

Awareness of Life Skill Education among Senior Secondary School Students of Benachity High School, Durgapur

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ABSTRACT

Adolescence, a transitory stage from childhood to adulthood, is characterized by rapid psychological changes, psychological maturation and psychological expression. These psychological changes, maturation and expression are very much influenced by the peer group and external society lead young people extend their relations towards the large sphere. Life skill education is such ability to adapt the positive behaviour towards the challenges of everyday life. For proper development of mental processing, growth and maturation, people of this stage should know about these life skill educations which make them more mature to cope up with changes in a positive direction. To understand how many students of this stage are aware about life skill education, researcher taken some senior secondary students of Benachity High School in Durgapur, West Bengal.

KEYWORDS: *adolescence, education, life skill education, awareness*

INTRODUCTION

Adolescence, a transitory stage from childhood to adulthood, is characterized by rapid psychological changes, psychological maturation and psychological expression. These psychological changes, maturation and expression are very much influenced by the peer group and external society lead young people extend their relations towards the large sphere.

Some issues, related to adolescent students are listed below-

- **Developing identity-** Awareness of self understanding make then able to establish an identity. Generally lack of skills and information create a hindrance in such area.
- **Managing emotion-** Adolescent students face frequent mood shifting like anger, fear, love sadness, happiness etc. Proper guidance, counselling and awareness can help to deal with this situation.
- **Building relationships-** In adolescent phase students are generally expressive to their parents,

How to cite this paper: Ramita Ramita Saha | Dr. Shweta Smrita Soy "Awareness of Life Skill Education among Senior Secondary School Students of Benachity High School, Durgapur" Published in International Journal of Trend in Scientific Research and Development (ijtsrd), ISSN: 2456-6470, Volume-8 | Issue-1, February 2024, pp.124-128, URL: www.ijtsrd.com/papers/ijtsrd61343.pdf



IJTSRD61343

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teachers and peer groups. Communication skill and understanding of mutual respect furnish them.

- **Resisting peer pressure-** It is difficult to resist peer pressure for adolescent students like Experiments with smokes and drug, aggressive behaviour.

OBJECTIVE:

To study how many students of this stage are aware about life skill education.

LIFE SKILL EDUCATION:

Life skill education is such ability to adapt the positive behaviour towards the challenges of everyday life. For proper development of mental processing, growth and maturation, people of this stage should know about this life skill education which makes them more mature to cope up with changes in a positive direction.

Ekka (2020) investigated the life skills, emotional maturity, and emotionally intelligent leadership skills

of youth in her thesis titled "Life skill maturity and emotional intelligent leadership skill among Higher Secondary students." After assessing the data, the researcher discovered that the majority of students have an average level of life skill, emotional maturity, and emotional intelligence leadership qualities, as well as a substantial association between variables and their dimensions. Rayanagoudar (2019), in his thesis titled 'A study of the effectiveness of life skill education on interpersonal relationships, self awareness, creative thinking, and communication skills among IX standard students,' sampled 100 students from various schools. The researcher discovered that life skill education is significantly and favourably associated to critical thinking, creative thinking, interpersonal relationships, self awareness, and communication skill after assessing the data. Kaur (2019) used 1200 students from senior secondary schools in Punjab as a sample in her thesis titled 'Life skills among senior secondary school students in relation to their family environment and socioeconomic status on development of life skills among senior secondary school students in relation to social gender, government and private schools'. There is a strong link between life skills and the educational environment, family environment, and socioeconomic level. Gupta (2018) conducted a study named "Skilling India: The Role of Pedagogy in Developing Life Skills" to investigate how life skills might be integrated into the framework of educational curriculum. All above studies have showed different areas of work of life skill education but lack of work on awareness about life skill education which is required primarily.

According to the CBSE report, they have suggested 10 dimensions belong to Awareness of Life Skills. Life Skills are many, but here in the present study, the researcher has selected only the CBSE prescribed 10 dimensions only. Dimensions of Awareness of Life skills education are listed below-

1. **Self-awareness** – The researchers have taken self –awareness as how the individual is attentive towards himself. In order to get the broader identification the researchers have selected some themes. This dimension measures the contents like relationships, Communication, establishing rapport, hardship for the talents and reflections of life. By a combination of all these things the ultimate product is Self-Awareness.
2. **Empathy** – Then researchers have chosen the items like care about the elders, kindness towards pet animals and birds, caring towards children when they are in need it for measuring empathy dimension. Empathy is taken care about our

loved ones in the family and if they feel pain it hurts the feeling of the empathetic individual. The researchers have constructed the item for this dimension based on the family environment of senior secondary students. Those students who are having a high level of empathy will be a having high level awareness of this life skill.

3. **Critical thinking** – The researchers have taken the items, like solving problems, acting according to the situation, find out an easy way for the problem, systematic way of thinking and approach complex issues in a different way for measuring the dimension of critical thinking. Critical thinking is a cognitive approach to analyze so many issues and to react in a perfect way. Senior secondary school students who are having a higher level of critical thinking will be having perfect decisions. A High score in this 110 dimension considers the individual is having high levels of critical thinking in awareness of life skills.
4. **Creative thinking** – The researchers have selected the item's like new ideas, influence of thinking compares to others, creative ideas in working conditions, thought processes that facilitate to create ideas and come up with new ideas were taken for measuring the dimension of creative thinking. The senior secondary students who are having a high level of creative thinking may do the things skilled differently compare to others.
5. **Decision making** - The researchers have constructed the items like independent decisions, difficulty in taking decisions, taking the advice of others for taking decisions, taking the decisions in a logical and systematic way and taking important decisions will totally measure the decision making of senior secondary school students. The students who are having the ability of taking decision making will have an individual decision making capacity. The students who scored more value in this dimension are also having the good decision making ability. Hence the researcher has incorporated as per the suggestion by the CBSE to measure awareness of life skills.
6. **Problem Solving** - The researchers have selected the items like hard work for the problem solving, elderly suggestions for the problem solving, problem solving skills in social relationships, confidence about problem solving and feeling of nervousness to solve new problems for measuring problem solving dimension. The senior secondary students who are having

problem solving skills can able to solve their own individual problems. The students who scored more value in this dimension are also having a high level of problem solving skills.

7. **Interpersonal relationship** - The researchers have framed the items like reactions towards negative emotions, caring about friends, depending on relatives, participation in group activities and maintaining distance between people measures the interpersonal relationship dimension. The senior secondary school students who scored much in this dimension are generally having good relationships with other people.
8. **Effective communication** - The researchers have selected the items like effective communication, clear and understandable communication, difficulty in conversation, good expression with others and thinking twice before communication measures the effective communication dimension. The senior secondary school students who are having good communication ability can express their ideology to their teachers. Students who scored more score in this dimension are regarded as effective communicators.
9. **Coping with stress** – The researchers have selected the statement like coping with the problems, uses of alcohol and drug abuse, upset mood, adjusting the mind to become happy and feeling of stress totally measure the coping with stress dimension. The senior secondary school students who are having low stress are not at all a problem but extreme stress is dangerous. The normal stress will be known as eustress, which is positive in nature and the extreme stress will be known as distress. The students who scored high level in this dimension can easily cope up with stress.
10. **Coping with emotion** – The researchers have framed the items like the feeling of jealousy; aversion on school mates, tolerance, negative emotions and relaxation techniques collective measures the coping with emotion dimensions. In emotions students will face positive emotions

like love, likeness, affection, etc., and negative emotions like hatred, anger and grudge etc. The positive emotions always make better the personality of the individual but negative emotions makes him unhealthy in psycho physiological aspects. The students who scored higher values in this dimension are having the skill of coping with emotions.

METHODOLOGY:

Researchers have made Descriptive survey method to conduct this study. Researchers have chosen all eleven and twelve standard students from Benachity High School, Durgapur as population of the present study. Among them researchers have taken seventy two students of eleven and twelve standard of Benachity High School from Durgapur as a sample of the study by using purposive sampling technique. To pursue the survey and collect the data researchers have used CBSE prescribed and self made questionnaire.

ANALYSIS OF THE STUDY:

By analysing the collected data, researcher has found that approximately 61.13% senior secondary students are aware of life skill education (Figure.1). The percentage is fairly low because students of this age are not fully conscious of their own emotions. Creative thinking is highly developed in certain individuals, whereas critical thinking is not fully developed in all students. Students performed well on decision making, communication skills, and problem solving, but poorly in stress and emotion management. Among them approximately 57.2% boys and 66.67% girls are aware about life skill education (Figure. 2). The difference of awareness of life skill education between boy and girls is 9.47 %. The girls are 9.47% more aware than boys about life skill education. This is because of girls are more efficient in communication skill, stress management skill and self awareness skill. Analysis has shown that awareness of life skill among students are little less which occurred because students get less opportunity to express freely, unaware their own feelings, lack of self confidence, lack of patience, lack of confidence to face problems etc.

Figure: 1. Awareness of Life skill education in senior secondary students of Benachity High School, Durgapur

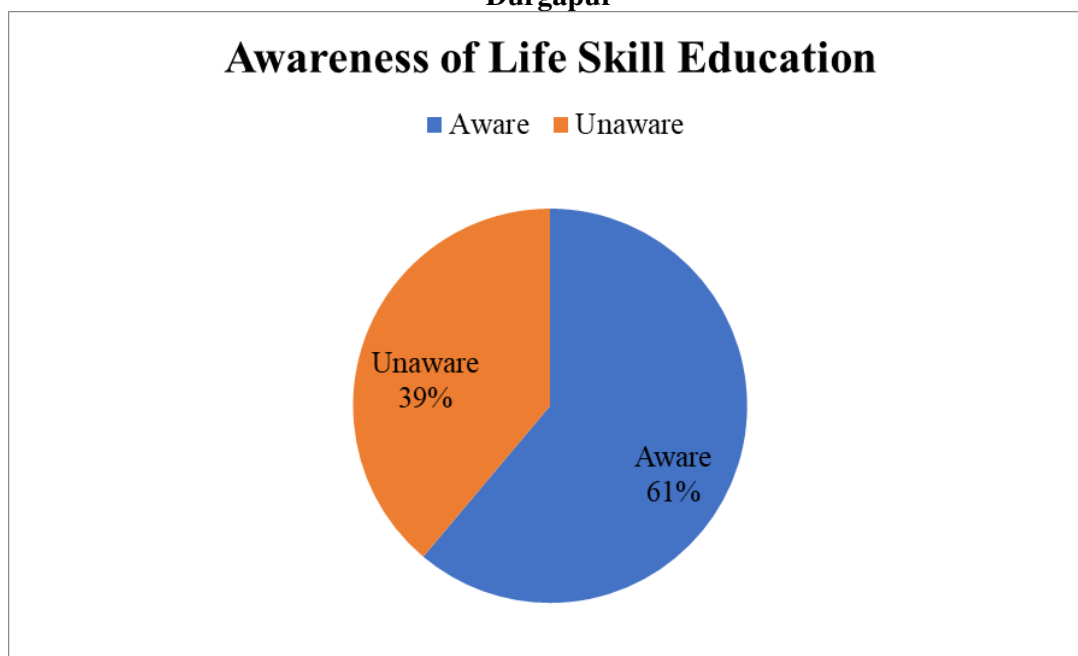
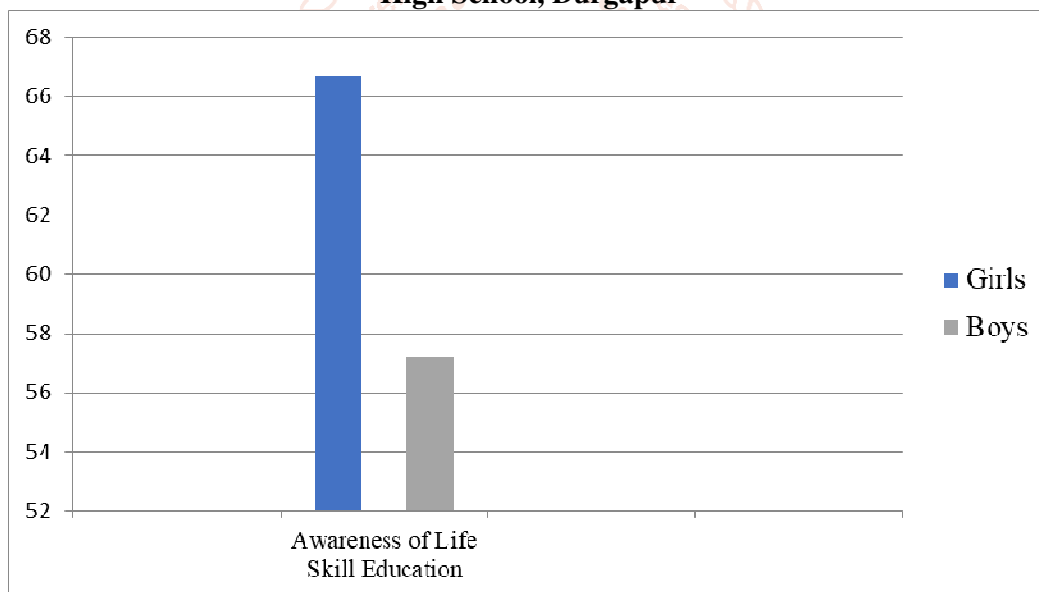


Figure: 2. Awareness of Life skill education in senior secondary boys and girls students of Benachity High School, Durgapur



CONCLUSION:

Adolescence, a transitory stage from childhood to adulthood, is characterized by rapid psychological changes, psychological maturation and psychological expression. On the basis of CBSE prescribed dimensions researcher has surveyed on eleven and twelve standard 72 students from Benachity High School and has found that approximately 61.13% senior secondary students are aware of life skill education. The percentage is quite low because students at this age group are not properly aware their own feelings. In some students creative thinking is highly there but critical thinking is not fully developed among all students. Students have shown good results in decision making, communication skill

and problem solving, but weak result in coping with stress and coping with emotion. It is observed that girls are 9.47% more aware than boys about life skill education; it is because they have shown more self awareness, coping with stress, coping with emotion and effective communication skill. Awareness of life skill education can be increased by modifying syllabus. In CBSE syllabus there is complete chapter on life skill education, which is not present in W.B.C.H.S.E syllabus directly, though in ninth and tenth standard syllabus is made on keeping in mind the life skill education but initiative is not enough to enhance life skill education among senior secondary school students. There are some probable ways to develop awareness of life skill education can be better

among students by counselling, by arranging workshop, field work, problem based projects etc.

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