

A Study Of The Importance And Effectiveness Of Life Skills In Education Sector

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ABSTRACT

A study the intellectual, physical, social, emotional and all the capabilities are very high, but, unfortunately, most of the adolescents are unable to utilize their potential to maximum due to various reasons. They face many emerging issues such as global warming, famines, poverty, suicide, population explosion as well as other issues like alcoholism, drug abuse, sexual abuse, smoking, juvenile delinquency, anti-social acts, etc. that have an adverse effect on them and others too, to a large extent. The 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 the mad race. This new challenge requires immediate and effective responses from a socially responsible system of education. 'Education' is important, but education to support and live life better is more important. 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 and helps in dealing with the above issues in a manner to get desired behavior practical. Imparting life skill training through inculcating life skill education will help youth to overcome such difficulties in life. The present paper focuses on the importance of life skills education and the benefits of imparting life skill education in our curriculum developing social, emotional & thinking skills in students, as they are the important building blocks for a dynamic citizen, who can cope up with future challenges, and survive well.

Keywords: intellectual, physical, social, emotional

INTRODUCTION

To put it another way, life skills that pertain to health include the capacity to adapt and engage in constructive behavior. In a nutshell, health-related life skills may be defined as an individual's innate knowledge and abilities that enable them to modify their behavior in ways that are beneficial to both themselves and others. There are many persuasive reasons in favor of providing students with a well-rounded education that places an emphasis on the development of practical skills for the purpose of navigating the inevitable obstacles they will meet during the course of their life. One such argument is that giving kids with such an education will help them better prepare for the challenges they will face. A second idea that should be taken into consideration is the idea that people need certain skills in order to develop into autonomous, productive members of society. This is a very important point to keep in mind.

People, communities, and the nation as a whole are dependent on the preparedness of human resources. This readiness can be achieved through education, training, and the development of potentials, as well as community empowerment; however, this can only be accomplished if consideration is given to the transformation of the various cultural values that are held within a society. This is owing to the fact that the

development of cultural values in a society is an activity that is very necessary. Studies on the implementation of life skills trainings for the community are significant because they assist people and groups get ready to work and conduct business by teaching them the skills they need to survive. These studies are important because of the importance of teaching individuals and groups the skills they need to live. Because people may improve the skills they need to be successful in their day-to-day lives with the assistance of life skills programs, it is vital to do this study. People may better prepare themselves for success in the real world by participating in trainings such as these, which provide them with the knowledge and abilities necessary to achieve their objectives and meet their obligations.

The participants will leave these classes with the knowledge and abilities necessary to satisfy the needs of their daily lives. Participation in such classes is very necessary in order to gain the abilities needed to acquire the skills required to accomplish one's duties in life. As a result of this, it is very necessary for people to behave appropriately. In addition to this, it may equip them with the knowledge and motivation to launch their own companies, which may improve their level of life and result in a financial bonanza for everyone involved.

As a direct consequence of this, the quality of their life, as well as their current and future financial situations, will advance, and their income will increase. The purpose of this research is to provide an answer to the issue of whether or not a coastal town would gain by placing a larger focus on education in a range of life skills in order to develop more economic autonomy. This inquiry will assess whether or if students may benefit from life skills training and, if so, to what extent such training is beneficial. the ability to follow one's own individual interests with the independence afforded by living in a coastal environment. Coastal regions often suffer from a variety of economic and social issues. As a result, one of the goals of this research is to (1) determine an objective condition for the teaching of life skills in coastal areas.

LIFE SKILLS

Given the definition that has been presented, For the purposes of this article, "Skill" shall be understood to indicate the capacity to modify one's manner of thinking, talking, and acting in response to stressful conditions faced by oneself or others, whether in or outside of the classroom. This skill is relevant to both academic and real-world settings. These things may take place in any setting, from the seclusion of a person's own house to the public atmosphere of a school. This requires the ability to interact with other people while also coping with a difficult situation. During the course of a typical day, a person is likely to engage in a wide variety of social interactions, and this concept takes into account all of those interactions. A person's "skill" incorporates not just their physical gifts, but also their mental and social capacities, such as their capacity to reason, make choices, and reflect on their own mental processes. In other words, a person's "skill" is more than simply their "talent." For instance, the ability to play the piano is considered a physical talent, yet the psychosocial aptitude of being able to think on one's feet is referred to as reflexive thinking. Because of this, we are forced to the conclusion that "Living Skills" is an accurate synonym for "Life Skills." It takes a long period of time for a person to mature and build up a set of skills that are transferable. It's something that's constantly going on and the state of it might change at any moment.

VARIOUS LIFE SKILLS

The ability to maintain one's own life is the foundation of individual liberty. Those who possess these abilities do not need the assistance of another person in order to be successful in today's environment. In 1997, the World Health Organization (WHO) created a list of what it now regards to be the top 10 general abilities. The whole list that was just made public may be seen down below.

- **Critical Thinking:**

The capacity to think rationally and objectively about one's personal experiences as well as the facts available to one. It is much simpler to generalize the judgments that need to be done for the common good when one is able to imagine a scenario from all of the prospective sides, which focuses on everyone who is participating in the scenario, and when one is also able to focus on everyone who is participating in the scenario. Multiple academic research have conclusively shown that critical thinking is a highly valuable talent to possess. This is the perspective held by a significant number of people.

- **Develop Your Creative Skills:**

A gift that enables us to see answers that may not have been clear or prevalent in the past is the capacity to take a step back from difficulties and see them from a new viewpoint. The ability to "think outside the box" is one that can be learned, and it expands our perspective beyond the confines of the information we already know. The monotony of our everyday lives is broken up by the tremendous advantages of increased creativity and adaptability that this brings about. When trying to solve an issue or make a choice, it is helpful to give serious thought to the many options that are at our disposal as well as the possible consequences that might result from our actions or inactions. In addition to this, it gives us the opportunity to study the myriad of implications that may result from the actions or inactions that we are now doing. It is a mode of thinking that requires shifting one's viewpoint in order to generate unique solutions to issues (that, at first glance, may seem to be unsettling).

Delivering Education in Life Skills

Education in a conventional setting, with the primary emphasis placed on the transmission of skills that are applicable to daily life. Yadav P. and Iqbal N. (2019), after conducting a review of the relevant research, came to the conclusion that it is now general knowledge that include education on the topic as a mandated component of the curriculum has good impacts on students. 2019 marked the dissemination of the findings from their investigation. There are a number of signs that can be derived from the current body of research that point to the possibility that educating adolescents in life skills as part of a training program, as an intervention technique, and as a model may help to the healthy development of the adolescents. The evidence presented here suggests that imparting important life skills to adolescents is useful. This section highlights the necessity of teaching important life skills and gives examples of how this strategy may be used in the classroom by making use of activities that are commonplace and well-known to the students. The following is a list of just a few of the many different approaches that may be used to teach children critical life skills, although there are many more.

Conversations in the classroom that include the following topics: A chance for children to talk to one another, connect with one another, and learn how to communicate with one another in order to discover answers to problems that they are now experiencing. Students have the potential to acquire not just a more complete knowledge of the content at hand but also an emotional engagement in it. This possibility is provided by the fact that they are given the opportunity. A few of the abilities that might potentially benefit from this are the ability to sympathize with other people, the ability to stand up for oneself, and the ability to listen to other people.

OBJECTIVE

1. To study on the student's abilities improve via participation in the life skills training program
2. To study on the efficacy of a program that teaches management students life skills as part of their education

METHODOLOGY

Research examining the significance and efficacy of incorporating the teaching of life skills into more traditional educational settings. This examination might benefit from a number of different types of research, including qualitative investigations of educational institutions such as schools and universities. Students from Indore's educational institutions, as well as training and placement officials, instructors, and professors from the city's educational institutions, and students chosen at random all took part in the study. The data that has to be modified comes from a wide variety of educational institutions, schools, and colleges. These establishments may focus on technical or non-technical subjects, management or non-management topics, or any combination.

ANALYSIS OF THE DATA

As a result, the overall impact of the life skills education was possible to be predicted by two primary

hypotheses, while the influence of gender and subject stream on the education was able to be predicted. The data were evaluated using the null hypotheses that were assumed to be true. The level of statistical significance that was taken into consideration was 0.05. The following is both an explanation of the outcome and the result itself:

Teachers' Perceived Work Environment

The pre-test and post-test mean scores for the teachers' judgments of the environment in which they operate will not change significantly from one another in a statistically meaningful way.

Table 4.1 comparison of the mean scores for the teachers' perceived work environment pretest and posttest

	N	M	S	SED	CR Value	Status
Pretest	63	135.92	19.07	3.29	4.35	Significant at 0.05 level of significance
Posttest	63	150.09	17.91			

The results of the pre-tests and post-tests that were given to teachers to assess how they felt about their employment are shown in table 4.1 below. These tests were given in order to find out how the instructors felt about their work. According to the findings, the performance of the students on the post-test was higher than their performance on the pre-test. This was shown by a rise in post-test results that were averaged out. There is a difference that is statistically significant in existence. The CR value is 4.35, and at the 0.05 level of statistical significance, this result is significantly different from 0. This demonstrates that H1 is false, hence it must be the right hypothesis. There is a possibility that the better posttest results might be attributed to the incorporation of lessons in life skills into the curriculum. Following completion of the life skills training program, the participants reported an improvement in the quality of their experiences on the job.

Table 4.2 comparison of the teachers' perceived work environment pretests for men and women

	N	M	S	SED	CR Value	Status
Female	35	135.54	17.81	4.96	0.17	Not Significant at 0.05 level of significance
Male	28	136.39	20.86			

Table 4.2 shows that although while the mean of the pretest scores for males (136.39) is somewhat higher than the mean of the pretest scores for females (135.54), this is not the case. Despite this, the significance criterion of 0.05 reveals that the difference is not significant, and as a result, may be trusted. This reveals that previous to the training, males and females had perspectives about the workplace that were comparable to one another.

Post-Test Mean Scores on the Question Concerning the Perceived Work Environment of Teachers Will Not Vary Significantly Between the Sexes.

Table 4.3 comparison of the male and female posttest results for teachers' perceptions of their work environments

	N	M	S	SED	CR Value	Status
Female	35	148.57	17.44	4.59	0.74	Not Significant at 0.05 level of significance
Male	28	152	18.62			

The results shown in Table 4.3 demonstrate that, once again, the mean posttest scores of males (152) are greater than the mean posttest scores of females (148.57). However, once again, it did not reach the level of statistical significance required to reject hypothesis H1.2. This demonstrates that gender had no part in the decision-making process at all.

Table 4.4 comparison of the teachers' perceived work environment pretests for the scientific and arts streams

	N	M	S	SED	CR Value	Status
Science	31	130	22.14	4.64	2.51	Significant at 0.05 level of significance
Arts	32	141.66	13.57			

The data shown in Table 4.4 indicates that there is a statistically significant difference between the means of the scientific and arts pretests (at the 0.05 level of significance), and as a result, the is found to be false. Prior to formal schooling, training in the arts, as opposed to training in the sciences, has a tendency to endow an individual with a more cheerful attitude on the workplace.

Table 4.5 a comparison of the posttests given to teachers in the science and arts streams regarding their perceptions of the working environment

	N	M	S	SED	CR Value	Status
Science	31	143.97	18.99	4.29	2.81	Significant at 0.05 level of significance
Arts	32	156.03	14.78			

The results of post-training tests (Table 4.5) demonstrate that there is a statistically significant difference between the two groups, with the average score of trainees in the arts stream (156.03) being significantly higher than the average score of trainees in the scientific stream (143.97). The trainees who participated in the arts program had a higher level of performance, on average, than those who participated in the scientific program. This demonstrates is not correct, thus we may conclude that it is not a viable hypothesis. It is reasonable to suppose that trainees who participated in the arts stream will leave training with a more positive opinion of their employers than those who participated in the sciences stream did. This is due to the fact that trainees who pick the arts stream are more likely to be actively involved in creative activities. The rationale for this may be seen in the previous sentence.

Teachers' Self-Efficacy

Table 4.6 comparison of pretest and posttest of teachers' self-efficacy

	N	M	S	SED	CR Value	Status
Pretest	63	72.90	8.66	1.56	10.49	Significant at 0.05 level of significance
Posttest	63	89.27	8.81			

Table 4.6 displays the findings obtained from a comparison of the teachers' views of their own levels of competence both before and after the post-test was administered. Between the beginning of the school year and the conclusion of the school year, the average level of self-efficacy among teachers rose from 72.90 to 89.27. This was a significant improvement. To put it another way, the value of CR that was computed was 10.49, which is much more than the threshold value of 0.05. This demonstrates that the alternative hypothesis, H2, cannot be correct. After successfully completing the life skills program, people often have a more favorable impression of the qualities they possess in their own right.

Table 4.7 comparison of the teachers' self-efficacy pretests for men and women

	N	M	S	SED	CR Value	Status
Females	35	72.74	9.39	2.16	0.17	Not Significant at 0.05 level of significance
Males	28	73.11	7.81			

According to Table 4.7, male students had a higher mean score on the pretest of Teachers' Self-Efficacy, but female students had a lower mean score These results may be seen in comparison to the overall distribution of scores. However, when comparing the averages of the pretest scores of women and men, the calculated CR value is 0.17, which is not statistically significant. This indicates that there is no difference between the sexes. This indicates, the is valid in its interpretation of the data. Before they had received any

kind of official training, both female and male students reported having an equal amount of faith in their own ability as instructors.

Life Skills Training

A person's "life skills" are the abilities that let them operate normally in day-to-day life. People's everyday lives are made more difficult due to the increased level of competition that exists in today's world. Since the creation of the idea, there has been a frenzy of research into the wide implications of education that teaches life skills since it has been shown to be beneficial in the health sector. Research from a number of different sources suggests that providing individuals with opportunities to improve their skill sets could make them more productive. For instance, performed research on the effect of delivering life skill training to already employed teachers. The study focused on the four primary areas of purpose in life, problem solving or decision making, interpersonal relationships, and maintaining one's physical health. They made the discovery that the training contributed to the educators' professional development in a positive way.

Life Skills and Work Environment

The following discussion will highlight the interaction between the many aspects of a teacher's working environment and the life skills that the instructor has decided to emphasize. To improve one's level of devotion and, by extension, one's job chances as a teacher, it is essential to have an accurate understanding of one's own capabilities, both positive and negative. They will see an increase in general happiness and a marked improvement in their capacity to behave correctly while interacting with management and colleagues. Empathy may have a positive impact on gender equality, management and administration, and interpersonal interactions in the workplace. This is especially true in the context of the business world. The effective management of group issues is facilitated by educators who possess strong leadership. Whether it be the management, the administration, or even simply the squad, there are issues. Creative teachers have an edge in the classroom, where their abilities may be leveraged to promote student engagement, decrease stress, and raise morale. Those who are able to think creatively have an advantage in the classroom. Everyone is very honest about their ideas and viewpoints.

Life Skills and Teachers' Self efficacy

We have seen how a variety of life skills are tied to various parts of the profession. Now we're going to speak about the effect that different life skills had in improving the confidence of the instructors:

If a teacher has a strong sense of who they are, they will be in a better position to engage with their students and develop new strategies for instruction. The capacity of a teacher to exercise leadership in areas such as the administration of a classroom, the involvement of parents and community members, etc. A worker has to have good job skills in order to have a positive influence on the school climate and other related factors. A sympathetic attitude is essential for every successful educator. The imaginative imagination of a teacher is one tool that may be used to help cultivate a positive environment in the classroom. Only by the development of solid connections among students, teachers, and staff can a positive climate be created in schools. Students and teachers may both benefit from an environment that is free of stress since it will make it easier for both groups to interact with one another and with the children in the classroom. Because of this, it has been shown that the self-efficacy of BTC's teacher-trainees has increased as a result of their participation in Life Skills Training. As a result of the lack of a statistically significant difference between the means of the two sexes and the means of the two subject streams (science and arts), it is possible to draw the conclusion that neither gender nor subject stream plays a role in the process of increasing teachers' levels of self-efficacy via the implementation of life skills.

CONCLUSION

If the LST program or education is included into the students' educational experience, it will assist them in better satisfying their needs in terms of the development of cognitive, emotional, social, and self-management abilities. In addition, it will help them become more self-motivated. This will put them in a

position to succeed regardless of what the future has in store for them. Instruction in life skills has the potential to affect both the attitudes and behaviors of children, and classes that place an emphasis on this topic are better equipped to provide further assistance to students who need it. It should be a necessary element of the curriculum at all levels of school in order to increase students' awareness of the significance of acquiring practical skills, to promote their mental well-being, and to provide them with an adaptable approach for navigating the obstacles of contemporary life. In light of the fact that education in life skills is an essential component of an education that is comprehensive, it is imperative that all schools have access to the materials and resources required to teach it. If more thought were put into the curriculum's basis and pedagogy before it was put into practice, maybe the teaching of life skills would be more effective. This need to be done in order to impart the particular knowledge that is included in education for life skills. In conclusion, it is imperative that the program's outcomes be thoroughly recorded.

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