

## **Measuring Life Skills of Secondary School Teachers in District Narowal**

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### **Abstract**

In education system life skills are integral and important part. In order to enhance productivity and innovation higher education is potentially delivering skills and research in education. The aim of the study was measuring life skill at secondary school teachers. The study was quantitative in nature and survey method was used. The population of the study was secondary school teachers districts Narowal. The sample of the study was 286 secondary school teachers from districts Narowal. Instruments were used for data collection. Independent samples t-test and one-way ANOVA was used to find out the significant difference among teachers according their demographic variables. Life skills as a part of mainstream for teachers would be a great effort to in current education system. Individuals who believe themselves in this country may build a nation, effective leaders and administrative.

**Keywords:** Life skill, Secondary schools

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## Introduction

In the global knowledge economy education plays an aspirational major player hazardously. The availability of trained personnel and required skills are need of the present needs of the competitiveness of industry and depends upon the employment generation potential. In higher education system there is dire need of adaptability of the requirement of trained workforce and required skills. Kurtdede-Fidan and Aydogdu (2018) described that the foremost pillar on which our society is built is need to be improved through sustainability of higher education through skill development and stakeholders in secondary education. Therefore, it is a question in the world of academics that where in many aspects society is moving on. Parvathy and Renjith (2015) emphasizes that the citizens determining the nature of our society are the teachers who are going through the higher education. Through improving skills of our citizen the secondary level contributes to influence society at higher education level. An interactive style which did not focuses only on information but more than this is called life skill approach.

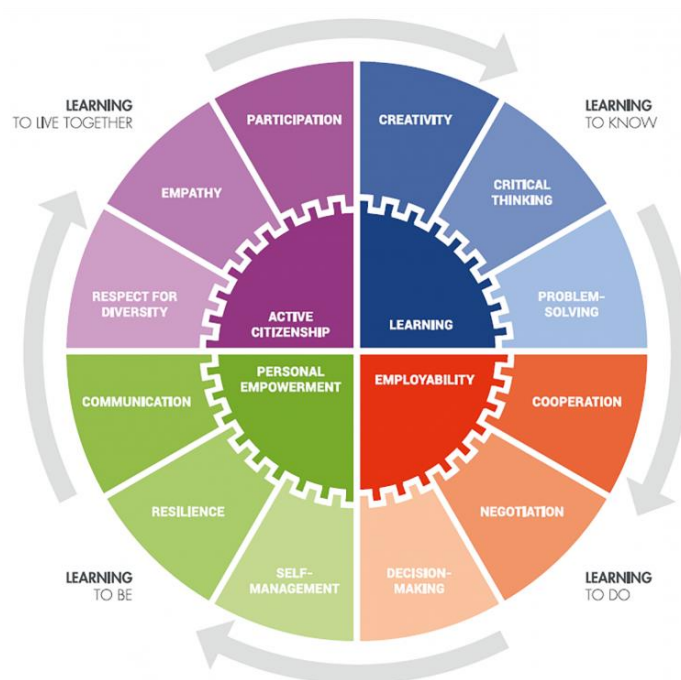
Elo, Kaariainen, Kanste, Polkki, Utriainen and Kyngas (2014) defined that the life skills may help to change behaviours by combining interpersonal and attitudinal skills which have impact on behaviours and information-based approaches. In order to achieve personal and academic goals for personal fulfillment and satisfaction consciously and deliberately, life skills help students to understand themselves better. The skill one needs to make most out of life is referred as life skills. By managing and living a better quality of life these skills might be helpful. Living our lives with full potential these skills are helpful for us. According to Feldman (2005) life skills are also called useful skills in our lives. Life skills as, "the abilities for adaptive and positive behaviour that enable individuals to deal effectively with demands and challenges of everyday life." In order to live a healthy and productive lives effective communication, self-management skills and coping skills and informed decisions may help large group of people to enhance their interpersonal and psycho-social lives. The supportive learning environment is imparted by life skills. In order to meet challenges of daily life skills are the essential part in persistent varying environment. Fitzpatrick (2014) argued that transformation in technology and all impacts on education have been matched over the past five years with the dramatic change in the global economies.

Teachers need new life skills, for example, ability to deal with frustration and stress will cope with the change and increasing pace of modern life. Ginter (2011) stated that according to the need for flexibility associated with pressure, teachers may start new careers over the course of their lives. Therefore there is need to enhance students' skills in schools, colleges and universities. Hajizadehanari (2013) education with relation to skill development has future relevance in today's world. There is an acceptance and act of secondary education in this regard which is better for the development of a country.

According to Irannezhad (2017) effective communication, psychological competencies, critical and creative thinking, building healthy relationships, empathy, and cope with managing their lives in healthy and productive manners is called life skills. There are two types of skills, one is called “social skill” related to deal with others and other is called “thinking skill” related to thinking. Jamali (2016) the reflection at a personal level is called thinking skill whereas, interpersonal skills are called social skills which did not depends on logical thinking. In order to achieve assertive behaviour and effective negotiation these two types of skills are used.

In order to make one’s point of view at one point, not only make rational decisions, emotional skill was used. The oneself is important according to this term. The most important skill is managing self along with resisting family and peers pressures, stress, emotions and coping with feeling. In order to promote concerning issues and build harmony both social and thinking skills are advocated by Youngers. For acquiring, structuring and processing these issues a teacher provides ample opportunities for learners. Nitin (2016) stated that “life without education is a life without opportunity.” Life skills have no definitive list. On the basis of your life culture, age, beliefs, geographical location etc. there are certain more or less relevant skills depends upon these circumstances. In your life at different times there are different more or less life skills such as, you will need study skills in schools and universities, for getting job you need employability skills, negotiation skills are required for buying a house, after getting your job presentation and leadership skills are useful along with host of other skills. In order to manage your stress, conflicts and problem solving skills there is a stage throughout your life for all this. Fallahchai (2012) stated that ability and willingness to learn is the most important life skill. In order to cope with the challenges of life learning new skills as a tool may help to comprehend world around us. Indirectly life skills may practice through experiences not directly from learning. At an early stages of education life skills should start and till graduation it must be continue. Following ten skills by WHO identified are as:

1. Coping with Emotions
2. Creative Thinking
3. Coping with Stress
4. Decision Making
5. Effective Communication
6. Empathy
7. Self- Awareness
8. Problem Solving
9. Coping with Emotions
10. Interpersonal Relationships



### Importance of Life Skill

Through developing healthy social and emotional skills from childhood to adulthood youth may transit with the help of life skills successfully. In order to form youth their own identity the problem solving and social competence skills may develop in youths. “It helps to weigh pros and cons of the situation, hence, act as a mediator to problem behaviour. It promotes positive social, norms that an impact the adolescent health services, schools and family (Lefevre, 2012).” The issues regarding drugs, alcohol etc. might be developed less through effective communication and misconceptions in adolescents. The adolescents may also differentiate between listening and hearing through life skills. The teachers’ anger control and positive self-esteem might be promote through life skills. According to (Persona Communication, Teachers, 2012) teachers now a day is much busy in completing their tasks and syllabus because of workload. Therefore, in classroom settings the methods like collaborative learning, brain storming, are not working effectively for practicing teaching tasks. Training life skills are significantly effect on teenagers and their future lives. In order to incorporate life skills there are many opportunities in our education system. Teklin (2016) argued that life skill trainings should be provided to people.

### **Objectives of the study**

The study was conducted to achieve the following objectives to:

1. Find out the effect of measuring life skill at secondary school teachers.
2. Identify the difference in measuring life skill at secondary school teachers on the basis of qualification.
3. Identify the difference in measuring life skill at secondary school teachers on the basis of experiences.
4. Identify the difference in measuring life skill at secondary school teachers on the basis of gender.

### **Research Questions**

The study was conducted to answer the following questions:

1. What is the effect of measuring life skill at secondary school teachers?
2. What is the difference in measuring life skill at secondary school teachers on the basis of qualification?
3. What is the difference in measuring life skill at secondary school teachers on the basis of experiences?
4. What is the difference in measuring life skill at secondary school teachers on the basis of gender?

### **Research Methodology**

The study was descriptive in nature and survey method was used to collect data. **Population of the study was consisted of secondary school teachers at district Narowal.** Random sampling technique was used to select sample for the present study. The sample of study was consisted of 285 secondary school teachers in district Narowal.

**A survey questionnaire was used for data collection.** The researcher used a self-developed questionnaire for data collection. The questionnaire was consisted of five point Likert type scale. Questionnaire was consisted of (Self-Awareness, Empathy, Interpersonal relationship skills, Communication, Critical thinking, Creative thinking, Decision making, Problem solving, Coping with stress, Coping with emotions).

Researchers visited the school herself for data collection. Data were collected from secondary school teachers at District Narowal. Data were analysed by using descriptive and inferential statistics to answer the research questions.

Table 1

*Description of the Sample on the Basis of Gender*

Gender	Frequency	Percentage
Male	117	40.9
Female	169	59.1
Total	286	100.0

Table showed that there were (40.9%, N=117) male and (59.1%, N= 169) female teachers were selected from secondary schools. Total numbers of teachers were 286.

Table 2

*Description of Sample on the Basis of Qualification*

Qualification	Frequency	Percentage
B.A/B.SC	83	29.0
M.A/M.SC	188	65.7
M.PHILL	83	29.0
Ph.D	14	4.9
Total	286	100.0

Table showed that teachers were selected on the basis of qualification. It showed that 83(29.%) teachers had B.A/B.SC qualification, 188(65.7%) teachers had M.A/M.SC qualification and 83(29%) teachers had M. Phil and 14(4.9%%) teachers PhD qualification.

Table 3

*Sample description on the basis of experience*

Experience	Frequency	Present
less 5	21	7.3
6-10 years	85	29.7
11-15 years	107	37.4
above 16 years	73	25.2
Total	185	100.0

Table showed that teachers were selected on the basis of experience. It showed that 21(7.3%) has less than 5 years' experience, 85(29.7%) has 6-10 years' experience, 107 (37.4%) had 11-15 years' experience and 73 (25.2%) teacher had above 15 years' experience from secondary schools.

Table 4

*Independent Samples t-test to identify the Difference between the Male and Female teachers regarding life skill in education*

Variable	Gender	N	Mean	SD	t-value	df.	Sig.
Life Skill in Education	Male	117	1.41882	4.97608	6.631	284	.000
	Female	169	1.37112	6.58229			

Table shows that an independent-samples t-test was applied to check the difference between male and female teachers' perceptions about life skill at secondary level. Results showed that there was significance difference in the male ( $M = 1.41882$ ,  $SD = 4.97608$ ) and female teachers' scores ( $M = 1.37112$ ,  $SD = 6.58229$ ,  $t = 6.631$ ,  $p = .000$ ) were found regarding their life skill in education.

Table 5

*Difference between teachers' perceptions about life skills in education regarding qualification*

	Sum of Squares	df	Mean Square	f	Sig.
Between Groups	16.215	26	.624	2.338	.000
Within Groups	69.089	259	.267		
Total	85.304	285			

Table shows the results of one-way ANOVA which was applied to identify difference in teachers qualifications regarding life skill in education at secondary level. There was significance mean difference  $F(2.338)$ ,  $p = .000$  was found among secondary school teachers' perceptions regarding life skill in education on the basis of their qualification.

Table 6

*One way ANOVA identify the Difference between teachers experiences regarding life skill in education*

	Sum of Squares	df	Mean Square	f	Sig.
Between Groups	64.425	26	2.478	3.759	.000
Within Groups	170.753	259	.659		
Total	235.178	285			

Table shows that the significance difference in teachers perceptions about life skills in education at secondary level. Findings revealed that there was significant difference  $F(3.759)$ ,  $p = .000$  was found regarding life skill in education on the basis of teaching experience.

## Discussion

The current study was find out the effect of measuring life skills of secondary school teachers of district Narowal. The result shows that there is statistically significant difference among teachers of different demographic variables like gender, qualification and experience.

Studies reported that many life skills programs in developing countries focusing on promoting adaptive behaviors are structured as one-shot or short-term interventions rather than ongoing activities, and they lack emphasis on individual learning (Parvathy & Pillai, 2015; Teyhan, 2016; Tuttle, 2006). Scholars, however, have emphasized the need to implement sustainable life skills programs as a top priority (James et al., 2006; Jegannathan, 2014). Therefore, more attention is required in these contexts to develop programs that are ongoing and sustainable through systematic planning, implementation, monitoring and evaluation in order to learn skills and attitude change (UNICEF, 2012). Adolescence is a period when the intellectual, physical, social, emotional and all the capabilities are very high, but, unfortunately, most of the adolescents are unable to utilize their potential to maximum due to various reasons. They face many emerging issues such as global warming, famines, poverty, suicide, population explosion as well as other issues like alcoholism, drug abuse, sexual abuse, smoking, juvenile delinquency, anti-social acts, etc. that have an adverse effect on them and others too, to a large extent.

While there is consensus that life skills education acts as a buffer for prevention of at-risk behaviors, the sustainability of effective life skills programs has been called into question (James et al., 2006; Lillehoj et al., 2004; Yadav & Iqbal, 2009). According to James et al. (2006) this could be due to a lack of programmatic structure, which tends to be common in developing country settings. Kazemi et al. (2014), Maryam et al. (2011), and Teyhan et al. (2016), suggest that program evaluation and follow up are equally important in sustainability.

### **Conclusion**

The main aim of the study was to find out the attitude of teachers towards teaching life skills as a way of improving practice of morality through secondary schools. It is concluded that most of the teachers have positive attitudes. Many teachers are bound to teach students after regular class or some other time but many of the teachers did not allocated any class to teach. Therefore, it is revealed that there is very less time for life skills education. The demand and challenges of everyday life students may not prepared by teachers to deal them effectively. It is shown that students are resorting risky behaviours, for example, dropout, violence, riots, drug abuse etc. the ability to adapt positive behaviours' is need to equip students with life skills education for coping demands and challenges of life.



## Recommendations

Following recommendations were formed in this study.

1. In-service training programs for teachers might be conducted for equipping students with sufficient knowledge and skills through life skills education.
2. It is recommended that for implementation of life skills, learning material should be available for teachers.
3. In order to ensure that the subject is being taught effectively a monitoring system might be established by the school inspectors.
4. The adaptation of positive behaviours in students, it is recommended proper life skills education may provide to strengthen the behaviours of students.

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