

ATTITUDE OF SCHOOL TEACHERS TOWARDS LIFE SKILLS EDUCATION

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1 INTRODUCTION:

In the society, youth are the most productive members due to their physical and intellectual contribution. But it is sad, to recognize the fact that most of the youth are unable to utilize their potential in an appropriate way due to lack of guidance and motivation. Now a days number of youth engaged in antisocial activities which creates a lot of social problems. This may affect their physical and intellectual capabilities and also seem to be a burden to the society. It creates lot of problems in the society. Life Skills Education is the education to make a successful human being.

1.1 LIFE SKILLS EDUCATION :

- The abilities for adoptive and positive behavior that enable individual to deal effectively with demands and challenges everyday life (WHO). It further encompasses thinking skill, social skill and negotiation skill. It also helps the young people to develop and grow into well behaved adults.
- Life skill education aims to provide students with strategies to make healthy choices that contribute to a meaningful life. Life skills are the abilities that help to promote mental well being and competence in young people as they face the realities of life. It helps the young people to take positive actions to protect themselves and to promote health and meaningful social relationship. Life skill facilitates a complete and integrated development of individuals to function effectively as social beings.

2 NEED OF LIFE SKILLS EDUCATION:

- Life skills education is a value addition programme for the youth, to understand self and able to assess their skill, abilities and areas of developments. Which also enable them to analyze their capacity to enhance the function in a most productive way.
- Life skill education allows the youth to get along with other people, able to adjust with their environment and making responsible decision. Which also incorporate

to build up their values and to communicate effectively. In many circles, reproductive health education, population education and family welfare education are interchangeably used to convey the same meaning.

- The main objective of life skills education is to enable the learner to develop a concept of oneself as a person of worth and dignity. It should help one to understand oneself and lead to growth in personal responsibility.
- Life skill education is a basic learning need for all young people. It will help the young people to empower in challenging situations. Various skills like leadership, responsibility, communication, intellectual capacity, self esteem, Interpersonal skill etc. extends its maximum level, if it is practicing effectively among the youth. We need to create life skill education as the cornerstone of various youth programmes.
- An effective implementation strategy will help the youth to practice it in their life. Specific activities like leadership training, communication, interaction, understanding self, making decisions, working with groups, socialization etc added the quality of youth.

3 IMPORTANCE OF LIFE SKILLS EDUCATION :

- Skill based approach in life skill education follows well established mentoring techniques to develop students quality and also motivating them to adopt socially acceptable pattern of life style's particularly, strategy consisting of a group of people combined together to help themselves by identifying their talents and directing them to choose an appropriate steps to enhance their skill and abilities as a part of development.
- Through the experiential learning process, youth internalize the knowledge and gain the ability to apply the skills appropriately.
- Besides the curricula, life skills education promotes the students to face the problem at individual level, among the society . It also promotes for the personality building for balanced behavior .

In 1999 Department of Mental Health, WHO defined life skills education, 'as a design to facilitate the practice and re-information of psycho-socio skills in a culturally and developmentally appropriate way, it contributes to the promotion of personal and social development, the prevention of health and social problems and protection of Human Rights.'

In Life skill Education workshop organized by Remedia Trust which was supported by UNESCO, the participants accepted that - ‘Life skills are abilities for adoptive and positive behavior.’ and ‘Life skills refer to the ability to maintain the state of mental and physical well-being while interacting with others within local culture and environment.’

Life skills Education helps the adolescents to translate knowledge, attitude and their health behavior such as acquiring the ability to reduce specific risk behavior like HIV/AIDS and adopt healthy behavior that improve their lives in general.

Adolescence is the period where a pupil learns to adjust himself according to his/her mental and physical growth and development. He/she tries to accommodate oneself in the changing context of the society, the changing demands of their parents, peer pressure and school burden. Their relationship with peers and other people extends beyond at this stage and they are bound to learn many new and creative things through interactions with many other people. They not only learn through interactions but also learn through observation in their daily life. The adolescent thinking isn't abstract but concrete and he/she tries to maintain balance between his/her random creative thinking and specific goals to achieve a particular invention.

At home an adolescent tries to establish his importance in the family and tries to manage emotions among family members. Family is also a source for introducing a pupil in the society. At this stage adolescents tries to reach his self-expectations rather than societal and familial expectations from him/her.

Peer support also matters in a pupil's life at this stage. Peer pressure may have positive and negative effects on an individual. At this stage peer goals and objectives may stand more important than familial expectations. A pupil may feel free to express himself/herself in front of peer members rather than his family.

School is the first place where he/she feels his/her identity can make a difference in the view and opinion of other students and teachers about him/her. Educational boards who fix school curriculums and syllabi are trying to bring all its students in the mainstream today, with the changing needs of the society and industrial requirements. But the concerned changes are not very apt according to the changing demands. With such a slow progress in implementing the changes the schools have dissatisfied customers i.e. students. Educational boards maintain textbooks, workbooks, self study books etc. for learning and their curriculum

and syllabus are sometimes static. These resources not only propose an idealistic thinking but also make a pupil vulnerable, since, he/she has limited knowledge.

4 NEED OF THE STUDY

- Now a days a large number of youth engaged in antisocial activities which create a lot of social problems, which affects the social health. Teacher will play a vital role in this. So researcher studied this problem at School Teacher level.
- There is provision regarding the Life skills Education in the present curriculum of the school, but there are problems in implementation of the same. As the researcher is a Teacher Educator, decided to provide the opportunity for the teacher regarding the knowledge Life skills Education.
- At the school level, it is very necessary to inculcate the values, life skills and good habits among the students. It will help to shape the adolescent in future.
- Life Skills are helpful to the student to behave ideally in the society also help to contribute for the society. So this study is very necessary at this stage.

5 SIGNIFICANCE OF THE STUDY:

- The present study will play significant role to check attitude of teachers regarding Life Skills Education.
- It is also helpful to change the attitude of teachers towards Life skills Education.
- It will play the contributory role for the incorporation of Life Skills Education in the School Curriculum.
- Present study will develop the attitude of teacher community about Life skills Education which will be helpful for future generation.
- This study will sensitize the novice teacher about the serious issue of the society.
- This study is helpful to inculcate the life skills and values among the teachers.
- It will create a positive environment among teacher community.

6 STATEMENT OF THE PROBLEM

To study an attitude of school teachers towards Life Skills Education

7. OPERATIONAL DEFINITIONS:

- **Attitude :**

Scientific information about Life Skills Education and responses of teachers in different critical situation

- **Life Skills Education :**

Skills like decision making ,critical thinking and analytical thinking etc which are used to prevent individual and social problems.

- **School Teachers :**

Teachers who work in private Marathi medium Secondary school on a permanent basis in Pune city.

8 OBJECTIVES OF THE PRESENT STUDY

1. To find out the attitude of teachers towards Life skills Education.
2. To compare the attitude of Male Teacher and Female Teachers towards Life skills Education.
3. To compare the attitude of Science teachers and Non Science teachers about Life skills Education.
4. To compare the attitude of More Experienced teachers and Less Experienced teachers about Life skills Education.

9 ASSUMPTIONS

1. Life skills Education helps to shape the human being.
2. Life skills Education is incorporated in the school curriculum.
3. Life skills Education plays vital role to increase the awareness about the social problems.
4. Life skills Education helps the individual to improve the decision making skill.
5. Teacher plays vital role to solve the social issues with the help of Life Skills Education.

10 NULL HYPOTHESIS

1. There will be no significant difference between the attitude of male and female Teachers' towards Life skills Education.
2. There will be no significant difference between the Attitude of Science and Non Science Teachers' towards Life skills Education.
3. There will be no significant difference between the attitude of More Experienced teachers and Less Experienced teachers towards Life Skills Education.

11 SCOPE LIMITATIONS AND DELIMITATION

SCOPE

The geographical scope of the present study was Pune region. The conclusions of the present research study are applicable to all teachers of secondary level.

LIMITATIONS

- i) The conclusions of this research study were based on the responses of teachers to the Attitude scale of Life Skills Education.
- ii) Attitude scale was developed by researcher.

DELIMITATIONS

- i) The present research study was related to the attitude of teachers regarding Life skills Education at school level
- ii) The sample was selected from Pune region only.

12 METHODOLOGY OF RESEARCH:

Survey Method: To test an attitude of teachers towards Life skills Education, Survey Method was used.

13 POPULATION AND SAMPLE:

- All the secondary teachers from Pune city of Maharashtra (India) were the population for this study.
- For survey of attitude of teachers about Life skills Education the Sample was 100 teachers from the 20 schools of affiliated S.S.C.board.
- Random Sampling Method was used by the researcher for the selection of schools and the teachers.

14 TOOLS FOR DATA COLLECTION:

1. Life Skills Education Attitude Scale

15 PROCEDURE OF THE STUDY:

Research was conducted in the following manner

- Development of data collection tool: Life Skills Education Attitude Scale
- Selection of the School
- Permission for the data collection
- Selection of the teachers
- Administration of the tool
- A survey

- The data were collected and organized by different statistical measures.

16 ATTITUDE MEASUREMENT SCALE:

Sores achieved	Attitude level
1-25	Highly Negative
26-50	Negative
51-75	Average
76-100	Positive
101-125	Highly Positive

17 MEAN OF ATTITUDE OF ALL TEACHERS

Table No 1: Mean Of Attitude of All Teachers

Sr. No.	Teachers	Mean	Attitude
1	100	92.34	Positive

It shows that, the attitude of Teachers towards Life Skills Education is positive. It means overall attitude level is positive.

18 HYPOTHESIS TESTING :

Attitude of School Teachers (Male/ Female, Science / Non Science and Experienced/ Less Experienced) towards Life Skills Education in School

Sample Type	Male	Female	Science	Non Science	Experienced	Less Experienced
Sample	47	53	38	62	54	46
Mean	87.74	96.41	112	80.29	90.38	94.63
Standard Deviation	18.54	18.86	7.54	12.95	18.63	19.64
Degree of Freedom	98		98		98	
Level	0.05	1.97		1.97		1.97
	0.01	2.59		2.59		2.59
't' -value	.022		7.66		.273	
Significant/ Not Significant	Not Significant		Significant		Not Significant	

Hypothesis No 1:

From the above data it is clear that, the attitude of Male & Female teacher towards LSE is positive. 't' value shows that the difference between two means is not significant. Therefore, null hypothesis is accepted.

Hypothesis No 2:

Attitude level of science teacher is greater than that of non-science teachers. It shows that science teachers attitude is highly positive. It is positive of Non-Science teachers. 't' value shows that the difference between two means is significant. Therefore null hypothesis is rejected.

Hypothesis No 3

Attitude of Experienced and non Experienced teacher is positive. 't' value is less than table 't' value. It means that the difference between two means is not significant. Hence the null hypothesis is accepted.

19 CONCLUSIONS :

- i. Attitude of all teachers towards Life Skills Education at school is positive.
- ii The attitude towards Life Skills Education of male and female teacher is positive and similar.
- iii. The attitude towards Life Skills Education of Science & Non-Science teachers is significantly different. It is it is highly positive among Science teachers while it is positive among non-Science teacher.
- iv Life Skills Education attitude among experienced and less experienced teacher is positive and about at similar level.

20 EDUCATIONAL IMPLICATION:

- It will play the contributory role for the incorporation of Life skills education in the School Curriculum.
- Present study will develop the knowledge & attitude of teacher community about Life skills Education which will be helpful for future generation.
- It has given a deep insight about the fact that teachers do have positive attitude towards Life skills Education.
- It will helpful to explore new vistas of Life Skills Education .
- It will contribute to discuss challenges of Life Skills Education with reference to vulnerable group

21 RECOMMENDATIONS:

The following recommendations made based on the findings, and observations made by the researcher.

- A similar study can be undertaken to specifically compare the attitude of Higher teachers from Government Aided and Un-aided colleges towards Life skills Education.
- Additional studies should be undertaken on larger and more diverse populations to further validate the outcomes. Further studies across different levels are required to gain an insight into the Life skills Education.

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