



INCULCATION OF LIFE SKILLS IN EDUCATION AT SECONDARY LEVEL

Dr. K. Jayaram

Assistant Professor in Education,
School of Distance Education,
Andhra University,
Visakhapatnam

ABSTRACT

Children don't naturally know how to make good choices. Life skills help children know what to do in everyday situations as well as how to make good decisions about more abstract, long-term choices. If you work with your child to teach her life skills, you prepare her to manage peer pressure and make good decisions as she grows into adulthood. To inculcate the necessary life skills among a greater attention has to be paid by the teacher to mould the society. A sample of 156 teachers has been selected randomly from 8 different schools from Visakhapatnam district for the study. Descriptive and inferential statistical tools such as means, t-test and ANOVA were used to analyze data using the Statistical package for Social Scientists (SPSS). The results proved that whatever be the gender and management of all the teachers, they supported the need of inculcation of life skills in education at secondary level.

KEY WORDS: Long-term Choices, Learning Outcomes, Life Skills.

INTRODUCTION

Since time immemorial, education is estimated as the right road to progress and prosperity. Different educationists' thoughts from both Eastern and Western side have explained the term 'education' according to the need of the hour. Education is the process of the individual mind, getting to its full possible development. Students are to be molded only by making them experience the significance of these values in the school itself. Teachers could achieve this only by the live example of their life manifested in hundreds of small and big transactions with students in word and deed. Schools are committed to student learning communicate expectations clearly, give frequent and challenging assignments, monitor performance regularly, and give students the chance to participate in and take responsibility for diverse school activities by providing certain skills of life.

Teachers often find curricular integration and inter disciplinarily difficult, especially when the teacher does not have a role in

curriculum design. For those subjects that do not appear important, examinations are not always taken seriously. Social attitudes towards the subject may not be favorable, and cultural patterns are difficult to change.

Teachers belief:

The way time is used is related to school priorities and expectations. Quality education puts students at the centre of the process; student achievement must be the school's first priority. Since schools exist because of students, this would seem self-evident. Perhaps because of the complexity of educational systems, however, teachers may not always believe in the school's ability to help all students.

Research around the world has shown that low expectations for student achievement permeate educational systems. Rather than setting high standards. Schools are committed to student learning communicate expectations clearly, give frequent and challenging assignments, monitor performance regularly, and give students the chance to participate

in and take responsibility for diverse school activities by providing certain skills of life.

Life Skills:

Life skills are the skills we need to deal effectively with the challenges in everyday life, whether at school, at work or in our personal lives. These life skills are abilities for adaptive and positive behaviour that enable us to deal effectively with the demands and challenges of everyday life, in other words psychosocial competency.

Life skills are problem-solving behaviors that are used appropriately and responsibly in the management of personal affairs. They are a set of human skills, acquired via learning (teaching) or direct experiences, which are used to handle problems and questions commonly encountered in daily human life. The subject varies greatly depending on societal norms and community expectations.

The term 'Life Skills' refers to the skills usually associated with managing and living a better quality of life, they help us to accomplish our ambitions and live to our full potential. There is no definitive list of life skill; certain skills may be more or less relevant to our life circumstances, cultural, beliefs, age, geographic location etc.

Life Skills in General:

Life skills include Psychological 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. In general, the ten core life skills laid down by World Health Organization 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.

OBJECTIVES OF THE STUDY

1. To study the role of teachers on the inculcation of life skills at secondary schools of Visakhapatnam district.
2. To study the difference between role of teachers in respect to their gender on the

inculcation of life skills at secondary schools of Visakhapatnam district.

3. To study the difference between roles of teachers in respect to their school management on the inculcation of life skills at secondary schools of Visakhapatnam district.

HYPOTHESES OF THE STUDY

1. There is no significance difference between roles of teachers in respect to their gender on the inculcation of life skills at secondary schools of Visakhapatnam district.
2. There is no significance difference between roles of teachers in respect to their school managements on the inculcation of life skills at secondary schools of Visakhapatnam district.

METHODOLOGY

The present study is proximal, time specific and contest in nature. A sample of 156 teachers has been selected randomly from 8 different schools and an opinionative was distributed with necessary instructions. The investigator took necessary care to include teachers belonging to demographic variables like gender, type of management of the teacher to support the results through interpretation of the answers using statistical analysis such as the mean, standard deviation, significance of t-values.

The investigator used a tool of opinionative consisting of 30 statements given in both versions English and Telugu to make it convenient for all teachers both subject and language teachers possible to state their opinions.

In the present study the following are the variables considered for teachers are

1. Male / Female.
2. Government/Aided/Private.

For analyzing the data, frequency, mean, median and mode were used. To understand the nature of distribution measures of central tendency, skewness, kurtosis were computed, and t - scores and ANOVA were implemented to testify hypothesis. The data was scored with the help of hand calculator as well as the computer with SPSS package.

ANALYSIS AND INTERPRETATION OF DATA

Hypothesis-1:

There is no significance difference between roles of teachers in respect to their gender on the inculcation of life skills at secondary schools of Visakhapatnam district.

Graph-1: Graph showing Mean and SD values between male and female teachers

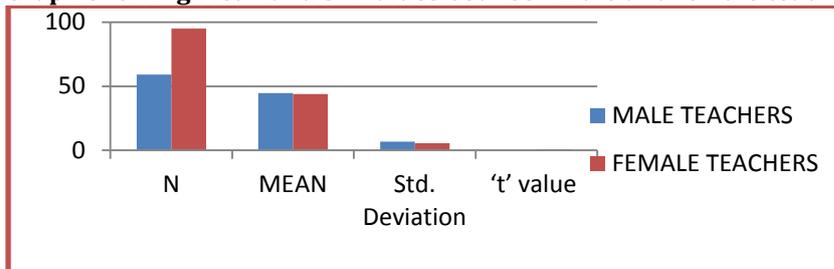


Table 1: Table showing the mean, S.D. and 't' value of male and female secondary school teachers

Gender	N	Mean	Std. Deviation	't' value at 95% Confidence level
Male teachers	59	44.56	6.874	0.577
Female teachers	95	43.95	5.561	

The table gives us the information that the mean score being 44.56 for male teachers and 43.95 for the female teachers and the standard deviation values being 6.874 for the male teachers and 5.561 for the female teachers shows that perception of male teachers is slightly higher. The 't' value stands at 0.577 which is not significant.

Hence, it agrees to the given hypotheses that there is no significant difference between the

perceptions of male teachers to that of the female teachers in inculcating life skills at secondary level.

Hypothesis-2:

There is no significance difference between roles of teachers in respect to their school managements on the inculcation of life skills at secondary schools of Visakhapatnam district.

Graph -2: Graph showing Mean and SD values of teachers with respect to school management

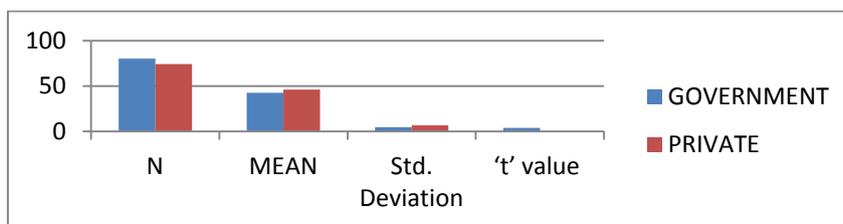


Table-2: Table the Mean, S.D. and 't' value of secondary teachers belong to different management schools

Type of Management of schools	N	Mean	Std. Deviation	't' value at 95% confidence level
Government	80	42.44	4.671	3.810
Private	74	46.07	6.855	

The table gives us the information that the mean score being 42.44 for Government teachers and 46.07 for the private teachers and the standard deviation values being 4.671 for the Government teachers and 6.855 for the private teachers which shows that perception of private teachers is somewhat higher to that of the Government teachers feeling the need of inculcation of life skills. The 't' value stands at 3.810 which is not significant.

Hence, it agrees to the given hypotheses that there is no significant difference between the perceptions of Government teachers to that of the Private teachers in inculcating life skills at secondary level.

CONCLUSION

Majority of the people are leading a machinery life. In this situation, it is impossible for the parents to be a role model for their wards in molding behavior. Hence it is the responsibility of teachers to give importance for life skills in their teaching. To attain this goal, the teacher educators must be given timely in service trainings to prepare them to the day to day needs. From this investigation, it is almost found that all teachers mostly show their perception towards the need of imparting life skills to students of secondary level. Teachers must not only concentrate on finishing the curriculum, but also include life skill oriented

curriculum at all levels, especially in secondary schools where the necessity is more.

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