

# IMPACT OF LIFE SKILL EDUCATION IN TRIBAL: A STUDY ON KALINGA INSTITUTE OF SOCIAL SCIENCES (KISS) ADOLESCENCE STUDENTS

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**ABSTRACT**-Life skill education facilitates the development of physical, mental, social, emotional and psychological skills that are required to deal with the demands and challenges of everyday life. It includes the application of life skills in the context of specific risk situations where adolescents need to be empowered to promote and protect their rights. Cultural and social factors will determine the exact nature of Life Skills. Thro problems of adolescents are increasing since social forces have put tremendous pressure on them. A large number of adolescents are facing problems of increased vulnerability and risk pertaining to health due to their risky behaviour. A large number of adolescent girls are also being exploited both physically and sexually. The wider exposure to pornographic literature and sites has also created problems for them. The present study is to highlight the benefits of like skill education programme of Kalinga Institute of Social Sciences (KISS) and to study the impact of Life Skill education programme on Kalinga Institute of Social Sciences (KISS) students. Data was collect from KISS adolescent students by the personal interview.

**Key words:** Life skill education, teaching learning process.

## Introduction

Adolescent is a transition period of development and adolescents are considered as the productive member of a society. Now days the life of adolescents are becoming miserable due to many reasons. They are becoming individual who are less motivated less confident and engaging in antisocial activities and spoiling their valuable life. Adolescent is a period when the intellectual, physical and all the capabilities are very high but their antisocial activities and behaviour are deteriorating all their capabilities. Life skills are abilities for adaptive and positive behaviour that enable individual to deal effectively with the demands and challenges of everyday life (WHO) 1993. Life skill education is a value added program which 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 to take positive action to protect them and to promote healthy and meaningful social relationship. Life skill facilities a complete and integrate development of individual to function effectively as social beings. Life skill can be applied in the context of social and health events. Life skill one is able to explore alternatives weigh and make rational decision in solving each problems or issue as it arises. It also entitles being able to established productive interpersonal relationships with others developing life skill helps adolescent in translating knowledge, attitude and values into healthy behaviours that makes their life fruitful. Life skill also helps in empowering girls by imparting healthy behaviour and helping them to avoid risk and to make appropriate decision at the right time.

## Review of the Study:

**Acharya. S. (2015):** "Life skills Education in Dealing with Anxiety and Academic Achievement of Adolescent Students". The study aimed at studying the effect of anxiety level on academic achievement of adolescent students and role of life skills education in minimizing anxiety. The sample consists of 125 secondary school tribal students of KISS. Sinha's Anxiety Scale had been used to assess anxiety and Annual marks from school office register were used to assess academic achievement. Finding revealed that higher the anxiety, lower was the academic achievement. As anxiety had a significant impact on academic achievement of adolescent's students. Life skills education helps in minimizing anxiety level of the students. Given the results of the study, it is recommended that academic achievement can be developed in school setting, and anxiety can be reduce through the use of support strategies such as educational guidance and counselling, teaching life skill programmes and psychotherapy.

**D. Emmanuel (2013),** International Journal of Humanities and social Science Invention, Volume 2, Issue 1 pp. 07-12. The title of the study was "Adjustment among school going Adolescents: A study in Kunnathur Village, Annur Block (Coimbatore District). The main objectives of the study were (i) to study the Demographic details of school going adolescents in Kunnathur village, Annure Block (Coimbatore District). (ii) to study the shape of adjustment made by school going Adolescent in Kunnathur Village (iii) to analyse various correlates of school going adolescent's adjustment (iv) to distinguish amongst the adjustment made by male and female respondents. Descriptive method was used for collection the data. The school going adolescent living at kunnathur village were 41. The researcher has carefully chosen 30 respondents by using purposive sampling procedure. Major findings of the study was, (i) among 30 respondents, 17 respondents have modest Adjustment, 11 respondents have fewer adjustment and 2 respondents have great level of adjustment. (ii) there is no significant difference amongst the gender of the respondents and adjustment. (iii) there is no significant difference between the community of the respondent and adjustment (iv) there is no significance difference between family type of the respondents and adjustment (v) there is no significance difference between the No of family members of the respondents and adjustment (vi) there is no significance difference between the age of the respondent and adjustment (vii) there is no significance difference between the family income of the respondents are adjustment (viii) there is no significance difference between religion of the respondents and adjustments (ix) there is a significance difference gender, type of family and adjustment compared to the female children the male children have a better adjustment. Children from the joint

family had a better adjustment level compared to the children from nuclear family (x) the ANOVA test shows and there is no significant difference between adjustment and the age of respondent and (xi) the ANOVA test shows that there is no significant difference between adjustment and the family income of respondent.

**B.S. Gadatia& R. Mohalik** (2016): Asian journal of sciences & humanities vol.5 (3). The title of the study was “Life Skill Need Assessment among Tribal Students at Secondary level”. The main objectives of the study were, (1) To examine the life skill training needs at secondary level as perceived by scheduled tribe students. (2) To examine the life skill training needs for schedule trine students at secondary level as perceived by teachers. Survey method was used for collection of data. The study was consists of 88 secondary school tribal students and 22 secondary school teachers, selected randomly from Ekalabya model school of Odisha. From each school, 8 students (4boys and 4 girls) and 2 teachers were selected. The findings of the study revealed that 80% of students opined that they need training in self-awareness and effective communication, above 78% of students needs training in coping with stress and interpersonal relation and above 55% of students need training to decision making, problem solving and critical thinking. In this study majority of teacher felt that tribal students may give training in decision making, effective communication, coping with stress, self-awareness, interpersonal relation and coping with emotions. Both teachers and students agreed that training on life skill such as effective communication, stress and management interpersonal relationship is required for all.

### Significance of the Study

Life skill are the skills that mainly necessary for adolescence successful living in the society. Life skills are helpful for adaptive and positive behaviour that enables individuals to deal effectively with the demands and challenges of everyday life (WHO). Essential life skills include such things as being able to recognize and describe one’s feeling, giving and receiving feedback, recognizing assumptions, setting realistic, attainable goals, and employing problem-solving strategies. Life skills are abilities that facilitate physical, mental and emotional well-being of adolescent to face the realities of life. The present study is to find out the impact of life skill education for adolescent and how to help the life skill in student’s life.

**Statement of the study-:** The present study was impact of life skill education to enhance the teaching learning process of Kalinga Institute of Social Science (KISS). Data was collected from KISS adolescent students through the personal interview and group discussion.

### Research Questions:

- Is LSE is needed for teaching learning process?
- What are the skills required for teaching learning process?
- What are the target groups for LSE programs?

### Meaning of Life Skill Education

Life skills are pro-social behaviours. They are positive in nature having adaptive values. They empower both youth and old individuals to deal more effectively and successfully with the social demands and challenges of everyday life. Life skills include a number of behaviours which aim at empowering individuals in decisions-making and problem solving. It also aims at promoting creative thinking, critical thinking, effective communication and interpersonal relationship skills. Self-awareness, empathy, coping with emotions, coping stress are integral ingredients of life skills. In fact, all these skills help adolescents to resist peer pressure and enhance self-acceptance which are important developmental tasks during adolescence. Friendship is vital for adequate expressions of emotions. Healthy friendship is a significant contributor to adolescents’ mental health because it is aspirations during adolescence. On the contrary, friendship which is not productive destroys the finer sentiments and emotions of life. Friends often are responsible for trading upon a wrong path and ultimately kill the innate goodness that adolescences have in them. Thus, it has been rightly said that friends either make or break life of the budding adolescents.

### Teaching Learning Process

Life skills are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life (WHO). Described in this way, skills that can be said to be life skills are innumerable, and the nature and definition of life skills are likely to differ across cultures and settings. However, analysis of the life skills field suggests that there is a core set of skills that are at the heart of skills-based initiatives for the promotion of the health and well-being of children and adolescents. These are listed below:

1. Decision making
2. Problem solving
3. Creative thinking
4. Critical thinking
5. Effective communication
6. Interpersonal relationship skills
7. Self-awareness
8. Empathy
9. Coping with emotions
10. Coping with stress

WHO has prescribed a core set of life skills for the promotion of health and well-being of children and adolescents across cultures. They are enumerated below:

#### 1. Self-Awareness

Self-awareness reflected as the mother of life skills. It is the knowledge about oneself including one’s strengths and weakness, desires and dislikes. It helps in introspection, adaption and adjustment to different situations. It plays a significant role in communications and interpersonal relation. Knowledge about self provides scope for self-promotion and self-remediation.

## 2. Empathy

It is rare and precious human quality that helps in understanding people's needs and helping them to overcome the crises. Empathy is the skill to feel and understand the others. In other words, it is putting oneself in others shoes and experiencing the emotions of the other person as if it were one's own. Empathy can help to accept others without being critical.

## 3. Critical Thinking

Critical thinking includes the ability to engage the reflective and independent thinking. Cortical thinking skill is able to do the understand the logical connections between ideals, identify construct and evaluate arguments, detect discrepancies and common mistakes in reasoning, solve problem systematically, identify the relevance and importance the ideas, reflect on the justification of one's own belief and values etc. it helps the individual to asses and recognise the various factors which directly and indirectly influence the student behaviour, attitude and perception. It positively contributes to health conditions.

## 4. Creative Thinking

Creative thinking means thinking about new things, to express new ideas or thinking in new ways. It is an original and innovative way of seeing and doing things. It is responsible for the scientific and socio-cultural development of the society. Fluency, flexibility, originality and elaboration are the four characteristic components of creative thinking. Creative thinking helps the people look the beyond experience and even if no problem is identified, or no decision is to be made.

## 5. Decision Making

Decision making is crucial as it determines the course of life. It is a process of determine about something important, especially in a group of people or in an association. Correct decisions fetch good returns and the wrong ones are harmful for health. It helps the students how to make the actively decision about various aspect relating to professional and personal lives. Decision is taken by evaluating the different options available and their possible consequences.

## 6. Problem Solving

It helps adolescent in reaching or arriving at a solution which is constructive and self-satisfying. The process of problem solving involves various steps. They are identifying the problem, explaining the available alternatives, and deciding on the best possible solution. Unresolved problems create mental stress accompanied physical strain. If conflicts continue it leads to health hazards.

## 7. Interpersonal Relationship

Human beings are gregarious by nature. They are rational and relational beings. Interpersonal relationships promote positive ways of understanding among people. It is of great importance to our mental and social well-being. Human bonding acts as a source of social support. Jealousy, mistrust and intolerance break the tie of friendship and social as well as emotional support is jeopardized. It may be able to end to end relationship constructively.

## 8. Effective Communication

It removes misunderstandings among persons and promotes acceptance. Expressing oneself verbally as well as non-verbally ousts apprehensions and suspicions upon the psyche of the people. Proper communication enhances fellow-felling and removes difficulties in relationship. It reduces fears and open up new vistas for healthy interactions and it may mean being able to ask for advice and help in a time of need.

## 9. Coping with Stress

Coping with stress is about recognising the sources of stress in daily life, identifying how this affects us, and acting in ways that help to control the intensity levels of stress. This means that person take action to reduce the source of stress. Controlling the stressors and changing the life style through recreation and relaxation distress people. Or it may mean learning how to relax, so that tensions created by unavoidable stress do not give rise to health problems.

## 10. Coping with Emotion

Managing emotions is of great importance for daily life. Many obstacles come to the day to day life. Emotions vary widely in their nature and intensity. Positive emotion helps promote of health whereas negative ones are responsible for health deterioration. Emotions like love and affection are subtle whereas jealousy and hostility are strong and intense. Thus, they have disparity effects on the health and well-being of people.

## Discussion

Life skill education focuses on the development of adolescent's knowledge, attitudes, values and skills that are expected to positively influence a person's ability to adapt effectively to different life situation. It makes a difference in the life of people in making adjustments and overcoming the difficulties in the achievement of goals. Life skill education promotes positive thinking and defies negative attitude towards self and others. It is and indispensable skill for the successful and holistic development of personality. Value based judgement and critical thinking help young adolescents in keeping themselves away from the ugly judgement and critical thinking help young adolescents in keeping themselves away from the ugly clutches of drug abuses, alcoholism, unsafe sex, HIV / AIDS, negative per pressure, teenage pregnancy and other anti-social activities. It nourishes self-stimuli which are likely to damage the physical and mental health of adolescents it nourishes self and promotes self-acceptance. It will be more pragmatic if life skill education programs are introduced in early childhood education and it is possible to do so through child friendly schools. In child friendly schools, teachers and students work together through play methods for the attainment of goals. Life skills can be imparted to train the young minds for easy and faster acquisition of skills. A child friendly school ensures physically safe, emotionally secure and psychologically enabling environment to students. It recognizes the importance of child's growing capacities and provides the child with a healthy and hygienic environment free from gender bias. It promotes curriculum content that focuses on learning in groups and encourages students to respect each other's dignity. Early interventions have greater impact than interventions at later stage for bringing in perceptible changes in the all-round development of individuals. Life skills education programme teaches young people how to make decision. Lack of competence in decisions making skills is clearly linked to at risk behaviour. The awareness of the consequences of actions prevents them from getting engaged in risky behaviours and makes them useful people for the next generation.

**Benefits of Adolescents**

- 1) Tribal adolescent helps to develop their self-esteem, peace education, self-confidence etc.
- 2) A tribal are very poor with particular reference to their social and economic condition so it helps to prevent them to be an anti-social and prevent from antisocial activities.
- 3) Helps to the tribal for promotion of general well-being and solves the health related issues.
- 4) Life skills education enable individuals to translate knowledge, attitudes and values into actual abilities and enable individual to behave in a healthy ways as well as solve all their sexual related issues in their critical period.

**Conclusion**

In India today's adolescents are exposed to more information and cultural alternatives than in earlier periods. This provides the adolescent with culturally diverse choices, which cannot be easily exercised due to economic dependence on parents and significant others. The adolescent has to prepare for a global successful adult life of competition and independent functioning which is possible only through enhancing their psychosocial competencies through life skill training.

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