

Challenges in Developing Critical Thinking Skills in Secondary school Students

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Abstract

The analysis of the skills needed by people to manage and live a better quality of life is referred to as "life skills." Life skills assist us in achieving our goals and desires more efficiently. They instil hope in us and make us feel safe by teaching us life skills. There is no definite set of life skills. According to W.H.O., they gave few skills helpful for students. Some skills may be beneficial, and some may not be relevant. It depends upon the circumstances in which adolescents are living. Our society is a dynamic state; it will continuously change according to the needs, deeds and developments. So every individual tries to adjust themselves to the surrounding in which they live. Hence every individual in this society should have the ability to use proper tools and techniques to lead a successful life—the most essential life skill inability to learn and adjust according to the circumstances.

Keywords: Challenges, Critical Thinking Skills, Life Skills, Adolescents

Introduction

Owing to overachievement, burdens, health-related issues, a lack of decision-making skills, among other factors, today's family and community face numerous challenges. Children from these families are often ignored in these situations, leading to a lack of trust. They lose their self-assurance and self-reliance due to a lack of decision-making. In certain families, both parents work in various fields and neglect their children entirely. So the adolescence do not get any guidance from those parents and family members. They try to depend on some other parents for their guidance. In such areas life skills education is very helpful. Youth and adults need to develop confidence and self assurance in handling personal, social and business situations through skills.

As a result, basic life skills are important for today's person to meet the challenges of everyday life. They ensure that everyone makes better-informed decisions that impact their own future, the future of their families, the future of their society, and the future of the country.

The importance of life skills has been recognised by the central board of secondary education, which has focused on developing life skills among young learners. Life skills education was first initiated in class 6 in 2003-2004, and later in other higher classes by the

council.

The students of secondary schools are basically in adolescent period need life skills education. The life skills education is not taught under the syllabus prepared by the Andhra Pradesh state government. So the researcher selected the study to know the opinions of teachers for Developing Critical Thinking Skills in secondary school of state government. Hence, the researcher undertook the problem “opinions of teachers for Developing Critical Thinking Skills in secondary schools”.

As a result, teachings are not needed to learn life skills. Indirectly, we will benefit from our own personal experiences and deeds. As a consequence, we may conclude that life skills education is an ongoing process.

“The abilities for adaptive and constructive actions that allow individuals to cope effectively with the demands and challenges of daily life,” according to the concept of life skills World Health Organization.

The word "adaptive" refers to someone who is adaptable in their approach and can adjust to changing circumstances.

“Positive behaviour” means that a person is forward-thinking and looks for a ray of hope, a solution, or an opportunity even in the most challenging of circumstances. In general, the ten core life skills laid down by World Health Organisation are:

1. Self-awareness.
2. Empathy.
3. Critical thinking.
4. Creative thinking.
5. Decision making.
6. Problem Solving.
7. Effective Communication.
8. Interpersonal relationship.
9. Coping with stress.
10. Coping with emotions.

Review of Literature

Shunza Fanice Irua (2014). School based totally factors influencing implementation of Life talents schooling curriculum in public vital Schools in Dagoretti district, Nairobi county. Life talents are psychosocial understanding which permits an individual to reinforce adaptive and excellent behaviour. They are mental and interpersonal talents that assist an individual to make knowledgeable choices and boom coping and self management talents to guide a wholesome and effective lifestyles. The reason of this study was once to inspect college primarily based totally completely elements influencing the implementation of lifestyles talents schooling (LSE) in public schools in Dagoretti District, Kenya. Four research dreams were

set to records the observe. They geared toward assessing the supply and adequacy of teaching and learning belongings in LSE, examining the appropriateness of methodologies used withinside the implementation of LSE. The study followed the descriptive survey design. The aim population turned into 20 instructors and three hundred students in preferred 7 and 8 in public colleges in Dagoretti District. Simple random sampling technique turned into as soon as used to choose the observe participants. Data were gathered via way of manner of use of questionnaires and middle of interest group dialogue guides, records have been analyzed via way of manner of use of descriptive statistics. The reliability of the research devices turned into as soon as ascertained with the resource of a test and a re-check workout at a few level withinside the pilot observe. The reliability price turned into $r=0.54$ signifying that the instruments have been reliable. Findings published insufficient time allotted caused insufficient content material insurance therefore affecting implementation of the LSE curriculum. Findings on availability and adequacy of instructing and studying sources at the implementation of LSE posted that inadequate belongings hampered fine implementation of LSE. Research findings additionally confirmed that instructing methodologies motivated implementation of existence capabilities schooling. Discussions and storytelling have been favored by the bulk of the instructors. Findings at the effect of learners' attitudes on LSE implementation. posted that newcomers had excellent attitudes toward LSE. Based at the findings, it turned into concluded that point allotted to LSE affected LSE implementation. Based at the observe, it turned into advocated that head instructors must ensure that point allotted to LSE of their schools is in accordance with the suggestions provided via way of manner of KICD. The headteachers ought to supervise instructors to make sure that LSE is taught. This observe further recommended the authorities via the Ministry of Education must beautify schooling for instructors in LSE. Based at the findings, it turned into counselled that LSE be made an examinable issue so as for instructors to cope with it seriously. The observe advocated that similarly observe be undertaken in every public and private colleges in unique districts withinside the Republic of Kenya to installation implementation of LSE. The Ministry of Education must put money into presenting teaching/gaining knowledge of belongings for LSE.

Parvati V1, Renjit R. Pillay2 (2015). The impact of teaching life skills in rural schools on youth. Background: Life skills and "the ability to take impeccable behaviors that enable men or women to effectively cope with the needs and problems of daily life", for example, coping with the difficulties they face in personal, emotional life and social aspects are developing. Life skills training aims to enable people (especially young people) to have a deeper understanding of life skills. Materials and methods: The main goal of knowledge is to analyze information about children's lifestyle skills and the impact of life skills training on their level. Information training was conducted at the coastal university in Karunagapalli taluk, Kerala, India. The previous training was conducted in a delayed experimental group. The sample size

57 is obtained from 30 samples. Just like in the experiment. Delay the experimental group and 27 samples. Results: The sociodemographic characteristics of the experimental group and the deferred experimental group were similar. This discovery has a profound impact on the development of young people's life skills. Conclusion: This opens up a field for further research in this field for the adaptability and contextualization of the coaching module. Contextualization aims to meet the needs of target groups, especially in socially backward areas. Seema Gerami, Sahar Ahmadi, Mohamad Bager Safat and Fatemeh Farsi (2015) "Life Skill Learning and Effectiveness: A Systematic Review" Despite the profound changes and modernization of culture and lifestyle, many people still lack the need to cope with life difficulties ability. problem. This makes them vulnerable and unable to cope with the problems in daily life. In this review, many studies have shown that many health and psycho-emotional problems have socio-psychological roots. The skills needed to deal with anxiety and life difficulties. Researchers believe that life skills training programs are one of the most useful tools to help people lead a higher and healthier lifestyle. Positive interpersonal relationships, emotional control and more effective trauma management and problem solving. In this study, researchers extensively studied a range of life skills and effectiveness to propose strategies to reduce family injuries from a broader perspective.

Statement of the Problem

“Opinion of Teachers For Developing Critical Thinking Skills In Secondary School Students”

Objectives

The present study was undertaken with the following objectives.

1. To study the opinion of teachers for Developing Critical Thinking Skills in Secondary Schools of Coimbatore City, Tamil Nadu.
2. To study the opinion of male and female teachers towards Developing Critical Think-ing Skills in Secondary Schools of Coimbatore City, Tamil Nadu.
3. To study the opinion of urban and rural area teachers towards Developing Critical Thinking Skills in Secondary Schools of Coimbatore City, Tamil Nadu
4. To study the opinion of teachers based on their school management towards Develop-ing Critical Thinking Skills in Secondary Schools of Coimbatore City, Tamil Nadu
5. To study the opinion of teachers based on their teaching subject towards Developing Critical Thinking Skills in Secondary Schools of Coimbatore City, Tamil Nadu

Hypotheses

1. There will be no significant difference between male and female teachers perceptions towards Developing Critical Thinking Skills in Secondary Schools of Coimbatore City, Tamil Nadu.
2. There will be no significant difference between urban and rural area teacher's perceptions towards Developing Critical Thinking Skills in Secondary Schools of Coimbatore City, Tamil Nadu.
3. There will be no significant difference among teachers perceptions based on their school management towards Developing Critical Thinking Skills in Secondary Schools of Coimbatore City, Tamil Nadu.
4. There will be no significant difference among teachers perceptions based on their teaching subject towards Developing Critical Thinking Skills in Secondary Schools of Coimbatore City, Tamil Nadu.

Variables of the study

The following variables incorporated in the sample drawn from the teachers for the present investigation as:

1. Gender : Male /Female
2. Locality : Urban/Rural
3. Type of the management : Govt./Private/Aided
4. Subject Teacher : Maths /Sci /Soc /Language

Design of the study

The investigator accompanied the survey method of the descriptive research. It entails a actually defined imaginative planning, careful analysis and interpretation of data gathered and logical reporting on the investigation. To elevate out the research of this kind for collection of data, for testing the speculation and for arriving at certain conclusions, it is indispensable to pick out the approach and the appropriate tools to the employed. Each data gathering gadget has both merits and limitations. For this investigation the questionnaire had been viewed as a appropriate tool for the collection of data.

The Research Tool

The present investigation is associated to the collection of records from the opinions of the teachers involving Developing Critical Thinking Skills in secondary faculties of Coimbatore City, Tamil Nadu an "opinionnaire" was developed and administered and to locate out the opinion of instructors for Developing Critical Thinking Skills in secondary schools of Coimbatore City, Tamil Nadu

Construction of the tool

The current investigation is supposed to study the opinion of instructors for Develop-

ing Critical Thinking Skills in secondary faculties of Coimbatore City, Tamil Nadu. After going thru a number of previous investigations and research articles in journals and periodicals and some of the lookup papers published on the challenge matter, the investigator has present lookup problem taken into opinion of instructors for Developing Critical Thinking Skills in secondary schools of Secondary Schools of Coimbatore City, Tamil Nadu The investigator had developed and adopted .The remaining device for instructors hence, consists of an opinionnaire with a provision for gathering non-public statistics and questions pertaining to to inclusion of existence

abilities education. The Lickert scale approach was once used. Each statement is observed by using three choices i.e. Agree, Disagree and Cannot say. The equipment have been finalized for the series of the data.

Showing the area wise items

Area	Name of the area	No. of items
I	About Life Skills Education	15
II	Decision making and Problem Solving	5
III	Creative Thanking and Critical Think-ing	5
IV	Effective Communication and Inter-personal relations	5
V	Self Awareness and Empathy	5
VI	Coping with emotions and Stress	5
	Total	40

Standardisation of the Tool

The questionnaire was once developed for the instructors consisting of forty items. The pilot checking out used to be completed on 30 teachers randomly selected from the secondary Schools of Coimbatore City, Tamil Nadu. The statistics analyzed and the Reliability test was once calculated. Item Analysis was carried out to discover out the Difficulty and Discrimination of every of the items. The Reliability Coefficient of the Tool was calculated the usage of split half of approach and located to be 0.78. The items which are unanswered by using all teachers and which are marked by way of undecided / clean via all are omitted. The objects with poor discriminating price are also deleted. After deleting those gadgets the lookup tool was validated with the aid of three issue specialists for the content material validity and the assemble validity. The objects which are identified as indistinct or unclear have been removed. The closing tool for teachers hence, comprises of an opinionnaire with a provision for gathering personal data and questions relating to Developing Critical Thinking Skills in

secondary schools of Coimbatore City, Tamil Nadu..

Population and sampling

The researcher adopted a simple random sampling technique to identify the schools and teachers for collecting the data. all together 150 teachers from ten schools in Coimbatore City, Tamil Nadu were randomly selected for the study.

Statistical Computations:

After the quantification of data, a variety of statistical measures such as percentages, Means, Standard Deviations, „t“ – Value and Analysis of Variance (ANOVA) have been calculated and .The records were coded and prepared for evaluation using the statistical package deal for research software program programme (SPSS).

Table 4.1: Overall perceptions of teachers towards Developing Critical Thinking Skills in Secondary Schools of Coimbatore City, Tamil Nadu

Area	N	Min . Score	Ma x. Score	Mean	Mea n Percent	Std. Dev.
About Life Skills Education	80	15	45	43.59	96.86	1.96
Decision Making and Problem Solving	80	5	15	11.51	76.75	1.96
Creative Thinking and Critical Thinking	80	5	15	14.28	95.17	1.32
Effective Communication and Interpersonal Relations	80	5	15	14.18	94.50	1.34
Self Awareness and Empathy	80	5	15	13.40	89.33	1.72
Coping with Emotions and Stress	80	5	15	13.93	92.83	1.57
Overall Perceptions	80	40	120	110.88	92.40	6.39

Table 4.1 indicates that, Teachers expressed high perceptions with recognize to About Life Skills Education, Decision Making and Problem Solving, Creative Thinking and Critical Thinking, Effective Communication and Interpersonal Relations, Self Awareness and Empathy, Coping with Emotions and Stress and normal perceptions toward Developing Critical Thinking Skills in Secondary Schools of Secondary Schools of Coimbatore City, Tamil Nadu . The imply and percentages are determined to be 43.59, 11.51, 14.28, 14.18, 13.40, 13.93 and 110.88 which are 96.86%,76.75%, 95.17%, 94.50%, 89.33%, 92.83% and 92.40 respectively.

Table 2: Difference between male and female teachers perceptions towards Life Skills Education

Area	Gender	N	Mean	Std. Dev.	t-value	p-value
About Life Skills Education	Male	53	43.25	2.26	2.24*	0.03
	Female	27	44.26	0.86		

*Significant at 0.05 level

Table 2 shows that, the imply understanding scores of girl instructors in the direction of About Life Skills Education (44.26) is higher than that of lady teachers (43.25). The „t“-value is determined to be 2.24 and the p-value is 0.05, which is sizeable at 0.05 level. This indicates that there is a extensive difference between male and lady instructors perceptions in the direction of About Life Skills Education . Hence, the null speculation is rejected.

Table 3: Difference between male and female teachers perceptions towards Decision Making and Problem Solving

Area	Gender	N	Mean	Std. Dev.	t-value	p-value
Decision Making and Problem Solving	Male	53	11.40	2.02	0.74 ^{NS}	0.46
	Female	27	11.74	1.85		

NS : Not Significant

Table 3 suggests that, the mean understanding ratings of female teachers toward Decision Making and Problem Solving (11.74) is barely greater than that of lady instructors (11.40). The „t“-value is determined to be 0.74 and the p-value is 0.46, which is no longer significant. This suggests that there is no giant difference between male and woman instructors perceptions in the direction of Decision Making and Problem Solving . Hence, the null hypothesis is accepted.

Table 4: Difference between male and female teachers perceptions towards Creative Thinking and Critical Thinking

Area	Gender	N	Mean	Std. Dev.	t-value	p-value
Creative Thinking and Critical Thinking	Male	53	14.23	1.38	0.46 NS	0.65
	Female	27	14.37	1.21		

NS : Not Significant

Table 4 suggests that, the imply appreciation scores of woman instructors toward Creative Thinking and Critical Thinking (14.37) is slightly greater than that of lady teachers (14.23). The „t“-value is found to be 0.46 and the p-value is 0.65, which is no longer significant. This indicates that there is no great difference between male and woman instructors perceptions toward Creative Thinking and Critical Thinking . Hence, the null speculation is accepted.

Table 5: Difference between male and female teachers perceptions towards Effective Communication and Interpersonal Relations

Area	Gender	N	Mean	Std. Dev.	t-value	p-value
Effective Communication and Interpersonal Relations	Male	53	13.96	1.51	2.03*	0.05
	Female	27	14.59	0.80		

*Significant at 0.05 level

Table-5 indicates that, the mean appreciation rankings of girl instructors in the direction of Effective Communication and Interpersonal Relations (14.59) is higher than that of lady instructors (13.96). The „t“-value is found to be 2.03 and the p-value is 0.05, which is sizeable at 0.05 level. This suggests that there is a sizeable difference between male and woman instructors perceptions closer to Effective Communication and Interpersonal Relations . Hence, the null speculation is rejected.

Table 6: Difference between male and female teachers perceptions towards Self Awareness and Empathy

Area	Gender	N	Mean	Std. Dev.	t-value	p-value
Self Awareness and Empathy	Male	53	13.38	1.83	0.16 NS	0.87
	Female	27	13.44	1.50		

NS : Not Significant

Table-6 shows that, the imply perception ratings of girl instructors closer to Self Awareness and Empathy (13.44) is slightly greater than that of lady teachers (13.38). The „t“-value is discovered to be 0.16 and the p-value is 0.87, which is not significant. This suggests that there is no sizeable difference between male and woman instructors perceptions closer to Self Awareness and Empathy. Hence, the null hypothesis is accepted.

Table 7: Difference between male and female teachers perceptions towards Coping with Emotions and Stress

Area	Gender	N	Mean	Std. Dev.	t-value	p-value
Coping with Emotions and Stress	Male	53	13.85	1.69	0.61 NS	0.55
	Female	27	14.07	1.30		

NS : Not Significant

Table-7 suggests that, the suggest understanding rankings of woman instructors closer to Coping with Emotions and Stress (14.07) is slightly greater than that of woman instructors (13.85). The „t“-value is discovered to be 0.61 and the p-value is 0.55, which is now not significant. This indicates that there is no huge distinction between male and female instructors perceptions in the direction of Coping with Emotions and Stress . Hence, the null hypothesis is accepted.

Table 8: Difference between male and female teachers perceptions towards Developing Critical Thinking Skills in Secondary Schools of Coimbatore City, Tamil Nadu

Area	Gender	N	Mean	Std. Dev.	t-value	p-value
Overall Perceptions	Male	53	110.06	7.02	1.62 NS	0.11
	Female	27	112.48	4.62		

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NS : Not Significant

Table-8 suggests that, the mean perception ratings of female teachers in the direction of Inclusion of Life Skills Education in secondary colleges (112.48) is slightly higher than that of girl instructors (110.06). The „t“-value is discovered to be 1.62 and the p-value is 0.11, which is no longer significant. This suggests that there is no sizeable distinction between male and female teachers perceptions closer to Developing Critical Thinking Skills in secondary schools. Hence, the null hypothesis is accepted.

Table 9: Difference between urban and rural area teachers perceptions towards Life Skills Education

Area	Locality	N	Mean	Std. Dev.	t-value	p-value
About Life Skills Education	Urban	30	44.40	0.89	3.02**	0.00
	Rural	50	43.10	2.25		

**Significant at 0.01 level

Table-9 shows that, the imply understanding ratings of city region instructors towards About Life Skills Education (44.40) is greater than that of rural vicinity instructors (43.10). The „t“-value is determined to be 3.02 and the p-value is 0.00, which is sizeable at 0.01 level. This suggests that there is a sizable difference between city and rural vicinity instructors perceptions in the direction of About Life Skills Education . Hence, the null hypothesis is re- jected.

Table 10: Difference between urban and rural area teachers perceptions towards Decision Making and Problem Solving

Area	Locality	N	Mean	Std. Dev.	t-value	p-value
Decision Making and Problem Solving	Urban	30	12.10	1.45	2.12*	0.04
	Rural	50	11.16	2.15		

*Significant at 0.05 level

Table-10 suggests that, the imply grasp ratings of city area teachers closer to Decision Making and Problem Solving (12.10) is higher than that of rural location teachers (11.16). The „t“-value is found to be 2.12 and the p-value is 0.04, which is giant at 0.05 level. This suggests that there is a big difference between urban and rural region teachers perceptions

towards Decision Making and Problem Solving. Hence, the null hypothesis is rejected.

Table 11: Difference between urban and rural area teachers perceptions towards Creative Thinking and Critical Thinking

Area	Locality	N	Mean	Std. Dev.	t-value	p-value
Creative Thinking and Critical Thinking	Urban	30	14.80	0.81	2.88*	0.01
	Rural	50	13.96	1.47		

*Significant at 0.05 level

Table - 11 shows that, the mean understanding ratings of city area teachers towards Creative Thinking and Critical Thinking (14.80) is higher than that of rural place teachers (13.86). The „t“-value is discovered to be 2.88 and the p-value is 0.01, which is big at 0.05 level. This indicates that there is a large difference between urban and rural location teachers perceptions in the direction of Creative Thinking and Critical Thinking. Hence, the null hypothesis is rejected.

Table 12: Difference between urban and rural area teachers perceptions towards Effective Communication and Interpersonal Relations

Area	Locality	N	Mean	Std. Dev.	t-value	p-value
Effective Communication and Interpersonal Relations	Urban	30	14.67	0.55	2.64*	0.01
	Rural	50	13.88	1.57		

*Significant at 0.05 level

Table-12 indicates that, the suggest understanding scores of urban area instructors towards Effective Communication and Interpersonal Relations (14.67) is higher than that of rural vicinity instructors (13.88). The „t“-value is discovered to be 2.64 and the p-value is 0.01, which is full-size at 0.05 level. This indicates that there is a extensive difference between city and rural area teachers perceptions in the direction of Effective Communication and Interpersonal Relations. Hence, the null hypothesis is rejected.

Table 13: Difference between urban and rural area teachers perceptions towards Self Awareness and Empathy

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Area	Locality	N	Mean	Std. Dev.	t-value	p-value
Self Awareness and Empathy	Urban	30	14.43	0.77	4.69**	0.00
	Rural	50	12.78	1.83		

**Significant at 0.01 level

Table -13 indicates that, the suggest understanding ratings of urban place teachers in the direction of Self Awareness and Empathy (14.43) is higher than that of rural vicinity instructors (12.78). The „t“-value is found to be 4.69 and the p-value is 0.00, which is sizeable at 0.01 level. This indicates that there is a giant distinction between urban and rural location teachers perceptions toward Self Awareness and Empathy. Hence, the null speculation is rejected.

Table 14: Difference between urban and rural area teachers perceptions towards Coping with Emotions and Stress

Area	Locality	N	Mean	Std. Dev.	t-value	p-value
Coping with Emotions and Stress	Urban	30	14.83	0.53	4.48**	0.00
	Rural	50	13.38	1.72		

**Significant at 0.01 level

Table -14 suggests that, the suggest understanding scores of urban place instructors towards Coping with Emotions and Stress (14.83) is greater than that of rural area teachers (13.38). The „t“-value is observed to be 4348 and the p-value is 0.00, which is massive at 0.01 level. This shows that there is a giant distinction between city and rural place teachers perceptions towards Coping with Emotions and Stress. Hence, the null speculation is rejected.

Table 15: Difference between urban and rural area teachers perceptions towards Developing Critical Thinking Skills in Secondary Schools of Coimbatore City, Tamil Nadu

Area	Locality	N	Mean	Std. Dev.	t-value	p-value
Overall Perceptions	Urban	30	115.23	2.67	5.55**	0.00
	Rural	50	108.26	6.55		

**Significant at 0.01 level

Table-15 shows that, the mean perception scores of urban area teachers towards Inclusion of Life Skills Education in secondary schools (115.23) is higher than that of rural area teachers (108.26). The „t“-value is found to be 5.55 and the p-value is 0.00, which is significant at 0.01 level. This shows that there is a significant difference between urban and rural area teachers perceptions towards Developing Critical Thinking Skills in secondary schools. Hence, the null hypothesis is rejected.

Table 16: Difference between Government and Private school teachers perceptions to wards Life Skills Education

Area	Management	N	Mean	Std. Dev.	t-value	p-value
About Life Skills Education	Government	46	44.07	1.55	2.63*	0.01
	Private	34	42.94	2.27		

*Significant at 0.05 level

Table-16 suggests that, the mean grasp scores of Government college instructors closer to About Life Skills Education (44.07) is higher than that of non-public school instructors (42.94). The „t“-value is found to be 2.63 and the p-value is 0.01, which is large at 0.05 level. This shows that there is a widespread difference between Government and Private faculty teachers perceptions closer to About Life Skills Education. Hence, the null speculation is re-jected.

Table 17: Difference between Government and Private school teachers perceptions to wards Decision Making and Problem Solving

Area	Management	N	Mean	Std. Dev.	t-value	p-value
Decision Making and Problem Solving	Government	46	11.72	1.52	1.09 NS	0.28
	Private	34	11.24	2.44		

NS : Not Significant

Table -17 shows that, the suggest grasp ratings of Government school instructors towards Decision Making and Problem Solving (11.72) is slightly higher than that of personal college teachers (11.24). The „t“-value is located to be 1.09 and the p-value is 0.28, which is not significant. This suggests that there is no good sized difference between Government and

Private school instructors perceptions closer to Decision Making and Problem Solving. Hence, the null hypothesis is accepted.

Table 18: Difference between Government and Private school teachers perceptions towards Creative Thinking and Critical Thinking

Area	Management	N	Mean	Std. Dev.	t-value	p-value
Creative Thinking and Critical Thinking	Government	46	14.41	1.18	1.09 NS	0.28
	Private	34	14.09	1.48		

NS : Not Significant

Table - 18 shows that, the mean perception scores of Government school teachers towards Creative Thinking and Critical Thinking (14.41) is slightly higher than that of private school teachers (14.09). The „t“-value is found to be 1.09 and the p-value is 0.28, which is not significant. This shows that there is no significant difference between Government and Private school teachers perceptions towards Creative Thinking and Critical Thinking. Hence, the null hypothesis is accepted.

Table 4.19: Difference between Government and Private school teachers perceptions towards Effective Communication and Interpersonal Relations

Area	Management	N	Mean	Std. Dev.	t-value	p-value
Effective Communication and Interpersonal Relations	Government	46	14.24	1.30	0.50 NS	0.62
	Private	34	14.09	1.40		

NS : Not Significant

Table -19 suggests that, the imply perception rankings of Government college instructors in the direction of Effective Communication and Interpersonal Relations (14.24) is barely greater than that of private faculty instructors (14.09). The „t“-value is found to be 0.50 and the p-value is 0.62, which is not significant. This suggests that there is no sizable distinction between Government and Private school teachers perceptions towards Effective Communication and Interpersonal Relations. Hence, the null hypothesis is accepted.

Table 20: Difference between Government and Private school teachers perceptions to wards Self Awareness and Empathy

Area	Management	N	Mean	Std. Dev.	t-value	p-value
Self Awareness and Empathy	Government	46	13.57	1.46	1.00 NS	0.32
	Private	34	13.18	2.02		

NS : Not Significant

Table-20 shows that, the mean perception scores of Government school teachers towards Self Awareness and Empathy (13.57) is slightly higher than that of private school teachers (13.18). The „t“-value is found to be 1.00 and the p-value is 0.32, which is not significant. This shows that there is no significant difference between Government and Private school teachers perceptions towards Self Awareness and Empathy. Hence, the null hypothesis is accepted.

Table 21: Difference between Government and Private school teachers perceptions towards Coping with Emotions and Stress

Area	Management	N	Mean	Std. Dev.	t-value	p-value
Coping with Emotions and Stress	Government	46	14.17	1.16	1.67 NS	0.10
	Private	34	13.59	1.96		

NS : Not Significant

Table-21 suggests that, the mean understanding scores of Government college instructors toward Coping with Emotions and Stress (14.17) is barely higher than that of personal faculty teachers (13.59). The „t“-value is determined to be 1.67 and the p-value is 0.10, which is no longer significant. This suggests that there is no massive difference between Government and Private school instructors perceptions in the direction of Coping with Emotions and Stress. Hence, the null speculation is accepted.

Table 22: Difference between Government and Private school teachers perceptions towards Inclusion of Life Skills Education in Secondary Schools of Coimbatore City, Tamil Nadu

Area	Management	N	Mean	Std. Dev.	t-value	p-value
Overall Perceptions	Government	46	112.17	4.90	2.17*	0.03
	Private	34	109.12	7.71		

*Significant at 0.05 level

Table-22 indicates that, the mean understanding scores of Government school teachers toward Inclusion of Life Skills Education in secondary faculties (112.17) is higher than that of non-public college teachers (109.12). The „t“-value is discovered to be 2.17 and the p-value is 0.03, which is huge at 0.05 level. This shows that there is a huge difference between Government and Private faculty teachers perceptions toward Developing Critical Thinking Skills in secondary schools. Hence, the null hypothesis is rejected.

Table 23: Analysis of Variance (ANOVA) – Results on the perceptions of teachers based on their teaching subject towards Life Skills Education

Area	Teaching Subject	N	Mean	Groups	Sum of Squares	df	Mean Square	F-value	p-value
About Life Skills Education	Maths	15	42.80	Between Groups	13.25	3	4.42	1.16 NS	0.33
	Science	27	43.78	Within Groups	290.14	76	3.82		
	Social	12	44.08	Total	303.39	79			
	Language	26	43.62						

NS : Not Significant

Table -23 observed that, the ANOVA effects on the perceptions of teachers towards About Life Skills Education basing on their teaching concern between businesses and within groups, the df values are three and 76 and sum of squares are 13.25 and 290.14 and mean

squares are 4.43 and 3.82 respectively. The F-value is discovered to be 1.16 and the p-value is 0.33, which is not significant. This suggests that there is no big difference among instructors perceptions based totally on their instructing problem in the direction of About Life Skills Education. Hence, the null speculation is accepted.

Table 24: Analysis of Variance (ANOVA) – Results on the perceptions of teachers based on their teaching subject towards Decision Making and Problem Solving

Area	Teaching Subject	N	Mean	Groups	Sum of Squares	df	Mean Square	F-value	p-value
Decision Making and Problem Solving	Maths	15	10.87	Between Groups	14.82	3	4.94	1.30 NS	0.28
	Science	27	11.59	Within Groups	289.17	76	3.80		
	Social	12	11.08	Total	303.99	79			
	Language	26	12.00						

NS : Not Significant

Table-24 observed that, the ANOVA results on the perceptions of teachers towards Decision Making and Problem Solving basing on their teaching subject between groups and within groups, the df values are 3 and 76 and sum of squares are 14.82 and 289.17 and mean squares are 4.94 and 3.80 respectively. The F-value is found to be 1.30 and the p-value is 0.28, which is not significant. This shows that there is no significant difference among teachers perceptions based on their teaching subject towards Decision Making and Problem Solving. Hence, the null hypothesis is accepted.

Table 25: Analysis of Variance (ANOVA) – Results on the perceptions of teachers based on their teaching subject towards Creative Thinking and Critical Thinking

Area	Teaching Subject	N	Mean	Groups	Sum of Squares	df	Mean Square	F-value	p-value
Creative Thinking and Critical Thinking	Maths	15	13.93	Between Groups	5.50	3	1.83	1.05 NS	0.37
	Science	27	14.56	Within Groups	132.45	76	1.74		
	Social	12	14.50	Total	137.95	79			
	Language	26	14.08						

NS : Not Significant

Table -25 determined that, the ANOVA consequences on the perceptions of teachers closer to Creative Thinking and Critical Thinking basing on their teaching problem between groups and inside groups, the df values are three and seventy six and sum of squares are 5.50 and 132.45 and mean squares are 1.83 and 1.74 respectively. The F-value is determined to be 1.05 and the p-value is 0.37, which is now not significant. This indicates that there is no enormous distinction amongst teachers perceptions based totally on their teaching subject in the direction of Creative Thinking and Critical Thinking. Hence, the null hypothesis is accepted.

Table 26: Analysis of Variance (ANOVA) – Results on the perceptions of teachers based on their teaching subject towards Effective Communication and Interpersonal Relations

Area	Teaching Subject	N	Mean	Groups	Sum of Squares	df	Mean Square	F-value	p-value
Effective Communication And Interpersonal Relations	Maths	15	14.00	Between Groups	0.94	3	0.31	0.17 NS	0.92
	Science	27	14.15	Within Groups	140.61	76	1.85		
	Social	12	14.17	Total	141.55	79			
	Language	26	14.31						

NS : Not Significant

Table -26 observed that, the ANOVA consequences on the perceptions of teachers in the direction of Effective Communication and Interpersonal Relations basing on their instructing challenge between companies and within groups, the df values are 3 and seventy six and sum of squares are 0.94 and 140.61 and imply squares are 0.31 and 1.85 respectively. The F-value is discovered to be 0.17 and the p-value is 0.92, which is not significant. This shows that there is no giant distinction amongst teachers perceptions based totally on their educating situation in the direction of Effective Communication and Interpersonal Relations. Hence, the null speculation is accepted.

Table 27: Analysis of Variance (ANOVA) – Results on the perceptions of teachers based on their teaching subject towards Self Awareness and Empathy

Area	Teaching Subject	N	Mean	Groups	Sum of Squares	df	Mean Square	F-value	p-value
Self Awareness and Empathy	Maths	15	13.07	Between Groups	11.02	3	3.67	1.26 NS	0.30
	Science	27	13.04	Within Groups	222.18	76	2.92		
	Social	12	13.83	Total	233.20	79			
	Language	26	13.77						

NS : Not Significant

Table 27 discovered that, the ANOVA outcomes on the perceptions of instructors closer to Self Awareness and Empathy basing on their educating situation between groups and inside groups, the df values are 3 and 76 and sum of squares are 11.02 and 222.18 and suggest squares are 3.67 and 2.92 respectively. The F-value is found to be 1.26 and the p-value is 0.30, which is not significant. This shows that there is no good sized difference amongst teachers perceptions based totally on their educating concern closer to Self Awareness and Empathy. Hence, the null speculation is accepted.

Table 28: Analysis of Variance (ANOVA) – Results on the perceptions of teachers based on their teaching subject towards Coping with Emotions and Stress

Area	Teaching Subject	N	Mean	Groups	Sum of Squares	df	Mean Square	F-value	p-value
Coping with Emotions and Stress	Maths	15	13.40	Between Groups	6.67	3	2.22	0.90 NS	0.44
	Science	27	13.89	Within Groups	186.88	76	2.46		
	Social	12	14.00	Total	193.55	79			
	Language	26	14.23						

NS : Not Significant

Table -28 observed that, the ANOVA outcomes on the perceptions of instructors towards Coping with Emotions and Stress basing on their educating difficulty between compa-

nies and inside groups, the df values are three and 76 and sum of squares are 6.67 and 186.88 and imply squares are 2.22 and 2.46 respectively. The F-value is located to be 0.90 and the p-value is 0.44, which is no longer significant. This indicates that there is no tremendous distinction amongst teachers perceptions based totally on their instructing concern towards Coping with Emotions and Stress. Hence, the null hypothesis is accepted.

Table 29: Analysis of Variance (ANOVA) – Results on the perceptions of teachers based on their teaching subject towards Developing Critical Thinking Skills

Area	Teaching Subject	N	Mean	Groups	Sum of Squares	df	Mean Square	F-value	p-value
Overall Perceptions	Maths	15	108.07	Between Groups	159.15	3	53.05	1.32 NS	0.28
	Science	27	111.00	Within Groups	3061.60	76	40.28		
	Social	12	111.67	Total	3220.75	79			
	Language	26	112.00						

NS : Not Significant

Table-29 determined that, the ANOVA effects on the perceptions of instructors closer to Inclusion of Life Skills Education in secondary colleges basing on their teaching subject between companies and within groups, the df values are three and seventy six and sum of squares are 159.15 and 3061.60 and suggest squares are 53.05 and 40.28 respectively. The F-value is determined to be 1.32 and the p-value is 0.28, which is not significant. This indicates that there is no sizable distinction amongst teachers perceptions based totally on their educating subject in the direction of Developing Critical Thinking Skills in secondary schools. Hence, the null hypothesis is accepted.

Major Findings

- Mainly findings teachers’ training in life skills, decision-making and problem solving, creative thinking and critical thinking, effective communication and interpersonal relationships, self-awareness and empathy, overcoming emotions and stress, overcoming emotions and stress, and developing critical thinking General consciousness expresses high con- sciousness. Ability to think at the high school in Coimbatore, Tamil Nadu.
- Teachers have very different views on life skills training. There is no significant difference between teachers’ perceptions of decision-making and problem-solving. Between the teacher's perception of creative thinking and critical thinking.
- There is a significant difference between teachers’ understanding of effective communication and interpersonal relationships. There are no significant differences in the teachers'

opinions on how to deal with emotions and stress.

- There was no significant difference between male and female teachers' understanding of the development of life skills in secondary schools. Teachers' views on the development of life skills between urban and rural areas.
- There are significant differences between urban and rural teachers' views on decision-making and problem-solving.
- There are significant differences between urban and rural teachers' understanding of creative thinking and critical thinking. Teachers in urban and rural areas have very different views on teachers effective communication and interpersonal relationships.
- There are significant differences in the views of urban and rural teachers on self-awareness and empathy.
- There are significant differences in the opinions of urban and rural teachers on how to deal with emotions and stress. The views of urban and rural teachers on the development of life skills in secondary schools. In public and private schools, there are significant differences between teachers' perceptions of teaching life skills. Teachers' views on decision-making and problem-solving. Teachers in public and private schools have no significant differences in their views on creativity and critical thinking.
- There is no significant difference between public and private school teachers' perceptions of effective communication and interpersonal relationships. Public and private teachers have no significant differences in their views on self-awareness and empathy. There is no significant difference between teachers' perception of emotions and stress management in public and private schools.
- There is a significant difference between public and private school teachers' understanding of the development of middle school life skills. There is a significant difference between public and private school teachers' understanding of the development of secondary school life skills. In terms of teaching life skills, teachers have no significant differences in their views on their subjects. According to the teacher's field of study, there is no significant difference between their views on decision-making and problem-solving.
- There is no significant difference between teachers' understanding of creative thinking and subject-based critical thinking. According to their research fields, there is a substantial difference between teachers' understanding of effective communication and interpersonal relationships.
- There is no significant difference between teachers' understanding of self-awareness and empathy according to their subjects. Your subject is dealing with emotions and stress. As far as the cultivation of critical thinking skills in secondary schools is concerned, there is no significant difference in teachers' views on subjects.

Conclusions

Teachers expressed high perceptions in the aspects of About Life Skills Education, Decision Making and Problem Solving, Creative Thinking and Critical Thinking, Effective Communication and Inter Personal Relations, Self Awareness and Empathy and Coping with Emotions and Stress and overall response towards Developing Critical Thinking Skills in Secondary Schools in Secondary Schools of Coimbatore City, Tamil Nadu.

With regard to their gender, female teachers expressed high perceptions with respect to About Life Skills Education and Effective Communication and Inter Personal Relations towards Developing Critical Thinking Skills in Secondary Schools in Secondary Schools of Coimbatore City, Tamil Nadu than that of male category teachers. Whereas male and female category teachers expressed one and the same opinion with respect to Decision Making and Problem Solving, Creative Thinking and Critical Thinking, Self Awareness and Empathy and Coping with Emotions and Stress and overall response towards Developing Critical Thinking Skills in Secondary Schools in Secondary Schools of Coimbatore City, Tamil Nadu.

With regard to their locality, urban area teachers expressed high perceptions with respect to About Life Skills Education, Decision Making and Problem Solving, Creative Thinking and Critical Thinking, Effective Communication and Inter Personal Relations, Self Awareness and Empathy and Coping with Emotions and Stress and overall response towards Developing Critical Thinking Skills in Secondary Schools in Secondary Schools of Coimbatore City, Tamil Nadu. than that of rural area teachers.

With regard to their school management, teachers who are working Government schools expressed high perceptions with respect to About Life Skills Education, Coping with Emotions and Stress and overall response towards Developing Critical Thinking Skills in Secondary Schools in Secondary Schools of Coimbatore City, Tamil Nadu than that of rural area teachers than that of teachers working in private schools. Whereas teachers working in the both Government and Privates schools expressed one and the same opinion with respect to Decision Making and Problem Solving, Creative Thinking and Critical Thinking, Effective Communication and Inter Personal Relations, Self Awareness and Empathy towards Developing Critical Thinking Skills in Secondary Schools in Secondary Schools of Coimbatore City, Tamil Nadu than that of rural area teachers.

With regard teaching subject, teachers teaching with different subjects are expressed one and the same opinion with respect to About Life Skills Education, Decision Making and Problem Solving, Creative Thinking and Critical Thinking, Effective Communication and Inter Personal Relations, Self Awareness and Empathy and Coping with Emotions and Stress and overall response towards Developing Critical Thinking Skills in Secondary Schools in

Secondary Schools of Coimbatore City, Tamil Nadu .

Educational Implications

1. Life abilities schooling from the number one stage permits college students to stand the society confidently.
2. Life Skills education, together with the average educational sports, enhance the high-satisfactory of the scholar's life, thereby enhancing the high-satisfactory of the society.
3. The life-skills schooling on the secondary stage permits the adolescent scholar to address physiological and hormonal modifications and cause them to be psychologically stable.
4. Life-Skills schooling on the better stage facilitates the scholars to devise their profession and attain their dreams-via way by overcoming their pressure and terrible peer pressure.
5. Life-Skills schooling contributes to the growing and strong character.
6. Life-Skills schooling facilitates the construction of high-quality attitudes and values, ultimately contributing to the scholar's general character.

Suggestions

In present day conditions the students are prone to many other problems in and around the society. The life skills education help them to overcome those difficulties and can adjust according to norms of the society. So every student should learn life skills to meet the needs & demands of the society. This study give some suggestions as follows.

1. Life-skills education should be included in the curriculum.
2. Objectives for life-skills education should be based on student needs of society.
3. Training programmes should be conducted for teachers as well as students about life-skills education.
4. Conducting work-shops and guest lectures on life-skills in schools, college and universities.
5. Teaching methods should be experimental by involving the students. These methods should be creative and innovative in order to come up with other relevant methods and activities.
6. Books related to life-skills education should be provided to the learners for creating awareness.
7. Learners interest and curiosity must be motivated by the teachers.

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