

---

## Study Of Life Skill Profile Of Secondary School Teachers

<sup>1</sup>Dr. Mahendra Singh

<sup>1</sup>In Charge- Principal, Maa Aranya Devi B.Ed. College, Bampali-Aara, Bihar

Received: 10 Jan 2022, Accepted: 20 Jan 2022, Published with Peer Reviewed on line: 31 Jan 2022

---

### Abstract

Education is an art of human being. A successful human is identify his/her skill in which Life skills education as part of the school curriculum is highly relevant to the daily needs of teachers the indication is that it is in the context of school education School dropouts among many other behavioral problems that make life skills education paramount in. Helps prevent indiscipline and teen pregnancies (UNAIDS 2003). For example , anxiety , depression , peer pressure , drop out of school , low motivation for academics , apathy in sports and physical activities , etc. apart from the many problems one has to face every day . For many cultures and lifestyles teachers are not adequately equipped. Life skills help them cope with the increased demands in their daily lives that lack the support needed to acquire and strengthen life skills. In addition to cross-cultural events, there is also a great influence of the media, which in situations of cultural and ethnic diversity. The rapid rate of social change has brought about many changes in the patterned thinking of the people and with the influx of new thinking and new cultural values, very different ways, new sets of expectations and opportunities have emerged from one's parents. Peer pressure tactics, attractiveness, messaging and behavioral issues also leads them to contradictions at times. Parents, teachers and elders cause repeated warnings about mimes, aggressive behavior, wrong choice etc., leading to undue willpower and resentment. On either side, which often results in breaks, rust, generation gap syndrome etc. Those who impede growth and development in the proper perspective, impart education, in turn, rude to them.

**Keywords** – Secondary school, teacher, life skills, schooling, physical activity .

### Introduction

A skill is a learned ability to do something well. Skills are learned in successive stages related to the youth's age and development. Skills are the ability to perform specific tasks or achieve particular goals. Their essence is effectiveness. They do not necessarily have to be learned, but normally develop as a result of the process of maturation and are practiced in a natural and spontaneous manner, according to their interests, abilities, etc., hardly depending on any specific training programmers. Being innate, they can be better cultivated on the job or through constant practice and self - education, though from time

to time, depending on age, experience and ensuing specialization also responsible for re-orientation from time to time. For the development of any country, it is necessary to do full development in different areas of the country. If these areas are not fully developed then it will hamper the development of the country.

The country finds it difficult to face healthy market competition in the world. The country needs capable personnel along with other resources to prove itself in the global market. These human beings are the main asset of the country and capable human beings are prepared by the education system of the country. Education is an essential tool for human development. So the role of the education system is to provide such type of education which meets the demands of the country and facilitates the all round development of the individual. The aim of education is to free man from the chains of ignorance, privation and suffering. It should also give rise to a non-violent and non-exploitative social order, as Kufi Annan (2001) rightly said,-

**“Education is a human right with immense power to change. At its foundation are the corners of freedom, democracy and sustainable human development. Education is the basic need of the citizens of the world which helps them to develop their concern for the world.”**

With the change in time, the demands of the society have changed due to education. Today the world needs all round human beings who can accomplish multiple tasks at a time with efficiency. Robert Kennedy (2000) has said that this world demands the qualities of youth: not the time of life but the mood of the state of willpower, imagination. The predominance of courage over punctuality, The hunger for courage. The spontaneity of love over the individual to carry out creative tasks in time. Must be capable enough to sustain himself during completion. This indicates that life has become more stressful than before. In order to develop the capable citizens of the world, family and education have to nurture the child in such a way that he becomes an able person to face the challenges of life. Today, the child is spending much of his or her life in the education system. Is? It is the responsibility of education to develop in the child the skills and knowledge that he or she has enables us to face life's challenges effectively. Therefore, providing education is an essential responsibility of the society.

Teacher education is all the formal and non-formal activities and experiences for the individual to prepare an effective teacher. An educational institution performs the consequential functions of providing learning experiences to its students to take them from the darkness of ignorance and ignorance to the light of knowledge. Education plays an important role in the expansion and enhancement of essential competencies or skills that a teacher should have. It is a continuous, extensive and comprehensive process. Teacher education is related to four aspects namely teacher, student teacher

content and teaching strategy. It depends on the excellence of the teacher teachers. It empowers the trainee by imparting relevant knowledge, skills and attitude. Teacher education in India is as old as the history of education and the history of Indian education is as old as the history of human civilization. There are two types of teacher training which are preschool teacher training and in service teacher training which helps in improving the skills and knowledge to develop the quality of teachers. The role of the teacher in the present education system is not only to impart knowledge but also to be the real architect of the new generation and to form the personality of himself and his students. Its prerequisite is passion as well as expertise on the subject. His duty is to transfer knowledge, experience, skills, information from one generation to another. Primarily a teacher is a provider of knowledge and information, mentor, classroom manager, instructional designer, arbiter of culture, good leader and social engineer. Teacher to be a role model, positive thinker, open to accept mistakes and errors and to be a respectable person in the society

The core principles like trust, honesty, respect, responsibility should be integrated in it, and should be able to develop the life skills of the students with a new concept in the modern era.

## **LIFE SKILLS**

Life skills are defined as the capacity for adaptive and positive behavior that enables individuals to deal effectively with the demands and challenges of everyday life. Adaptive instincts mean that a person is flexible in approach and able to adjust to different situations. Having a positive attitude means that a person is looking forward, finding a ray of hope and opportunity to find solutions even in difficult situations. Yerham(1919) defined life skills as personal abilities. It enables a person to deal effectively with the demands and challenges faced in everyday life. UNICEF defines life skills as a behavior change or behavior development approach designed to balance three areas: knowledge, attitude and skills. There are different types of life skills: some are specific to certain risk behaviors and situations, and some are of a general nature. Common elements of life skills found in all cultures and settings in both developed and developing countries are known as Spam Core Life Wrinkles.

## **LIFE SKILLS BASED EDUCATION**

### **1. RECENT HISTORY**

Reviewed in its recent history, life skills based education aims to support child development and promote health have to give.

The 1989 Convention on the Rights of the Child from Life Skills to Education states that education should be directed to the development of the child's full potential, chanting the Jomten Declaration on

Finance for All (1990) Life Skills among Essential Education is included. Tools for survival, capacity development and quality of life.

The Ottawa Charter for Health Promotion (1996) recognized life skills in the context of improving health choices.

The Dakar World Education Conference (2002) included life skills as two of six goals. The EFA is a set of goals set by national governments, development organizations and civil society groups to provide all children with access to formal or non-formal education. is group. Life skills were incorporated into a specially developed set of goals , improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all , in particular Literacy, Numeracy and Essential Life Skills.

## 2. THEORETICAL PARADIGM

Life skills are essentially individual abilities to help promote mental well-being and competence in young people while facing the realities of life. These abilities empower them with positive thinking, which motivates them to take affirmative action and build positive social relationships, from which they acquire knowledge

Be able to translate attitudes and values into real practical capabilities. That is, what to do and how? to act in a positive and appropriate manner. Life skills contribute to our perception of self-efficacy, self-confidence and self-esteem; play an important role in promoting mental well-being and prevention against health and behavioral problems. Life skill based learning promotes an interactive process of teaching and learning which helps the learners to acquire knowledge and develop various behaviors and skills which actually helps them to adopt healthy behaviors. The Mental Health Promotion and Policy (DUM) team in the World Health Organization's Department of Mental Health believes, 'Life skills education is designed to facilitate practice and abuse. Adolescents with low levels of life skills are known to develop high-risk behavior that leads to long-lasting health and social and career consequences. (Sharma, 2003)

Directorate of Education, Delhi,-"Life skills better position adolescents to translate dreams and values into creative pursuits (2008). These skills equip adolescents with low-risk recourse or antisocial or high-risk relationships. are also inclined to conduct behaviors enable them to rise above daily conflict, entangled relationships, and peer pressure , which is actually a very important quality for human beings to process and practice.

## Principles on the Development of Life Skills Education

Various theories seek to justify the importance of developing life skills. Some focus on behavioral outcomes, others on the acquisition of life skills as a goal, and still others consider. Let's see These principles of life skills education, in brief, address the following concepts:

1. Life skills as a way for adolescents to actively participate in their developmental process and build social norms. All considered important.
2. Social learning theory emphasizes the need to develop intrinsic skills that can support positive behaviors.
3. Problem Behavior Theory recognizes skills in value explanation and critical thinking as an important aspect of life skills
4. Social impact theory focuses on preventing students from unhealthy behaviors that can be isolated by addressing them at an early stage can.
5. Cognitive problem-solving theory emphasizes that poor problem-solving skills are related to poor social behavior indicating the need to include problem-solving as an important aspect of life skills.
6. Intelligence (including the theory of emotional intelligence) emphasizes managing emotions and understanding one's emotions is vital to human development.
7. **RESILIENCE AND SOCIAL COGNITIVE SKILLS**-Resilience and risk theory addresses social cognitive skills, social competence and problem-solving skills as mediators for behavior modification Can work and help young people respond to adversity in a positive way. www.bod March 2018 UGC Approval Number 63012
8. Constructivist's psychology theory focuses on helping individuals develop life skills through interaction with their sociocultural environment that brings about change. These principles therefore provide the platform and also emphasize the importance of life skills to the students for their further holistic development. Life skills enable us to develop reasoning and analytical strength to learn and use knowledge, to manage emotions, and to live and build relationships with others. (Anna Maria and Hoffman 2006)

## Life Skills and the School Environment

Strengthening and acceleration of research on life skills in relation to the school environment is essential for making sound decisions about how life skills are developed among students. It will provide

important empirical half for development in life skills and important decisions to develop them in relation to school environment School life skills and school life skills for a clear understanding of what is the role of school environment in developing life skills The relationship between the environment is important. An introductory perspective on the problem of developing life skills in relation to the school environment, suggests that academics should focus on meaning and life skills in the school environment . There are many methods for life skills interventions which need to be studied as per CBSE guidelines for life skills activities. The role of school principals and teachers is also important, so it is their initiative to explore different ways to develop life skills. This is a very important factor in developing life skills among students; it should be studied especially in the context of their arrival in adolescence.

Life skills education in 1:3 is a value addition program for students to understand themselves in a better way. Analyze their abilities, to assess skills, abilities and areas of personality development and to adjust with their environment to make responsible decisions. The main objective of life skills education is to develop the learner as a person of value and respect. To enable one to develop an insight and a concept of identity. Life skill education enables the students to explore different options to take the right decision to solve each problem or problem. Life skills education, in short, encourages healthy behavior, boosts self-confidence, and psychological health has an important role in preventing psychological diseases and behavioral problems (Nori,1998). Life skills are basically skills that enable individuals to become aware of potentially dangerous situations and how to deal with those situations their skills. The degree of life skills imprinted in their personality determines the level of their mental and healthy well-being. Thus life skills are physical or Perceptual motor skills, such as practical or health skills, as well as livelihood skills, such as crafts, differ from wealth management and entrepreneurial skills. Health and livelihood education, however, Can be designed for the tend to complement life skills education and vice versa (Taremian,1999).

**Conclusion-** Current status of life skills among secondary school teachers and students was found to be above average. In order to explore the ways of developing life skills applicable in schools, the correlation between awareness of life skills, participation in life skills activities, monitoring and evaluation and dependent variable, life skills (LSS) was found to be important hence it can be concluded that It is possible that when students are more aware of life skills, life skills will be more developed among them; when students' participation in life skills activities increases, their life skills will develop more; If there is more monitoring and evaluation, then life skills will be more developed among them. This may be because if students know more about the concept of life skills and are grading their life skills, it will be much more important to contribute in developing their life skills. Even when students

participate more in such life skill activities with confidence and regularly it will have a significant impact in developing their life skills as they learned and are directly or indirectly trained in many life skills when Teachers monitored and paid attention to students regularly by checking their work and performance and assessing them on that basis, it had a significant impact on developing their life skills.

## Reference

1. Azad, M and Adhikari A (2008). Address HIV and AIDS issues and empower vulnerable school children through Life Skills Education A unique study by Medicare Foundation in association with Rajiv Gandhi Foundation, New Delhi.
2. Bambaka, M and Patrickson M (2008), Interpersonal communication skills that enhance organizational commitment. *Journal of Communication Management* 12, 51-72.
3. Best, J. W. and Kahn, Jay Yi (1992). *Research in Education* (6th ed.). New Delhi: Prentiss - Hall of India.
4. Best, J.W. and Kahn, J.P. (2006). *Research in Education* (10th ed.) New Delhi: Apprentice Hall of India.
5. India S and Kumar's (2010) Empowering Adolescents with Life Skills Education in Schools School Mental Health Program: Does it Work? In *Indian J Psychiatry* 2010 October-December 52 (4) Rs 344349
6. Bharat, S. Kumar, KVK and Vrinda MN (2002) *Activity Manual for Educators on Health Promotion Using Life Skills Approach Bangalore Vol.*
7. Bharat, S ( 2002 ) *Life Skills Approach to teachers on health promotion using NIMHANS Bangalore , Power Printers .*
8. Bhaye S.Y (2009). Life skills education to reduce the level of risk factors in adolescents and young people. July 1, 2009, 1-12.
9. Botwin, G.J. *Indian Journal of Life Skills Education*, VO. and others (2001). Drug abuse prevention among minority adolescents: a one-year follow-up of posttest and school-based prevention interventions. *Prevention Science*, 2 (1)
10. Botwin, GJTL (1980) | Preventing the initiation of cigarette smoking through life skills training *Journal of Preventive Medicine*, 9 135-143.
11. Botwin, GJTL (1984). Prevention of alcohol abuse through the development of personal and social competence: a pilot study. *Journals of Studies on Alcohol* 550-552.
12. Butch MB (Ed.) (1997) *Fifth Survey of Educational Research* New Delhi: National Council of Educational Research and Training,