



## ENHANCING LIFE SKILLS THROUGH INFOTAINMENT STRATEGIES AMONG HIGH SCHOOL STUDENTS

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### ABSTRACT

The aim of this present study is to examine that to enhance life skills through infotainment strategies among high school students. Single group experimental design was used. A purposive sampling of 36 students was chosen from Alagappa Model School Karaikudi, Sivagangai District. Data was analysed by using t-test and correlation coefficient. Results found that gender, locality and academic achievement have no influence over it. Further, it is generalised that the infotainment strategies promotes students life skills for their future.



**KEYWORDS :** life skills , full potential , lot of productive.

### INTRODUCTION

Life skills are sometimes related to managing and living a far better quality of life. They help us to accomplish our ambitions and live our full potential. Any skill that's helpful in our life can be considered a life skill. The foremost important life skills are the ability and willingness to be learnt. By learning new skills we have a tendency to increase our understanding of the world around and equip ourselves with the tools we need like to measure a lot of productive and fulfil life, finding ways that to address the challenges that life, inevitably throws at. Life skills don't seem to be perpetually instructed directly however usually learned indirectly through experience and practice.

According to UNICEF, Life Skills are a behavior change/behavior development approach designed to address balance of three areas:

- Knowledge
- Attitude
- Skills.

The world bodies such as UNICEF, UNESCO, and WHO list the ten core Life Skills as:

Self-Awareness	Critical Thinking	Creative Thinking
Decision making	Problem Solving	Effective Communication
Interpersonal Relationship	Empathy	Assertiveness

According to Macmillan English they refers the importance of life science skills as a constantly changing situation, having life science skill is an vital part of being able to meet the challenges of everyday life. The dramatic changes in global economics over the past five years have been matched with the transformations in technology and these are all impacting on education, the work place and the home life.

To cope with the increasing pace and change of modern life, students need few skills such as the ability to deal with stress and frustration. Today's students will have many new jobs over the course of their lives, with associated pressures and the need for flexibility.

We have been using technology so much these days in each and every domain of our lives, be it education or the regular household work. Some technology causing education to improve over time or have we just been catching up with the trend of educational technology. Earlier, technology in education was a debatable topic amongst the society. Everyone had their own views on modernizing education and making it technology aided. There were a huge number of positives and negatives to education technology. But, gradually as technology was embraced by the educational institutes, they realized the importance of technology in education. Its positives outnumbered the negatives and now, with technology, education has taken a whole new meaning that it leaves us with no doubt that our educational system has been transformed owing to the ever-advancing technology. Technology and education are a great combination if used together with a right reason and vision.

The term *infotainment* refers to a cluster of program types that blur traditional distinctions between information-oriented and entertainment-based genres of television programming. Infotainment is often used to denote the decline of hard news and public affairs discussion programs and the corresponding development of a variety of entertainment shows that mimic the style of news (B. Gyam, June-2008). At the same time, however, the early years of the twenty-first century have seen the increasing emergence of programs that more thoroughly blend the content and form of various genres of public affairs and entertainment. Since it has created a complex spectrum of hybrid programming with a potentially wide range of implications for public information, political communication, and democratic discourse, an endeavour has been taken to enhance the science process skills through such strategies.

### OBJECTIVES OF THE STUDY

- To find out the effectiveness of infotainment strategies in enhancing life skills among the high school students.
- To find out significant difference if any, between the mean scores of male and female students' life skills that acquired through infotainment strategies.
- To find out the significant difference if any, between the mean scores of life skills among their locality.
- To find out the relationship if any between the academic achievements in science of the high school students.
- To establish the level of student understanding and the prevalence of particular misconceptions, both prior to and after instruction in relevant science courses.

### HYPOTHESES

- There exists significant difference between the mean scores of life skills in the pre-test and post-test through infotainment strategies.
- There is significant difference between the mean scores of male and female students' life skills acquired through the infotainment strategies.
- There is significant difference between the mean scores of urban and rural area students' in life skills acquired through the infotainment strategies.
- There is significant relationship between the life skills and students achievement in their learning.

### METHOD

The investigators employed the experimental method for the present investigation in which the single group experimental design administered to enhance students' life skills through infotainment strategies.

**SAMPLE**

A total of 36 high school students were taken from Alagappa Model School, Karaikudi through purposive sampling technique.

**TOOLS**

- A questionnaire contains 27 items of “test for life skills” for high school students (pre test and post test)
- Infotainment strategies developed by ICEBERG INFOTAINMENT Ltd, Bijus application and Edupuzzle were used as tools for the present study.
- The previous achievements of the students considered as a tool in their science subject.

**DATA ANALYSIS**

**Hypothesis 1:** There exists significant difference between the mean sores of the pre-test and post-test in life skills through infotainment strategies.

**Table-1**

Life skills	Pre-test		Post-test		t-value	Remark at 0.05 level
	Mean	SD	Mean	SD		
Self awareness/mindfulness	21	3.91	39	2.21	24.04	Significant
Critical thinking	19	3.81	44	2.51	32.87	Significant
Creative/lateral thinking	24	4.33	38	2.44	16.90	Significant
Decision making	26	4.22	42	2.11	20.34	Significant
Problem solving	22	3.91	41	1.81	26.45	Significant
Effective communication	21	4.72	39	2.66	19.93	Significant
Interpersonal relationships	22	4.39	44	1.20	29	Significant
Empathy	25	3.92	44	2.18	25.41	Significant
Assertiveness	26	4.38	46	2.12	24.66	Significant

From Table1, it is inferred that there exist significant difference between the pre-test and post-test scores of all the selected life skills. Hence, it is understood that the infotainment strategies are enhancing life skills very effectively.

**Hypothesis 2:** There is a significant difference between the mean scores of male and female students’ life skills acquired through the infotainment strategies.

**Table-2**

Gender	N	Mean	SD	t-value	Remark
Male	19	54	7.22	1.18	Not Significant
Female	17	52	7.1		

Table-2 shows that there is no significant difference between the male and female students’ life skills. Hence it is concluded that the infotainment strategies enhancing the life skills irrespective of gender.

**Hypothesis 3:** There is significant difference between the mean scores of urban and rural area students in life skills acquired through the infotainment strategies.

**Table-3**

Locality of Students	N	Mean	SD	t-value	Remark
Urban	26	46	6.59	1.88	Not Significant
Rural	13	49	6.91		

Table-3 depicts that there is no significant difference between the urban and rural area students’ life skills. Hence, it is concluded from the statistical finding that the infotainment strategies enhancing the life skills among high school students irrespective of locality of the students.

**Hypothesis 4:** There is significant relationship between the life skills and students achievement in their learning.

**Table-4**

Variable	N		r-value	Remark
Life Skills	36	X 861	1.18	Significant
Academic Achievement	36	Y 2190		

From Table-4, it is inferred that there is a high relationship between life skills and academic achievement. Hence, it is believed that the life skills have been associated with the achievement also.

**FINDINGS**

- There exists significant difference between the pre-test and post-test scores of the life skills. Hence, it is understood that the infotainment strategies are enhancing life skills very effectively.
- There is no significant difference between male and female of high school students in enhancing life skills. Hence it is concluded that the infotainment strategies enhancing the life skills and gender has no influence in it.
- There is no significant difference between the urban and rural area students’ life skills. Hence, it is concluded from the statistical finding that the infotainment strategies enhancing the life skills among high school students.
- There is a high relationship between promoting creativity in learning and academic achievement. Hence, it is believed that the infotainment strategies promotes life skills and have an influence in the achievement of the students in their learning.

**CONCLUSION**

A proper execution of life skill in education is a necessity for the students in this digital society. Informing life skills in education of the students can be helpful as it specifically addresses the needs of children, helps in motivating, providing practical, cognitive, emotional, social, and self-management skills for life adjustments. This study reveals that the infotainment strategy having more effective on their life skills. The following are the benefits of the students who are well-versed in their life skills.

- Find new ways of thinking and problem solving.
- Recognise the impact of their action and teaches them to take responsibility for what they do rather than blame others.
- Build confidence both in spoken skills and for group collaboration and cooperation.
- Analyse options, make decisions and understand why they make certain choices outside the classroom.
- Develop a greater sense of self awareness and appreciation for others.

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