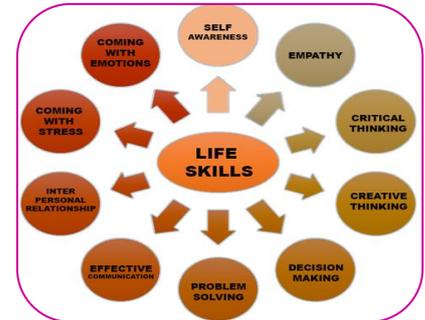




## THE ROLE OF LIFE SKILLS EDUCATION IN KNOWLEDGE MANAGEMENT AMONG THE ADOLESCENT WITH REFERENCE TO SCHOOLS IN KOLHAPUR

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### ABSTRACT:

WHO defines life skills as the ability for adaptive and positive behaviour that enable individuals to deal effectively with demands and challenges of everyday life. Life skills include things like social, emotional and thinking skills such as self-awareness, empathy, critical thinking, decision-making and coping with stress.

**KEYWORDS:** demands and challenges, self-awareness, empathy, critical thinking.

### INTRODUCTION :

Life skill can help people to make informed decisions, communicate effectively and develop coping and self-management skill that may help an individual to lead a healthy and productive life. These skills are often taught to adolescents, as they can help them successfully transition from childhood to adulthood by healthy development of social and emotional skills.

### Life skill based education can:-

1. Help in the development of social competence and problem solving skills, which in turn help adolescents to form their own identity.
2. Promote positive social norms that have an impact on the adolescents' health services, school and family.
3. Help adolescents to differentiate between hearing and listening, thus ensuring less development of misconceptions or miscommunications regarding issues such as drugs, alcoholism etc.
4. Delay the onset of the abuse of tobacco, alcohol etc.
5. Promote the development of positive self-esteem and anger-control.

### In addition, according to who

Empathy can help us to understand and accept others who may be very different from ourselves, which can improve social interaction.

Self-awareness helps us to recognize when we are stressed or feel under pressure. It is often a prerequisite for effective communication and interpersonal skills.

Critical thinking contributes to decision making and problem solving by enabling us to explore available alternatives and various consequences of our action or non-action.

### REVIEW LITERATURE

- The topic has been a significant area of interest to the researcher, theorists and practitioners and there have been numerous studies on the effectiveness of life skills education in the skill development of students:

  1. According to Albert et al (2004) life skills training enhances critical thinking abilities which further impacts living life actively, being responsible in the job and in future planning too.

**STATEMENT OF THE PROBLEM:**

Due to rapid industrialisation & technological development there is a fast move & shift in every sector of the society. Family & school are also seen as an organization. All are struggling hard for their survival, During this age children are unable to cope up with the speed of parents & teachers, hence are facing issues related to coping, therefore it is essential to teach children certain life skills in order to handle their conflicts & help them to express their feelings & develop secured relationships between parent, teachers & the pupils.

**SCOPE OF THE STUDY:**

A study the role of life skill education in knowledge management among adolescents can be helpful for children. It will help mostly students in multidimensional way.

**OBJECTIVES OF THE STUDY:**

1. To understand the various life skill for adolescents.
2. To assess the level of various dimensions of life skills among the adolescence.
3. To suggest remedial measures for intervention.

**Universe:**

The universe of the study covers 3 schools in Kolhapur.

**Sampling Method**

Simple random sampling method was used for data collection (convenient)

**Sampling Size**

The sample size will be limited to 30 respondents.

**Methods of data collection:**

The data of present study basically constitute primary and secondary source.

**1. Primary Data:**

The researcher collected the primary data by conducting the interview. Adolescent children (respondent) were the primary source for data collected.

**2. Secondary Data:**

The researcher will collected the secondary data with the help, Internet, newspaper, magazines, Books, life skill manuals published by Nimhans and CBSE.

**Tools of Data Collection:**

Interview schedule was used as a tool for data collection.

**DATA ANALYSIS AND INTERPRETATION**

The collected data was analysed with the help of statistical method.

**Table No -1**  
**Whether conscious about body image.**

Sr.no	Particulars	No of respondent	Percentage
1	Never	8	26.6
2	Rarely	3	10

3	Sometimes	3	10
4	Often	12	40
5	Always	4	13.3
	<b>Total</b>	<b>30</b>	<b>100</b>

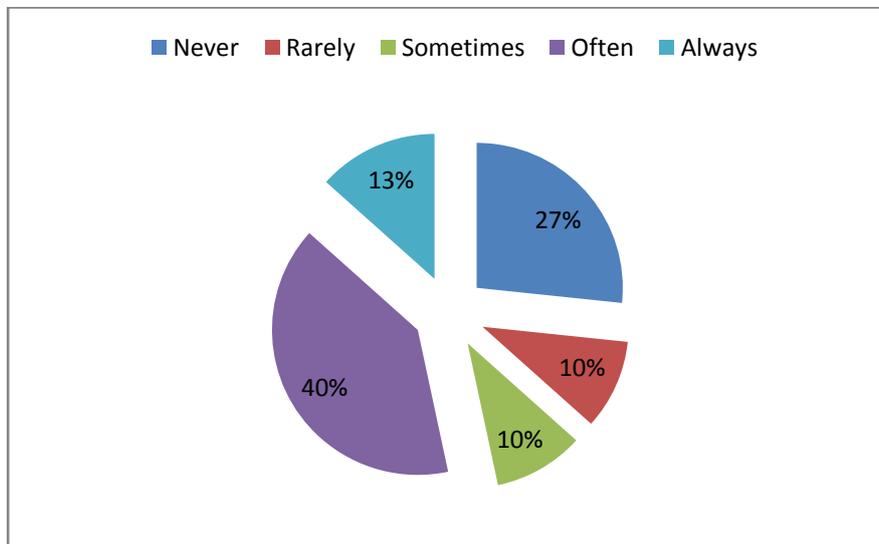
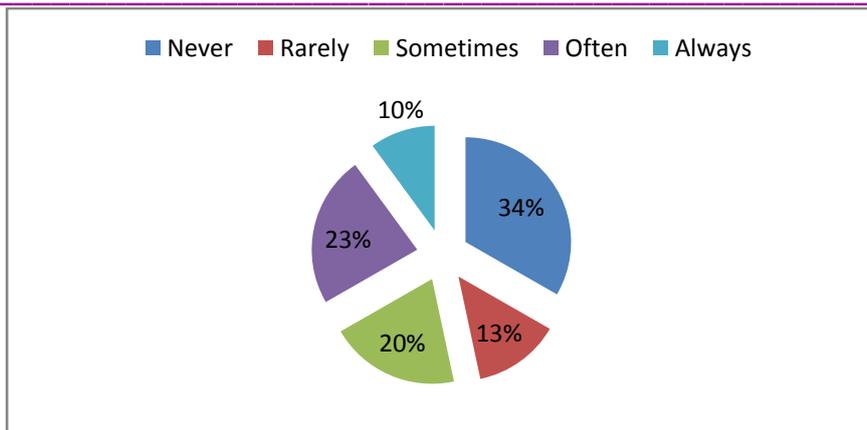


Table no 1 States whether the respondents are conscious & about their body image. Adolescence is the state of confusion & infatuation. Majority i.e. 40% of them are oftenly conscious about their body image, this consciousness may lead to psychological pressure & may interfere in adjustment. Hence if children are oriented to life skills then they can handle their growing gracefully.

**Table No -2**  
**Comparing with friends**

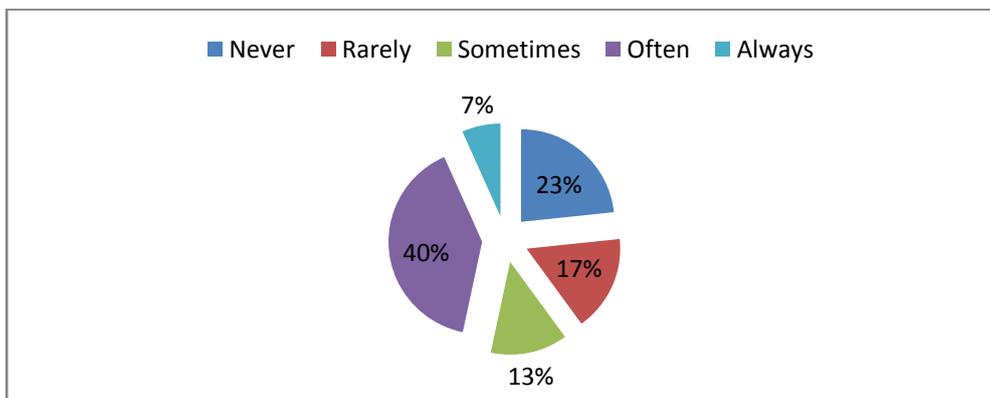
Sr.no	Particulars	No of respondent	Percentage
1	Never	10	33.3
2	Rarely	4	13.3
3	Sometimes	6	20.0
4	Often	7	23.3
5	Always	3	10.0
	<b>Total</b>	<b>30</b>	<b>100</b>



From the above table it can be clearly depicted majority i.e.23.3% followed by 20% & 10.00% of them are comparing themselves with other friends. Unhealthy comparisons, comments, any false statement relating to appearance and performance leads to low self- esteem & poor confidence. Children are sensitive & hence teaching & training children with life skills can help them to handle their conflicts & they can learn to ignore the devaluing statements.

**Table No -3**  
**Underestimate yourself**

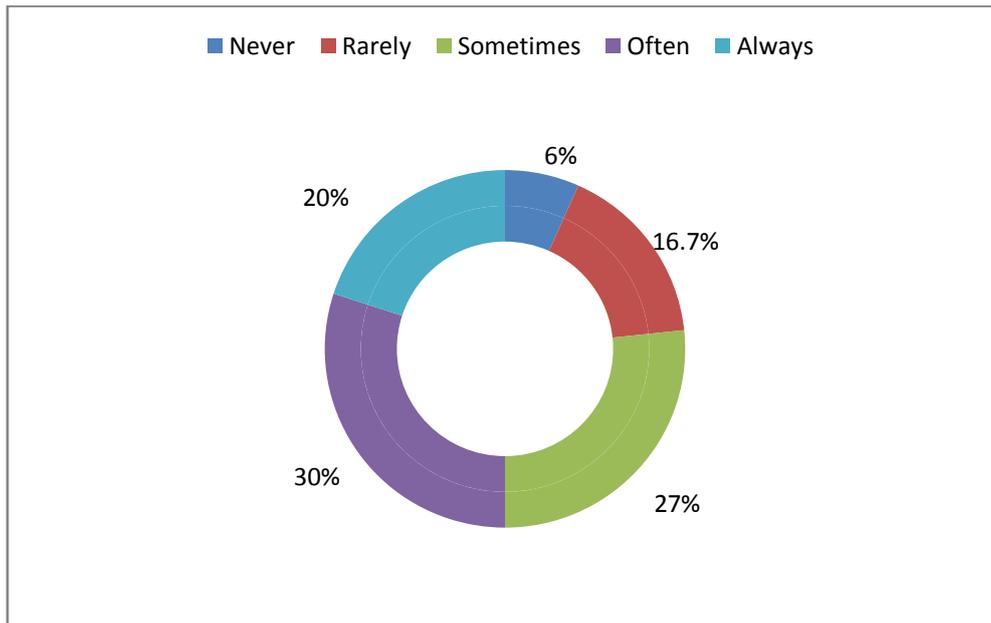
Sr.no	Particulars	No of respondent	Percentage
1	Never	7	23.3
2	Rarely	5	16.7
3	Sometimes	4	13.3
4	Often	12	40.0
5	Always	2	6.7
	<b>Total</b>	<b>30</b>	<b>100</b>



The data reveals that majority of the respondents underestimate themselves (40%) very oftenly. This may lead to develop inferiority complex among adolescents. Underestimation may lead to develop vulnerability among children at their developmental ages. Hence it is necessary to impart life skill education in order to nurture them to face. The negativity which they are likely to encounter at younger age.

**Table No -4**  
**See things from other peoples points of view**

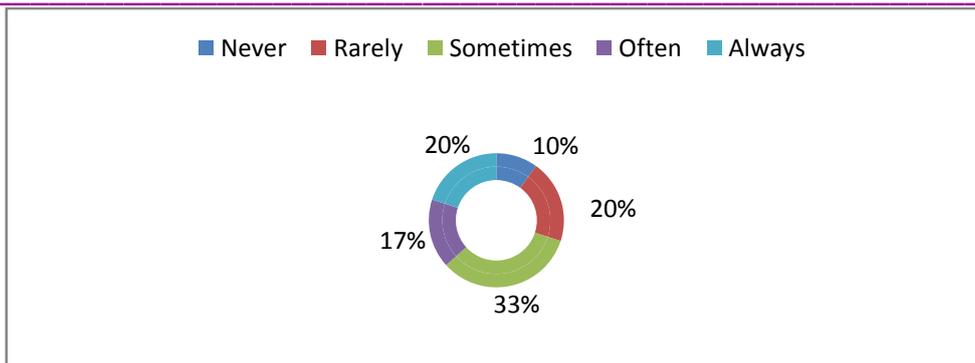
Sr.no	Particulars	No of respondent	Percentage
1	Never	2	6.7
2	Rarely	5	16.7
3	Sometimes	8	26.7
4	Often	9	30.0
5	Always	6	20.0
	<b>Total</b>	<b>30</b>	<b>100</b>



Overall it can be seen that respondent’s oftenly are able to see things from other’s point of view (30%) 26.7% of them are able to empathise of the situation. Adolescents are expected to relate emotions of this age. But due to environmental demands, parental, expectations & academic performances are likely to interfere their lives & therefore they may become emotionally weak / vulnerable

**Table No -5**  
**Imagine how I would feel in someone else situation**

Sr.no	Particulars	No of respondent	Percentage
1	Never	3	10.0
2	Rarely	6	20.0
3	Sometimes	10	33.3
4	Often	5	16.7
5	Always	6	20.0
	<b>Total</b>	<b>30</b>	<b>100</b>



The above data shows whether the respondent is able to imagine how they would feel in someone else’s situation, 16.7% of them sense their quite often 20% of them can always imagine & sense others situation.

**Table No -6**  
**Think about Possible result before I take action**

Sr.no	Particulars	No of respondent	Percentage
1	Never	1	3.3
2	Rarely	4	13.3
3	Sometimes	10	33.3
4	Often	10	33.3
5	Always	5	16.7
	<b>Total</b>	<b>30</b>	<b>100</b>

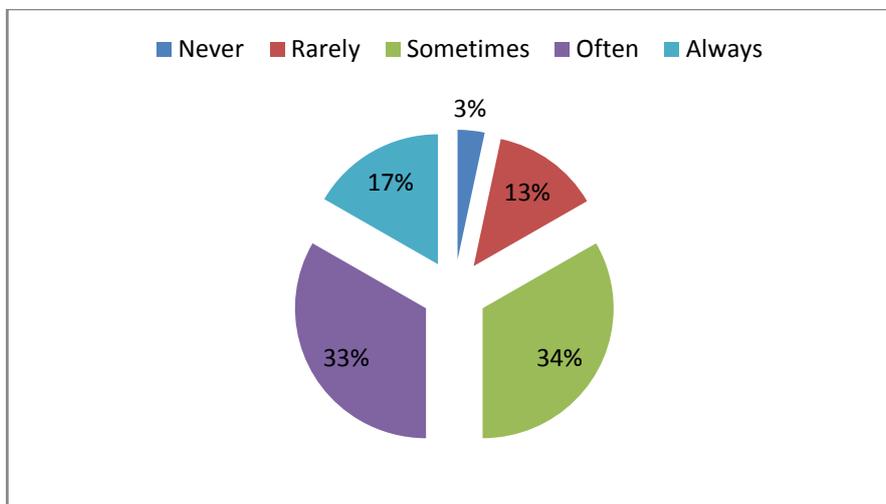
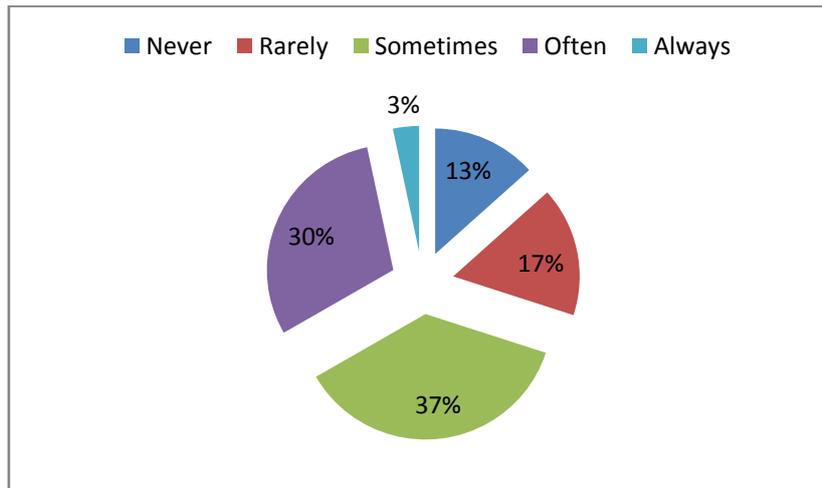


Table no 6 reveals the data regarding the critical thinking of the respondents. Majority of them i.e. 33.33% .Sometimes think & take action & 33.33% of them quite often think before they act. Adolescent stage itself is a critical stage of development. There are many queries relating to their appearance, infatuations, bodily changes, Hormonal imbalances, development & secondary sexual characteristics & the information load an internet trigger anxiety among the respondents. Life skill education can enhance the knowledge regarding the coping patterns among the respondents.

**Table No -7**  
**Come up with highly creative new ideas**

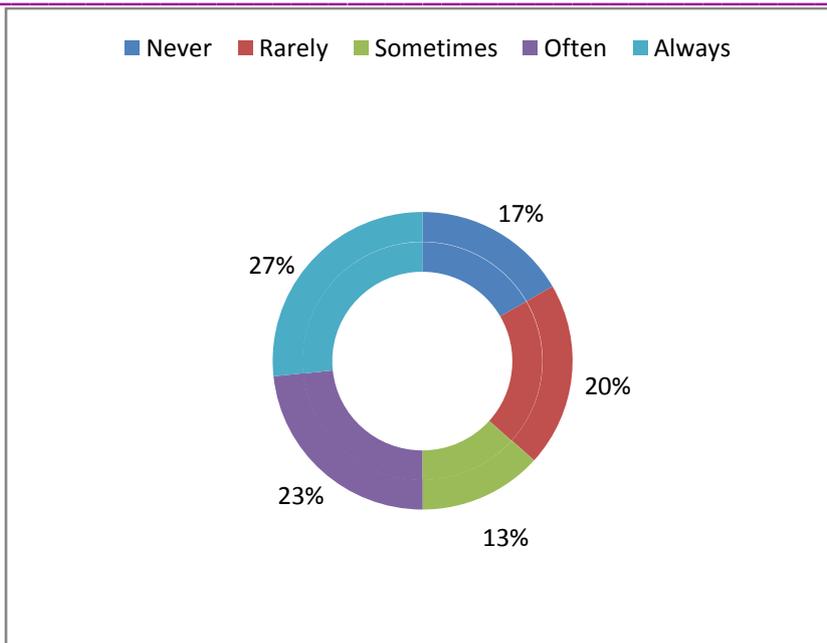
Sr.no	Particulars	No of respondent	Percentage
1	Never	4	13.3
2	Rarely	5	16.7
3	Sometimes	11	36.7
4	Often	9	30.0
5	Always	1	3.3
	<b>Total</b>	<b>30</b>	<b>100</b>



Data shows the creative ideas of the respondents' creativity & curiosity goes hand in hand. Children have tremendous energy, curiosity, imagination & creativity. If these qualities are used appropriately than it develops the respondents in healthy way. But if this creativity remains unmotivated then the adolescent's creativity gets hampered. Majority i.e. 36.7% of them are sometimes creative, 30% of them are oftenly creative. But this creativity may not sustain for longer period

**Table No -8**  
**Root cause of problem**

Sr.no	Particulars	No of respondent	Percentage
1	Never	5	16.7
2	Rarely	6	20.0
3	Sometimes	4	13.3
4	Often	7	23.3
5	Always	8	26.7
	<b>Total</b>	<b>30</b>	<b>100</b>



Our data shows whether the respondents are aware about the root cause of the problems. Majority of them i.e. 26.7% of them are able to analyse & always understand the root cause of their problems, remaining respondents are unable to do so. Analysing the situation is a critical thinking to sense the danger. Hence helping & guiding adolescents by teaching them the qualities of coping & expressing their dangers to significant people is important.

**Table No -9**  
**Improve the idea and avoid future problems**

Sr.no	Particulars	No of respondent	Percentage
1	Never	3	10.0
2	Rarely	6	20.0
3	Sometimes	10	33.3
4	Often	8	26.7
5	Always	3	10.0
	<b>Total</b>	<b>30</b>	<b>100</b>

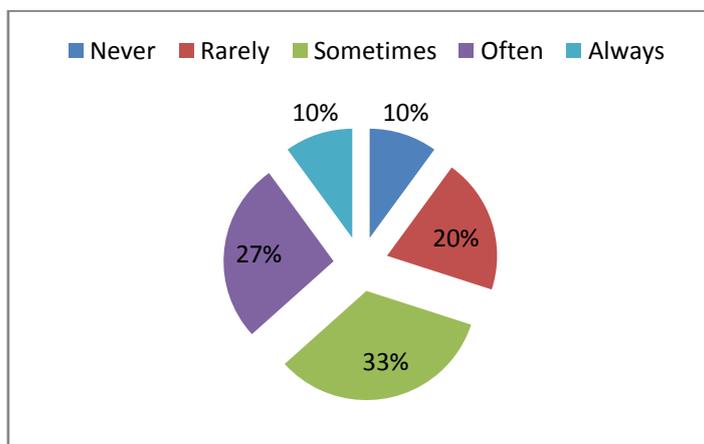
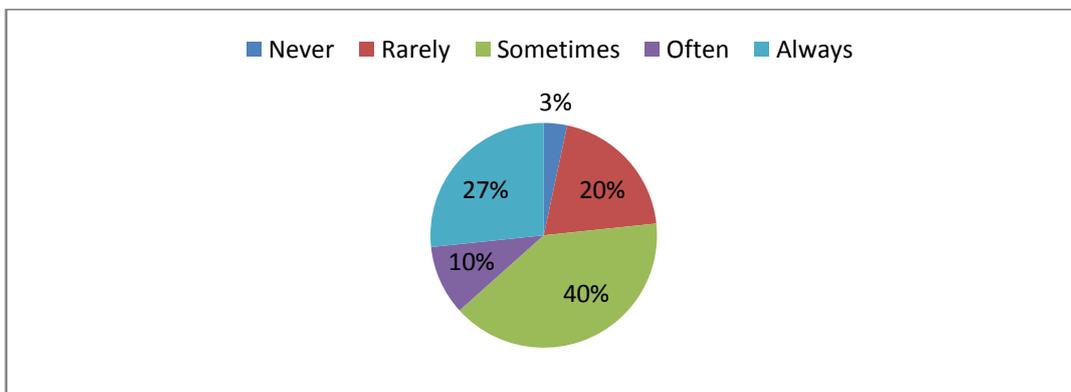


Table no 9 states whether the respondents are motivated to improve the idea and avoid future problems. This is a decision making & skill. Now a day’s adolescents are exposed to many innovations, adventures and social media. But they are not enough mature to take decisions. They claim to be grown- up & want to experience a sense of autonomy & hence do not want to be treated like kids. Here the data reveals that majority (33.3%) of them are sometimes able to improve future problems, 26.7% of them are oftenly able to do so. But consistency in this behaviour cannot be assured.

**Table No -10**  
**Questions self about the nature of the problem**

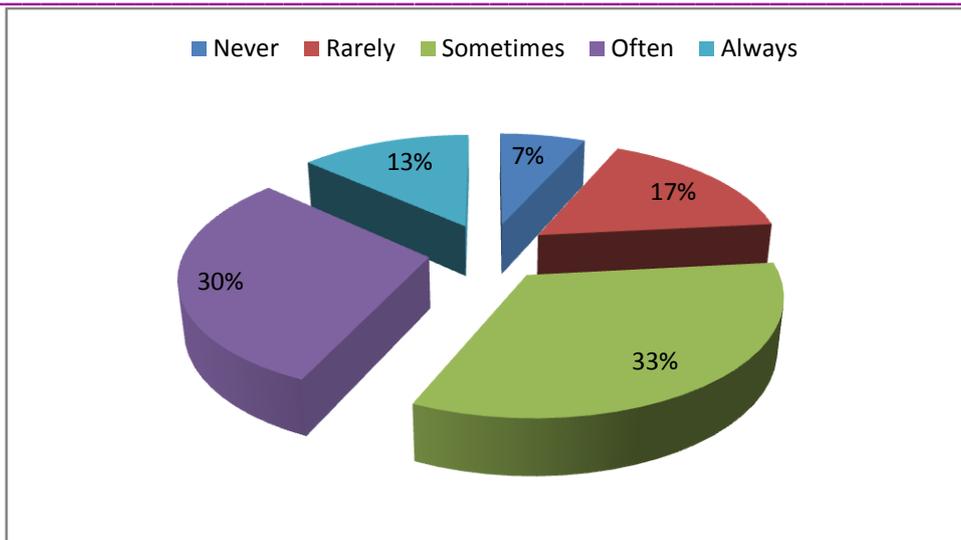
Sr.no	Particulars	No of respondent	Percentage
1	Never	1	3.3
2	Rarely	6	20.0
3	Sometimes	12	40.0
4	Often	3	10.0
5	Always	8	26.7
	<b>Total</b>	<b>30</b>	<b>100</b>



Majority (40%) of the respondents sometimes introspects i.e. questions self about the nature of the problem they face. 26.7% of them do always think about their problem. It is quite evident that maximum members of respondents are not able to introspect because they are not nurtured or sensitized about their family environment role & responsibilities by the significant people of the respondents. There is a poverty of communication now days, but life skill can help children to self – realisation, which makes things simple for children, parents & teachers.

**Table No -11**  
**Use tone of voice to convey**

Sr.no	Particulars	No of respondent	Percentage
1	Never	2	6.7
2	Rarely	5	16.7
3	Sometimes	10	33.3
4	Often	9	30.0
5	Always	4	13.3
	<b>Total</b>	<b>30</b>	<b>100</b>

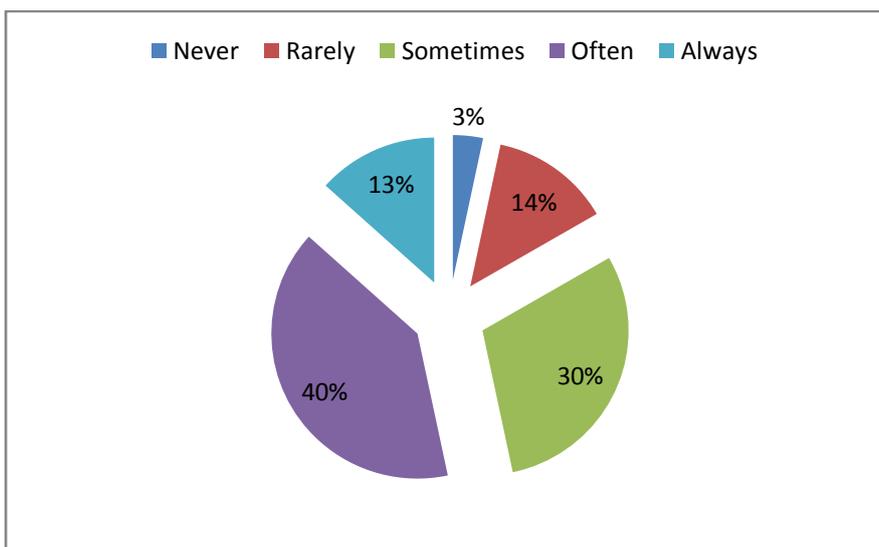


Adolescents are always unable to express or verbalize their need and feelings they express it through behaviour (Inward/outward) our data explains the use of voice to convey the message the tone of voice to convey the message the tone of voice can be depressed, worrisome, nervous or aggressive. 33.3% of them sometimes use tone of voice to convey problems, 30% of them always use tone of voice this may lead to behavioural problems among adolescents.

Teaching behavioural modification techniques will help them to grown as healthy personalities.

**Table No -12**  
**Keep my personal feelings**

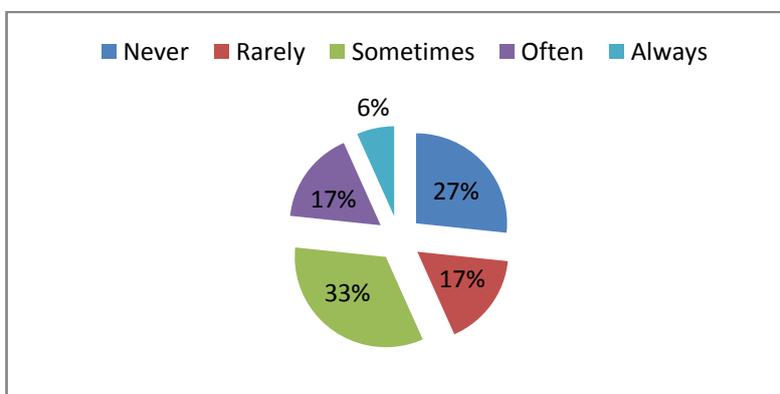
Sr.no	Particulars	No of respondent	Percentage
1	Never	1	3.3
2	Rarely	4	13.3
3	Sometimes	9	30.0
4	Often	12	40.0
5	Always	4	13.3
	<b>Total</b>	<b>30</b>	<b>100</b>



The data shows whether the respondents keep their personal feeling to themselves 40% i.e. majority of them quite keep their feelings to themselves and 30% quite often of them sometimes do so emotional repression creates conflict.

**Table No -13**  
**Stay calm**

Sr.no	Particulars	No of respondent	Percentage
1	Never	8	26.7
2	Rarely	5	16.7
3	Sometimes	10	33.3
4	Often	5	16.7
5	Always	2	6.7
	<b>Total</b>	<b>30</b>	<b>100</b>



The data reveals that 33.3% of them sometimes stay calm in situations staying calm means the patience that one has it also means control over the conger and prevention of hyperactivity.

**Chapter V**  
**Findings and suggestions**

**Findings –**

- 40% of them are oftenly conscious about their body image
- 23.3% followed by 20% & 10.00% of them are comparing themselves with other friends
- 40% Majority of the respondents underestimate themselves very oftenly
- 30% respondent’s oftenly are able to see things from other’s point of view and 26.7% of them are able to empathise of the situation.
- Majority of them i.e. 33.33% .Sometimes think & take action & 33.33% of them quite often think before they act.
- 36.7% of them are sometimes creative & 30% of them are oftenly creative.
- 26.7% of them are able to analyse & always understand the root cause of their problems.
- 33.3% of them are sometimes able to improve future problems & 26.7% of them are oftenly able to do so.
- 40% of the respondents sometimes introspects i.e. questions self about the nature of the problem they face. 26.7% of them do always think about their problem.

- 33.3% of them sometimes use tone of voice to convey problems, 30% of them always use tone of voice this may lead to behavioural problems among adolescents
- 40% of the respondents keep their personal feeling to themselves & 30% quite often of them sometimes do so emotional repression creates conflict.
- 33.3% of them sometimes stay calm in situations staying calm means the patience that one has it also means control over the conger and prevention of hyperactivity.

### SUGGESTIONS-

Life skills can help adolescent children to make informed decisions, communicate effectively and develop coping and self – management skills that may help an individual to lead a healthy and productive life. It Helps in the development of social competence and problem solving skills, which in turn help adolescents to from their own identity promote positive social norms.

### Life skills based education can:-

1. Life skill education can be promoted by teachers in schools by making education teen loving. They can practice the principle of education i.e. learning by doing.
2. Life skill education needs to be supported by parents by building trustworthy relationship with their children.
3. Parents need to understand the self – needs of adolescents
4. Schools need to sensitize parents & adolescents with the help of individual and group counselling, organize workshop, seminars & training for children & their parents.
5. Establishing child guidance centres, family counselling centres, career guidance centres with recreational activities in schools & communities have become essential
6. Skill development centres (soft skills) or establishing skill laboratories can also help to develop children to handle their conflicts, crisis & relationships.

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