledge, attitude and values into actual abilities, that is, what to do and how to do it, given the scope and opportunity to do so. The purpose of this study is to comparison of Life skills, Self-efficacy and Academic achievement of Tribal and Non-tribal adolescents. The research was carried out in District Samba of J & K on a sample of 304 IX standard students. The Life skills of students was measured by Life skills scale prepared by Dr. Chandra & Ms. Ayushi Tripathi (2019). Self-efficacy was measured by the self-efficacy scale prepared by Dr. Sarita & Ms. Nirmala Kumari (2018). t-test was used for the hypothesis testing. The research finding indicates that life skills and self-efficacy of Non tribal adolescents among Higher secondary school students is significantly better than those of the Tribal adolescents. The difference was not significant in the level of acquired life skills among Tribal and Non tribal male adolescents. Also, in the case of dimension of social, Academic and Spiritual self-efficacy, there was no significant difference among Tribal and Non- tribal male adolescents. In the case of female, the difference was not significant in Academic and Spiritual self-efficacy among Tribal and Non-Tribal female adolescents. Further, it can also be highlighted that there was significant difference in the Academic Achievement of Tribal and Non tribal adolescents.

Keywords: Life skills, Self-efficacy and Academic Achievement

1. INTRODUCTION

Education enables the mind to find out the ultimate truth, which gives us the wealth of inner light and love and gives significance to life" Rabindranath Tagore. The crucial time between childhood and adulthood is adolescence. It is characterized by quick changes in physical appearance and emotional development. Adolescence is also the time when young people start forming relationships outside of their families and

parents and are greatly influenced by their peers and the outside world. As children grow from infancy to adolescence and young adulthood, they essential to learn many kinds of skills. Language, reading, writing and mathematics are considered the most basic of the skill children must master. The purpose of this research was to study the impact of Life skills and Self-efficacy on Academic achievement of Tribal and Non tribal Adolescents. There are numerous factors affecting students' academic achievement. These factors may be home, school and peers oriented. WHO "life skills may be defined as "abilities for adaptive and helpful behaviour, that allow people to handle successfully with the demands and tasks of everyday life". WHO (1997) define "Every school should enable children and adolescents at all stages to learn serious health and life skills. Such education includes complete, combined life skills education that can enable adolescents to participate and make healthy decisions well behaviour through their lives.

REVIEW OF RELATED LITERATURE

S. No	Title of the study	Year	Findings	Findings of the study
1.	Surma did a study on Life skills counselling for enhancing the personality of high school students	(2016)	The results that life skills counselling had enhance the personality of the pupils in high school	<i>International Journal of Indian psychology</i>
2.	Sangma conducted a study on Life skills intervention for rural and urban Adolescents	(2017)	Findings shows that both urban and rural female adolescents had significantly improved following the intervention	<i>Human Rights and Duties Research Centre</i>
3.	Poorbaferani study the Life satisfaction, general Self efficacy, Self-esteem and communication skills in married women	2018)	The results shows that general Self efficacy highly correlated with Life satisfaction in married women.	<i>Journal of education and health promotion</i>
4.	Meenu conducted a study on life skills among secondary school students:	(2019)	The findings show that there is no significant difference between male and female secondary school students' interpersonal life abilities	<i>International Journal of multidisciplinary education research</i>
5.	Ranjan Study the Self Esteem and well-being among Tribal and Non-Tribal girls	(2021)	Findings show that tribal students' levels of wellbeing and self-esteem are lower than those of adolescent girls from non-tribal background.	<i>Indian journal of Research</i>
6.	K.B conducted a Comparative analysis on Self-concept among	(2022)	The finding of the study shows that tribal students have low Self-concept as	<i>Journal of research in humanities and social science</i>

	Tribal and Non-Tribal adolescents.		compared to the non-tribal students.	
7.	Faradmal Conducted a study to determine the relationship between readiness for treatment of substance use and Self-Efficacy based on Life skills	(2022)	The result indicates that the readiness for treatment of substance use had a significant relationship with Self- efficacy includes assertiveness and communication.	<i>journal of ethnicity in substance abuse</i>
8.	Sarkar And Banik did a study on adolescent students' academic achievement and adjustment.	(2017)	The findings also showed a significant gap between academic achievement and emotional adjustment during the adolescent years.	<i>International Journal of Research Granthaalayah</i>
9.	Jesa Study the Academic stress and Self Esteem of Tribal school adolescent girls	(2019)	The finding shows Academic stress is found to be in significant negative correlation with Self Esteem.	<i>International journal of education research and training</i>
10.	Kurian conducted a study on "Achievement motivation among tribals and non-tribals students in relations to their academic achievement	(2021)	The findings shows that tribals students are poorer in their academic achievement when compared with the non-tribal students.	<i>International Journal of Educational and psychological research</i>

SIGNIFICANCE OF THE STUDY

Many researchers investigated studied the ways that students' academic achievement is affected by their self-efficacy and life skills. The majority of life skills research focuses on the variables of students' mental health, self-esteem, stress management, and life satisfaction. A detailed, brief study paper concentrating on such variables, such as gender and self-efficacy context, however, was not located. Because of these evaluations' unexpected findings and use of a variety of tools and techniques, it becomes extremely difficult to draw general conclusions from them. Studies conducted by Hdyitulah (2022), Meenu (2019), Jose (2018), Murmu (2017) & Maufi & Hartati (2010) showed that there are a positive and significant difference between life skills and self-efficacy. The studies done in the field shows that Life skills, Self-efficacy and Academic achievement have been already discovered by many researchers but not in the way present study has been planned on tribals and non-tribal students of Higher Secondary School students (Tribal and Non – tribals).

Bearing in mind, the current study will be under taken which is different from the prior investigation. The studies on life skills, Self-efficacy and Academic achievement conducted on various other states but not on the particular District Samba (J&K). So, the present study is designed to study the comparison of Life skills, Self-efficacy and Academic achievement of Tribals and Non-tribal students among Hr. Sec. School of District Samba. The study will be beneficial to teachers because it will boost their awareness of student life skills and self-efficacy, which helps to improve the Academic achievement of the students. Besides, this study will also help school teachers and various other related organizations to deal and take care with the student's life skills and self-efficacy.

STATEMENT OF THE PROBLEM

"Exploring Life Skills, Self-Efficacy, and Academic Performance Among Tribal and Non-Tribal Adolescents: A Gender-Based Comparison"

OBJECTIVES OF THE STUDY

The following objectives were framed for the present research study:

- 1) To study the difference in the level of acquired Life skills among Tribal and Non-Tribal Adolescents.
- 2) To study the difference in the level of acquired Academic Achievement among Tribal and Non-Tribal Adolescents.
- 3) To study the difference in the level of Self- Efficacy among Tribal and Non-Tribal Adolescents.
- 4) To study the difference in the level of Self- Efficacy among Tribal and Non-Tribal Adolescents with respect to the following dimensions:
 - I. Physical self-efficacy.
 - II. Social self-efficacy.
 - III. Emotional self-efficacy.
 - IV. Academic self-efficacy.
 - V. Spiritual self-efficacy.
- 5) To study the difference in the level of acquired Life skills among Tribal and Non-Tribal Male Adolescents.
- 6) To study the difference in the level of acquired Academic achievements among Tribals and Non-Tribal Male Adolescents.
- 7) To study the difference in the level of Self-efficacy among Tribals and Non tribal Male Adolescents.
- 8) To study the difference in the level of acquired self-efficacy among Tribal and Non-Tribal Male Adolescents with respect to the following dimensions:
 - I. Physical self-efficacy.
 - II. Social self-efficacy.
 - III. Emotional self-efficacy.
 - IV. Academic self-efficacy.
 - V. Spiritual self-efficacy.
- 9) To study the difference in the level of acquired Life skills among Tribal and Non- tribal Female adolescents.
- 10) To study the difference in the level acquired of Academic achievement among Tribal and Non-tribal Female adolescents.

- 11) To study the difference in the level of self-efficacy among Tribal and Non-tribal Female adolescents.
- 12) To study the difference in the level of self-efficacy among Tribal and Non-Tribal Female Adolescents with respect to the following dimensions:
 - I. Physical self-efficacy.
 - II. Social self-efficacy.
 - III. Emotional self-efficacy.
 - IV. Academic self-efficacy.
 - V. Spiritual self-efficacy.

HYPOTHESIS OF THE STUDY

The following were be hypothesis of the present research study:

1. There will be no significant difference in the level of acquired Life skills among Tribal and Non-Tribal Adolescents.
2. There will be no significant difference in the level of acquired Academic Achievement among Tribal and Non-Tribal Adolescents.
3. There will be no significant difference in the level of Self- Efficacy among Tribal and Non-Tribal Adolescents.
4. There will be no significance difference in the level of Self- Efficacy among Tribal and Non-Tribal Adolescents with respect to the following dimensions:
 - I. Physical self-efficacy.
 - II. Social self-efficacy.
 - III. Emotional self-efficacy.
 - IV. Academic self-efficacy.
 - V. Spiritual self-efficacy.
5. There will be no significant difference in the level of acquired Life skills among Tribal and Non-Tribal Male Adolescents
6. There will be no significant difference in the level of acquired Academic achievements among Tribals and Non-Tribal Male Adolescents.
7. There will be no significant difference in the level of self-efficacy among Tribals and Non tribal Male Adolescents.
8. There will be no significant difference in the level of self-efficacy Tribal and Non-Tribal Male Adolescents with respect to the following dimensions:
 - I. Physical self-efficacy.
 - II. Social self-efficacy.
 - III. Emotional self-efficacy.
 - IV. Academic self-efficacy.
 - V. Spiritual self-efficacy.
9. There will be no significant difference in the level of acquired Life skills among Tribal and Non-tribal Female adolescents.
10. There will be no significant difference in the level of acquired Academic achievement among Tribal and Non-tribal Female adolescents.

11. There will be no significant difference in the level of self-efficacy among Tribal and Non-tribal Female adolescents.
12. There will be no significant difference in the level of self-efficacy Tribal and Non-Tribal Female Adolescents with respect to the following dimensions:
 - I. Physical self-efficacy
 - II. Social self-efficacy
 - III. Emotional self-efficacy
 - IV. Academic self-efficacy
 - V. Spiritual self-efficacy

Delimitations of the study

The study will be delimited to the 11th class students of the Government Schools of Samba District.

METHOD USED

Survey method under descriptive method of Research was used.

POPULATION OF THE STUDY

The students studying in class 11th of Government Higher Secondary Schools of District Samba constituted the target population for the present study.

SAMPLE OF THE STUDY

The sample of 304 students (11th standard) studying in Government Higher Secondary Schools of District Samba was collected through simple random sampling technique (lottery method) under probability sampling technique.

TOOLS USED

For the present study, the following tools have been employed for the collection of data:

S.NO.	NAME OF THE TOOL	DEVELOPED BY	YEAR
1	Life skill scale	Dr. Chandra Kumari, Ayushi Tripathi	2019
2	Student self-efficacy scale	Dr. Sarita Dahiya, Mrs. Nirmala Kumari	2018

FINDINGS OF THE STUDY

From the analysis and interpretation of the data following findings and conclusions may be drawn:

1. There is significant difference in the level of acquired Life skills among Tribal and Non-Tribal Adolescents of Govt. Hr. Sec school students.
2. There is significant difference in the level of acquired Academic Achievement among Tribal and Non-Tribal Adolescents of Govt. Hr. Sec school students.

3. There is significant difference in the level of Self-Efficacy among Tribal and Non-Tribal Adolescents of Govt. Hr. Sec school students.
4. There is significant difference in the level of Physical, social and emotional Self-Efficacy but the difference was not significant in case of academic and spiritual self-efficacy of Tribal and Non-tribal Adolescents.
5. There is no significant difference in the level of acquired life skills among Tribal and Non-tribal Male adolescents.
6. There is significant difference in the level of acquired academic achievement among Tribal and Non-Tribal Male Adolescents.
7. There is significant difference in the level of self-efficacy among Tribal and Non-Tribal Male Adolescents.
8. There is significance difference in the level of physical and emotional Self- Efficacy but the difference was not significant in case of social, Academic and spiritual self-efficacy among Tribal and Non-Tribal Male Adolescents.
9. There is significant difference in the level of acquired Life skills among Tribal and Non-Tribal Female Adolescents.
10. There is significant difference in the level of acquired Academic achievement among Tribal and Non-Tribal Female Adolescents
11. There is significant difference in the level of Self- efficacy among Tribal and Non-Tribal Female Adolescents.
12. There is significance difference in the level of physical, social and emotional Self- Efficacy but the difference was not significant in case of Academic and spiritual self-efficacy among Tribal and Non-Tribal Female Adolescents.

2. CONCLUSION

Hence, from the above findings, we can conclude that life skills and self-efficacy of Non tribal adolescents among Higher secondary school students is significantly better than those of the Tribal adolescents. The difference was not significant in the level of acquired life skills among Tribal and Non tribal male adolescents. Also, in the case of dimension of social, Academic and Spiritual self-efficacy, there was no significant difference among Tribal and Non- tribal male adolescents. In the case of female, the difference was not significant in Academic and Spiritual self-efficacy among Tribal and Non-Tribal female adolescents. Further, it can also be highlighted that there was significant difference in the Academic Achievement of Tribal and Non tribal adolescents.

Recommendations:

On the basis of findings and conclusions of the study following recommendations have been made for Curriculum Framers, Administrations, Teachers, Parents and Students. The finding of the study indicates that tribal students possessing high degree of life skills as compare to the non- tribal students and the Self-Efficacy of both tribal and non-Tribals possessing the same level. it is therefore the duty of the stakeholders to take care of this impact of life skills and self-efficacy of the Adolescents. The curriculum framers should integrate life skills education into the school curriculum, with special emphasis on bridging the gap between tribal and non- tribal students. For school administrators to organize workshops and training programs to empower tribal students with essential academic and life skills. For school Teachers foster

self- efficacy by providing feedback, motivation and personalized guidance. The parents should also be made aware about the importance of such skills and efficacy of the students and provided guided by the teachers in the parent teachers meeting (PTMs) so that they may also do positive efforts for the inculcation among and their wards.

Table 1 Sample of Students Drawn from different Government Higher Secondary Schools of District Samba

S.no	Name of School	Total no. of Tribal students	70% of Tribal students	Total no. of Non-Tribal students	40% of Non-Tribal students
1	Govt. Hr Sec school Smailpur	48	33	97	39
2	Govt. Hr Sec school Jakh	3	2	58	23
3	Govt. Hr Sec school Vijaypur	8	5	29	11
4	Govt. Hr Sec school Nud	16	11	38	15
5	Govt. Hr Sec school Nunpur	7	5	40	16
6	Govt. Hr Sec school Rajpura	13	9	39	16
7	Govt. Hr Sec school Ghagwal	3	2	30	12
8	Govt. girls Hr Sec school Samba	4	3	64	26
9	Govt. Boys Hr Sec school Samba	14	10	41	17
10	Govt. Hr Sec school Rayha	15	11	38	15
11	Govt. Hr Sec school Ramgarh	13	9	36	14
Total		144	100	510	204

Table 2 Life Skill, self-efficacy & Academic Achievement of Tribal and Non-Tribal Adolescents

Variables	Gender	N	Mean	S. D	C.R
Life skills	Tribal	100	158.95	20.31	4.66**
	Non- Tribal	204	168.04	13.33	
	Tribal	100	63.84	10.32	6.44**

Academic Achievement	Non- Tribal	204	71.28	9.03	
Self-efficacy	Tribal	100	129.58	13.47	7.53**
	Non- Tribal	204	138.98	8.11	

Table 3 Dimensions of Self-Efficacy of Tribal & Non- Tribal Adolescents

Dimensions of Self-Efficacy	Category	N	Mean	S. D	C.R
Physical	Tribal	100	26.66	3.42	4.64**
	Non- Tribal	204	28.3	2.61	
Social	Tribal	100	25.31	3.69	3.04**
	Non- Tribal	204	26.57	3.22	
Emotional	Tribal	100	25.46	4.24	4.60**
	Non- Tribal	204	27.32	2.75	
Academic	Tribal	100	40.13	4.87	0.60
	Non- Tribal	204	40.45	4.07	
Spiritual	Tribal	100	15.88	5.85	0.17
	Non- Tribal	204	15.96	2.02	

Table 4 Life skills, academic Achievement & Self-efficacy of Tribal and Non- Tribal Male Adolescents

Variables	Category	N	Mean	S.D	C.R
Life skills	Tribal	34	168.97	21.54	1.27
	Non- Tribal	94	165.44	9.40	
Academic achievement	Tribal	34	61.74	8.92	3.52**
	Non- Tribal	94	68.26	9.47	
Self-efficacy	Tribal	34	129.02	12.92	5.74**
	Non- Tribal	94	140.19	8.28	

Table 5 Dimensions of Self-Efficacy of Tribal & Non- Tribal Male Adolescent

Dimensions of Self-Efficacy	Category	N	Mean	S. D	C.R
Physical	Tribal	34	26.94	4.34	2.96**
	Non- Tribal	94	28.8	2.56	
Social	Tribal	34	25.06	3.81	1.78
	Non- Tribal	94	26.34	3.49	

Emotional	Tribal	34	25.38	4.49	3.35**
	Non- Tribal	94	27.7	3.01	
Academic	Tribal	34	39.53	4.84	1.52
	Non- Tribal	94	40.64	3.11	
Spiritual	Tribal	34	15.12	2.4	1.18
	Non- Tribal	94	15.66	2.26	

Table 5 life skills, Academic Achievement and Self-Efficacy of Tribal and Non tribal Female Adolescents

Variables	Category	N	Mean	S.D	C.R
Life skills	Tribal	66	153.79	17.5	6.47**
	Non- Tribal	110	170.26	15.62	
Academic achievement	Tribal	66	64.92	10.82	6.36**
	Non- Tribal	110	73.88	7.79	
Self-efficacy	Tribal	66	129.86	13.9	4.92**
	Non- Tribal	110	137.97	7.87	

Table 6 Dimensions of Self efficacy of Tribal and Non- Tribal Female Adolescents

Dimensions of Self- Efficacy	Category	N	Mean	S. D	C.R
Physical	Tribal	66	26.52	2.86	3.25**
	Non- Tribal	110	27.88	2.59	
Social	Tribal	66	25.44	3.65	2.62**
	Non- Tribal	110	26.76	2.96	
Emotional	Tribal	66	25.5	4.14	3.00**
	Non- Tribal	110	27	2.48	
Academic	Tribal	66	40.44	4.9	0.19
	Non- Tribal	110	40.29	4.75	
Spiritual	Tribal	66	16.27	6.98	0.53
	Non- Tribal	110	15.9	1.68	

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