



## A STUDY ON SIGNIFICANCE OF LIFE SKILLS EDUCATION AND ITS EFFECT ON ATTITUDE AMONG MANAGEMENT STUDENTS

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### Abstract

With an outbreak of corona - pandemic19, every country and individual empathize the significance of mental health and healthy mind with problem solving attitude. A sound mind dwells in a sound body, is a famous quotation demonstrating the closest link between physical fitness, mental health and the ability to enjoy life. This ability is nurtured and developed through life skills. As per the World Health Organization (WHO), adoption and execution of Life Skills is an adaptive and positive behavior that enables individuals to deal effectively with the demands and challenges of everyday life. As per UNICEF life skill means a behavior change or behavior development approach to address a balance of 3 areas; knowledge, attitude and skills. It is a competency of an individual which facilitates the solution of problems, critical thinking, effective communication, creation of healthy relations, empathize with others, and cope with and manage the challenges of his life. Our ancient education system also reflects life skills as an integral part of the student learning life cycle. In the current era of competition, loneliness, anxiety, depression has affected the life of our students. Technology, artificial intelligence brought the ease of life along with anxiety, depression, stress etc...self-awareness, critical thinking, empathy, decision making,

creative thinking, problem solving approach or attitude, effective communication, interpersonal relationship, coping with stress and emotions which should be the crux of an education system is found missing in our education or learning and development system. This paper aims at exploration of the implications of Life Skills for development of post-graduates through positive attitude.

**Key Words:** Life skills, education, emotions, positive attitude

### Introduction

The stages under human development includes development of an individual from youth to an independent adult. The phase of transformation from an adolescent to a mature person is considered as one of the most crucial stages as it involves the change in psychology and behavior of humans (Kackar, Joshi, 2019). It turns an individual as mature, highly cognitive, and more analytical and develops an independent thought process.

According to WHO, It refers to “adaptive and positive behavior to improve an individual capacity to handle the demands and challenges in life” (Chaudhary and Mehta 2012). Under different conditions like agitations, anxiety, stress, or depression, many times students are unable to utilize their potential.

Life skills approach provides better disposal to utilize the options available with an individual at the fullest (Rooth, 2000). More the students are habituated with life skills and keep it them at their disposal, better the results or opportunities are created to deal in any field (Pigozzi, 2004).

Education is the process of enlightening students and empowering them to achieve a better and good quality of life. Field of an education is expanding day by day due to globalization and incorporating the life skills in regular education is essential for the sustainable development of students and teachers to enhance positive choices of life by uncovering their unknown talents and interests. Experience and learning of life skills influence and support an individual for his or her betterment from the beginning to the end of life. The Pan American Health Organization (PAHO, 2001) has defined life skills as social, cognitive, interpersonal skills. Life skills this trendy youth to achieve their goals and strengthen the capacity to meet the needs and demands of the surrounding and to move to the successful path in the life journey.

In short the life skills brings the positive and productive development of students. All these skills are the base and need for the growth of students so it should be a part of academic training along with the regular education. Incorporation of life skills along with regular academics is an essential part of education.

### **Literature Review**

Life skill is an art which aims at mental health of post graduate students. It brings an energy and capacity to deal with reality of life. It is profoundly reflected through research about an incremental growth in terms of interpersonal relations, avoidance of rage or aggression and a better step towards appropriate behavior (Smith & et al., (2004). At the critical juncture of age, inclusion of life skills can increase humanity and help to reduce certain social issues, such as prevention of drug use, sexual violence,

teenage pregnancy, HIV/AIDS prevention and suicide prevention. When you become a part of the society and found yourself to be happy while an interaction with others, it means to improve your acceptance and patience level towards agreements and disagreements. It empowers a young mind to protect and promote social relationships. (Sangeeta and Bhamini 2012)

Challa, Anute (2021) the main challenge observed in the whole research is learners are stepping back because of the price offered by these platforms, for that all the apps are working on the same goal that to provide an education to their learners. Apart from this, they also faced many controversies on social media, but with their win-win mentality they overcame all these challenges, and focused on the future opportunities which can bring a revolutionary change in Indian education.

Ghewari, Anute, (2021) Youtube is observed as the most useful source of information about e learning organizations. Customers are highly satisfied from the information about elearning organization available on facebook, Instagram and youtube but satisfaction level is moderate about linkedin and twitter. From the analysis we identified that Byjus ranks first e learning organization on social media closely followed by white hat junior, unacademy, vedantu and khan academy respectively. Facebook is the most popular source of social media for e learning organizations closely followed by Instagram and youtube. LinkedIn and Twitter are comparatively less useful.

The effectiveness of skills training in increasing mental and physical health, prosaically behavior and decreasing in behavioral, social problems & self-destructive behavior Ramesh and Farshad C. (2004).

The 10Skills laid down by the WHO are:

- ✓ Individual Analysis
- ✓ Compassion
- ✓ Reasoning ability
- ✓ Creativity

- ✓ Decision making
- ✓ Issue resolution
- ✓ Social skills
- ✓ Communication
- ✓ Stress management
- ✓ Emotional Intelligence

### **Life skill education in classrooms**

1. **Problem solving:** The problem solving life skills allows an individual to solve an issue efficiently and effectively Albertyn et al. (2004). Students can resolve conflict and they can even lead into the settlement of any kind of issues. It enables young mind to build right perspective through analysis of situation, constructive attitude and creativity. The analysis of the facts brings the trust to deal with the critical situations constructively to avoid the wrong. It prepares a person to think rationally and prepare to build trust on right and to avoid wrong. Problem solving skills enhance creativity, analytical skills and enable us to deal constructively with problems in our lives. Non-resolutions to problems usually cause and raise mental stress.

2. **Decision making:** It helps the students to carefully analyze and examine the decision making skills which enables an individual to choose the best alternative by weighing the pros and cons from various alternatives. Decision making skills enable a person to become confident, independent, affirmative and responsible. Constructive and positive decisions will be taken for the smooth functioning of any activities taken up in life. Only after proper assessment and analyzing different options and working on the consequences students will take the right decisions for their and others betterment.

3. **Effective Communication:** effective communication skills is the idea of sharing knowledge, feelings, facts, emotions, thoughts and beliefs through verbal and non-verbal forms. Effective communication skills enable a person to express his views, desires, values etc. with confidence. Good rapport and proper

relationships can be maintained through effective communication skills. Social relations through active interactions can be established via effective communication skills. Leadership qualities can be inculcated among learners for the overall personality development through effective communication skills.

4. **Empathy:** It is an ability to identify the situational circumstances which an individual faces in his life. Empathy is the ability of understanding and identifying the emotions, goals, desires and motivations of another person resulting in improving pro social behavior. Empathy allows a person to develop listening, observing and understanding skills and providing mental and emotional support. Empathy is to think mentally and accept the opinions of other people impartially with complete justification.

5. **Coping with stress, trauma and loss:** Coping with stress and trauma will make a person conquer the stress, trauma and loss in his and other's life. To deal efficiently with the tensions, frustrations or anxiety caused due to stress and trauma well in advance before the adverse effect of it in an individual's life. To control the emotions and balance the cognitive level to relax before the situation is worse. This skill helps to maintain balance between the positive and negative stress in different situations with the most appropriate solutions. Life skills coping with stress and trauma, life skills permits an individual to find out the source of stress along with a solution to overcome them.

### **Life skills the need for the success of Post Graduate Students**

To overcome the demerits we should focus on the life skills training for postgraduate students. Honesty, assertiveness, motivation, tolerance, self-confidence, self-efficacy, self-awareness, good character, competency, flexibility, responsibility, open mindedness, dignity, self-esteem, interpersonal awareness, sociability, courage, commitment, determination, good

interpersonal relations, resiliency, sensibility, adaptability, etc. can be developed among postgraduates through teaching and practicing of life skills. Before being a part of the corporate world, it is very essential rather than mandatory for students to be equipped and pre-conditioned to an ever-changing future. To be a better employee, it is necessary to accept new situations, work in teams, to process out of the box, and take failures as learning or a step towards success. These life skills are important skills for the students to be successful in future. Integration of life skills with normal curriculum or as a part of regular education is a way to lead a healthy life in the long run. This learning should be given on a daily basis by a life skill trainer to change the outlook of mature individuals towards the life.

### **Research methodology**

#### **Research purpose**

It aims at the awareness about application of certain life skill attributes and their effect on attitude of post graduate management students. It's focus is to analyze the correlation between life skills and attitude effect among management students.

#### **Research design**

This is descriptive and exploratory study. Qualitative and quantitative approaches were applied for a study. Both the approaches were found essential to measure the research objectives of the study. Objective 1 and 2 were analyzed and measured through qualitative approach whereas the last objective exclusively proven through quantitative method of research.

#### **Research objectives**

- ✓ To explore the need of Life Skills attributes training for the development of Students.
- ✓ To appreciate the effect of these skill attributes awareness among post graduate students.

- ✓ To analyse the effect of life skill attributes on attitude.

### **Research questions**

- How does life skill attributes influence on attitude attributes?

### **Hypothesis**

All five skill attributes are significantly correlated with four attributes of attitude.

### **Scale:**

1. Life Skill assessment scale by Kennedy, F., Pearson, D., Brett-Taylor, L. & Tarija, (2014) Scale consists of items to assess five life skills:
  1. interacting with others
  2. overcoming problems and finding solutions
  3. taking initiative,
  4. managing conflict, and
  5. Understanding and following instructions.

Each item is scored on a 5-point Likert-type scale: 1 (does not yet do), 2 (does with a lot of help), 3 (does with some help), 4 (does with a little help), 5 (does independently).

2. Attitude scale by Horane A. Holgate, M.A., Charles A. Calahan, Ph.D, Heidi E. Parker, Ph.D.

Statements were incorporated based on the following attributes of attitude.

1. ATTITUDE: OPENNESS
2. ATTITUDE: OPENNESS
3. ATTITUDE: CURIOSITY
4. ATTITUDE: CURIOSITY

### **Sample selection and data sources**

Sample range varies from individuals who are in between the age range of 21 to 25 years. It is peculiarly focused on management students in Pune district. Data is collected through a self-administered questionnaire which was based on both the scales as life skills & attitude. Total 10 questions strictly closed ended have been included in the questionnaire. These questions were followed with age, gender, location demographic variables. Questions are based on

a 5 point Likert scale. Considering the time and location constraint, responses are collected through Google forms. Total 184 responses were collected for the study.

### Tools used for the Study

Statistical tool Kendall's W Test was used to test hypotheses. Before using the test tool, the responses were checked for missing data. The data was analyzed and results were drawn through SPSS. In consideration with research aim and hypothesis based on research questions, Cronbach alpha value of the questionnaire deliberate the internal

consistency. The scale reliability is calculated for the questionnaire which is circulated among respondents.

### Results and Interpretation

**Table 1 Demographic Statistics of Sample**

Sr. No	Respondents Characteristics	Frequency	Percentage
1	Gender		
	Male	110	60
	Female	74	40
2	Location		
	Urban	147	80
	Rural	37	20

**Table 2 Validity and Reliability**

Sr. No	Item	Cronbach alpha	Internal Consistency/Level of Reliability
	<b>Life scale Items</b>		
1	Interacting with others For example, Interaction appropriately with peers, staff, opposite sex, communication effectively, and showing sensitivity to others' needs and feelings.	0.86	Very Good
2	Overcoming difficulties and solving problems To find a way around obstacles that arise, to ask for help appropriately, to solve problems successfully		
3	Taking Initiative For example To carry out tasks without being told, to showcase appropriate leadership		
4	Managing Conflict For example Reflecting appropriate assertiveness, to resolve disagreements appropriately, to accept appropriate correction, to agree without violence or foul language or running away.		
5	Understanding and following instructions To understand appropriate instructions when given, to comply with instructions, to ask for clarification when needed.		
	<b>Attitude Scale Items</b>		
6	I like to welcome and initiate interactions with people who are culturally different from me	0.90	Excellent
7	I prefer to reserve judgement during interactions with people culturally different from me		
8	I would like to ask questions about other cultures different than my own		
9	I usually seek answers to questions about cultural differences		

**Table 3 Level of Attitude and Life Skills of Management Students**

Statement	Mean	SD	interpretation
<b>Attitude</b>			
I like to welcome and initiate interactions with people who are culturally different from me	3.50	0.63	Strongly Agree
I prefer to reserve judgement during interactions with people culturally different from me	3.75	0.45	Strongly Agree
I would like to ask questions about other cultures different than my own	3.81	0.40	Strongly Agree
I usually seek answers to questions about cultural differences	3.06	0.77	Strongly Agree
<b>Total</b>	3.53	0.29	Strongly Agree
<b>Life skills</b>			
Interacting with others For example, 1. Appropriate interaction with peers, staff, and opposite sex. 2. Effective communication with others 3. Showing sensitivity to others' needs and feelings?	3.56	0.51	Does Independently
4. Overcoming difficulties and solving problems 5. Getting an appropriate way out around obstacles that arise 6. Getting help to solve the problems successfully	3.45	0.63	Does Independently
Taking Initiative For example, 1. Carrying out tasks without being asked. 2. Reflection of appropriate leadership.	3.50	0.52	Does Independently
Managing Conflict 1. Expression of appropriate assertiveness. 2. To resolve disagreements appropriately. 3. Acceptance of appropriate corrections. 4. Acceptance without violence or foul language or running away.	3.75	0.45	Does Independently
Understanding and following instructions To understand appropriate instructions when given To comply with instructions. Demand for clarification when needed.	3.69	0.48	Does Independently
<b>Total</b>	3.59	0.41	Does Independently

Table 3 display the attitude and life skills of the management students. The overall mean and standard deviation is 3.59 and 0.41 respectively. The overall results are the reflection of the results derived from individual statements. Respondents express as life skills help an individual to be a better to show assertiveness, resolution to disagreements, and implementation without violence (M=3.75, SD=0.45), life skills leads to understand appropriate instructions, comply with instructions and ask for clarification of instructions when required (M=3.69, SD=0.41).

**Table 4 Correlation between Life Skills and Attitude**

Test Statistics	
Kendall's W	.167
Ghi-Square Value	337.194
P Value	.000

#### **Kendall's Coefficient of Concordance Test to Check the Hypothesis**

Table 4 illustrates the correlation between life skills and attitude. Kendall's W Test was used to find out the correlation between life skills and attitude. The p value (P = 0.00) shows that

the hypothesis is accepted. Life skills affect the attitude of employees.

### **Discussion**

Life skills build confidence in communication which brings collaborative skills among students. It enhances their appropriate communication with peers, staff and opposite sex. It creates sensitivity towards others. Attitude is nothing but how you look at life on a daily basis. It is a positive feeling which improves and generates an ability to deal with your emotions, finances, relationship, and your performance. What we expect as a part of attitude reflects in life skills. Your life skills mean how you deal with others, your capability to overcome difficulties and solving problems. Resolving issues means you need to find out the ways around the obstacle, if required to seek the help naturally to solve the problem successfully.

### **Conclusion**

Young energy requires a sound mind in a sound body to be an effective performer. Learning life skills is an effective mode of holistic education wherein you incorporate interpersonal, emotive and cognitive skills. A relevant and proper execution of life skills education is needed in the current era. It will be a help for students to arouse inspiration through practical, cognitive, emotional and self-awareness and individual governance skills. It will not only improve the mental health of students, but will also affect the upliftment of the standard of education also. This research paper is an attempt to emphasize the key role of life skills which contribute to shaping the attitude of an individual. Results through statistical tests also reflect the effect of life skills on attitude. More research in this area can help to bring out the different avenues of life skills and their effect on students' life in the long term.

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