



A Study of Life Skills Education and Guidance Needs Among Adolescent Students in Odisha

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ABSTRACT

The present paper studies the life skills education and guidance needs among adolescent students of +2 and +3 students in Cuttack district of Odisha. Adolescent stage is a critical stage. The stress faced by adolescent in such a current situation is enormous. THIS IS reflected by raising suicide and growing crime among young persons. There is an urgent need to provide today's youth with a new set of ways and systems to deal with the demands of life. The study reveals that the +2 and +3 college students those are in adolescence stage need various guidance to maintain a discipline and healthy life. In comparison between rural and urban area students, rural area students need more guidance than urban area students.

KEYWORDS

LIFE SKILLS EDUCATION, ADOLESCENCE

INTRODUCTION- Education is like a lamp in darkness of ignorance, but life skills education brings empowerment among students. An empowered child has the competence to cope with the challenges of life. This empowerment is very essential in today's context in India as there is rapid globalisation and urbanisation with a breaking of joint families and the traditional support system. So life skills education is a way of empowering youth to build their lives and their dreams. It would be means of handholding them through critical stages in their life.

LIFE SKILLS EDUCATION:- Life skills education is considered as one of the essential components for personality development. Modern man is exposed into complex life style in family, work place, official and personal relation, even during travelling and driving rendering him to a stressful life. All these situations are causing serious upset and lowering the efficiency of the people. Teachers and students are not free from such debacle. This is an emerging phenomenon to ride over this critical situation which drains the talent, potentialities and reduce the creative energy by fighting with the own psycho-social problems. Life style of individuals turns to be heavy and difficult for them to manage to lead a peaceful integrated life. Life skills are to be pursued to provide a healthy life to all, which can be taught at different levels to give them a healthy life in future. World Health Organisation (WHO,1993) has defined "life skills as the ability for adaptive and positive behaviour that enable individuals to deal effectively with demands and challenges of everyday life "As per WHO life skills include components like problem solving, decision making, goal setting, critical thinking, communication skills, self-awareness, assertiveness and skills for coping with stress. National Curriculum Framework(NCF,2005) has emphasised on peace education "education in true sense should empower individuals to clarify their values, to enable them take conscious and deliberate decisions taking into consideration the consequences of their actions; to choose the way of peace rather than violence; to enable them to be makers of peace rather than only consumers of peace". It emphasises the provision of education to inculcate positive attitude in the students.

ADOLESCENCE STAGE-

Adolescence describes the stage of life when one is growing into maturity. This has many different meanings depending on criteria or context but is commonly known as youth, young people, puberty and teenagers. The word adolescent is originated from forms of the Latin word, *adolēscere*, meaning "to grow up." The American Heritage Medical Dictionary defines adolescence as "the period of physical and psychological development from the onset of puberty to complete growth

and maturity roughly from 11 to 19 years of age"¹The World Health Organization (WHO, 1975) defines adolescence to include physical, mental and socioeconomic progression. Physically, secondary sex characteristics change to sexual and reproductive maturity. Adult mental processes and adult identity are developed during adolescent years. Economically, this is the time when a transition from total socioeconomic dependence to relative independence takes place. This is also a critical stage in life when major decisions regarding career and roles in life are being made and preparatory activities are undertaken (Raymundo al., 1999). WHO further specified the adolescence period in terms of 3distinct characteristics (WHO, 1994) and then added 2 more to it (WHO, 1999a), namely:

1. Physical development, starting from change of the reproductive organs to complete maturity.
2. Psychological growth starting from childhood to adulthood with increased physical strength and vigour.
3. Social and economic changes, especially from family dependence to self-dependence.
4. Development of experimentation
5. Development of mental process

OBJECTIVES:

1. To examine the need of life skills for students at the college level.
2. To identify the need of life skills education on the basis of gender.
3. To find out the need of life skills education between urban, semi urban and rural areas.
4. To find out the need of life skill education among adolescents.

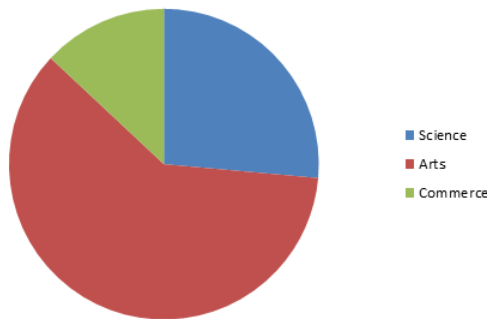
METHODOLOGY- A total 300 students both boys and girls were reading in different colleges of Cuttack district of Odisha were selected as sample of this study.

TOOLS- The students were administered a questionnaire which is divided in to two parts

- a-Demographic section
- b-Questionnaire for guidance need

RESULTS- Table-1: Distribution of Sample Students on the Basis of Some Demographic Information.

		Frequency	Per-cent	Cumulative Percent
Stream	Science	79	26.4	26.4
	Arts	181	60.5	87.0
	Commerce	39	13.0	100.0
Gender	Male	126	42.1	42.1
	Female	173	57.9	100.0
Area	Urban	221	73.9	73.9
	Semi Urban	39	13.0	87.0
Reasons	Rural	39	13.0	100.0
	Subject Interest	39	13.0	13.0
	Job Opportunity	173	57.9	70.9
	Influence of Friends	16	5.4	76.3
Type of Colleges	Admn, only for this	71	23.7	100.0
	Government	102	34.1	34.1
	Govt. Aided	197	65.9	100.0



Stream-wise Distribution

Table-: Paired t-tests of Life Skill Achievements, Emotional Coping Skills, Social Needs, Psychological Needs, Educational Needs and Vocational Needs of Plus 2 and Plus 3 Students.

	Class	N	Mean	Std. Deviation	Calculated t-value
Life Skill Achievement	Plus 2	32	2.55	0.29	8.022*
	Plus 3	267	2.19	0.23	
Emotional Coping Skills	Plus 2	32	2.56	0.38	0.758 NS
	Plus 3	267	2.61	0.35	
Social Needs	Plus 2	32	2.16	0.29	7.721*
	Plus 3	267	2.75	0.42	
Psychological Needs	Plus 2	32	2.44	0.29	0.475 NS
	Plus 3	267	2.48	0.47	
Educational Needs	Plus 2	32	2.51	0.47	5.020*
	Plus 3	267	2.87	0.37	
Vocational Needs	Plus 2	32	2.31	0.52	3.407*
	Plus 3	267	2.59	0.42	

NB:- *- Significant at 5% level (P<0.05), NS- Not Significant at 5% level (P>0.05)

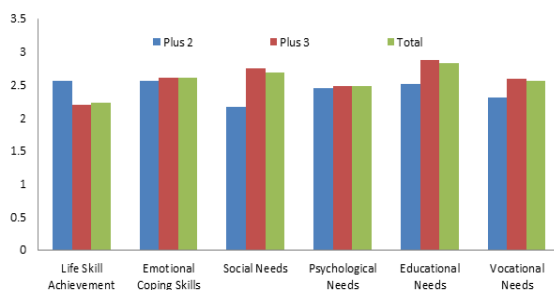


Fig. 3: Mean of Life Skill Achievements, Emotional Coping Skills, Social Needs, Psychological Needs, Educational Needs and Vocational Needs of Plus 2 and Plus 3 Students.

Stream-wise Mean and SD of Life Skill Achievements, Emotional Coping Skills, Social Needs, Psychological Needs, Educational Needs and Vocational Needs of Students.

		N	Mean	Std. Deviation
Life Skill Achievement	Urban	221	2.21 ^A	0.17
	Semi Urban	39	2.54 ^B	0.29
	Rural	39	2.05 ^C	0.41
	Total	299	2.23	0.26
Emotional Coping Skills	Urban	221	2.63 ^D	0.33
	Semi Urban	39	2.65 ^D	0.20
	Rural	39	2.40 ^E	0.50
	Total	299	2.61	0.35
Social Needs	Urban	221	2.69 ^F	0.37
	Semi Urban	39	2.17 ^G	0.25
	Rural	39	3.17 ^H	0.45
	Total	299	2.68	0.45
Psychological Needs	Urban	221	2.37 ^J	0.40
	Semi Urban	39	2.53 ^K	0.32
	Rural	39	3.03 ^L	0.39
	Total	299	2.48	0.45
Educational Needs	Urban	221	2.80 ^M	0.31
	Semi Urban	39	2.66 ^N	0.50
	Rural	39	3.20 ^P	0.50
	Total	299	2.83	0.39
Vocational Needs	Urban	221	2.49 ^R	0.29
	Semi Urban	39	2.39 ^R	0.50
	Rural	39	3.08 ^S	0.65
	Total	299	2.56	0.44

N.B: - Similar Superscripts over the Means for Streams along various aspects indicates the similarity of the means and different superscripts indicate significant variation at 5% level.

FINDINGS-

1. Need of Life skills achievement of male students are more than the female students.
2. Majority of the sample population was found to be poor in emotional coping skill.
3. There is no difference in overall opinion of students between Urban, Semi Urban and Rural area.
4. Gender wise comparison of social guidance needs shows that the needs are comparatively high among boys.
5. Psychological guidance needs are found more among female students.
6. Psychological guidance needs are high among students from rural region.
7. Educational guidance needs are comparatively high among girls.
8. Educational guidance needs are comparatively high among students from Urban region.
9. Girls are comparatively having high guidance needs in vocational needs.
10. Vocational guidance needs are found high among students from Urban region.

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