

A STUDY OF EFFECTIVENESS OF LIFE SKILL MODULE FOR SECONDARY SCHOOL STUDENTS

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ABSTRACT

The present investigation is aimed at studying the impact of family environment, school environment and socio-economic status on development of life skills among senior secondary school students in relation to locale, gender and government and private schools. Hence, required statistical tests can be applied. Lastly the percentage life skills scores were determined separately for each of the ten components of life skills. The result indicated that senior secondary school students have, 86% life skills in creative thinking, 80% in problem solving skills, 78% in effective communications, 72% life skills in self-awareness, 68% in decision making, 68% in coping with stress, 67% in interrelationship, 67% in critical thinking, 63% in coping with emotions and 62% in empathy. Result shows that percentage scores in creative thinking skill is highest and empathy skill is lowest among senior secondary school students. These skills help the adolescents to live life with full potential and accomplishing their ambitions. These are the human skills which are gained through teaching and direct experiences faced by them to handle the day-to-day real life problems. Life skills help the individuals to face and become capable of handling day-to-day challenges of life. Life skills increase the capacity of an individual to become responsible and cultured citizen of the country. Development of life skills is affected by many factors like family environment, school environment and socio-economic status.

KEYWORDS: Effectiveness, Life Skill Module, Secondary School Students, Life skills increase, socio-economic status

INTRODUCTION

The period between childhood and adulthood is called the adolescence. Adolescence genetic traits play a crucial role as the physical changes, psychological changes and environmental changes take place during this period. During this time, young one feels a distance with their parents. This period is significant for their future life and they face problems regarding career choice, decision making, substance abusing, parent child conflicts and mood changing problems. Individuals usually suffer from mismatching of abilities and desires. If these issues are not solved at proper time, then these challenges of adulthood create psychological problems for them. The internal disturbance and social expectations create disappointment, uncertainty and doubt regarding self-awareness. If

these issues are not resolved, then an individual tends to suffer from mismatched abilities and desires. Under such situations the adolescents are likely to divert from their path and indulges in negative activities. During these years, there is great need of life skills to cope with the conflicts. Life skills mean the skills required for leading better social life and managing the life situations.

Development of life skills is affected by many factors like family environment, school environment and socio-economic status. Adolescence is an important stage of growth in human life. During adolescence, the adolescents develop new relations with people other than the parents and family members. In general peers and outside world have great influence on adolescents. Adolescents develop higher level of cognition and starts thinking more analytically. Hence, adolescence period is related to lot of creativity, idealism and spirit of adventure. However, during this period adolescent tend to go for experimentation and risk taking.

Negative peer pressure possibility is high on vital issues associated with body and their sexuality. Biological and psychological forces influence an adolescent's development. Significant physical changes take place during adolescence caused by biological forces. During this period, young ones create and maintain a specific distance from the parents. During this transition adolescent may encounter some problems such as parent child conflicts, substance abuse, risky behaviors etc. These internal stresses and social expectations may cause uncertainty in the minds of adolescents. As a result, young people tend to take risks and evolve risk taking behavior. If these problems are not solved in time, then an adolescent may suffer from negative identities leading to mismatched abilities and desires. The adolescent child may become purposeless and unaware of the psychological challenges of adulthood. Adolescents have to face number of issues due to physical and psychological changes.

Another important environmental factor is school where adolescent spend time away from home. School environment is very important for developing all round development of students. School environment comprises of good location, water facilities, library and laboratories, furniture, condition of rooms, play grounds and educational level of teachers. It also includes the prevailing conditions of the school life and activities of the individual. Healthy school environment allows the students freedom of thought and expression to develop positive attitude and performance in various aspects.

The school environment is not only responsible for providing academic qualifications but also enriches the learning experiences regarding behavior in social setting and prepares them for solving day-to-day life problems. The main objective of the school is to build a productive generation for the future. Adolescents are also highly influenced by the socio-economic status in the society. The variations in child's behavior or self-concept, thinking and achievements are because of socio-economic status, the way of treatment by parents, parents' education and so on. High socio-economic status opens new frontiers for progress. Even the interests, attitudes, intelligence, aptitudes and personality of an individual are patterned by the socioeconomic status or background of the individual. Good school environment helps the students to overcome some of the shortcomings in family environment and socioeconomic status.

LITERATURE REVIEW

M.t.v. Nagaraju (2016) Adolescence is the period of developmental transition between childhood and adulthood, involving multiple physical, intellectual, personality, and social developmental changes. We can observe high risk behavior among the adolescents. Due to rapid growth and changes they will fall in confusion and imbalance stage. This is a transition period. Adolescence is thus a turning point in one's life, a period of increased potential but also one of greater vulnerability. So they need proper guidance and orientation. As today's adolescents are the tomorrow's adults, we should understand them in all aspects and need to inculcate Life Skills among the growing minds. Life Skills are essentially those abilities that help promote overall wellbeing and competence in young people as they face the realities of life. Life Skills enable any one to translate knowledge, attitudes and values into actual abilities. Life Skills education involves a dynamic teaching process. Method followed in teaching of Life Skills ought to be builds upon the social learning theory and on what we know of how young people learn from their environment; from observing how others behave and what consequences arise from behavior. This paper focuses on the key issues and concerns of Adolescent Students, importance of Life Skills education to the Adolescents and Approach and Techniques to impart Life Skills.

Menka Choudhary (2019) Adolescence is main stage of growth and development. There are rapid psychological and psychosocial changes done. It is a stage when subject is more influenced by his/her peers and the outside world. It is also called stage of stress and storm. A high risk taking behavior also observed in them. At this difficult time, they need proper guidance and orientation. This is the period, when we can inculcate life skills in them. Proper life skills help them to live their life easily and merrily. There are many types of life skills. WHO lead down ten basic life skills i.e. Self-awareness, Empathy, effective communication, interpersonal relationship, creative thinking, critical thinking, problem solving, decision making, coping with emotion, and coping with stress? These skills helps adolescent in facing all the life related problems. Life skills can be inculcating through education by making it as an integrated part of education. Some more suitable activities such as increased use of media, including electronic media and interactions with interested target groups.

Bradd L. Anderson (2021) This qualitative study explored the experience of youth serving on the state 4-H council of Missouri, which provides opportunities to serve as ambassadors of the 4-H organization and influence the experiences of younger members. While many 4-H programs have a statewide youth council, there is little research regarding these groups or the impacts of state 4-H council service. This study employed a hermeneutic phenomenological approach to explore the impacts of State 4-H Council service among alumni within a framework of positive youth development theory. Council service was found to have provided members experience in working with diverse others, created opportunities to expand relational networks, influenced individual actions, and affected changes in both individuals and their contexts. Growth potential is unparalleled during adolescence, and prepared leaders must be able to build connections with diverse others in a dynamically changing world.

Haley M. Johnson

(2020) Traditional horse 4-H programming has been shown to increase life skills development and knowledge in youth, but less research examines the life skills development and knowledge gained in youth of horseless horse programs. This study evaluated and compared four horseless and seven traditional horse participants from Washington County 4-H in Utah for horse knowledge gained and for development of 10 life skills from the Hendricks targeting life skills model: leadership, teamwork, self responsibility, personal safety, problem solving, decision making, critical thinking, goal setting, communication, and concern for others. This study's mixed methods design employed qualitative interviews to gather data on life skill experiences of the participants and to explore the barriers that prevented horseless youth from participating in traditional 4-H horse programs.

Amandeep, (2018) the review of related literature is helpful in developing a deeper understanding and an insight for research. It helps the researcher identify various studies conducted in the field, select appropriate variables for the study, build up rationale and the conceptual framework for the study. It provides background to formulate objectives and hypotheses, choose appropriate design of the study, methods of data collection, sources of data collection and sampling methods and use of inferential statistics for drawing out inferences, interpretations and conclusions. Webster and Watson (2002) defined an effective literature review as one that „creates a firm foundation for advancing knowledge“. It facilitates theory development, closes areas where a plethora of research exists, and uncovers areas where research is needed“. An extensive survey based on critical review of related literature and research studies provide an overview in the field intended research.

Gouravjeet Singh Ghumaan (2014) Obedience is the most important value for the people of the Kingdom of God. Obedience is doing what someone says, right away, without being reminded. Obedience in human behavior is a value or a virtue, or can be given to a position or office; it is used to refer to children's tendency to comply with the requests of parents, teachers or any other person; can be an act of obeying, dutiful or submissive behavior with respect to another person. The individual's character, behavior, habits, interests, hobbies and biological, social, physiological, psychological, moral, emotional and cultural development, each and every aspect depends on the nature and type of family environment.

Anita Lidaka (2014) A successful life position for any person is based on different types of knowledge and their acquisition and enrichment probability; awareness of own abilities, their development and personal interest in the process; a system of positive attitudes as an integrated wholeness of personality traits which are formed in life experience, knowledge acquisition and will effort unit and are manifested in values, goals, ideals and norms. Successful role performance guarantees confident young people's functioning in the society, thereby creating the sense of security and confidence in themselves and their actions. In order to fulfill social roles it is necessary to acquire the general, social, as well as personal skills, which are generally referred to as life skills. If they are acquired successfully, young people are able to build successful relationships with their peers and also adults, are able to be active members of social life. Life skills guarantee success to young people in their personal life formation.

LIFE SKILLS

Life skills help us in leading life to our full potential. Life skills are appropriately and responsibly used skills to manage personal affairs. Such human skills can be acquired through experience by handling common day problems encountered in day-to-day life as well as through education. Life skills vary from society-to-society depending on social norms and community expectations. Life skills are defined as the human capabilities necessary for positive behavior which helps in taking challenges of everyday life efficiently. Life skills consist of knowledge and aptitudes that are necessary for a person to avoid interruption in life. Life skills include self-development, interpersonal and family relationship development, decision making, time management, stress and anger management.

According to Wolman spiritual self-improvement is the same thing as the desire for self-actualization. Life skills are needed to deal with the subject of morality to decide if an issue at hand is right and wrong. From this perspective it seems that value-based education is in some way linked with the life skills education as it also supports and encourages the personal growth of an individual. Young people acquire life skills and develop abilities to create the compassionate relationships and prosper in their lives. The development of life skills is required to increase positive and productive development in adolescents. It is essential to learn life skills which are essential to develop good social relationships. The World Health Organization [9] defined life skills as the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life.

United Nations Educational, Scientific and Cultural Organization (UNESCO) considered the life skill as to have positive attitude and ability to remain stable during the challenges of their life. Life skills help the adolescents in converting their dreams into beneficial actions. These skills equip the adolescents to behave properly and also enable them to remain outside the daily conflicts, entangled relationships and peer pressures. Life skills lead to personal and social skills necessary to live with others without conflict and to behave in acceptable ways which are important traits for the people to move forward in life.

Components of Life Skills



Figure 1: Three components of Life Skills

i) Thinking life skills: It includes skills required for taking appropriate decisions, finding solution to the problems and gathering necessary information. These skills are needed to make adolescents capable of finding alternative solutions. Basically, these skills relate to the thinking of an individual.

ii) Social life skills: It includes interpersonal skills such as verbal and non-verbal communication, ability to express feelings and give feedback. These life skills do not depend much on logical thinking.

iii) Emotional life skills: It includes self-management skills such as managing or coping with the emotions, feelings, stress and pressure from society. These skills enable an individual to multifaceted ways to deal with it.

Importance of Life Skills Education

Life Skills Education helps building a society that is equipped with a creative spark, problem solving attitude, critical thinking approach, rationalistic individual, decision making potentialities, high level of sociability, effective communication and skills of interpersonal and empathy for tuning in the society. All these skills are the basis of successful life and therefore students/youth need to be given training in life skills right from the primary education, along with textbook knowledge, academics skills and social skills. Life Skills training creates an opportunity for the inculcation of fundamental life skills for operating successfully in the world of work, as well as fulfilling the demands of a changing society.

1. A joint initiative of ST and SC Development (SSD) Department, School and Mass Education (S&ME) Department, the Technical Resource Agency (TSR) states that life skills contribute to an individual to be:

- Able to think creatively, critically and positively
- Able to develop leadership qualities and social responsibilities
- Able to communicate effectively and make informed decisions
- Able to practice health, personal hygiene and nutrition
- Able to know growing processes and changes
- Able to deal with reproductive health issues
- Able to deal with peer pressure and avoid physical abuses
- Able to be safe and handle harassment including sexual harassment
- Able to develop social skills and gender sensitivity
- Able to deal with stress and storms of life

2. At the United Nations Inter-Agency Meeting held at WHO, Geneva life skills education was considered as crucial for:

- For healthy child and adolescent development;
- to be needs to be physically, intellectually, socially and emotionally sound;
- Prevention of children“ and adolescents“ health related issues like death disease and disability;
- preparing for socialization;
- Preparing youth for changes and demands of society.
- for promoting lifelong learning;
- for promote quality life and peace;

3. Some research findings reveal about life skills „s importance:

- to promote self-esteem, self-confidence and peace education etc.
- To reduce antisocial activities and disruptive behavior.
- To help promoting person’s health and well-being.
- To transform knowledge, attitudes and values into their real abilities and to behave in healthy ways; and to improve academic performance

Factors affecting School Environment

- (I) Teachers personality:** The attitudes, beliefs, ideals, habits, ambitions, aspirations of the teacher contribute to an effective environment.
- (ii) Curriculum of school:** Richness of curriculum and curricular activities also have effect on school environment.
- (iii) Methods of teaching:** It also influences the environment of school.
- (iv) General atmosphere in school:** Congenial or uncongenial atmosphere also effect the school environment.

Components of School Environment: The components of school environment viz. physical component, social component and educational component are as follows:

- (i) Physical component:** A well designed physical environment of a school leads to promotion of learning and positive social interaction among student and staff. The basic design of the class room may vary from the old fashion school of late nineteenth century to modern school. Other factors like furniture, lighting, temperature attractiveness and class room arrangement also comprises the physical component of the school environment.

(ii) Social components: Social components may be defined as the level and quality of emotional involvement experienced by class room group. It involves dynamic process of developing interpersonal relationships at several levels. There should be meaningful and positive interaction between students and staff. There is need to have a safe and healthy social environment at school for students as well as staff.

(iii) Educational components: A good quality leadership is very important for effective educational environment. Other important factors are quality of care, the nature of the infrastructure and preparation and support of trainers. The educational components of school environment also drive from the contents of suitable curricular to teach at different ages. The tests on which children are engaged, the organization and presentation of these and of patterning of activities across the school day are all key features of the educational components”

the quality of the school environment can be determined from the way students are handled in the classroom and reciprocation between the teachers and pupils. Stated that quality of school environment depends on the quality of interpersonal interactions within the school community which enhances cognitive, social and psychological development of the children. A school is a society in its miniature form.

The better the school, the better would be the society. School provides a congenial environment to a child to achieve the goal of life. School environment includes school plant and equipment, co-curricular activities for all round development of the child, well equipped laboratories, role of the teacher, personality and attitude of teachers towards students, methods of teaching, curriculum etc. School environment is generally defined as the prevailing conditions in the school affecting life and activities of the students. It greatly influences student's achievement. An open environment which allows freedom of thought and expression to the students would reflect in the positive attitude and performance of pupils in all aspects. Negative motivational consequences will result if the environment of school is not facilitative.

SOCIO-ECONOMIC STATUS

Socio-economic status of an individual is indicated by the possessions that he/she holds. It includes education, culture, family income, profession or any kind of belongings. The socio-economic status leads to differences in the availability of opportunities for the development of child. Socio-economic status refers to the social prestige or honor that an individual gain on being part of society. It depicts their position in the eyes of other society members. A person having high standard, rich income sources or luxuries in life is counted as good socio-economic status. Earlier socio economic status was inherited. However, in modern time it is achieved on the basis of occupation, education, ownership of various materialistic goods, location of the house, etc. Socio-economic status plays a vital role for the individual to help him fit into the society. The biggest factor of socio-economic status is the economic measures which include the family income, propensity to consume and also the propensity to save.

Social status is the position of an individual within the social relationships from the social point of view. The individual personality trait is paramount to the society. The manner in which motives, incentives, attractions, ideals and impulses affect the traits of individual personality mean a lot to society. Socio-economic status of an individual or family is combined effect of economic level and social position relative to others. the commonly used indicator of SES are income, wealth, social standing/prestige and material/social deprivation. Socio-economic status (SES) is very important because it can exert great influence on the academic output of the students.

Socio-economic status of student's family or parents has great impact upon academic success of the students. Education plays a major role in getting job as well as developing skill sets for better social life and these life skills create difference between people with higher SES from lower SES. In middle class family's parents put in lot of efforts in the education of their children. They enroll their children in schools with good academic standard, supervise their homework and encourage the children to participate in extracurricular activities. Families with lower SES are unable to do all this for their children. They educate their children in neighborhood schools, unable to supervise their homework and cannot afford to arrange extracurricular activities. In this way children from lower income families have much less chances to succeed in life as compared to children from middle income families.

Family Environment

Family is the most important environment cluster of variables which influence the development of a child. Family environment is the first social setting in which an infant takes birth and start learning, responding and acting. Family environment consists of two words 'Family' and 'Environment'. Family includes group of individuals joined with the ties of marriage, blood and adoption relations, procreating and upbringing the children, where the family members play social roles towards each other in creating and maintaining social culture.

The environment affects the person's body, mind and heart. Few types of environments are given below:

- (I) Physical environment:** It includes food, temperature, climate and home and school environment.
- (ii) Intellectual environment:** It consists of books, libraries, laboratories, radio, television, computer, internet, museum, recreation room etc.
- (iii) Emotional environment:** It consists of emotional nature of parents, friends, relatives and teachers.
- (iv) Social environment:** It includes parents, members of the family, relatives, friends, teacher and society at large. Family consists of spouse, parents, brothers, sisters, sons and daughters. Collection of families constitutes community and nation. Communities living in one economic unit constitute country. The following factors affect the family environment:

(i) Number of kids: The number of kids affects the family environment. Parents having more number of kids cannot pay attention to all-round development of each and every child. Even they don't have knowledge of emotional intelligence of their children.

(ii) Martial relationship between the couples: It is an important factor in a family which affects the family environment and also the emotional intelligence of family members. If a couple have healthy relationship among them then it creates a good environment and they are able to know about emotional intelligence of each other. Such couple can easily make all round development of their children and fulfill their day-today needs. If both of them are loyal and honest towards each other and they don't have any extra marital affair, then it automatically creates a healthy environment in the family.

(iii) Parental occupation: Occupation of parents is very important factor which affects the family environment. If the parents have good occupation e.g. they belong to business family or they are doctors, engineers etc. then they have significant influence on their children and also affects their emotional intelligence.

(iv) Socio-economic status: The SES is a factor which influences the family environment to great extent. If a family has good social relations it automatically helps their children to become an affirmative person, a person who is friendly sociable, helpful and skillful in dealing with people and open about their feelings.

(v) Family background: It is an important influencing factor in family environment. Family background matters a lot to each person. If a person has a strong family background that he is able to fulfill the desires of his children. He can provide good environment and good education to his children which in turn help the children to build a strong carrier in today's competitive world. Family carries responsibility for the welfare of its members from cradle to grave. Family environment is a socializing agent which has strong influence on child's life. Defines family as the cradle in which the future is born and a nursery in which new democratic social order is being fashioned. Family environment is a long-lasting system for growth, adjustment within the family means, identifying with role models, accepting values and playing our family roles.

CONCLUSION

Significant difference exists between the life skills of female and male students of senior secondary schools. Significant difference exists between the life skills of rural and urban students of senior secondary schools. Significant difference exists between the life skills of the students studying in government and private senior secondary schools. There is significant difference in the life skills of senior secondary school students belonging to different family environment groups. There is significant difference in the life skills of senior secondary school students belonging to different school environment groups. There is significant difference in the life skills of senior secondary school students belonging to different socio-economic status groups. Positive significant relationship exists between the life skills and family environment of the students studying in senior secondary schools. There is significance difference between female and male students of Senior Secondary School on Self

Awareness There are no significance difference between female and male students of Senior Secondary School on communication Skill. There is significance difference between female and male students of Senior Secondary School on Coping with Emotion the female students of senior Secondary Schools are more creative thinkers than the male students of senior secondary school. The female students of senior Secondary Schools are more critical thinkers than the male students of senior secondary school. Significant difference exists between the life skills of female and male students of senior secondary schools. Significant difference exists between the life skills of rural and urban students of senior secondary schools. Significant difference exists between the life skills of the students studying in government and private senior secondary schools. There is significant difference in the life skills of senior secondary school students belonging to different family environment groups. There is significant difference in the life skills of senior secondary school students belonging to different school environment groups.. There is significant difference in the life skills of senior secondary school students belonging to different socio-economic status groups. Positive significant relationship exists between the life skills and family environment of the students studying in senior secondary schools. Positive significant relationship exists between the life skills and school environment of the students studying in senior secondary schools. . Positive significant relationship exists between the life skills and socio-economic status of the students studying in senior secondary schools. Education is a persistent feature characterizing all human societies.

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