

A Study of Attitude of Teachers and Parents towards the Life Skill Education Programmes in Secondary Schools: A Case Study of Tufanganj in Coochbehar District., Westbengal

Dr. Bikrmjit Saha

Asstt. Headmaster Incharge, Tufanganj Vivekananda Vidyalaya (H.S),Cooch Behar, WestBengal , India

Abstract:

Life skills education is becoming popular in the contemporary global environment because it helps teenagers convert their knowledge, attitudes, and beliefs into positive actions. Initiatives to develop and implement life skills education in schools have been undertaken in many countries around the world. Life skill education programme in school education is being implemented in the state of West Bengal since 2005 as a part of National Population Education project (NPEP) under WBBSE of all junior high and secondary schools. Now it is implemented through holistic progress programmes and different co curricular activities of the students. The purview of the present study is to assess the attitudes of the teachers and parents towards the introduction of life skill education programme in secondary schools: A case study of Tufanganj in Coochbehar district, West Bengal.

Keywords: Attitude, Life skill, National Population Education Project, Adolescents, Questionnaires, Educational Psychology, Interpersonal, Parential Education

Introduction:

The term life skill refers to a large group of psycho-social and interpersonal skill which can help people make informed decisions, communicate effectively and develop coping and self management skills that may help them lead a healthy and productive life .Life skills are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life . It refers the skills of decision making,problem solving,creative thinking,critical thinking,effective communication,interpersonal relationship,self awareness empathy coping with emotions, coping with stress for the promotion of the health and well-being of children and adolescents.In life skill education children are actively involved in a dynamic teaching and learning process.

Objectives : The following objectives were framed for the present study : i) To know the attitude of the teachers towards life skill education iii) To know the attitude of the parents towards life skill education. iv)) To suggest suitable measures for the improvement of life skill education.

Methodology : The present study is a descriptive cross sectional survey with focus on group discussions and interviews. Three sets of self administered questionnaires were used to assess life skill knowledge of teachers, students and parents. A stratified sample was used for the study and 10 secondary schools were drawn into the sample and 50 teachers and 50 parents were selected purposively for the study. The

sample size is segregated by sub population and gender. Secondary data was also collected from school records, documents, routines, lesson plans etc. Collected data are tabulated and statistically analysed by percentage, rank, co-relation, chi square, degree of freedom cartographic techniques.

Hypothesis:

The hypotheses of study are : i) There is no significant difference in the attitudes of male and female teacher ii) Better the training of the teachers better is the development of life skill iii) There is difference in attitudes among teachers in relation to experience iv) There is difference in attitudes among parents in relation to miss concept v) Life skill education is not meant to be imparted in schools instead it should be imparted at home.

Review of related literature:

Similar studies in the field of life skill already taken else where. Some reviews of a few of them are : i) Jena (1995) presented study entitled “ Attitude teachers towards introduction of adolescence Education at secondary level indicates attitudes of male female teachers. ii) Mallick (1997) conducted a study entitled “ Attitude of teachers towards adolescence education “concluded that there is a favourable attitudes towards the introduction of Adolescence education iii) PRC, Kerala (1994) concluded that there is a need to train teachers on various elements of adolescence education as they do not have adequate knowledge of the subject.

Data analysis :

Hypothesis I : There is no significant difference in the attitude of male and female teachers; male teachers were identified with more permissive attitude towards life skill education than female teachers. Here $X^2(0.13)$ is less than the critical value (5.991) It is not significant at 0.5% and 1% levels. So the hypothesis of independence is accepted.

Hypothesis II : Better the training of the teachers better is the development of life skill. Here $X^2(20.36)$ is greater than the critical value) 5.991). It is not significant at both 0.5% and 1% levels.

Hypothesis III : There is difference in attitude among the teachers in relation to experience. Here $X^2(6.31)$ is greater than the critical value (5.991). It is significant at 0.05 levels.

Hypothesis IV : There is difference in attitude among the parents in relation to miss concept .The researcher finds out that X^2 value(2.46) is less than the critical value(5.991) both at 0.05 and 1% levels. So it is not significant. The null hypothesis is accepted.

Hypothesis V : Life skill education is not meant to be imparted in schools instead it should be imparted at home.By Chi Squire Test the researcher finds out that X^2 value(1.29) is less than the critical value (5.991& 9.210) both at 0.05% & 1% levels. So it is not significant. The null hypothesis is accepted.

Table –1
Descriptive Statistics or Inference

Hypothesis Tested	Independent Variable	Dependent Variable	Value of R2
I	Attitude of Male Teacher	Attitude of the female teacher	0.964, 0.942
II	Attitude of the trained teacher	Attitude of non trained teacher	0.923, 0.923
III	Attitude of the experience	Attitude of the in experience	0.964, 1

	teacher	teacher	
IV	Positive attitude of the parent	Negetive attitude of the parent	0.25, 0.75
V	School as ideal setting	Home as ideal setting	0.999, 0.836

Computed by the Author.

Findings:

From the above study we find out that i) The percentage of graduate teachers is highest in both male (21%) and female (33.3%) than other qualified teachers. ii) Most of the teachers (60%) are gladly accepted life skill education in school curriculum. iii) The trainee teachers have more interest (59.5%) in life skill education compared to other teachers. Iv) The participation of the trainee teachers in the life skill education class and programme is highest (50%) compared to other teachers v) Majority (40%) of the teachers emphasis on the organization of student activities of life skill education. vi) Training to all teachers on life skill is very essential for the implementation of the life skill education programme in the school.vii) majority of the parents (60%) disagree about the usefulness of life skill education in school due ethos socio cultural ethos about sex and the miss concept of life skill education in schools viii) Awareness and orientation programme on life skill education are urnessly necessary to the parents for clear knowledge about life skills.

Conclusion:

From the present study it is concluded that all teachers were not aware of the concept of life skills. Parential education especially material education was significantly associated with higher life skill levels in adolescent's .Connectedness and family support are important factors to develop life skill. In terms of the age of parents, middle age groups (41---50 years) show more support for inclusion of life skill education. All teachers of every school need to be involved in the life skill education programme. Prizes should be given to the students for their participation in the life skill programme. Organization of teachers and parents on student activities has great impact on the implementation of life skill education in school.

Recomendation for further study:

1. Needs for the introduction of life skill in the curriculum of all faculties of education and teacher training institution.
2. A study on adequate teachers, teaching materials, orientation of teachers and adequated time allocated to life skill
3. Review of the orientation programme of teachers training on life skill education programme
4. An assessment of the role of parents to teach certain aspects of life skill at home
5. A study on parental education to be significantly associated with higher life skill levels of adolescents.

References :

1. Adedipe, V.O,2000'' Adolescent problem behaviour (II)'' Saturday Tribute, October 14th
2. Aggarwal J.C : Psychology of learning and development, Shipra. ,P-99-122
3. Life skill education for children and adolescents in school, Geneva, WHO 1993 WHO/MNH/PSF*93.7A

4. Pandey, J.L : Adolescence Education in schools, Indian Journal of Population Education, No.2-3, March-Sept.6-16,1996
5. Sharma S11 : Measuring life skills of adolescents in a secondary school of Kathmandu : an experience, Kathmandu University Medical Journal(2003) Vol.1,3, Issue 9,170-176
6. The development and dissemination of life skill education: an overview. Division of Mental health, WHO Geneva, Health Promotion Unit, UNICEF, Newyork MNH/PSF/9407
7. Thakur Manika: Life Skills Education Development: In Indian Perspective, International Journal of Social Impact, Vol,10,issue 4,Oct-Dec,2025
8. Ware JE, Synder MK, 1975 : Dimension of patient attitude regarding doctor and medical care services : Med Care Vol ,13, No.8,669-681