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A Study Of Life Skill Education On Scientific Attitude In Arts And Science Stream

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Abstract

There are innumerable life skills. Some are specific to certain situations while others are of a generic in nature. Based on various theoretical perspectives, as well as intervention and training in this area across cultures, a core set of ten generic life skills are identified which are basic to every culture and can be used for promotion of psychosocial health in children and adolescents. These skills include decision making, problem solving, empathy, self awareness, communication, interpersonal relationship, coping with emotions, coping with stress, creative thinking and critical thinking. Across cultures life skills education is similar in three important ways. First the most important aspect is learning of life skills which are essentially those abilities which help promote mental well being. Since independence, nearly all commissions and committees on school education have consistently emphasized the paramount importance of fostering a scientific attitude among students. Recognizing the pivotal role of science in driving progress and innovation, these bodies have underscored the need for educational systems to cultivate curiosity, critical thinking, and a spirit of inquiry from an early age. By instilling a scientific attitude, students are encouraged to approach learning with an open mind, question established beliefs, and seek evidence-based explanations.

Key words : life skill education , prospective teachers, scientific attitude , arts, science.

Introduction

Over the last decade there has been an increased interest among mental health professionals in the area of life skills. Hamburg (1990) defined life skills training as the teaching of requisite skills for surviving, living with others, and succeeding in a complex society. The generic skills are communication, interpersonal negotiation, self-regulation and decision making skills. Nelson-Jones (1993) states life skills are personally responsible

sequences of self-helping choices in specific psychological skills areas conducive to mental wellness. People require a repertoire of life skills according to their developmental tasks and specific problems of living. Powell (1995) defines life skills as the life coping skills consonant with the developmental tasks of the basic human development processes, namely those skills necessary to perform tasks for a given age and gender in the following areas of human development – psychological, physical, sexual, vocational, cognitive, moral, ego and emotional. There are taxonomies of generic life skills for categorizing and arranging a wide range of life skills. Hopson and Scally (1986) categorized life skills under the four areas: 1. Learning/Academic Skills (i.e., study skills, literacy, learning from experiences etc); 2. Relating Skills (i.e., communication, making, keeping and ending relationships, assertiveness, conflict management, etc); 3. Working and Playing Skills (i.e., time management, money management, career planning etc); and 4. Developing Self and Other Skills (i.e., creative problem solving, being positive about oneself, decision making, stress management, transition management, managing negative emotions, selfawareness, maintaining physical well-being, etc). Brooks (1984) used empirical approach to classify life skills. Using the Delphi study, in conjunction with developmental psychology theorists (Erikson, 1963; Havighurst, 1972; Kohlberg, 1973; 1976) classified 305 life skills descriptors into four categories such as 1) interpersonal communication and human relations skills; 2) problem solving and decision making skills; 3) physical fitness and health maintenance skills; and 4) identify development / purpose in life skills. Although the exact nature and descriptions of life skills are likely to differ across social and cultural contexts, an analysis was made and a core set of skills for successful living was identified by WHO (1993). Accordingly life skills are defined as abilities for adaptive and positive behavior that enables individuals to deal effectively with the demands and challenges of every day life. This enables one to deal effectively with every day challenges. Secondly to enable adolescents to learn and practice skills, life skills training is based on student centered and activity oriented methodology. Thirdly, life skill training is based on the philosophy that young people should be empowered to take more responsibility for their actions. Life Skills programs are based on social learning theory. In social learning theory, learning is considered to be active acquisition, processing and structuring of experiences. In life skills education children and adolescents are actively involved in a dynamic teaching and learning process. The pedagogy of life skills education is based on co-operative learning, participative activities and experimental learning. Teaching ten generic skills is effective tool for promotion of mental wellbeing. The acquisition of knowledge from life skills training influences the attitudes and values leading to positive behavior and in turn helps in prevention high risk behaviours. Life skills training which enable in skills learning aim to influence health and behavior in the social context. Though a person's behavior may partly be determined or influenced by environmental and social factors it essentially stems from the individual himself.

Science is fundamentally a body of knowledge built upon empirical evidence, rigorous experimentation, and logical reasoning. It encompasses a vast array of disciplines, from physics and chemistry to biology and psychology, each offering insights into different aspects of the natural world. At its core, science seeks to understand the underlying principles and mechanisms governing the universe, from the smallest particles to the largest galaxies. This knowledge is constantly evolving through the continuous process of observation, hypothesis testing, and peer review, leading to refinement and expansion of our understanding over time. Moreover, science is not just a static collection of facts but a dynamic process of inquiry, innovation, and discovery that drives progress and informs decision-making in society. It provides a framework for explaining natural phenomena, predicting future outcomes, and solving practical problems across diverse fields, thereby enriching human understanding, and improving the quality of life for individuals and communities worldwide. To meet the global requirements of the contemporary period, the education system faces a dire need to prepare young minds with a comprehensive skill set that goes beyond traditional academic subjects. In addition to mastering core disciplines like science, mathematics, and language arts, students must develop critical thinking, problem-solving, creativity, collaboration, and digital literacy skills. The rapidly changing landscape of technology and globalization demands adaptable and resilient individuals who can thrive in diverse cultural and professional environments. Furthermore, an education that fosters social and emotional intelligence is essential for promoting empathy, tolerance, and effective communication, which are vital for navigating complex social issues and building inclusive communities. By embracing innovative teaching methods, interdisciplinary approaches, and experiential learning opportunities, the education system can empower students to become lifelong learners, equipped to tackle the challenges and opportunities of the 21st century with confidence and competence.

Objectives

1. To assess the level of life skill in prospective teachers of rajasthan
2. To make comparison of life skill in prospective teachers of rajasthan on basis of scientific attitude.
3. To make comparison of life skill in prospective teachers of rajasthan on basis of scientific attitude among Different gender.

Variables

1. Independent variable : life skill education , Gender
2. Dependent variable : scientific attitude.

Hypothesis

1. 1.There is no significant difference in the life skill education in relation with scientific attitude of prospective science teacher
2. There is no significant difference in the life skill education in relation with scientific attitude of prospective arts teacher
3. There is no significant difference in the life skill education in relation with scientific attitude of prospective science teacher among different gender.
4. There is no significant difference in the life skill education in relation with scientific attitude of prospective arts teacher among different gender.

Delimitations

(i) Prospective teachers were selected for present study.

(ii) Only 320 prospective teachers of arts (160) and science (160) were selected.

(iii) The study were limited to prospective teachers of rajasthan only.

Research Methodology

The present study is based on descriptive survey method

1. The researcher developed Rating Scale of life skill education for prospective teachers.
2. Scientific attitude by shailaja Bhagwat (2006)

Test

t test for analysis of variance

statistics

1. Mean and standard deviation .

2.pearson correlation coefficient

Sampling

Purposive random samping

Prospective teachers (320)			
Science(160)		Arts(160)	
Female(80)	Male(80)	Female(80)	Male(80

Major findings

There exists no significant difference between male and female prospective teachers of rajasthan on life skill.

There exists no significant difference between prospective teachers belonging to arts and science faculty of rajasthan on life skill.

Suggestion for study

(i) A comparative study of life skill on teachers, parents and student may conduct.

(ii) Other states of india may included.

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