

# Impact of Life Skill based course on M.Ed. Students

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## Abstract

People working in field of education need to deal with human minds. Teachers and educators – play important role in shaping future generation. They has to have basic knowledge about understanding their students for shaping their behaviour. Life skill education and awareness will help teachers a lot for doing their task of shaping future minds. Considering this idea in mind one course based on life skill was designed as a part of M.Ed. course and its impact on M.Ed. students was measures. In order to do this study, life skill of all 35 M.Ed. students was measured before starting course and after completion of course. Life skill measurement tool was used to measure like skills. There were statement related to 7 life skills were kept in tool. In the course various activities are given to students. Apart from that certain discussion sessions based on life skills were also conducted. There was found significance difference in certain life skills like interpersonal skill and critical thinking.

**Keywords:** *Life skills, Ilife skill based course, Life skill measurement.*

## Introduction

Education play important role in all round development of child and personality development. One of the objectives of education is character building and preparing child for earning their lively hood. Because changing in the value system of society and effect of western culture, it is necessary that education do something to maintain traditional value system. That is important for individuals to survive in the society and remain physically and mentally healthy. Awareness about life skills is helpful to individual to live quality life and wellbeing of self. World Health Organization proposed ten core life skills which are the basis of the formation of a good personality and help in developing certain characters into the students.

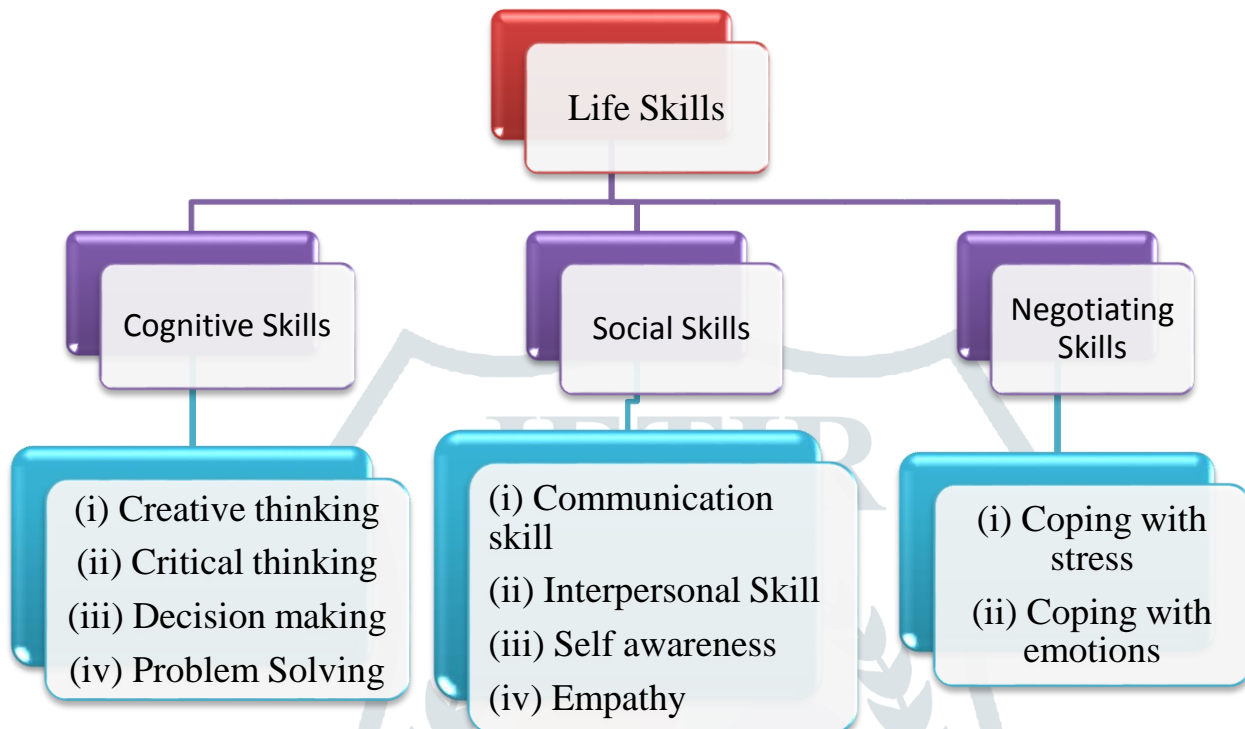
The present educational system should be able to support and prepare the youngsters to deal with problems like lack of family values, poverty, population explosion, lack of jobs, mental pressure, and prepare them to live a happy life. Life skills provide solution for the above problems by developing emotional and social skills and personalities of learners.(Kumar, 2017). Higher education institutions are facing challenges with regard to improving the success and pass rate of students. Mentorship in the life skills programmes should contribute significantly in addressing these issues. (Chweu and Schultz, 2010).It is important to start the social change in schools for the creation of a peaceful culture based on equality, justice, democracy, human rights, tolerance and solidarity in the society, because schools and teachers are the most important elements that would initiate this change through peace education (Demir, 2011, cited by Zelyurtland Ince, 2018).

Many worldwide organizations conduct educational activities which develop life skills for individuals (UNESCO, 2004; United Nations, 2003; WHO, 1997). All of these organizations consider life skills as necessary skills that help individuals to effectively manage the problems they encounter and believe it important to adopt into their life. Furthermore, these organizations emphasize the need to develop such skills to insure individuals align themselves with the demands of the information age. (Avciland Kamer, 2018).

## Categories of Life skills

World Health Organization has defined the life skills as Self awareness skill, Empathy, Interpersonal relationship, Effective communication, Critical thinking, Creative thinking, Decision Making, Problem solving, Coping with emotions and Coping with stress skills. These skills are classified into three categories which are- Cognitive skills, Social skills and Negotiating skills or Coping skills.

Following is diagrammatic representation of various categories of life skills.



All above skills is really helpful to individual during whole life span, in every stage of life. Skills will make person capable to deal with and adjust in various situation in profession life and personal life. These are fundamental skills for mentally and physically healthy life. Aims and objectives of education are also focuses on development of such life skills which is directly or indirectly reflecting in statements of educational objectives. Cognitive skills will help in managing problems while social skills will help in maintaining relationship with other people.

Though standards and curriculum change over time, one thing that remains constant is the necessity for life skills to aid students in their navigation through adulthood. Schools today are obsessively focused on meetings standards, teaching from scripted curriculum, and meeting test benchmarks (Cassidy, Franco &Meo, 2018)

Childhood and adolescence are the developmental periods during which one acquires these skills through various methods and people. The life skills of individuals depend upon their temperament and environment and the implicit emphasis placed on their uptake (imparted/learnt). If life skills are taught explicitly and in a structured manner in schools, they would empower children and adolescents.(Bharath and Kumar, 2008)

## Objectives

The general objective of the present study was to investigate the impact of the course based on Life skills Education Program instruction on skills of M.Ed. students.

In this study like skill based course was designed. It includes various units related to life skills and activities based on it. To see impact of this course, life skill was measured using life skill measurement tool. Assessment of life skill and interpretation of score is also one of the purpose for this study. Apart from this, what modifications required in the course will be suggested by researcher.

## Hypothesis

A null hypothesis is formulated for this study. There will be no significant difference between pre-test and post test mean score on life skill measurement tool.

## Methodology

The following section describes the methods, techniques, and data sources that guided our action research study into ways we implemented life skill lessons. Using score key, scores for each life skill was calculated. A quantitative research approach and single group experimental design was used to carry out this study. As per all activities designed in life skill based course, all 35 students were involved in activities. Course was of 6month duration carries 2 credit. Before starting any activity, life skill was measured using Life skill measurement tool initially. After completion of life skill activities, again life skill was measured. Scores obtained in both the cases were compared to check change in life skills.

## Intervention process

All 35 M.Ed. students were oriented about course outline and all the activities. They were given life skill measurement scale to measure their initial skills. Later all the students were involved in doing course activities. Activities are as follows:

- (1) Writing essay on topic based on life skill
- (2) Design one life skill based activity and implement it on students
- (3) Guest lecture and report writing
- (4) Discussion and seminar on course content

After doing all activities, at end of course, again their life skill was measured. Both pre score and post scores for 7 skills was compared.

## Tool

Life skill measurement scale was used to measure life skill. This tool contains statements related to interpersonal skill, coping with emotions, decision making, coping with stress, communication skill and creative thinking skill. There are 5 statements for each skills. Total 35 statements are included in scale. Students need to select any one option which is most suitable to them for each statement. based on their response raw data of scores are prepared.

## Data analysis

For analysis of life skill measurement tool, score key was prepared. Response of all the students was calculated using frequency method. Mean of all raw data (generated from frequency method) was calculated for both pre-test score and post test score. The significance in difference between both mean score is calculated using t-test.

## Result

Overall mean scores was calculated before implementation of course activities on M.Ed. students. Scores are given in following table. Rather than calculating overall total scores, percentage was calculated based on their responses as rarely, sometimes or always. Students who, selected option 'always' was consider to draw conclusion.

## Pre-test Result

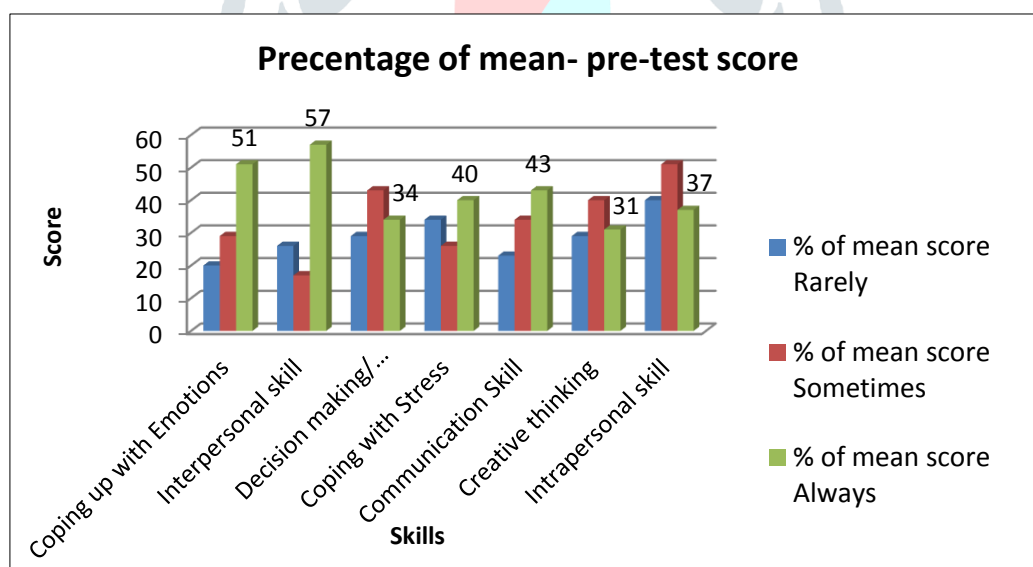
Initial like skill level of the students was measured using life skill measurement scale. Table:1 is showing mean score of M.Ed. students for each skills separately before any activities based on life skills. We can say that overall score for each skill are below average except Interpersonal skills in which about 57% students gave positive response. Creative thinking skill was less as 31% students gave reply that they possess creative thinking skills. Following graph is representing same with better clarity. We can say that

students have achieved below 50 % score for most of the skills except interpersonal skills and negotiating skills.

Sr. No.	Skills	Mean Score and Percentage (Pre test)					
		Rarely	%	Sometimes	%	Always	%
1)	Coping up with Emotions	7	20	10	29	18	51
2)	Interpersonal skill	9	26	6	17	20	57
3)	Decision making/ Problem Solving	10	29	15	43	12	34
4)	Coping with Stress	12	34	9	26	14	40
5)	Communication Skill	8	23	12	34	15	43
6)	Creative thinking	12	34	12	34	11	31
7)	Intrapersonal skill	14	40	18	51	13	37

**Table:1 Mean score and its percentage for each life skills- Pre test**

By looking at the scores of students for intrapersonal skill, they also need to work to improve intrapersonal skill. Following graph is indicating that students' scores are less than 50 % except communication skill. All the skills are really important skill for teachers. As per above table, students scored 31% in creative thinking skills, which is least among all skills.



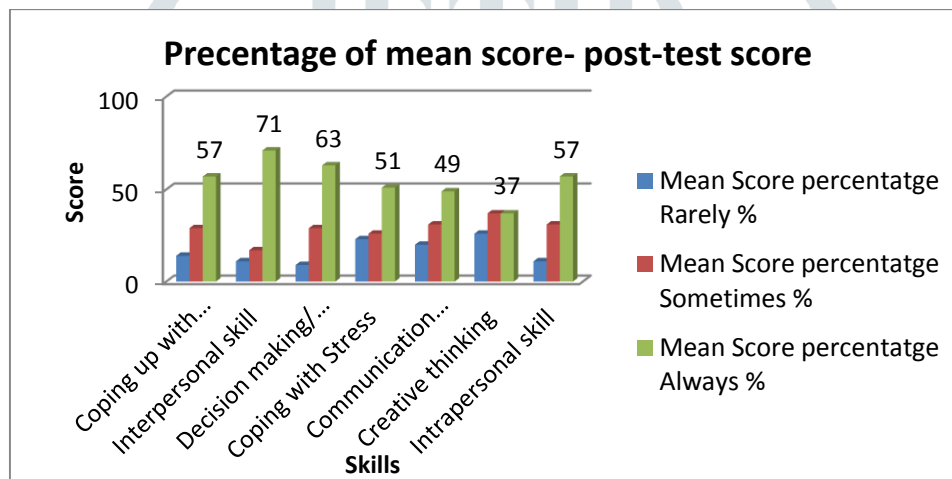
### Post -test Result

After undergoing life skill based activities, life skill measurement tool was again administered on all 35 M.Ed. students. Over all scores of all M.Ed. students are presented in following table.

**Table: 2 Mean score and its percentage for each life skills- Post test**

Sr. No.	Skills	Mean score and percentage of post test score					
		Rarely	%	Sometimes	%	Always	%
1)	<b>Coping up with Emotions</b>	5	<b>14</b>	10	<b>29</b>	20	<b>57</b>
2)	<b>Interpersonal skill</b>	4	<b>11</b>	6	<b>17</b>	25	<b>71</b>
3)	<b>Decision making/ Problem Solving</b>	3	<b>9</b>	10	<b>29</b>	22	<b>63</b>
4)	<b>Coping with Stress</b>	8	<b>23</b>	9	<b>26</b>	18	<b>51</b>
5)	<b>Communication Skill</b>	7	<b>20</b>	11	<b>31</b>	17	<b>49</b>
6)	<b>Creative thinking</b>	9	<b>26</b>	13	<b>37</b>	13	<b>37</b>
7)	<b>Intrapersonal skill</b>	4	<b>11</b>	11	<b>31</b>	20	<b>57</b>

From above table researcher can say that there is remarkable increase in each of the life skill score from pre test mean score. The score of interpersonal skill is highest among all other skills. From that we can infer that M.Ed. students are good in interpersonal skills. Decision making skills / problem solving skill is also improved little after activities.



Above graph is representing percentage mean score. Students' score is maximum for interpersonal skill and minimum in creative thinking skills. Though there is increase in mean score of creative thinking skill, still it's not remarkable. By considering 3<sup>rd</sup> column ( mean score percentage always % ) , most of the skills were increased. Among these interpersonal skill is showing highest score that is 71% while students scored 63 % in decision making skill.

**Table 3: Over all mean and t-value of life skill score**

Sr. No.	Skills	Mean		Overall Mean		Table t-value	Cal. T-value
		Before	After	Before	After		
1)	<b>Coping up with Emotions</b>	18	20	<b>14</b>	<b>19</b>	<b>0.01</b>	<b>2.41</b>
2)	<b>Interpersonal skill</b>	20	25				
3)	<b>Decision making/ Problem Solving</b>	12	22				
4)	<b>Coping with Stress</b>	14	18				
5)	<b>Communication Skill</b>	15	17				
6)	<b>Creative thinking</b>	11	13				
7)	<b>Intrapersonal skill</b>	13	20				

Above table is presenting t-value of all like skill scores. Table value is at 0.01 level is 2.68 which is less than calculate t- value. So null hypothesis is rejected. The differences in mean score are significant at 0.01 level and it's not due to chance. There are still scopes for enhancement of life skill. Still improvement is required among students.

## Conclusion

In the basic education program developed based on constructive approach life skills are given great importance. In such educational programs there are several skills to be acquired by students (research, problem solving, entrepreneurship, effective communication, creative thinking, critical thinking). Although educational programs cover life skills, the activities by teachers play a significant role in acquiring life skills (Fidan and Aydoğdu, 2018). According to the results gathered in the process of this study, it can be concluded that communication/linguistic life skills and personal/social life skills can be improved by course. There are certain modifications required in life skill based course. Certain activities related to creative thinking and critical thinking need to be included.

On the whole, life skills education, have found to be an effective psychosocial intervention strategy for promoting positive social, and mental health of adolescents which plays an important role in all aspects such as strengthening coping strategies and developing self-confidence and emotional intelligence, as well as enhancing critical thinking, problem solving and decision making skills as has been well documented in the aforementioned studies. (Prajapati and Sharma, 2017)

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