

A Survey on the Attitude Towards Life Skill Education of Teacher Educators in Siliguri

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Abstract: *The goal of education is to foster growth in both people and communities. Life Skills Education as defined by the UNICEF (2005) is “a behaviour change or behaviour development approach designed to address a balance of areas; knowledge, attitude and skills.” Life Skills education is a programme that promotes positive health choice, making informed decisions, practicing health behaviour, recognizing and avoiding risky situations and behaviour. Life skills education is the dissemination and teaching of relevant knowledge, Attitudes, values and social and psychological skills to an individual to enable him/her develop their full potentials. The purpose of this research is to evaluate how different demographics, such as gender, academic standing, and region, influence teachers’ perspectives towards life skill education. For this purpose, the researcher has taken sample of 60 teacher educators from 4 colleges from Siliguri. “Data were collected by self-developed questionnaire. The questionnaire consisted of 36 items with the response of 1= strongly disagree, 2 = Disagree, 3 = Agree and 4= Strongly agree. Collected data were analyzed in SPSS 20 version software. Descriptive statistics and t test have used for hypothesis testing”. Findings of the study indicated that there is no significant difference in the attitude towards life skill education in respect of gender, category and living place.*

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Introduction: Life Skills Based Education (LSBE) has a long history of supporting child development and health promotion. In 1986, the Ottawa Charter for Health Promotion recognized Life-Skills in terms of making better health choices. The 1989 Convention on the Rights of the Child (CRC) linked Life Skills to education by stating that education should be directed towards the development of the child’s fullest potential. In 1990, Jomtien Declaration on Education for All (EFA) also pointed out life skills as essential learning tools for better survival, better aptitude development and a better life. In Dakar World Education Conference (2000) too, education was considered as an agent which can promote learning to know, learning to do, learning to live together and learning to be. Life skill was identified as one of the six goals of EFA. Youth in the world are largely featured with adolescence, a vital stage of growth and development, which is characterized by rapid psychological changes, psychological maturation, abstract thinking, risk taking mentality and sexual activities.

Teachers can play a pivotal role in shaping personality of the students to the right direction by providing necessary guidance and counselling and suggest them to adopt some necessary life skills. Life Skills-Based Education is often treated as an attitude related to different issues of child and youth development programmes as expressed in the United Nations General Assembly Special Session (UNGASS) on HIV/AIDS (2001), UNGASS on Children (2002), World Youth Report (2003), World Program for Human Rights Education (2004), UN Decade on Education for Sustainable Development (2005), UN Secretary General's Study on Violence Against Children (2006) and the World Development Report (2007). It is opined by the experts that life skills should be practiced in learning environment in large extent to make it steady and secure. Keeping these in consideration, life skill education has been incorporated in the school curriculum and accordingly kept tint of these in corresponding teacher education curriculum.

In recent times, there is an increased demand for education to be life skills based as the age-old method of teaching in classrooms are no longer adequate. A paradigm shift has been witnessed the roles played by the schools in equipping themselves of face the futuristic challenges in the global school education perspective. The international education commission (1996) has formulated global goals of education in order to fit a child into the mould of complete human through giving him/her better training of the skills. The learner who has the virtue of scientific humanism and sense of social commitment will use his/her creativity to be a complete human person.

Life skills education has an important role to play in the promotion of quality in education because:

- Life skills education is meant to help them bring about an overall development of their personality through the optimum utilization of their physical and mental abilities.
- Life skills education are experience based as the impact of experience based on education is more effective than the education gained through mere listening, reading or watching.
- It is not just an education system that merely imposes learning but it's a system which awakens potentialities of the student by permeating values and skills which are required in their practical life.
- Life skills education encourages students to take an active interest in learning. As students are encouraged to actively participate in their own learning, they become responsible for their learning.
- Practicing life skills leads to qualities such as self-esteem, sociability and tolerance, to action competencies to take action and generate change and capabilities to have the freedom to decide what to do and who to be.

Review of related literature

Ahmadia. et al (2014) conducted study on the effect of life skills training on self-esteem and self-efficacy of technical school students. This study examined the impact of life skills education on self-esteem and self-efficacy of Technical School students, grade 2. The population consisted of second-year technical school male students at Darab, Iran. Among which 60 students were selected simple random sampling and were randomly assigned to experimental and control groups. The results showed that there was a significant difference between the scores of experimental and control groups in self-esteem and self-efficacy. In other words, the results of this study indicated that life skills training have an effect on increasing the self-esteem and self-efficacy of students.

Francis (2016) studied that Life Skills Education is being implemented in secondary schools; effective teaching is hampered by several factors. The purpose of this study was to explore constraints facing teaching of Life Skills Curriculum among secondary schools in Trans-Nzoia County. To achieve this purpose, the

study was guided by the following objective; to determine teachers' and students' perception towards teaching of Life Skills Education among secondary schools. A descriptive survey design was used for the study. The target population for the study was secondary schools with a total population of 1965, which constituted: 1800 students, 150 teachers and 15 principals. Out of the 37 public secondary schools in the district, the study sampled 17 schools, giving 46% (including 2 schools for piloting which were not included in the actual study). Stratified sampling techniques were used to group schools into two strata. The study targeted principals, teachers and students of the sampled schools. Purposive sampling technique was used to sample teachers and principals, while simple random sampling technique was used to sample students.

Oloyede&Sihlongonyane (2017) conducted a study which set out to achieve three objectives and answer three research questions which were meant to establish the teachers' level of perception of life skills. A mixed method design which combined qualitative and quantitative research was used. The study established that most teachers were aware of life skills found in the siSwati curriculum but the level of perception was low. The research findings indicated that siSwati teachers were less involved in the promotion of life skills mostly because of lack of knowledge on how to integrate life skills in the siSwati lessons. Conclusions drawn from findings were that lack of time, life skills materials, and teacher training on life skills teaching were the challenges that hinders life skills teaching.

Cherukuri&Indira (2020) studied the investigation of the life skills among Prospective Teachers. The study aims to investigate the 10 life skills these are decision making, empathy, interpersonal relationship, coping with emotions, critical thinking, creative thinking, self-awareness, effective communication, coping with stress, problem solving. For this purpose, a descriptive survey model Scale developed by researcher. This study limited to the Guntur district only. The data was evaluated by Statistical software using to calculate t-test, Standard Deviation and Mean tests. The final result revealed that the 66 % of the prospective teachers have average level of Life Skills, 18% of the prospective teachers have low level of Life Skills. Only 16 % of the prospective teachers have high level of Life Skills. Variables like gender, area didn't play any significant role their Life Skills.

Sittar, Munawar and Malik (2020) conducted research and the aim of the study was measuring life skill at secondary school teachers. The study was quantitative in nature and survey method was used. The population of the study was secondary school teachers' districts Narowal. The sample of the study was 286 secondary school teachers from districts Narowal. Instruments were used for data collection. Independent samples t-test and one-way ANOVA was used to find out the significant difference among teachers according their demographic variables. Life skills as a part of mainstream for teachers would be a great effort to in current education system.

Rationale of the Study: According to Cairo International Conference on Population and Development (ICPD) 1994 adolescents and youth were recognized as "the most important resource for their meet recommendations several future developments" and made multidimensional needs. Adolescents are the most dynamic and productive force of a country as they have unlimited energy, vitality and idealism, as well as potentialities to experiment and create better world to live. But it is a common fact that most of an appropriate way as they are adolescents are unable to utilize their potential involved in frivolous and Non-Productive activities due to lack of proper guidance and motivation. Thus, in order to avoid high behavioural risks in youth which affect the individual and nation as a whole require immediate and effective programmes which would be beneficial to adolescents. In this regard, Life Skills Education plays a vital role in creating awareness and providing guidance and directions to youth. Through Life Skill Education, adolescents learn to develop inter personal relationship with their parents, teachers, adults and peers. They also learn the importance of saying NO, especially at times of negative peer pressure. They learn to take control of their emotions and make more informed decisions, set boundaries for appropriate behaviours, sustain

relationships, and learn to be responsible for their actions and adopt healthy life styles. School as one of the important socializing agency and institution, plays an important role in Life Skills development among individuals, to cope up with the current progress of life. Hence, it would be immensely professional for teachers to develop positive attitude toward implementation of life skills education in schools for the benefit of learners in particular and society as a whole in meaningful ways in the course of teaching learning process. The concept of attitude and its measurement is highly essential in the field of psychology as well as guidance and counselling services. An attitude is a tendency of the individual to react favourably or unfavourably towards a designated class of stimuli such as person, object, task, idea or an activity. In other words, it can be said that it is a point of view of an individual towards a person, object, task, idea or activity which may be positive, negative, hostile or indifferent one. Above all attitude is a tendency or behaviour to the aforesaid situation. Several attempts have been made to clarify the concept and meaning of the attitude now a-days.

Therefore, the present study was focused on the following aspects in which teachers were expected to develop positive attitudes. The topic life skills being emerging area of the study was accepted very recently as a popular term in the context of transferable skills, emotional, intelligence, social skills or intelligence which are synonymous with life skills.

Objectives: The present study aims at the following objectives-

- To investigate the attitude towards life skill education of teacher educators in respect of gender.
- To investigate differences in attitude towards life skill education between rural and Urban teacher educators.
- To investigate differences in attitude towards the life skill education between general Category and reserved category teacher educators.

Hypothesis: Considering the objectives of the study the researcher has formulated the following hypotheses:

Ho1- There is a significant difference in attitude towards life skill education between male and Female teacher educators.

Ho2- There is a significant difference in attitude towards life skill education between rural and Urban teacher educators.

Ho3- There is a significant difference in attitude towards life skill education between general Category and reserved category teacher educators.

Methodology: The present study followed descriptive survey method to meet the objectives.

Population: Population for the present study comprised of teacher educators from Siliguri.

Sample: Out of the population the researcher has got 60 teachers (30 male and 30 female) as the sample for the current study.

Tools: A self-developed questionnaire was used for data collection. The questionnaire consisted of 36 items with the response of 1= strongly disagree, 2 = Disagree, 3 = Agree and 4= strongly agree.

Techniques: Collected data were analyzed in SPSS 20 version software. Descriptive statistics and t test have used for hypothesis testing.

Data Analysis and Interpretation:

Ho1- “There is a significant difference in attitude towards life skill education between male and Female teacher educators”.

Table 1: Descriptive statistics for attitude towards Life Skill Education of teacher educators

Variables	Value
N	60
Minimum	52
Maximum	155
Mean	112.83
SD	30.87
SEM	3.9856
Skewness	-0.470277422
Kurtosis	2.1723

From the above table it is evident that mean score for attitude towards Life Skill Education of teachers is 112.83 and SD is 30.87 with the minimum 52 and maximum 155. It also shows the standard error means 3.9856 with the kurtosis value 2.1723

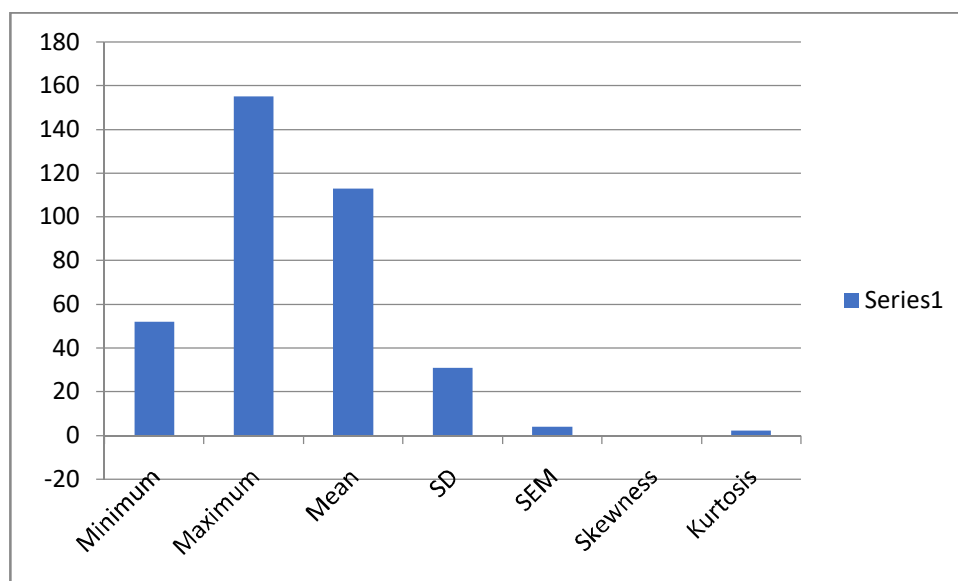


Fig1 showing descriptive statistics for attitude towards Life Skill Education of teachers

Table 2: Attitude towards Life Skill Education of teacher educators between male and female

Group	N	Mean	SD	SEM	df	t
Male	30	114.03	30.81	5.6251	58	0.2988
Female	30	111.63	31.40	5.7328		

It is evident from the above table that the mean score for the male teachers is 114.03 and SD is 30.81. On the other hand, the mean score for female teachers is 111.63 and SD is 31.40. The table shows that calculated t value is 0.2988 which is greater than significance level 0.05 at 95% level of confidence. Therefore, the formulated hypothesis is rejected. It clearly indicates that there is no significant difference in the attitude towards Life Skill Education of male and female teachers.

Ho2-There is a significant difference in attitude towards life skill education between rural and Urban teacher educators.

Table 3: Attitude towards Life Skill Education of rural and urban teacher educators

Group	N	Mean	SD	SEM	df	T
Rural	20	111.32	28.14	5.5187	58	0.3757
Urban	36	114.26	31.40	5.3851		

It is evident from the above table that the mean score for the rural teachers is 111.32 and SD is 28.14. On the other hand, the mean score for urban teachers is 114.26 and SD is 31.40. The table shows that calculated t value is 0.3757 which is greater than significance level 0.05 at 95% level of confidence. Therefore, the formulated hypothesis is rejected. It clearly indicates that there is no significant difference in the attitude towards Life Skill Education of rural and urban teachers.

Ho3-There is a significant difference in attitude towards life skill education between general

Category and reserved category teacher educators.

Table 4: Attitude towards Life Skill Education of General and reserved teacher educators

Group	N	Mean	SD	SEM	df	T
General	41	113.38	32.46	5.0694	58	0.2709
Reserved	19	110.97	31.12	7.1394		

It is evident from the above table that the mean score for the General teachers is 113.38 and SD is 32.46. On the other hand, the mean score for urban teachers is 110.97 and SD is 31.12. The table shows that calculated t value is 0.2709 which is greater than significance level 0.05 at 95% level of confidence. Therefore, the formulated hypothesis is rejected. It clearly indicates that there is no significant difference in the attitude towards Life Skill Education of general and reserved teachers.

Findings: The following has been found out from the study-

- There is no difference between male and female teachers' perspectives on Life Skill Education of teachers.
- The attitudes of teachers from rural areas and those from metropolitan areas regarding life skill education do not vary much.

- Teacher Educators in both the general and reserve categories have similar attitudes towards Life Skill Education.

Conclusion: Life Skill Education is a structured programme of needs and outcomes- based participatory learning that aims to increase positive and adaptive behavior by assisting individuals to develop and practice psycho-social skills that minimize risk factors and maximize protective factors.”(UNICEF 2003). Attitude is the degree of positive or negative effect associated with some psychological object. (Thrustone, 1948). An inclination to respond to Life Skills Education as a subject in a generally favourable or unfavourable manner. In the context of present change in social order, the younger generations are swayed by the modern technological innovations and are in the attempt of experimenting with new ideas. This makes the pupils vulnerable to many bad habits. Ancient cultures which was the strength of human life, and respect to elders, respect for the social norms, proper reading habits for acquisition of knowledge by developing thinking, reasoning and creativity are missing. Even pupils are facing hard situation to make right decision. Hence worldwide there appeared value crisis. In order to infuse value laden thoughts, UNIESCO, UNICEF and WHO have thought of inculcating life skills from the early ages. Therefore, a need has arisen to assess the responses of teachers towards the instruction of life skills in school curriculum.

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