

## **Impact of life skill education among tribal adolescent in relation to their academic achievement: a study on Kalinga Institute of Social Sciences (KISS)**

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### **Abstract**

These tribal people are not still now enough skilled to challenge with the current needs. In this present piece of writing the researcher attempted to study the life skills found among the tribal adolescent in relation to their academic performance. The aim of the researcher here is to explore the perception of higher education students of Kalinga Institute of Social Sciences (KISS) with special reference to the awareness regarding different life skill needed in their life for sustainable development and different programmes related to it, in the same time also tried to highlight the issues like their academic achievement and behaviour within the classroom and outside. To gain an in-depth understanding of the topic, descriptive survey type of research design employed to collect data and regarding their awareness of different programmes undertaken their and its impact on their daily like and academic achievement. To justify the title of the topic we framed three objectives along with same number of research questions. The findings of the study were that the results were very significant means those tribal children possess less life skills and score comparatively less percentage of academic scores in their respective examinations. It is also found from the study that the life skills and academic achievement are positively correlated. In the last we also made some valuable suggestions for the teachers that life skill education is necessary for tribals and it should be provided in a proper way to handle such a huge tribal organization like KISS. So during life skill programme/training Care for children and should love to be with them, Understand children with social, cultural and political context, Be receptive and constantly learning., View learning as a search for meaning out of personal experience and knowledge etc.

**KEYWORDS:** Life Skill, Tribal, Adolescent, academic achievement, KISS Etc.

### **Introduction**

Adolescence is a transition period of development and adolescents (tribal) are considered as the industrious member of our society. Now a days the life of adolescent (tribal) in particular are becoming miserable due to many reasons including inappropriate home, socio-economic status, culture and practices and their very chief school environment. They are becoming individual who are less encouraged, less confident and engaging themselves in different antisocial activities and spoiling their valuable life. Adolescent is a period when the intellectual, physical and all the capabilities are very high but their antisocial activities and demotivated behaviour are deteriorating all their capabilities. So for a better life of them available best training programme should provided them by govt. from their schooling for their better development it may life skill or any vocational productive training.

Life skills are abilities for adaptive and positive behaviour that enable individual to deal effectively with the demands and challenges of everyday life WHO (1993).

Life skill education is a value added program especially for tribal adolescent which aims to provide tribal students with strategies to make healthy choices that contribute to better meaningful life. Life skills are the abilities that help the tribal to promote mental well-being and competence in young adolescents to take positive action to protect them and to promote healthy and meaningful social relationship with other peripheral people. Life skill educations facilitate a complete and integrate development of individual to function effectively as social beings. Life skill can be applied in the context of social and health events during their life. Through Life skill training one is able to explore alternatives way and make rational decision in solving each problems or issue as it arises. It also helps tribal adolescents to established productive interpersonal relationships with others. Developing life skill helps adolescent in translating knowledge, attitude and values into healthy behaviours that makes their life fruitful. Life skill also helps in empowering girls by imparting healthy behaviour and helping them to avoid risk and to make appropriate decision at the right time.

***Theoretical presentation of Life skills***

Life skills are those human psycho-social skills which strengthen individuals themselves through different environmental condition within them to deal with the current demands of life. It is a natural process of development within him/her start when the child is born but it often needs intervention through different programmes and situations to boost the skill development. Life skills enable human beings to recognize their own strength and weakness so that to keep a balanced personality. WHO, defines that life skills are “the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of every-day life”. UNESCO also explains that life skill is “a behavior change or behavior development approach designed to address a balance of three areas: Knowledge, attitude and skills”. Generally life skills are of two types such as generic life skills those are required for overall personality development and problem specific life skills those are mainly focused to some particular problems faced during the personality development in life. The recommended ten core life skills needed for individuals by World Health Organisation (WHO) which come under generic life skill category, all are inter-related each other and works together for the holistic development of individuals. These are;

<b>Self-awareness</b>	<b>Empathy</b>	<b>Critical Thinking</b>	<b>Creative Thinking</b>	<b>Decision Making</b>
<b>Problem Solving</b>	Effective Communication	Interpersonal Relationship	Coping with Stress	Coping with Emotions

This period is generally called as the period of stress and storms of adolescents but this the most productive span of life due to the fast functioning of physical, intellectual development. However it is very alarming especially for tribal people that only a few percentages of their strength are utilizes as capabilities in a productive way because of lack of motivation and proper guidance to them. Even though they are living away from so called civilized society and it is notable that the present change reflects in their life too not in an advantageous way but in an undesirable mode. At present the indicators of socioeconomic status is not high in state like Odisha and it is reflected in tribal life. Their life is in very alarming state in particular reference to

education and economy, if it persists they may be losing their identity very soon. There are a lot of issues that the tribal adolescents face in their daily life, it may be their poor academic standard, sexual abuse, alcohol and drug addiction, obsession towards pornographic sites, violence and many more, these all issues make them unable to apply their creativity with complete potential in their life. These tribal youth often lacks a real role model from their community. Here the importance of life skills emanates, hence the researcher would like to analyze the life skills among the tribal adolescents and for that KISS will be one of the biggest area as there more than 27000 tribal students taking education along with their life skill training.

#### **Review of related studies**

**Nair, (2005)**, Life skill education promotes mental well-being in young people and equips them to face the realities of life. By supporting mental well-being and behavioral preparedness, life skills education equips individual to behave in a pro-social ways and it is additionally healthy living. **Cutinha (2012) and Srikala and Kishore (2010)** who reported that education of the impact of model on life skill education of school children improves adjustment of the adolescents with teachers, school, increases pro-social behavior, coping with stress and self esteem as there was a significant difference between the groups between experimental and control group. The study concludes that the intervention on life skill education is helpful for the rural adolescent girls to take positive actions and improving their coping skills of stress and problem solving ability. Life skills are the building blocks of one behaviour and need to be learnt well to lead a healthy, meaningful and productive life. Attempts should be made to understand the adolescents' problems and guide them in acquisition of life skills. The intervention on life skill development is a good support system for adolescents at the community level. Life skill education is found to be empowering adolescents from economically backward sections of society also, **Sangeeta and Bhamini (2012)**, Life Skills Education programmes have been adopted to target several objectives among one of the most vulnerable groups in India, adolescent girls. The objectives include the promote awareness of the world around them, create awareness on growing issues, enhance mobility, empower to express their opinion as well as promotion of an egalitarian participation in decisions that affect their lives, developing vocational skills and saving mentality in them. A positive and net effect is observed in the study on impact of the life skills based training in the attitude of adolescent girls, **Rajib Acharya et al. (2009)**. Similarly the life skills based approach namely „Better Life Options Programme“ (BLO) for adolescent girls in India, implemented by the Centre for Development and Population Activities (CED -PA) especially in urban slums of Delhi and rural Madhya Pradesh/Gujarat has had vocational and training support along with skills training. Higher rate of education completion (66%) is observed among them as compared to the control group. **Bharath and Kumar (2005)**, An intervention study conducted for providing life skill education to economically backward school going adolescents belonging to tribal community in Bharuch district of Gujarat Province of India showed that the programme helped students and empowered them to understand in a better manner their physical changes, build self confidence and understand gender related issues. It was observed that areas like gender socialization needed modifications and continuous effort, as these were so deep rooted in them. The study also recommends soft skill programmes as a part of school curriculum. **Evans, Mullett & Frans, (2005)**, Rapidly changing social, moral, ethical and religious values have influenced certain 'life styles' in the present society especially among the adolescence. Almost 30 percent of children and adolescents experience a diagnosable psychological disorder

during their life, and it might that 70 to 80 percent of them didn't receive suitable intervention. These disturbances usually make dramatic dysfunctions in school, home, and family performances which ultimately may influence educational drop out; and sometimes these problems act as a gate for delinquent behaviours in society. **Gomes and Marques (2013)** reported that students who received the life skill intervention reported having more developmental experiences related to life skills, greater life satisfaction and a stronger tendency to be optimistic. **Prajina and Preamsingh (2015)** found that the life skills and academic achievement are positively correlated. **Nicholas, (2002)**, It is vital to equip the tribal adolescents with necessary life skills to broaden their horizon, understand and adopt those traditional beliefs which are rational and practical and become gender sensitive so as to be a part of the national development through the building better society. If the future generation becomes more aware and sensitive, it will better equip them to stop the ill practices and beliefs prevalent in the tribal society. There is a need to identify the life skills needs of tribal students as a starting point. By identifying such needs, then it will be possible to develop life skills education programs that address them directly and also provide important information for further development. Surveying students' needs has multiple benefits.

### **Rationale of the study**

The first aspect of NCF document "context and concerns" included a clause about "linking education with life skills and the world of work and value education", which necessitates that not only this is for teacher trainees to be trained with life skill elements but also it is for each and every students within school and tribal should provide much importance in this regard, so that in future teacher would be able to cope with youth's related issue and events and students will live their life with better personality. Its main focus is to equip the teachers not only for teach but also to understand the students and community of parents so that they could able to understand the problems of students and their children.

Hence, it is desired that both the future teachers and future students may tribal or other would develop essential constructs of life skills which not only help them to face challenges in life confidently but also to make their life easy living and pleasurable. So it was an attempt of the investigator to check how much equipped the tribal students resided at KISS with the life skills. The investigator in this study has tried to develop some valuable suggestions for the tribal students to enhance life skills among them.

### **Objectives of the present study**

*Following are the issues or research objectives upon which the analysis will be based on:*

1. *To determine the life skill awareness of pupils in KISS.*
2. *To compare the life skill awareness among KISS students and its impact on their academic achievement*
3. *To made some valuable suggestions for better implementation*

### **Research Questions**

*Following are the issues or research questions of the present study*

1. *Whether tribal students of KISS properly aware regarding different life skills or not?*
2. *Whether there are some differences between awareness levels between male and female students in relation to their academic achievement?*
3. *What may be some specific strategies for better orientation?*

### **Methodology of the study**

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Descriptive survey method used in the study as the investigators tried to get information about more than one variable also with better understanding of perceptions of stakeholders (Hittleman and Simon, 1997). Through this method information about conditions, situations and events that occur in the present can be obtained (UNESCO, 2005). Therefore, in the present study the investigator used this method to explore all possibilities to highlight, measure the impact and effectiveness of integration of life skill in the field of education and different additional programmes for the tribal up-liftment and better livelihood and their personality, also the problems and its eradication from the root to achieve Millennium Development Goals.

#### **Sample**

To gain an in-depth understanding of the topic, descriptive survey type of research design employed with 50 students studying at KISS from college level were divided into two groups i.e. 25 female and 25 male students. Two groups were interviewed with one set of schedule to study their perception regarding their current knowledge regarding different skills and changing pattern of education after life skill training for their better current livelihoods.

#### **Sampling strategy**

Multistage stratified random sampling technique was employed for selection of various subjects of the study namely; blocks, clusters, schools. Holton & Burnett (1997) states that: “ultimate function of stratification is to organise the population into homogeneous subsets and then select appropriate number of elements from each. It permits the use of different sample designs for different portions of the population”

#### **Tool for the present study**

The present study employed interview schedule to interview their perception regarding different skills and changing pattern of education after life skill training. The researcher was interviewed one to one tribal students to know their perception regarding life skill and different current ongoing programmes and its impact on their current living condition.

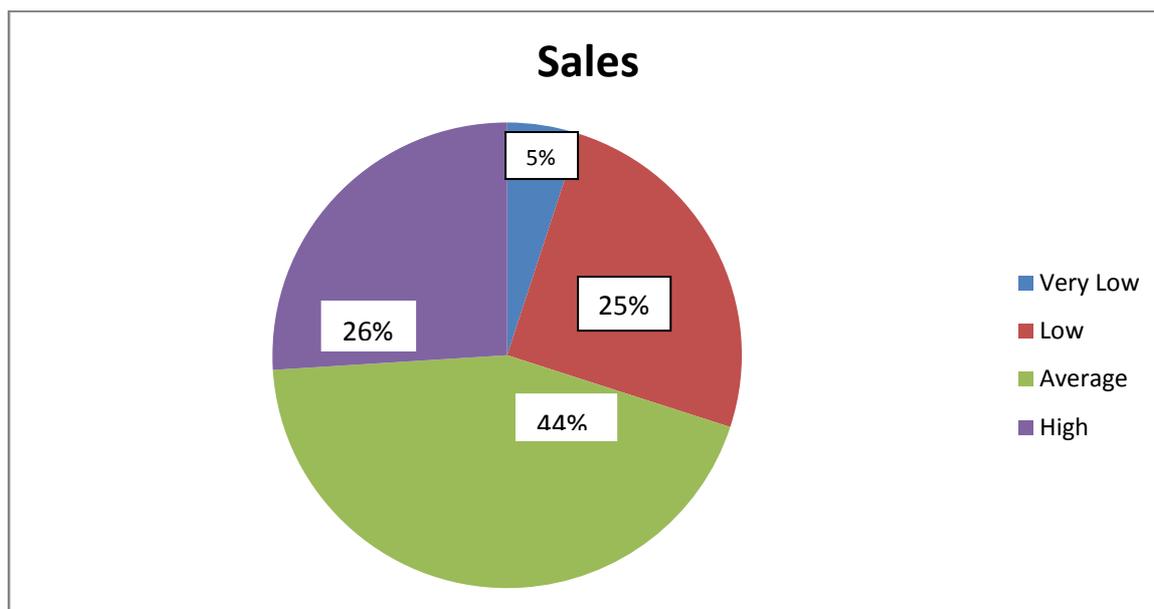
#### **Statistical Techniques Use**

Quantitative data analysis: It is a powerful research form, emanating in part from the positivist tradition. It is often associated with large scale research, but can also serve smaller scale investigations, with case studies, action research, co relational research and experiments, so mean, SD and ‘t’ test along with percentage wise calculation made to justify the objectives.

## Analysis and interpretation

### *Tribal students of KISS Vs. their awareness regarding different life skills*

Analysis and interpretation of data refers to that fact of the study which is associated with the drawing inferences from the collected facts after analytical study. Analysis of data means studying the organised material in order to discover the inherent facts. These data are studied from various angles in accordance with the objective of the study either to explore new facts or to interpret already existing facts. Here in the following diagram it is represented the awareness level of tribal students of KISS and their percentage as High, Medium or Low:



**Figure 1 showing percentage wise awareness level of tribal students regarding life skill**

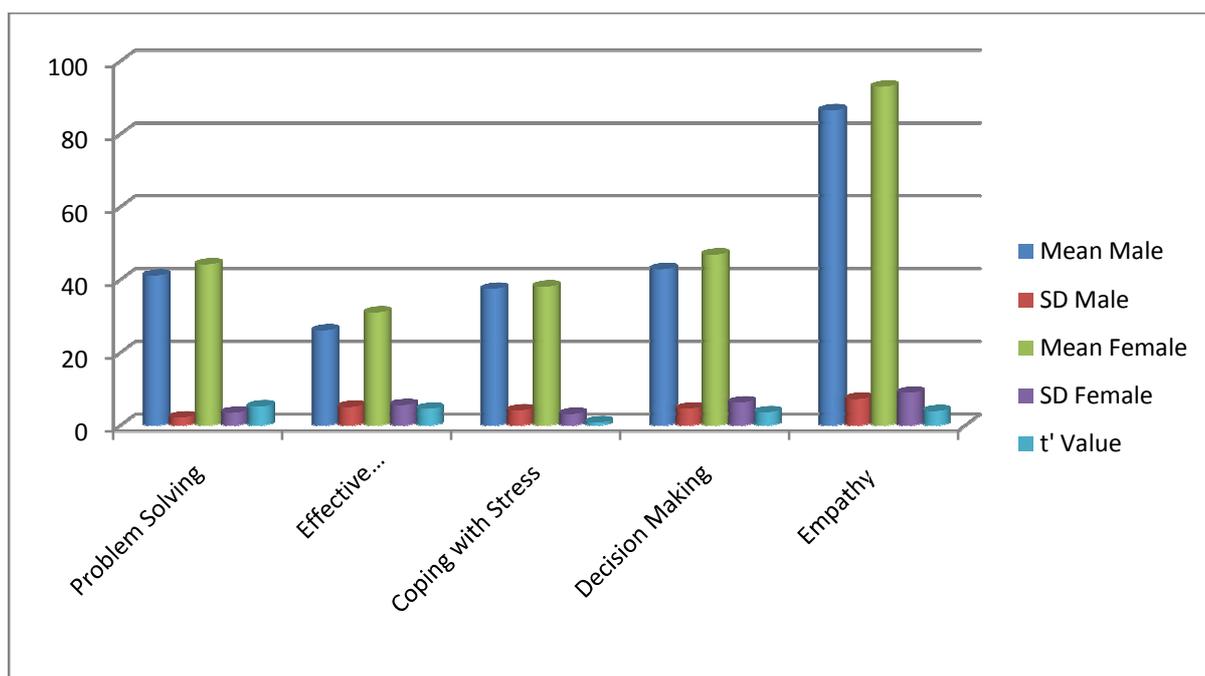
On the basis of above diagram it indicates that the life skills found among the tribal adolescents in the renowned organization KISS where all the students are coming under tribal ground that near about half of the respondents possess average life skills, which is a good sign for the programme implementer as the sample was taken randomly and only a few that 5% have very low awareness and attributes of life skills and it is mainly because of that few number of boys are not attending the life skill training properly in the campus. It is very good sign that more than 25% of tribal students come under the category of very high life skills, that means the programme implemented here has positive impact on the students as well as on their academic achievement and the resource persons are well trained and have interest to provide life skill to their all stake holders. Tribes are living in very poor socio-economic condition; it echoes in their life skills too. So here it was found 25% of students having low life skills within them it may be some students were taken those were newly admitted at KISS.

***Difference between awareness levels between male and female students in relation to their academic achievement***

*N=50*

Life Skill	Male		Female		't' Value
	Mean	SD	Mean	SD	
Problem Solving	41.16	2.19	44.20	3.51	5.21**
Effective Communication	26.10	5.11	31.00	5.61	4.57**
Coping with Stress	37.51	4.14	38.12	3.15	0.83
Decision Making	42.91	4.61	46.91	6.31	3.63**
Empathy	86.51	7.31	92.97	8.97	3.96**

On the basis of above table and below graphical representation it was found that the intervention on life skills such as problem solving, effective communication, coping with stress decision making and empathy helped the tribal adolescent girls to take positive actions not only to protect themselves but also help for their better academic achievement also to solve different problems during their adolescent stage. If we critically goes through the table it is clear that the 't' value between male and female in particular reference to problem solving skill is 5.21\*\* which is greater in both 0.01 and 0.05 level of the table value. It means there is a positive relation between life skill education and academic achievement of tribal students because female are more decisive in case of their academic related problems better than male. In case of Effective Communication life skill the 't' value found 4.57\*\* also greater in both 0.01 and 0.05 level of the table value means female students are expressing themselves in a more better way as literate when communicating with other than boys. So it is clear that life skill education has positive impact on their daily communication strategy along with educational achievement it may be interview or group discussion. There is no significant difference found in case of coping with stress life skill as the 't' value found 0.83 which is insignificant at both 0.01 and 0.05 level of table value. It means it may be tribal boys or girls there is no difference between in their stress level whether they have trained life skill or not. Moreover in the time of coping with stress both tribal gender have same situation whether they have above technique to overcome it it may be for their cultural biasness or because of their nature. In the decision making skill the calculated 't' test is 3.63\*\* which is higher than table value of both the 0.01 and 0.05 level. So it is here clear that life skill provides better decision making ability in case of tribal students they may boys or girls. They have now ability to decide regarding their future academic study or choosing any course because of this skill training at KISS. In general tribal are very much of empathetic than other people also it was found there is positive correlation between the life skill training regarding empathy at KISS to tribal students, so here the calculated value 3.96\*\* is greater that both level of table value. No doubt here it shows that girls have better empathetic attitude than boys after training it is because of the so call nature and attitude and it was inherent basis from their parents.



**Figure 2 Showing Graphical Representation of above table**

### Major Findings

Following are the major findings of the present study

1. More than 25% of tribal students studying at KISS have high level of awareness regarding different life skill.
2. Near about half of the students that 44% of tribal students have average level of awareness regarding life skill education.
3. Only 5% of students have very low knowledge regarding life skill and its uses in life.
4. Exactly 25% of tribal respondents having low level of awareness regarding different life skills in life and training provided there.
5. There is a positive relation between problem solving skills and academic achievement of tribal respondents studying at KISS.
6. There is also significant relationship between male and female with regard to effective communication life skill and it has impact on their academic achievement and personality.
7. There is no significant relationship between male tribal students and female tribal student studying at kiss with regard to their coping with stress skill and academic achievement along with their solving stress situation.
8. Between tribal male and female a significant relationship present with regard to their decision making ability according to their skill training.
9. Girls are more empathic than boys after their training in life skill.
10. Life skill education improves the academic performance of tribal students studying at KISS

## Suggestions

Following are some suggestions for better life skill education from the tribal point of view;

1. If some chapters related to life skill education and reproductive sexual health are included in the course then it has better impact on the students.
2. School should arrange Extra-curricular activities and awareness programs create more consciousness among adolescent tribal students especially girl.
3. Life skill education through tribal oriented cultural program in schools must be a great advantage towards changing healthy habits among school children.
4. Not only teachers but other volunteer organization, voluntarily trust, international reputed organizations, govt. researchers and different educationist and psychologist those who are working in this field may be involved.
5. Regular training for teachers regarding new techniques of presenting life skills and counselling for students must be organized at school
6. Awareness and Source of Information through life skill approach is essential for all groups of adolescents may tribal or not, but little changes in contents may be incorporated for junior and senior adolescents according to their level of intelligence and situation.

## Conclusion

Adolescence is a period when all the capabilities are very high it may be intellectual, physical, and emotional but if these are not taken into consideration and not provided a better way their antisocial activities and behavior are weakening all their capabilities and they are becoming a burden to the society instead of asset. Imparting life skill training at KISS through inculcating life skill education to tribal's will help our tribal adolescents to overcome such difficulties in their life. Life skill education not only panacea for development of balanced personality but can serve as a remedy for the problems as it helps the tribal adolescents to lead a better life. Therefore life skill education is utmost need of the present hour for each people in the society and every education system should impart life skill education as a part of its curriculum as it is capable of producing positive health behavior, positive interpersonal relationships and well being of individuals.

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