

LIFE SKILLS EDUCATION AMONG SECONDARY SCHOOL STUDENTS OF JAYASHANKAR BHUPALAPALLY DISTRICT

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Abstract

Life skills are abilities for adaptive and positive behavior that enable humans to deal effectively with the demands and challenges of life. The subject varies greatly depending on social norms and community expectations but skills that functions for well-being and aid individuals to develop into active and productive members of their communities are considered as life skills. The present paper explores the importance of life skill education in the secondary education to improve the all round development of the Students orchildren.

Keywords: *Life Skills, Secondary Education and students*

INTRODUCTION

Our education system, as is prevalent today, is rather lopsided. It lays optimum focus on the acquisition of knowledge even at the expense of skills, attitudes and values. Living as we do a sophisticated life style in a sophisticated society, what we require is nothing short of a sophisticated mode of education. Knowledge in itself has little value unless it is put to use. We need today, among other things, life skills in a big way rather than were memorization of information. Life skills are skills, strengths and capabilities that help individuals face problems of their everyday life with a positive attitude and go about with their everyday tasks effectively. Any skill that is useful in your life can be considered a life skill. Tying your shoe laces, swimming, driving a car and using a computer are, for most people, useful life skills. Life skills education would place us on the highway to growth and development, in the process, enabling us to lead our lives as effectively and efficiently as possible. The word Life Skills has come to be popularly used in the context of emerging health issues for young people in different parts of the world. Different factors like; media, social and moral situations, social alterations, expectations and values among children and their parents have contributed much to the development of these skills. Thus, it is necessary to provide occasions for children and adolescents to learn life skills besides the acquisition of reading, writing and counting abilities. Today, all over the world the importance of psychological health is more emphasized and vast researches have been done in this field. As a result its importance and role becomes clearer to individuals and in social life. So, WHO has suggested the phrase of “neglect is enough, take care more” in order to insist on the importance of the case (Nori, 1998).

MAJOR LIFE SKILLS

The core set of life skills which help in promoting health and well-being of children and adolescents are:-

Decision making - The process of assessing an issue by considering all possible/available options and the effects those different decisions might have on them.

Problem solving: - Having made the decisions about each of the options, choosing the one which suits the best, following it through even in the face impediments and going through the process again till a positive outcome of the problem is achieved.

Creative thinking: - It is the ability to look beyond our direct experience and address issues. It contributes to both decision making and problem solving by enabling us to explore the available alternatives and various consequences of our actions or non-action. It helps us to look beyond our direct experience, and even if no problem is identified, or no decision is to be made, creative thinking can help us to respond adaptively and with flexibility to the situations of our daily lives.

Critical thinking: - It is an ability to analyze information and experiences in an objective manner. Critical thinking can contribute to health by helping us to recognize and assess the factors that influence attitudes and behavior, such as values, peer pressure, and the media.

Effective communication: - Effective communication means that we are able to express ourselves, both verbally and non-verbally, in ways that are appropriate to our cultures and situations. This means being able to express opinions, desires, needs and fears. And it also means being able to ask for advice and help in a time of need.

Interpersonal relationships: - Interpersonal relationship skills help us to relate in positive ways with the people we interact with. This means being able to make and keep friendly relationships, which can be of great importance to our mental and social well-being. It also includes keeping good relations with family members, which are an important source of social support.

Self-awareness:- Self-awareness includes our recognition of ourselves, our character, our strengths and weaknesses, desires and dislikes. Developing self-awareness can help us to recognize when we are stressed or feel under pressure. It is also often a prerequisite for effective communication and interpersonal relations, as well as for developing empathy for others.

Empathy: - Empathy is the ability to imagine what life is like for another person, even in a situation that we may not be familiar with. Empathy can help us to understand and accept others who may be very different from ourselves, which can improve social interactions, for example, in situations of ethnic or cultural diversity. Empathy can also help to encourage nurturing behavior towards people in need of care and assistance, or tolerance, as is the case with AIDS sufferers, or people with mental disorders, who may be stigmatized and ostracized by the very people they depend upon for support.

Coping with emotions: - Coping with emotions involves recognizing emotions in ourselves and others, being aware of how emotions influence behavior, and being able to respond to emotions appropriately. Intense emotions, like anger or sorrow can have negative effects on our health if we do not react appropriately.

Coping with stress: - Coping with stress is recognizing the sources of stress in our lives, recognizing how this affects us, and acting in ways that help to control our levels of stress. This may mean that we take action to reduce the sources of stress, for example, by making changes to our physical environment or lifestyle.

Inevitably, cultural and social factors will determine the exact nature of life skills. For example, eye contact may be encouraged in boys for effective communication, but not for girls in some

societies, so gender issues will arise in identifying the nature of life skills for psychosocial competence. The exact content of life skills education must therefore be determined at the country level, or in a more local context. However, described in general terms, life skills are being taught in such a wide variety of countries that they appear to have relevance across cultures.

Importance of Life Skill Education:

- Life skills help adolescents to transit successfully from childhood to adulthood by healthy development of social and emotional skills.
- It helps in the development of social competence and problem solving skills, which in turn help adolescents to form their own identity.
- It helps to weigh pros and cons of the situation, hence, act as a mediator to problem behaviour.
- It promotes positive social, norms that an impact the adolescent health services, schools and family.
- It helps adolescents to differentiate between hearing and listening and thus, ensuring less development misconceptions or miscommunications regarding issues such as drugs, alcoholism etc.
- It delays the onset of the abuse of tobacco, alcohol etc.
- It promotes the development of positive self-esteem and teaches anger control.

RESEARCH QUESTIONS

- Do higher secondary school students have life skills Education?
- Is there any difference in Life Skills among higher secondary school students due to locality?
- Does gender have any influence on Life skills among higher secondary school students?
- Do the students of private and government schools differ in Life skills?

STATEMENT OF THE PROBLEM

“Life Skills Education among Higher Secondary School Students of Visakhapatnam District”

OBJECTIVES OF THE STUDY

- To study the life skills education among higher secondary school students.
- To study the life skills education among higher secondary school students with regard to their gender variation.
- To study the life skills education among higher secondary school students with regard to their locality variation.
- To study the life skills education among higher secondary school students with regard to their type of institution i.e. government or private.

FORMULATION OF HYPOTHESES

Ho₁: There is no significant difference in life skills education among male and female higher secondary school students.

Ho₂: There is no significant difference in life skills education among urban and rural higher secondary school students.

Ho₃: There is no significant difference in life skills education among private and government higher secondary school students.

METHODOLOGY

The methodology of the study comprises research method, population, sample, instrumentation of tools, procedure of data collection and data analysis.

THE DESIGN

Descriptive survey method is considered is an appropriate method, because evidences concerning the existing situation would be secured and norms would be identified to compare the present positions for further plan of action.

THE SAMPLE

In the present study the researcher will adopt a Stratified random Sampling. A sample of 400 school student is selected. Out of which, 200 is from urban area where 100 male students and 100 female students is selected and 200 from rural area where 100 male students and 100 female students is selected. The researcher will choose 20 schools for the study, in which 10 is from Rural and 10 from Urban. The study is conducted in Visakhapatnam District.

THE TOOL

The tool which is used in the study is a Self-Standardized tool. This tool may consist of 50 items, which measures 10 dimension of life skills education namely: Self-awareness, Empathy, Critical thinking, Creative thinking, Decision making, Problem solving, Interpersonal relationship, Effective communication, Coping with stress and Coping with emotions. All these dimensions were suggested by the Secondary Education in Telangana State and Government of India.

TECHNIQUES OF DATA ANALYSIS

In data analysis descriptive statistics would be adopted. For assessment of level of like skills education, the following tests is used for interpretation of data i.e. Mean and S.D, figured and the 't' ratio is calculated as per the need. And the quantitative data is analyzed on the basis of result obtained. Therefore the data is analyzed individually keeping in mind the various objectives of the study.

CONCLUSION

Life skills include psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with managing their lives in a healthy and productive manner. Essentially, there are two kinds of skills - those related to thinking termed as "thinking skills"; and skills related to dealing with others termed as "social skills. While thinking skills relate to reflection at a personal level, social skills include interpersonal skills and do not necessarily depend on logical thinking. It is the combination of these two types of skills that are needed for achieving assertive behavior and negotiating effectively. "Emotional" can be perceived as a skill not only in making rational decisions but also in being able to make others agree to one's point of view. To do that, coming to terms first with oneself is important. Thus, self-management is an important skill including managing/coping with feelings, emotions, stress and resisting peer and family pressure. Young people as advocates need both thinking and social skills for consensus building and advocacy on issues of concern.

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