



# A STUDY ON LIFESKILL EDUCATION PROGRAMS AT SECONDARY LEVEL

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## **Abstract**

The present study was conducted with the objectives like to know life skill education programs for adolescent learners in secondary schools of Khordha district, to know the difference between male and female adolescent students at secondary schools in relation to life skill education programs, and to know the difference between Rural and Urban adolescent students at secondary schools in relation to life skill education programs. The hypotheses, there is no significant difference between male and female adolescent students of secondary schools in relation to life skill education programs and there is no significant difference between Rural and Urban adolescent students at secondary schools in relation to life skill education programs were taken to conduct the present study. The study revealed that most of the secondary school students are well versed about different life skill education programs. It shows that high number of secondary school students are averagely aware concerning to various programs of life skill education. The awareness of male and female adolescent students of secondary schools in relation to life skill education programs is not differing significantly. The awareness of Rural and Urban adolescent students at secondary schools in relation to life skill education programs is not differing significantly.

**Key Words:** Life skill Education, Secondary level

**Introduction:**

Human being is the best creation of God in the whole universe. Life becomes comfortable by adapting various skills and subskills for managing day to day activities. The term life skill is related to managing our emotions, interests, attitude, perception for getting success in life. We the human beings are social animals, so we have to acquire various skills and knowledges in order to have a disciplined life. Life skill is a process which prepares a person in such a way that she or he is able to manage her or his social, emotional and psychological situations more effectively and efficiently. Various life skill enhancing programs such as, talks on gender sensitization, awareness about cyber security, seminars on stress management etc. are organizing frequently.

Different state government in our country are planning different programs for inculcating life skills in students like, Happiness Curriculum by the government of Delhi, which focuses on holistic well-being of students. Project Sampurna by the government of Jharkhand which emphasizes socio-emotional development of the students and prepares them for life beyond academics. Baal Sakha and Anandam by the government of Uttarakhand which focuses on life skills by encouraging adaptability, empathy etc. These programs prepare the students for their flourishing futures. According to WHO, life Skills education contributes to the enhancement of emotional and professional development, the prevention of health and social issues, and the preservation of human rights by facilitating the practice and reinforcement of psychosocial skills in a culturally and developmentally appropriate manner. According to World Health Organization, there are ten fundamental life skills. Those are self-awareness, empathy, critical thinking, creative thinking, decision making, the ability of problem solving, effective communication, interpersonal relationship, coping with stress, and coping with emotions.

On the basis of questions in the mind of the researchers some related studies have been reviewed which are stated below. Kalita, P (2023) conducted the study on “Importance of Life Skill Education in Present Day”, Deya, S., Patra, A., Giri, d., Varghese, L.A., Idiculla, D. (2022). Conducted the study on “The Status of Life Skill Education in Secondary Schools – An Evaluative Study”, Kumari, D. N and Devi, M. U (2023). conducted the study on “A Study on the Attitude of Secondary School Teachers towards Value Education in School Curriculum” have been studied by the researchers for getting ideas on methods, selecting tools etc.

**Rationale of the Study:**

As the student of Integrated B. Ed-M.Ed. during the internship, the researchers came in contact with students facing problems in Understanding oneself, recognizing strengths and weaknesses, decision making and being aware of their emotions and behaviors in different situations of life. Various studies and experience in the life motivated the researchers to think about the concept of life skill and educational programs for improving life skill of the learners. Modern life is moving fast, and many young people, especially adolescents, are finding themselves without important life skills. In this changing world, society must provide a better environment where young people can learn skills beyond just what they study in school. Adolescent life skills are in a state of dissatisfaction at this phase. Adolescents are unable to manage their emotional sufferings, and as a result, they are unable to cope effectively with emotional distress, disputes, failure, and future worries, all of which are

frequently the driving factor behind high-risk behaviors. The disruptive attitude among adolescents is associated with certain factors like drug misuse, disrupted family relationships, peer pressure, lack of competency, failure to cope with schoolwork. Life skills training has an impact on scholastic anxiety, adaptability, and self-esteem in adolescents and is found to be significantly improved in all these areas. It's clear that teaching life skills is really important for adolescents. By giving them these tools, we can help them feel more prepared and ready to face whatever comes their way as they grow up.

Under the above circumstances the researchers have decided to conduct the study entitled as “**A Study on Life Skill Education Program at Secondary level.**”

### **Operational Definitions of Key Terms:**

- **Life skill Education:** Adopting necessary skills and changing in behavior in order to deal with day-to-day situation.
- **Secondary level:** As per NEP 2020, classes like IX, X, XI and XII are coming under secondary level.

### **Objectives of the Study:**

1. To know life skill education programs for adolescent learners in secondary schools of Khordha district.
2. To find out the difference between male and female adolescent students at secondary schools in relation to life skill education programs.
3. To find out the difference between Rural and Urban adolescent students at secondary schools in relation to life skill education programs.

### **Hypothesis of the Study:**

1. There is no significant difference between male and female adolescent students of secondary schools in relation to life skill education programs.
2. There is no significant difference between Rural and Urban adolescent students at secondary schools in relation to life skill education programs.

### **Delimitations of the Study:**

The present study was delimited to the Secondary School students of Khurdha District, Odisha only.

### **Method of the Study:**

The present study incorporates the survey method to conduct the study.

### **Population of the Study:**

All the adolescent secondary school students of class ix of Khurdha district are the population of the present study.

### **Sample of the Study:**

In the present study, a sample of 100 students was selected from secondary schools of Khurdha district. Equal number of male and female students were taken for the study.

### Tools Used for the Study:

Attitude Scale for Secondary School Students was developed by the researchers for collecting the relevant data.

### Procedure of Data Collection

The investigators visited the sample schools and met the secondary level students. They politely informed them the purpose of data collection and then administered the questionnaire with them during their leisure time.

### Analysis and Interpretation:

In the present study, the researchers used statistics like Mean, Standard Deviation, t-test for analyzing the result.

### Objective 1:

To know life skill education programs for adolescent learners in secondary schools of Khordha district

**Table:1**

Life Skill Education	Frequency	Percentage
High	26	26
Average	53	53
low	21	21
total	100	100

From the above table-1, it is revealed that most of the students have a medium level of life skills (53%). 26% have high level of life skills and 21% have a low level of life skills. It can be pointed from the above table that most of secondary level students are well versed about different aspects of life skill education programs.

### Objective 2:

To find the Significance difference between male and female adolescent students at secondary schools in relation to life skill education programs.

**Table:2**

#### Difference on the basis of gender

Gender	N	Mean	SD	'p' value	Level of significance
Male	50	57.44	10.84	0.005	Not significant
Female	50	<b>57.97</b>	10.01		

Table 2 revealed that the obtained 'p' value is not significant at 0.05 level. Hence, the null hypothesis "There is no significant difference between male and female adolescent students of secondary schools in relation to life skill education programs." Is retained. The result leads to infer that the male and female adolescent students in relation to life skill education programs is not differing significantly.

**Objective 3:**

To find out the Significance difference between Rural and Urban adolescent students at secondary schools in relation to life skill education programs.

**Table: 03****Difference on the basis of location**

Area	N	Mean	SD	'p' value	Level of significance
Rural	50	57.73	10.71	0.641	Not significant
Urban	50	57.93	10.32		

Table 3 revealed that the p-value is not significant at 0.05 level. Hence, the null hypothesis "There is no significant difference between Rural and Urban adolescent students at secondary schools in relation to life skill education programs." is retained. Result leads to infer that the rural and urban adolescent students in relation to life skill education program is not differing significantly.

**Major Findings:**

- From the study it is found that Most of the students have a medium level of life skills (53%). 26% have high level of life skills and 21% have a low level of life skills. It can be pointed from the above table that most of secondary level students are well versed about different aspects of life skill education programs.
- There is no significance difference between male and female adolescent students in relation to life skill education programs is not differing significantly.
- There is no significance difference between Rural and Urban adolescent students at secondary schools in relation to life skill education programs.

**Educational Implications:**

Implementing life skills education programs in schools is crucial for fostering emotional well-being and ensuring a fulfilling life for every student. At this stage of development, it's relatively easy to shape values and behaviors that promote responsibility and safety in the future. Research shows that while many students possess a moderate level of life skills, there's a significant opportunity to enhance these skills through education.

It's important to note that there's a noticeable difference in life skills education between secondary school boys and girls. However, no disparities were found between rural and urban children, indicating the need for a more inclusive approach to life skills education. Integrating practical skill-building exercises into these programs is essential for addressing both individual well-being and broader societal concerns.

Life skills lessons can be enriched by incorporating health knowledge and adopting interactive teaching methods. Strategies such as brainstorming, role-playing, games, and discussions can make the learning process dynamic and engaging for students. Effective educational administration is key to the successful implementation

of life skills workshops, ensuring that students receive the support they need to develop essential life skills for their future success.

Thus, the positive awareness shows the greatest impact on the inclusive education of students. This research was just an attempt to find out the awareness towards inclusive education of Prospective Teachers. The following are some of the suggested implications of the present study on the basis of the major findings.

#### References:

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