

LIFE SKILLS KEY TO TRANSFORM STUDENTS' WORLDVIEW: INVESTIGATION OF LIFE SKILLS IN SECONDARY SCHOOL PUPILS

Mr. Pandurang Bhagwan Pandit¹ & Shashikant Eknath Chavan² Ph. D.

¹Research Scholar, Department of Education and Extension
Savitribai Phule Pune University, Pune, Maharashtra.

²Research Guide, Department of Education and Extension
Savitribai Phule Pune University, Pune, Maharashtra.

Paper Received On: 25 APR 2022

Peer Reviewed On: 30 APR 2022

Published On: 1 MAY 2022

Abstract

The main goal of present study was to determine the current status of Life Skills in Secondary School students and to also find out status of life skills with respect to gender. The current study is a descriptive research study in which data from Secondary school students is gathered using survey Method. Data was collected from 130 secondary school students from three different schools from Pernem Taluka of North Goa district of State of Goa. The study's findings revealed that pupils have average life skills overall, but poor thinking skills when compared to social and emotional skills. When comparing the Life Skills of girls and boys, no differences were discovered.

Key words: Life Skills, Secondary school students, thinking Skills, Social Skill and Emotional Skills.



Scholarly Research Journal's is licensed Based on a work at www.srjis.com

1. Introduction

At the moment, India's educational system prioritises the acquisition of information, knowledge, and technical skills over psychosocial competence and the fulfilling of one's potential. It is more focused on achievement than on the child. It does not address the requirements of all children who, regardless of their scholastic abilities, are capable of learning and need to acquire those skills in order to survive effectively in this world. This is despite the fact that ancient India's educational concept was Guru Chela/Shisya Parampara, which highlighted the teacher's responsibility for the ward's literacy/knowledge as well as personality development (Bharath & Kishore Kumar, 2008). The present scenario of adolescents clearly shows that the condition of our youth has significantly deteriorated.

Recent studies show that there is significant rise in the problems faced by the adolescents for example, serious emotional disturbances has increased (WHO, 2001), increased sexual activity in schools, rise in AIDS cases in India & greater use of alcohol consumption has been found (BSS, 2007). Apart from the above, use of heavy drugs and youth drop outs has also increased in the recent years (UNICEF, 2001).

All these studies clearly illustrate the increase in aggressiveness, suicidal cases, drug use, and depressive cases among adolescents. This gives us the clear image of the struggles that adolescents go through, the problems they face. So providing an experience that would strengthen adolescent's coping abilities to counter environmental stress and disadvantages with which they sometimes have to cope with while experiencing is an essential need.

The adolescent has to prepare for a global successful adult life of competition and independent functioning which is possible only through enhancing their psychosocial competencies through life skills training. (Vranda & Rao, 2011)

World health organisation defines life skill in terms of health perspective as Life Skills are as abilities that support adaptive and positive behaviors that enable individuals to deal effectively with the demands and challenges of everyday life (WHO,1994). More comprehensive definition of life skills is given by UNICEF which says Life skills are a set of abilities, attitudes and socio-emotional competencies that enable individuals to learn, make informed decisions and exercise rights to lead a healthy and productive life and subsequently become agents of change (UNICEF, 2019). UNICEF's Middle East and Northern Africa (MENA) framework provides an all-encompassing definition that states development of life skills as a process to be applied to various learning areas covering four dimensions: the cognitive, the individual, the social and the instrumental. It is obvious from the preceding definitions that the scope of Life skill training is expanding. Life skills' training is no longer limited to the development of health-related behaviors; it is now considered to be skills that are used by everyone at every stage of life to efficiently and positively deal with daily difficulties. The goals of education, and of a school, indisputably include building cognitive abilities such as reading and math. Increasingly, however, it also implies that children should be equipped with other abilities that allow them to succeed in and contribute to the society they live in. We will broadly call such traits – such as communication, critical thinking,

creativity, self-management, decision-making, perseverance - life skills.(Singh & Menon, 2016)

UNICEF, UNESCO and WHO list the ten core life skill as: problem solving, critical thinking, effective communication skills, decision-making, creative thinking, interpersonal relationship skills, self-awareness, building skills, empathy, and coping with stress and emotions. Classification of Life Skills into different component is done differently by different organisation. In Present research, researcher has used taxonomy of Life skills as per (WHO (World Health Organization), 1997). It is Classified as Thinking skill comprising Critical thinking, Creative Thinking, Decision Making and Problem Solving , Social skill comprising Empathy, Interpersonal relationship, Effective communication and Self and Emotional management skill comprising Self-awareness, Coping with emotions, Coping with stress.

1.1 Problem of Research

Adolescence, the second decade of life (10-19 years), is a period of rapid development, when young people acquire new capacities and are faced with many new situations that create not only opportunities for progress, but also risk to health and wellbeing (World Health Organization, 1998). Life skills training had a considerable effect on mental health parameters. Considering the significance of mental health in modern societies and particularly in adolescents, it is of importance to incorporate these skills in school curriculums and hold workshops for parents to improve the mental health of the adolescents.(Jamali & Nia, 2016). As a result, the goal of this study is to determine the current state of secondary school students' life skills so that appropriate strategies can be designed to enhance the students' Life skills.

1.2 Research Focus

This research will be valuable in determining the current state of secondary school students' life skills as well as differences in life skills based on gender. Furthermore, the study's findings will provide researchers and instructors with a new perspective on establishing programmes for students to improve their life skills in general, as well as by taking gender into account, which will have a significant impact on the quality of life they will live.

2. Method

The current study is a descriptive research study in which data from Secondary school students is gathered using survey Method. The present status of Life Skills of secondary school students was gathered using a Life skill Assessment Scale developed by A. Radhakrishnan Nair, R.Subasree and Sunitha Ranjan. Data gathered was analyzed statistically by using descriptive and inferential statistics.

2.1 Participants

Data was collected from 130 students in Standard IX, 65 girls and 65 boys, who were chosen at random from three separate schools in Pernem Taluka, North Goa district, State of Goa.

2.2 Data collection tools

Life skills Assessment Scale

Standardized Life skills assessment scale of A. Radhakrishnan Nair, R Subasree and Sunitha Ranjan published by School of Life skills Education and Social Harmony, Rajiv Gandhi National Institute of Youth Development supported by UNFPA was employed on students of standard IX to determine status of their Life Skills. Life skill Assessment Scale was constructed to assess the levels of life skills among Indian adolescents. The multidimensional Life skills Assessment scale consist of 100 items in the form of statements in built with a 5 point scale for the respondent to check the appropriate response which is most descriptive of him/her viz, Always true of me, very true of me, sometimes true of me, occasionally true of me and not at all true of me. The 100 item Life Skills Assessment Scale measures ten (10) dimensions of Life Skills namely Self Awareness, Empathy, Effective Communication, Interpersonal Relationship, Critical Thinking, Creative Thinking, Decision-making, Problem Solving, Coping with Emotions and Coping with Stress. Life skill Assessment scale of 100 indicators had a Split half reliability coefficient of 0.82 and test-retest of 0.91 and Reliability coefficient Cronbach's alpha coefficient of 0.84.

3. Data Analysis

Data gathered was analyzed statistically by using descriptive and inferential statistics.

Table No 1: Obtained mean for Various Life Skills and its interpretation as per Manual for Life skill Assessment Scale

Sr. No.	Life skills	Interpretation given in LSAS	Obtained Mean	Interpretation
1	Self-Awareness	Very High	Above 48	Average
		High	44-48	
		Average	34-43	
		Low	29-33	
		Very Low	Below 29	
2	Empathy	Very High	Above 51	Average
		High	46-51	
		Average	36-45	
		Low	30-35	
		Very Low	Below 30	
3	Effective Communication	Very High	Above 40	Average
		High	36-40	
		Average	26-35	
		Low	20-25	
		Very Low	Below 20	
4	Interpersonal Relationship	Very High	Above 49	Average
		High	45-49	
		Average	35-44	
		Low	30-34	
		Very Low	Below 30	
5	Creative Thinking	Very High	Above 38	Low
		High	35-38	
		Average	26-34	
		Low	20-25	
		Very Low	Below 20	
6	Critical Thinking	Very High	Above 52	Very Low
		High	48-52	
		Average	36-47	
		Low	30-35	
		Very Low	Below 30	
7	Decision Making	Very High	Above 48	Low
		High	44-48	
		Average	34-43	
		Low	28-33	
		Very Low	Below 28	
8	Problem Solving	Very High	Above 45	Low
		High	41-45	
		Average	31-40	
		Low	25-30	
		Very Low	Below 25	
		Very High	Above 47	Average
		High	43-47	

9	Coping with Emotions	Average	32-42	40	
		Low	26-31		
		Very Low	Below 26		
10	Coping with stress	Very High	Above 35	29.5	Average
		High	31-35		
		Average	22-30		
		Low	16-21		
		Very Low	Below 16		
Overall Score		Very High	Above 417	328.24	Average
		High	387- 417		
		Average	325-386		
		Low	293-324		
		Very Low	Below 293		

Table 1 shows that students have average life skills in general. Students received an average score for most of the Life skill components, such as self-awareness, empathy, effective communication, interpersonal relationships, coping with emotions, and coping with stress, but scores on critical thinking, creative thinking, decision making, and problem solving were low.

Table No. 02: Life Skills scores of Girls and Boys of standard IX

Life Skill	Variables	Mean	Variance	t Stat	t Critical two-tail	P(T<=t) two-tail
Thinking Skills	Girls	105.81	170.99	0.44	1.98	0.66
	Boys	104.81	168.12			
Social Skills	Girls	114.66	173.10	0.89	1.98	0.37
	Boys	112.63	161.92			
Self and Emotional Management skills	Girls	111.01	163.23	1.49	1.98	0.13
	Boys	107.83	132.83			

Table No.O2 shows that there is no significant difference in the Life skills such as Thinking skills, Emotional Skills and Self and Emotional Management skills of Girls and Boys.

4. Results

Students have average life skills in general. Students received an average score for most of the Life skill components, such as self-awareness, empathy, effective communication, interpersonal relationships, coping with emotions, and coping with stress, but scores on critical thinking, creative thinking, decision making, and problem solving were low. It was also seen that there was no difference in the Life Skills: Thinking, Social and Emotional skills of Girls and Boys.

Discussion

According to data collected from pupils in standard IX, they have an average Life Skill, namely Social and Emotional Skill. They do, however, exhibit poor critical thinking, creative thinking, decision-making, and problem-solving skills. More emphasis should be placed on developing pupils' thinking skills when developing methods. Teachers should make an effort to incorporate these abilities into the subjects they teach. Conduct activities in their topic to build critical thinking, creative thinking, decision-making, and problem-solving skills, as well as other skills including social and emotional skills.

References

- Bharath, S., & Kishore Kumar, K. V. (2008). *Health promotion using life skills education approach for adolescents in schools - development of a model*. *Journal of Indian Association for Child and Adolescent Mental Health*, 4(1), 5–11.
- Jamali, S., & Nia, H. S. (2016). *The Effect of Life Skills Training on Mental Health of Iranian Middle School Students : A Preliminary Study*. October, 269–272.
- Singh, B. D., & Menon, R. (2016). *Life Skills Education in India An Overview of Evidence and Current Practices*. April, 1–25.
- UNICEF. (2019). *Comprehensive Life Skills Framework*.
<https://www.unicef.org/india/reports/comprehensive-life-skills-framework>
- Vranda, M. N., & Rao, M. C. (2011). *Life skills education for young adolescents - Indian experience*. *Journal of the Indian Academy of Applied Psychology*, 37(SPPL. ISS.), 9–15.
- WHO. (1994). *Programme on Mental Health: Life Skills in Schools*. World Health Organization. Division of Mental Health. <https://apps.who.int/iris/handle/10665/63552>
- WHO (World Health Organization). (1997). *Life Skills Educatio For Children And Adollescents Introduction and Guidelines to Facilitate the Development*. 1–47. World Health Organization, Regional Office for South-East Asia (WHO/SEARO).
- (1998). *Strategies for adolescent health and development in South-East Asia region*. New Delhi, India: Author.
- UNICEF (2001). *The Participation rights of adolescents: A strategic approach*. Prepared by R. Rajani. Commissioned paper for UNICEF. Retrieved from <http://www.unicef.org/programme/youthday/assets/participation.pdf>
- WHO (2001). *Partners in Life Skills Education. Conclusions from a United Nations Interagency Meeting*. Geneva: World Health Organization.