

ATTITUDE OF SECONDARY SCHOOL STUDENTS TOWARDS LIFE SKILL EDUCATION IN BALASORE DISTRICT

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Abstract

Today's children live in a very complex environment. They are exposed to various problems in their adolescence period like smoking, alcoholism, drug abuse, sexual abuse, poverty and early pregnancy etc. To face all these challenges, life skill education plays an important role. So life skill education finds a special place in today's school curriculum. Therefore there is a need to study the attitude of secondary school students towards Life skill education. Hence, the study was taken with two objectives:(1) To study the attitude of secondary students towards life skill education.(2) To compare the attitudinal score towards life skill education between boys and girls. In order to study the above objective the researcher took 100 sample that is 50 boys and 50 girls from Balasore district through random sampling. The descriptive survey method was used by the investigator to carry out research work. He used a 5 point attitude scale by following the Likert attitude scale for the data collection. For the statistical analysis of data the researcher used mean, standard deviation, inferential statistics and 't' test. Results revealed that there is a positive attitude of secondary school students towards life skill education. And another interpretation through 't' test revealed that there is significant difference between the attitude of boys and girls towards life skill education. Thus, the above result clearly revealed that the life skill education has large impact on secondary school students and the girls attitude was better than the boys towards life skill education.

Keywords: Attitude, Life skill, Adolescence, Secondary



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Introduction:

In our ever growing technology and data driven world, much of the focus in education has understandably taken a shift towards STEM (Science, Technology, Engineering and Mathematics) based initiatives that will prepare students for the coursework and careers of the future.

In the new millennium, education is undergoing a revolutionized change regarding Science and Technology, Globalization, Privatization, Urbanization, Industrialization etc.

Today's youth are facing many emerging issues such as global warming, feminism, poverty suicide, population explosion as well as social, emotional, physical and psychological issues. Cut-throat competition, unemployment, lack of job security etc. are some of the major concerns for the educated and as a result, they are caught in a mad race. No one has time for his/her 'self', to develop empathy with surrounding and to have harmony in society.

Young mind is being considered, as the most productive members of the society, due to their physical and intellectual capability. But in real scenario most of them are unable to utilize their potential in an appropriate way due to lack of guidance and motivation. Social problems like alcoholism, drug abuse, sexual abuse, smoking, juvenile delinquency, antisocial acts, etc. have an adverse effect on them and others too, to a large extent.

This new challenge requires immediate and an effective response from a socially responsible system of education. Education, now a days is hence, very important, but the kind of education, to support and live life better is more important. Thus, the cardinal focus of Education, therefore, needs an extraordinary emphasis on developing such skills in students, as they are the important building blocks for a dynamic citizen, who can cope up with future challenges and survive.

CBSE (Central Board of Secondary Education) India has recognized this fact that it is necessary to develop scholastic and co scholastic areas, hence has made life skill Education as a compulsory element in its curriculum. It has been felt that life skills education bridges the gap between basic functioning and capabilities. It strengthens the ability of an individual to meet the needs and demands of the present society. Thus, a relevant life skill education the above issues helps in dealing with above issues in a manner to get desired behaviour practical.

Rationale of the Study

Adolescence, a vital stage of growth and development, marks the period of transition from childhood to adulthood. It is also the stage when young people extend their relationship beyond parents and family and are intensely influenced by their peers and the outside world. As adolescents mature cognitively their mental process becomes more analytical. They are now capable of abstract thinking, better articulation and of developing an independent ideology. These are truly the years of creativity, idealism, buoyancy and a spirit of adventure. But these are also the years of experimentation and risk taking, of giving into negative peer pressure, of taking uninformed decisions on crucial issues, especially relating to their bodies

and their sexuality. Adolescence is thus a turning point in one's life, a period of increasing potential but also one of greater vulnerability.

In this aspect life skill education has been proved to be an efficient way which is psychological competences and this enables an individual to develop adaptive and positive behaviour so as to deal effectively with challenges and demands of everyday life. Through this youths are well equipped to make good decisions and solve problems in their academic professional carriers as well as their personal lives.

Imparting life skill education in classroom has been researched meticulously. In the height of the above literature review, now has been a proven fact that it has positive outcome when taught as apart of curriculum and it has become able to improve personality, behaviour, problem solving ability of students. There are various past research indications, ever life skills be implemented as a training programme, as an intervention approach and a model contributing to healthy development of adolescents. Thus the significance of life skill education and in the following sections researcher has tried to study how the life skill education implementation in secondary schools will be able to affect the attitude of the students in Odisha.

Here the investigator will also observe whether the life skill education has differential effect on boys and girls.

Review of Related Literature

Ramesh and Farshad (2004) in his study proved the effectiveness of life skill training in increasing mental and physical health, pro-social behaviour and decreasing in behavioural, social problems & self- destructive behaviour.

Smith & et al., (2004) noted significant improvement in interpersonal relationship and reduction in aggression and behavioral problems.

Tuttle et al., (2006), during their investigation, add the life skills to students' curriculum. The results of this study suggested the extraordinary capability of teens to positive promotion and flexibility.

Vranda and Rao (2011) proved that life skills training enhanced their psychosocial Competencies.

Puspakumarag (2013) in his study showed that life skills training was effective in preventing a wide range of problems such as substance abuse, teenage pregnancies, violence bullying & to promote self-confidence and self-esteem among the adolescent.

Roodbari, Sahidpoor and Ghale (2013) in their research showed that life skill training has appositve effect and improves social development, emotional and social adjustment, suggesting an increase in compatibility of children and public health.

Prajapati, Sharma & Sharma (2017) in his article on “Significance of Life Skill Education”. He concluded in his article that Life Skill Education has its importance and significance in overall development of students.

Cassidy (2018) conducted a study on “Preparation for Adulthood: A teacher Inquiry Study for facilitating Life Skills in Secondary Education in the United States. He followed Descriptive Survey method. His objective was to study implementation status of life skill education in secondary schools. His findings were (1) Planning life skill Instruction can ease student and teacher frustration (2) Realistic implementation is crucial in acquisition of life skills (3) Social skills are a necessary component of life skill Instruction.

Statement of the Problem

The problem of the study stated as:-“Study of the Attitude of Secondary School Students towards Life Skill Education in Balasore District.”

Objectives of the Study

- 1.To study the attitude of secondary students towards life skill education
- 2.To compare the attitudinal score towards life skill education between boys and girls.

Hypothesis of the Study

H0 (1): There is no significant difference between the attitudinal scores towards Life skill Education of boys and girls.

Method of the Study

Descriptive Survey Method was used by the investigator for the present study.

Population and Sample of the Study

The population of the present study consisted of the entire secondary school students of Balasore districts. The sample selected by the researcher consisted of 100 students out of which 50 are boys and 50 were girls. The subjects of the sample were chosen through random sampling method. Out of the total 33 secondary schools in Bhograi block the investigator took 10 secondary schools.

Tool Used

Self made Attitude scale is used by the researcher to collect the data by following the Likert type attitude scale.

Likert Scale

Likert scale is the most widely used scale for the collection of data in the field of behavioural sciences studies particularly related with surveying and descriptive studies. Developed by Rensis Likert for his doctoral thesis in the 1930s, the Likert scale (pronounced "lick-urt") represents the most easy, simplified, and economic scale in its development as well use for the measurement of the varying attitudes of the people towards the social objects and issues.

Likert scale has designed to make a decision on their level of agreement, generally on a five-point scale (i.e. Strongly Agree, Agree, Indifferent Disagree, Strongly Disagree), with each of the statements in the scale. On account of their asking the participants whether they agree or disagree with the given statements in the scale.

For the analysis of the responses given by the respondents to researchers, each response level (ranging from strongly agree to strongly disagree) for the items or the statements in the Likert scale is provided a numerical value or weight ranging from 1 to 5 being represented below.

5	4	3	2	1
Strongly agree	Agree	Indifferent	Disagree	Strongly disagree

Data Analysis and Interpretation

In the present study the researcher collected the data from 100 students through the attitude scale. He took the data of all students that is 50 girls and 50 boys , then convert the raw data into grouped data with frequency. Then he calculated the mean and standard deviation of the scores.

Table 1The mean and standard deviation of all students.

Number of students	100
Mean	143.85
Standard deviation	13.26
Value of Z at 0.05 level	1.96
Value of Z at 0.01 level	2.58

First Objective Analysis

Here to analysis the first objective the investigator used the inferential statistics, the researchers are needed to make use of statistical inferences for determining how far the sample statistics computed by descriptive statistics techniques are able to predict the parameters of the population.

$$\delta m = \frac{6}{\sqrt{N}} = \frac{13.26}{\sqrt{100}} = 1.326$$

δm At 0.05 level:

$$\delta m = 143.85 \pm 1.96 \times 1.32$$

$$\delta m = 143.85 + 2.58 = 146.43$$

$$\delta m = 143.85 - 2.58 = 141.27$$

So the confidence interval of the population at 0.05 level of significance is equal range from 146.43 to 141.27.

At 0.01 level;

$$\delta m = 143.85 \pm 2.58 \times 1.32$$

$$\delta m = 143.85 + 3.40 = 147.25$$

$$\delta m = 143.85 - 3.40 = 140.45$$

So the confidence interval of the population at 0.01 level of significance is equal range from 147.25 to 140.45.

Here the researcher calculate the population mean from the sample mean. As from the above analysis the population mean is 147.25, which indicates a good average score. It indicates the students have the positive attitude towards life skill education.

Analysis for the Second Objective

Here the investigator made 2 groups that is 1 st group consists of 50 girls student and 2 nd group is 50 boys student. Then he calculated the mean , standard deviation from scores of two group.

Table 2: Degree of freedom for which tabulated ‘t’ value will be identified is $N_1+N_2-2= (50+50)-2=98$.

Degree of freedom	Tabulated ‘t’ value	
	Standard error at level of significance	
98	0.05	0.01
	1.98	2.63

Table-3: Comparison of ‘M’ and ‘SD’ of score between girls group and boys group.

Group	M	SD	fd	‘t’ value	Significant/ non-significant
Group-1(Girls)	146.7	15.60	98	2.17	Significant at 0.05 level
Group-2(Boys)	141.3	8.09			

Calculation of ‘t’ value for large and uncorrelated sample

From the calculation the researcher found

$$\delta_1 = 15.60, \quad N_1=50,$$

$$\delta_2 = 8.09, \quad N_2=50,$$

$$\begin{aligned} \delta D &= \sqrt{\frac{(\delta_1)^2}{N_1} + \frac{(\delta_2)^2}{N_2}} \\ &= \sqrt{\frac{(15.60)^2}{50} + \frac{(8.09)^2}{50}} \\ &= \sqrt{4.86 + 1.30} \\ &= 2.48 \\ t &= \frac{146.7-141.3}{2.48} \\ &= 2.17 \end{aligned}$$

Table-3 shows that Mean achievement scores of girls group and boys group are 146.7 and 141.3 respectively and the Standard Deviation for the both groups are 15.60 and 8.09 respectively with degree of freedom 98. The calculated ‘t’ value is 2.17. The tabulated ‘t’ value at 0.05 level is 1.96. As the calculated ‘t’ value is more than the tabulated ‘t’ value at

0.05 level. Hence, we can say that the scores are significant between girls group and boys group. So here the investigator rejected the null hypothesis at 0.05 level of significance.

Findings of the Study

From analysis it has found that the percentage of the Higher achiever is grater then the percentage of Lower achiever. So the students have positive attitude towards life skill education. This can be concluded that:

1. Life skill has a good and positive Impact upon the all-round development of students.
2. Student exhibits great interest towards life skill education.
3. Life skills education helps to develop various domain of the students.
4. Life skill education would be helpful for enhancing various characteristics of the students.

As the calculated „t“ value is more than the tabulated „t“ value at 0.05 level. Hence, we can say that the scores are significant between girls group and boys group. So here the investigator rejected the null hypothesis at 0.05 level of significance. This can be concluded that: The girls show better positive attitude than the boys towards life skill education.

Conclusion

Thus, the above result clearly revealed that the life skill education has large impact on secondary school students. So various programme and initiative should be taken by the school to strengthen the life skill education, and also the life skill education should be provided without any discrimination, it is the right to get the quality life skill education to all children. There must be specific time period should be allocate in the school curriculum which help to develop various skill of the students by which they can successfully face various challenges of their life.

Suggestions for Further Research

Since the subject of life skill education is relatively more useful, there is a scope of different type of research to be done. A few topics are suggested below;

1. The present study was confined to secondary schools of Balasore district. Similar studies may be conducted in other secondary schools of the state.
2. A comparison of life skill education in state government and central schools can be attempted.
3. Status of life skill education at college level can also be studied.
4. Problems faced by teachers and students in life skill education need to be studied.
5. Similar studied may be conducted at the primary stage.
6. Here the analysis of attitude towards life skill education are carried out between boys and girls. Similar studies can be carried out in various dimensions.

7. Similar studied may be conducted between rural and urban areas.
8. It can be carried out between various socio economic level of students.
8. The research may be done to know the impact of various dimensions of life skills.
9. A comparison of life skill education in gents teacher and ladies teacher can be attempted.

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