

A Comparative Study of the Extent of Life Skills Among Tribal and Non-Tribal Girls of Senior Secondary Level in Relation to their Academic Stream

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Abstract

It is important to teach life skill that helps to develop psychosocial competence and empower young people to have control over what they do. The adolescence of today face many more choices and demands than ever before. Dealing with academic competition, handling family responsibilities, transcending daily life conflicts, dealing with peer pressure, preparing for future roles, making crucial career choices on the one hand provide them with greater independence but on the other hand can also lead to greater conflict and frustration, thus affecting their psychosocial well-being. As a result, one of the necessary talents for students in the twenty-first century is life skills. Individuals with these skills can become more self-directed, autonomous learners who can adapt to change, manage projects, take ownership of their work, lead others and produce positive outcomes. This paper is intended to study the extent of life skills and to compare tribals and non-tribals and their degree with Academic Stream.

Keywords: Life Skills, Tribals, Non tribals, Senior Secondary level.

Introduction

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 (Evans, Mullett, Frans, 2005). Adolescent boys and girls face many changes and challenges during these important growing up years. This is also the age when their personalities are being shaped along with development of personal and social skills. It is important to equip the adolescents with the necessary skills to adopt these changes and deal effectively with the demands and challenges of everyday life.

Education for life skills has started all over the world at school level in order to prevent psychological diseases and social abnormalities. Life skills to adolescent's education has been known as a preventing programme in the world. Life skills are cognitive, emotional and practical abilities which are vital for success in life. Life necessities determine the aims of these skills (World Health Organization, 1994).

Life skills help young people navigate the challenges of everyday life. It enables them to develop into healthy, responsible, and productive adults. Life skills are “abilities for adoptive and positive behaviour that enable an individual to deal effectively with the demands and challenges of everyday life” WHO (1994). Life skills can be innumerable, some of the important life skills are self-awareness, empathy, interpersonal relationship skill, effective communication, decision making, problem solving, critical thinking, creative thinking, coping with stress and coping with emotions. These skills help to develop psychosocial competence and empower young people to have control over what they do. The adolescence of today face many more choices and demands than ever before. Dealing with academic competition, handling family responsibilities, transcending daily life conflicts, dealing with peer pressure, preparing for future roles, making crucial carrier choices on the one hand provide them with greater independence but on the other hand can also lead to greater conflict and frustration, thus affecting their psychosocial well-being. It is essential to help the adolescence acquire enduring self-esteem, inquiring habits of mind, reliable human relationships, a sense of belonging in a valued group, and a feeling of usefulness. The most direct interventions for the promotion of psychosocial competence in the young people can be done by teaching of life skills in a supportive learning environment (WHO, 1994). It will not only help promote the well-being of the student, but also contribute to national health and future of our nation.

Despite remarkable worldwide progress in the field of diagnostics, curative and preventive aspects of health and psychological disorder still there are people living in relative isolation, in natural surroundings, maintaining a socio-cultural distance from others. Owing to their unique traditional life ways, the concept of health and wellbeing of tribal people also differs from the rest of the population in many ways. The stress faced by tribal student in such a current situation is enormous. There is an urgent need to provide tribal youth with a new set of ways and systems to deal with the demands of life. Since the 'individual' rather than the 'system' is recognized as the basic unit of the society, it is essential that the tribal youth be helped to develop skills inherently to handle a wide variety of choices, changes and stressors. Therefore, it becomes vital to prepare the individual at younger stage to face these changes and mature into a person prepared to face the challenges of adult life. They need abilities-skills to face the demands of everyday life. Life skills equip tribal students in facing these changes with a positive outlook. For the present study, students of disadvantages group; scheduled tribe have been selected with comparison of non-tribal students. Scheduled tribes are one of major marginalized community, who were excluded from education for many years. Tribal (Adivasi) who are considered indigenous to places (i.e. forests) there major living sources are like hunting, gathering and agricultures etc. Article 46 of the Indian Constitution stress to promote the scheduled tribes and scheduled caste people with special care in the educational and economic establishment. After a 73 years of independence census 2001 to 2011 shows some improvement in enrolment of tribal students but less than other categories. Mahadevas, Sajan and Kotrehwas (2013) research shows the ST/SC students are not able to enrol to higher education and the perception of education is different from general category. A great deal of individual variation is found with regard to ambition setting behaviour, one may set it very high while the other very low, still other may set near to their performance level. Adolescents' occupational aspirations and expectations have been viewed as important determinants of adolescents' future social mobility and career self-concept (Rojewski, 1995).

Need and Significance of the Study

The students belonging to Senior Secondary level are considered to be in the crucial stage of life called adolescence. The adolescents are in a stage of laying the foundation for a mature adult personality. The adolescent stage calls for the actualization of potentials, achievement of adequate coping styles, sharpening of cognitive powers namely the ability of the mind to think critically, analyse, reason out and logically work out solutions to problems in daily life and take decisions independently with confidence weighing the pros and cons of a situation. The importance of the application of Life Skills at this stage of life lies in the fact that it lays the foundation for a well-developed personality in later life with good self concept, high self-esteem and socially acceptable behaviour. Hence this is the reason for choosing the adolescent population for the study.

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 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.

Gharamaleki et al. (2010) reported that life skills training effects on decreasing mental disorders symptoms especially anxiety, depression and stress of students suspected to the mental disorder. Muafi et al (2010) reported life skills training influence self-efficacy, self-esteem, life interest and role behaviour for unemployed youth. The present study is aimed to find the extent of life skills among tribal and non tribal girls of senior secondary level.

Statement of the Problem

“A Comparative Study of the extent of Life Skills among Tribal and Non Tribal Girls of Senior Secondary Level in relation to their Academic stream”

Operational Definition

The following key terms used in the above statement will be defined as follows:

- Life Skills
- Tribal students
- Non tribal students
- Senior Secondary Students

Life Skills

World health organization (WHO) defines life skills as “the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life”. WHO identified ten core life skills as Self-awareness, Empathy, Critical thinking, Creative thinking, Decision making, Problem Solving, Effective communication, Interpersonal relationship skills, Coping with stress and Coping with emotions.

In present study, life skills meant the basic competencies which a person requires in his everyday life for adjustment with his environment. The ten core life skills as Self-awareness, Empathy, Critical thinking, Creative thinking, Decision making, Problem Solving, Effective communication, Interpersonal

relationship, Coping with stress and Coping with emotions of tribal and non tribal senior secondary students will be studied by standardised tool.

Tribal students

The aborigines in Indian language are known as “Adibasi” Adi and basi standing for “original” and “inhabitants”, respectively. Constitutionally these human groups are known as Scheduled Tribes (S.T.), Anusuchit Jati, Vanjati, Vanbasi, Pahari and Adimjati, etc (Pant, 2008).

According to Oxford Dictionary, “A tribe is a group of people in a primitive or barbarous stage of development, acknowledging the authority of a chief and usually regarding themselves as having a common ancestor”. Encyclopaedia Britannica mentions that tribe in anthropology, a national form of human social organization based on a set of smaller groups (known as bonds), having temporary or permanent political integration and defined by traditions of common descent, language, culture and ideology. In present study, all senior secondary students belonging to tribal community of Uttarakhand will be included.

Non tribal students

The senior secondary students of general caste not belonging to SC and Minor community will be included in the study.

Senior Secondary students

The students belonging to Senior Secondary level are considered to be in the crucial stage of life called adolescence. The students studying in class 11 and 12 are called Senior Secondary students. In the present study, the adolescents studying in class 11 and class 12 will be included.

Variables of the Study

There are two variables to be studied in this investigation namely:

1. Dependent variable – Life Skills
2. Independent variable – Academic Stream

Objectives of the study:

The study will be designed to meet the following objectives:

1. To study the extent of Life Skills among tribal and non tribal adolescent girls.
2. To compare the extent of Life Skills among tribal and non tribal senior secondary girls.
3. To compare the extent of Life Skills among tribal and non tribal adolescent girls studying Art stream.
4. To compare the extent of Life Skills among tribal and non tribal adolescent girls studying Science stream .

Delimitations of the study

The study will be delimited to tribal and non tribal girls studying in class 11th and 12th of government senior secondary schools in district Udham Singh Nagar.

Review of related literature

Seth (2002) concluded in his studies that various components of Life Skills such as critical thinking, problem solving, decision making, interpersonal relationships, and stress and anxiety management, effective communications are interrelated. According to the study decision making skills includes creative thinking and critical thinking. Further the study reveals that the bases of sound interpersonal relation skill are empathy and good communication. Language also plays an important role in learning stress management, reducing tension and developing healthy interpersonal relations. The Study emphasised on learning important Life Skills which help in the holistic development of children.

Dubat et.al. (2007) conducted a study on Life Stress and Coping Styles among Adolescents Girls. The study was concerned with stress among adolescents and coping styles. The study was conducted on two schools (one CBSE and one State Board Education). 80 students of 12th standard and 20 each from both the affiliated schools were selected at random, from both the affiliated schools of the two selected cities i.e. Hyderabad and Hisar. A Life Stress Scale, general role stress scale and coping questionnaire were used as tools. Frequency and percentage were used for data analysis. Results showed that a majority of the adolescents had moderate or low level in coping, distancing; escape avoidance, painful problem solving and positive appraisal. Hisar adolescents used escape avoidance and accepting responsibility as a coping strategy to a higher level. Adolescents from Hyderabad frequently used positive methods of coping and were more independent in their decisions due to the cultural differences and educational status of the parents

Liao et.al. (2010) highlighted in their studies on HIV/AIDS Prevention Education, they found that life skill based curriculum can improve student's knowledge on HIV/AIDS, besides helping them in their life as well.

David and John (2011) investigated Attitude towards vocation and Life Skills among the Higher Secondary School Students and Vocational Higher Secondary students. The study was an attempt to find the Life Skills and attitude towards vocation and their relationship. It was a descriptive survey. The investigator used self-made Life Skills Scale and Vocational Scale. The sample for the study included 500 boys and girls of Vocational Higher Secondary and 250 boys and girls of Higher Secondary School Students. Results indicated that Life Skills and Attitude towards vocation among the Vocational Higher Secondary and Higher Secondary School Student showed a positively weak correlation. So as the Life Skills increase, a favorable attitude towards vocation will also increase.

Kaur (2014) conducted a study to assess the status life skills among school going adolescents in relation to gender, location, parental education and parental occupation. Sample of the study was 200 school going adolescents randomly selected from government and private schools of Patiala, Fatehgarh and Mansa district of Punjab. Life Skills scale by Sharma and Background Information Sheet prepared by researcher was used to collect data. Study revealed that female students possess more life skills than male students and students living in rural areas have more life skills than their counterparts. Study also showed that students whose fathers and mothers are less educated have more life skills than their counterparts, students who have business as parental occupation possess significantly greater life skills than their counterparts, and students whose fathers have any job but mothers are non-working possess significantly greater life skills than those with working mothers.

Gadatia and Mohalik (2016) in their study aimed to examine life skills training needs at secondary level as perceived by schedule tribe students and their teachers. The survey method was applied with sample of 88 secondary tribal students and 22 teachers of Ekalabya Model School. Self-developed life skills

needs assessment check list for students and Life skills needs assessment check list for teachers were used for data collection. The data were analyzed by using frequency and percentage. 80% of students opined that they need training in self-awareness and effective communication, above 78% of students need training in coping with stress and interpersonal relation and above 55% of students need training in decision making, problem solving and critical thinking. Thus, majority of the responses of students and teachers indicated that tribal students required life skills education especially self-awareness, effective communication, interpersonal relation etc.

Research Hypothesis

2.1.1 There will be no significant difference in the extent of life skills among tribal and non tribal adolescent girls.

2.1.2 There will be no significant difference in the extent of life skills among tribal and non tribal adolescent girls of art stream.

2.1.3 There will be no significant difference in the extent of life skills among tribal and non tribal adolescent girls of science stream.

Research Method

In the present study, the researcher will follow Descriptive Survey Method to meet the requirements of the present research problem.

Area of the study

The present study will be done on tribal and non tribal adolescents girls of district Udham Singh Nagar. Area of study will be confined to tribal dominating blocks of Udham Singh Nagar.

Population

Tribal and non tribal adolescent girls of senior secondary schools of Udham Singh Nagar constituted the population for the present investigation.

Sample and Sampling Technique

The Sample was collected through Simple random sampling technique under Probability Sampling. Out of total no. of govt. senior secondary schools (40 in number), 25% (i.e., 10 schools) of them were selected. The mode of selection of sample from the selected schools has been given in the table below:

Table no. 1.1

| S.No. | Name of School | No. of selected students |
|-------|---|--------------------------|
| 1. | Govt. Inter College Jhankat,, Khatima | 20 |
| 2. | Govt. Inter College Bichuaa, Khatima | 20 |
| 3. | Guru Nanak Inter College, Nanakmatta | 20 |
| 4. | Govt. Inter College Audali, Nanakmatta | 20 |
| 5. | Govt. Inter Colege , Sitarganj | 20 |
| 6. | Govt. Inter College Roshanpur, Gadarpur | 20 |
| 7. | Govt. Inter College Gularbhoj, Gadarpur | 20 |
| 8. | Govt. Inter College Beriya, Bazpur | 20 |

| | | |
|-----|--------------------------------------|-----|
| 9. | Govt. Girls Inter College, Bazpur | 20 |
| 10. | Govt. Inter College Barhaini, Bazpur | 20 |
| | Total | 200 |

Therefore, total no. of 200 tribal and non tribal adolescent girls were selected randomly for the present study.

Tools of the study

The Life Skill Scale standardized by Dr. Chandra Kumari and Ayushi Tripathi in the year 2020 has been used for the present study.

Analysis and Interpretation of data

The information related to the analysis and interpretation of the data has been given in the tables below:

Table No. 1.2
Extent of Life Skills

| S. No. | Levels of Extent of Life skills | Number of students | Percentage |
|--------|---------------------------------|--------------------|------------|
| 1. | Above Average | 165 | 80.49 |
| 2. | Average | 38 | 18.54 |
| 3. | Below average | 2 | 0.98 |

Table No. 1.3

Comparative analysis of Extent of Life Skills with respect to Academic Stream.

| S. No. | Categories | No. of Students | Mean | Standard deviation | t value |
|--------|---------------------|-----------------|--------|--------------------|---------|
| 1. | Tribals | 97 | 163.10 | 15.18 | 5.91 |
| | Non tribals | 108 | 176.15 | 16.44 | |
| 2. | Tribal(Art) | 62 | 158.76 | 11.08 | 4.60 |
| | Non tribal(Art) | 59 | 169.27 | 13.80 | |
| 3. | Tribal(Science) | 35 | 170.80 | 18.13 | 3.60 |
| | Non tribal(Science) | 49 | 184.44 | 15.51 | |

Findings and Conclusions

Findings:

From the analysis of above indicated tables, following conclusions and findings may be drawn:

1. Majority (80.49 %) of the students are possessing above average level of life skills, 18.54% of the students possessing average level of life skills and only 0.98% are possessing below average level of life skills.
2. The extent of life skills has been significantly found more among non tribal adolescent girls in comparison to tribal adolescent girls.
3. There was a significant difference in the extent of life skills among tribal and non tribal girls of seni-

or secondary level studying in art stream.

4. There was a significant difference in the extent of life skills among tribal and non tribal girls of senior secondary level studying in science stream.

Conclusion:

From the above findings it may be pointed out that majority of the students (whether tribal and non tribal) are possessing high degree of life skills. Also, the degree of life skills has been significantly found more among non tribal in comparison to tribal adolescent girls. There was a significant difference in the degree of life skills among tribal and non tribal adolescent girls when compared on the basis of their academic stream.

Recommendations:

On the basis of the findings and conclusion of the study following recommendations have been made for Curriculum Framers, Administrators, Teachers, Parents and Students. The findings of the study indicated that the majority of the study possessing good degree of life skills but maintaining the same levels is again a big challenge. It is therefore the duty of the stakeholders to take care this aspect of life skills. Curriculum framers should revise the curriculum from time to time by including more life skills in the main syllabus which will help the students to acquire them along with the knowledge of their respective subjects. It is the study of the administrators and teachers also to make the arrangements in their respective institutions where such life skills can be practices freely. The parents should also be made aware about the importance of such skills and should be guided by the teachers in parent teacher meeting so that they may also do positive efforts for the inculcation among and their wards.

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