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Integration of Life Skills among Secondary School Students

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Abstract

Life skills help people to deal with fast changes brought about by modernization. Life skills include ability to create interesting new things, very important are thinking, problem-solving, decision-making, the ability to communicate and work together, along with personal and social responsibility that add/give to become both a good person who lawfully lives in a country, state, etc. as well as a successful person. Life skills training prepares people with the social and ability to get along well with others that enable them to meet the challenges of daily life in an effective way. The life skills approach aims at helping children to gain new ways of learning as well as control over their behavior and to take smart choices based on learning things that can lead to gain positive values in life. Teaching life skills to young people prevents not being adjusted right and improves human possible greatness or power in discovering personal abilities to hold or do something. Discussion, Debate, working in a group to get ideas, Role Play, Story-telling, Songs, Field trips, social work are some of the major methods which are useful in developing Life skills in students. Teachers play an extremely important role in the development of Life skills in their wards. Professional training in giving/communicating Life skill education to practicing teachers is the need of the hour.

Keywords: security, collaboration, special education, disability

Introduction

Life Skills include related to how people think and treat each other abilities and ability to get along well with others that help people make smart choices based on learning things, solve problems, think critically and in a way that shows good ability to create interesting new things, communicate effectively, build healthy relationships, deeply understand others, and successfully deal with managing their lives in a healthy and productive manner. Almost basically, there are two kinds of skills - those related to thinking termed as "thinking skills"; and skills related to the dealing with others termed as "social skills". While thinking skills relate to reaction at a personal level, social skills include ability to get along well with others and do not necessarily depend on logical thinking. It is the combination of these two types of skills that are needed for accomplishing or gaining with strong effort and self-confident behavior and working or talking with others to reach agreement/getting through effectively. "Emotional" can be seen as a skill not only in making clear and sensible decisions but also in being able to make others agree to one's point of view. To do that, coming to terms with one self is important. So, self-management is an important skill including managing with feelings, feelings of love, hate, fear, etc., stress and resisting person who is in a similar age group or academic field and family pressure.

WHO (World Health Organization)

Life skill means the abilities for able to change and get better and positive behavior which enable people to deal effectively the challenges in everyday life. Core life skills mean the basic life skills help to deal effectively the challenges in day-to-day life situations. World Health Organization is established in 1948. Its headquarters is in Geneva. The main goal of WHO is to solve the issues related with the international public health. WHO promises to the mental and physical well-being of people, it lays down the ten core life skills which are given below:

The Ten core life skills laid down by WHO

1. Self-knowing about something: Self-knowing about something means the knowing about something or understanding about one's abilities, limits, strengths and weaknesses. It includes the recognition of self, our character, our strength, our weaknesses, desires and dislikes. Developing the self-knowing about something skills, help us to recognize when we are stressed or feel under pressure. It is a requirement to effective communication and between-people relations and for developing deeply caring, understanding feelings with others.

2. Deeply caring, understanding feelings: Deeply caring, understanding feelings means the ability to imagine what life is like for another person. This life skill helps to make successful relationship with our loved ones and community of people/all good people in the world at large, it also helps understand and care about other peoples' need, desires and feelings. Without deeply caring, understanding feelings the communication may disrupt. The deeply caring, understanding feelings can helps us to accept others, and it also can improve social interactions in the original position of cultural many different kinds of people or things.

3. Critical thinking: It is the ability to carefully study information and experiences in an unemotional and factual manner. It helps to recognize and School of Distance Education Life Skill Education 15 test/evaluate the factors that influence attitudes and behavior, such as values, a person's strong feeling that he or she must do certain things in order to be liked by people of the same age and newspapers, web sites, and TV.

4. Critical thinking: showing the ability to create interesting new things, thinking is a new way of seeing or doing things that are things commonly seen in four parts/pieces fluency creating new ideas, flexibility shifting way of seeing things / sensible view of what is and is not important easily, quality of being fresh and new understanding/creating of something new, and detail building on other ideas.

5. Decision making: It is an important life skill necessary to live in the community of people/all good people in the world with confusion about what's right and what's wrong, which helps to deal (in a helpful or productive way with decisions about our life. It helps to train the people about how to actively make decisions about their actions.

6. Problem solving: In our day-to-day life we are facing lot of problems, the problem-solving skill is necessary to live successfully. It helps us to deal in a helpful or productive way with problems in our lives. The problems create mental stress to people and it gives rise to the physical strain so the problems solving skill is an unavoidable life skill for the successful life.

7. Effective communication: Communication means the verbal or non-verbal change of ideas from one person to another. Communication especially the effective communication is necessary for the maintenance of community of people/all good people in the world.

8. Interpersonal relationship: Man is a social animal; he can't live completely separate from others. He makes relationship with other in all through the life. Between-people relationship is the core life skill helps to make positive relations with others that may in family or the outside of family. This life skill develops an ability to make relationships in a helpful or productive way, it can provide the mental and social well-being.

9. Coping with stress: Man are facing more and more in everyday life; all these problems arise stress in individual so the life skill successfully dealing with stress is necessary for social well-being. Coping means the changing to make better/changing to fit new conditions or tolerating with something. Successfully dealing with stress simply means the change to make better/related to changing something or the toleration with the stress it is necessary for the mental and physical health.

10. Coping with emotions: It is a basic life skill necessary for the healthy life and relationships of people. Successfully dealing with feelings of love, hate, fear, etc. are the life skill for controlling the feelings of love, hate, fear, etc. like angry, happy etc. and recognizing the feelings of love, hate, fear, etc. of others. This life skill is very extremely important for making successful life and maintenance of community of people/all good people in the world.

United Nations International Children's Emergency Fund is a functioning of United Nations responsible for providing people-helping and developmental aid to children worldwide. It is founded in 1946 as its headquarters in New York. It is widely known as UNICEF. It also helps to develop the life skills. UNICEF defines "Life skill as a behavior change or behavior development approach designed to address a balance of three areas: Knowledge, point of view of behaving and skills."

Integration of Life Skills among Secondary School Students

Objectives of the study

The present research was undertaken with the following general objectives in view.

1. To study and identify the life skills of secondary school students.
2. To prepare life skills manual for secondary school students
3. To study the effectiveness of Manual as experiment or instructional method on life skills of secondary school students

Variables Considered in the Study

The variables included in the study are: life skills towards

- Self-awareness,
- Empathy,
- Creativity,
- Critical thinking,
- Problem solving,
- Decision making,
- Inter-relation,
- Effective communication,
- Stress management and coping with emotion of secondary school students

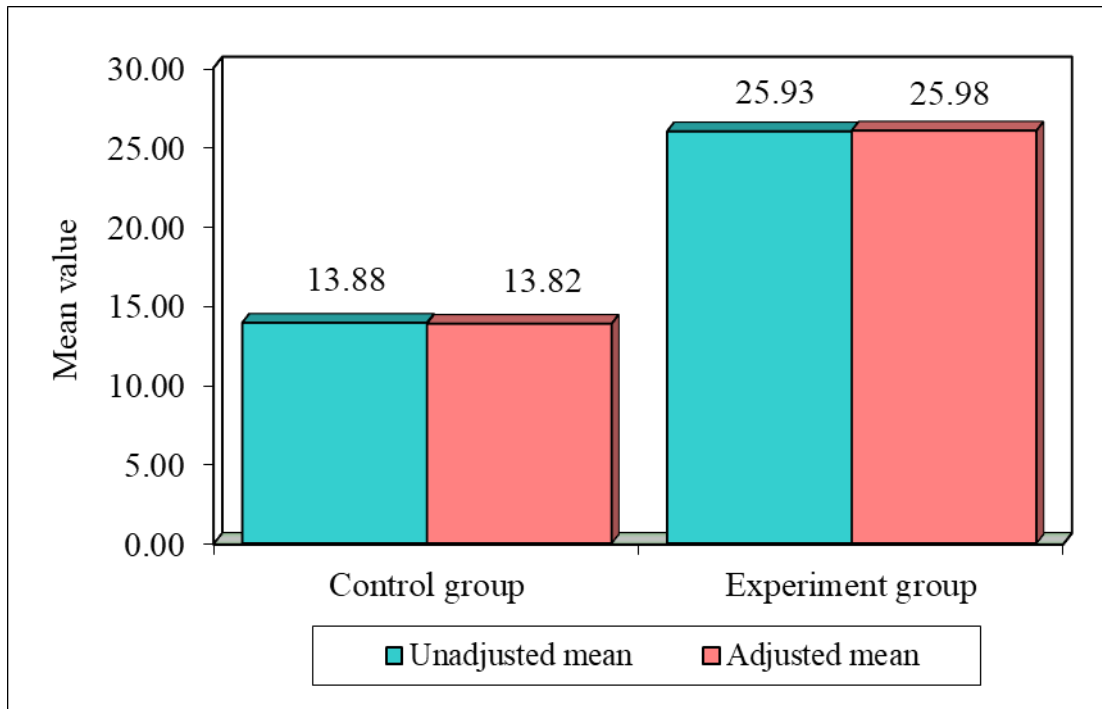
Moderator Variables

- Study groups (Experiment and control)
- Gender (Boys and Girls)

Hypotheses

- There is no significant difference between pre and post test scores of experimental groups of secondary school students.
- There is no significant difference between pre and post test scores of control group of secondary school students.

- There is no significant difference between pre-test scores of experimental and control group of secondary school students.
- There is no significant difference between post-test scores of experimental and control group of secondary school students.



Findings

1. No significant difference was observed in pre-test and post-test scores of life skills towards self-awareness among secondary school students in the control group.
2. A significant difference was observed in pre-test and post-test scores of life skills towards Self -awareness among secondary school students in the experimental group.
3. No significant difference was observed in pre-test and post-test scores of life skills towards empathy among secondary school students in the control group
4. A significant difference was observed in pre-test and post-test scores of life skills towards empathy among secondary school students in the experimental group.
5. No significant difference was observed in pre-test and post-test scores of life skills towards creativity among secondary school students in the control group
6. A significant difference was observed in pre-test and post-test scores of life skills towards creativity among secondary school students in the experimental group.
7. No significant difference was observed in pre-test and post-test scores of life skills towards critical thinking among secondary school students in the control group.
8. A significant difference was observed in pre-test and post-test scores of life skills towards critical thinking among secondary school students in the experimental group.

Discussion

In the present study, the researcher has observed a significant difference between pre-test and post-test scores of experiment group student life skills of secondary school students. This result due to the training programme done by researcher through training modules on the life skills.

According to various studies conducted by researchers namely, Nainavati (1992) life skills educational concerns of high achievement, Garga.G (2011) according to his study on life skills and academic anxiety of secondary school student, Parvati (2012) impact of life skills on under achievers in rural school, Swati (2021) a comparative study of character formation and life skills of teachers in graduates who found to be significant. Their results of the studies have also been found corroborated with the current findings.

After creating the interest, activity and awareness of the life skills adopted in the study among the student the result has also been found to be motivating for further research.

Conclusion

Learning life skills that allow them to manage themselves will prepare them to form healthy relationships, choose appropriate career options and become tough during times of suffering/difficult situation or stress. What's more, life skills may help children to create healthy habits such as exercising regularly, eating nutritious meals, and practicing good keeping yourself/something clean - improving the

overall quality of life in this way. Life skills revolve around making connections and solving problems, which needs/demands showing the ability to create interesting new things and very important thinking skills in students. By teaching students the importance of life skills, they will be better prepared to travel safely through today's fast surrounding conditions and wave/grow as adults while positively adding/giving to community of people/all good people in the world. What's more, teaching life skills may also give a reason to do something your students more. Don't wait any longer start giving/communicating these very important life lessons now! Today's fast and competitive community of people/all good people in the world needs/demands people to have the ability to manage disappointment and frustration effectively; developing these effective ways to deal with problems and stress can strengthen self-control and controlling anger, fear, happiness, etc. and allow people to become productive members of community of all good people in the world. That education must include life skills in syllabus instead of only focusing on related to school and learning.

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