

Need and Importance of Life Skill Education in Institutional and Non-Institutional Settings



Institutional setting Means

- In general institution means of the nature of an institution and relating to a large organization.
- As per Oxford dictionary institution means which expressed through or organized in the form of institutions, Established as a convention or norm in an organization or culture.
- Institutional means relating to a building where people are looked after or held.
- An institutional value or quality is considered an important and typical feature of a particular society or group, usually because it has existed for a long time.
- Institutional care is a type of residential care for large groups of children. It is characterised by a **one-size-fits-all approach** according to which the same service is provided to all children irrespective of their age, gender, abilities, needs and reasons for separation from parents.
- The service provision is depersonalised and strict routines are followed to enable a small number of staff to deliver basic services. Children living in **institutions, also known as orphanages**, are isolated from the community, often far from their place of origin and unable to maintain a relationship with their parents and extended families.

Non-institutional Setting

- Not belonging to, relating to, characteristic of, or appropriate to an institution
- Not placed in the care of an institution
- Non-institutional care for the children:- these non-institutional, homey settings are ... an appealing alternative to a institutional care
- Non institutional care for children example Foster Care, Sponsorship, Adoption, Aftercare

Need for the study

- In the new millennium, education is undergoing a revolutionized change regarding science & technology, globalization, privatization, Urbanization, industrialization, etc.
- Today's youth are facing many emerging issues such as global warming, famines, poverty, suicide, population explosion as well as social, emotional, physical and psychological issues. Cut-throat competition, unemployment, lack of job security, etc. are some of the major concerns for the educated and as a result, they are caught in the mad race. No one has time for his/her 'self', to develop empathy with surrounding and to have harmony in society.
- Social problems like alcoholism, drug abuse, sexual abuse, smoking, juvenile delinquency, anti-social acts, etc. have an adverse effect on them and others too, to a large extent

- Life-Skills Education as defined by the **UNICEF** "a behaviour change or behaviour development approach to address a balance of three areas; knowledge, attitude and skills"
- **World Health Organization (WHO) defined** Life Skills as "the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday"

- Life Skills are defined in the Targeting Life Skills (TLS) Model (Hendricks, 1996) as “Skills that help an individual to be successful in living a productive and satisfying life.”
- **Yarham (1919)** defined Life Skills as “the personal competence that enables a person to deal effectively with the demands and challenges confronted in everyday

In general Life skills Education Contributes to

- Basic education
- Gender equality
- Democracy
- Good citizenship
- Child care and protection
- Quality of life
- Quality and efficiency of the education system
- The promotion of life long learning
- The promotion of peace.

As Conclusions From A United Nations Inter-agency Meeting Department of Mental Health Social Change And Mental Health Cluster ,World Health Organization, Geneva, 1999.

Why teach life skills?

- The promotion of healthy child and adolescent development;
- Primary prevention of some key causes of child and adolescent death, disease and disability;
- Socialization;
- Preparing young people for changing social circumstances.

Top 10 Life Skills Recommended by WHO



- **Decision making** helps us to deal constructively with decisions about our lives. This can have consequences for health if young people actively make decisions about their actions in relation to health by. assessing the different options, and what effects different decisions may have.
- Similarly, **problem solving** enables us to deal constructively with problems in our lives. Significant problems that are left unresolved can cause mental stress and give rise. to accompanying physical strain.

- **Creative thinking** contributes to both decision making and problem solving by enabling us to explore the available alternatives and various consequences of our actions or non-action. It helps us .to look beyond our direct experience, and even if no problem is identified, or no decision is to be made, creative thinking can help us to respond adaptively and with flexibility to the situations of our daily lives.
- **Critical thinking** is an ability to analyze information and experiences in an objective manner. Critical thinking can contribute to health by helping us to recognize and assess the factors that influence attitudes and behaviour, such as values, peer pressure, and the media.

- **Effective communication** means that we are able to express ourselves, both verbally and non-verbally, in ways that are appropriate to our cultures and situations. This means being able to express opinions and desires, but also needs and fears. And it may mean being able to ask for advice and help in a time of need.
- **Interpersonal relationship** skills help us to relate in positive ways _with the people we interact with. This may mean being able to make and keep friendly relationships, which can be of great importance to our mental and social well-being. It may mean keeping good relations with family members, which are an important source of social support. It may also mean being able to end relationships constructively.

- **Self-awareness** includes our recognition of ourselves, of our character, of our strengths and weaknesses, desires and dislikes. Developing self-awareness can help us to recognize when we are stressed or feel under pressure
- **Empathy** is the ability to imagine what life is like for another person, even in a situation that we may not be familiar with. Empathy can help us to understand and accept others who may be very different from ourselves, which can improve social interactions.
- For example, in situations of ethnic or cultural diversity. Empathy can also help to encourage nurturing behaviour towards people in need of care and assistance, or tolerance, as is the case with AIDS sufferers, or people with mental disorders, who may be stigmatized and ostracized by the very people they depend upon for support.

- **Coping with emotions** involves recognizing emotions in ourselves and others, being aware of how emotions influence behaviour, and being able to respond to emotions appropriately. Intense emotions, like anger or sorrow can have negative effects on our health if we do not react appropriately.
- **Coping with stress** is about recognizing the sources of stress in our lives, recognizing how this affects us, and acting in ways that help to control our levels of stress. This may mean that we take action to reduce the sources of stress.
- For example, by making changes to our physical environment or lifestyle. Or it may mean learning how to relax, so that tensions created by unavoidable stress do not give rise to health problem

Need and Importance of Life Skill Education in Institutional and Non-Institutional Settings

- Life skills help individuals to deal with rapid changes brought about by modernization (**Wanjamaet al., 2006**).
- The life skills approach aims at assisting adolescents to gain new ways of learning as well as control over their behaviour and to take informed decision that can lead to positive values (**Githaiga et al., 2014**).
- Integrating life skills as part of education has some rationale. Teaching life skills to young people prevents maladjustment and enhances human potential in discovering personal capacities (**Castle, 1966**).

- Through Life Skills Education, learners acquire and develop skills such as critical thinking, problem solving, decision-making, interpersonal relationships, stress and anxiety management, effective communication, self-esteem, assertiveness and empathy (**Veena and Vivek, 2010**).
- Life skills approach is an interactive educational methodology that focuses on learner centered, youth-friendly, gender sensitive, interactive and participatory learning. (**Rooth, 2000**).

- As evaluative studies of life skills programmes suggest, methods used can help to improve teacher and student relationships (**Parsonset al.1988**).
- There are research indications of improved academic performance as a result of teaching life skills Other positive effects include improved school attendance less bullying, fewer referrals to specialist support services and better relationships between children and their parents.

- By acquiring life skills, The learner develops opportunities to broaden the potential to develop more productivity and thus be involved in the community. As the learner develops more life skills, he/she can handle problems better and can even avoid problems. The greater the number of skills that the learner has developed and has at his/her disposal, the better the alternatives and opportunities that are available with which the learner can equip him/herself in any field (**Pigozzi, 2004**).
- Life skills lead to a positive behaviour and the strength of positive behaviour depends on the depth of the skill acquired by the individual. The total reflection of one's behaviour is the sum total of the appropriate combination of different skills. The most appropriate intervention for the promotion of the psychological competence of children in schools is by enhancing competencies through the optimum use of available resources by the process of life skills education and training (**Nair, 2010**).

- Life skills are promoting psycho-social abilities and consequently they provide psycho-physical health. Education about life skills makes the individual able to improve his knowledge, develop values and views, meaning that the individual knows when and how to do a task.
- Life skills motivate healthy behaviour and increase self-confidence. Therefore, we can say that they will lead to the increase of psychological health and that they have an important role in the prevention of psychological diseases and behavioural problems **(Nori, 1998)**.

Imparting 'Life Skills Education' in Institutional and Non-Institutional Setting

Different activities that can be used to enhance Life Skills in the institutions the activates are as follows:

- **Discussions:**
- **Brainstorming:**
- **Role Plays:**
- **Groups**
- **Educational Games and Simulations:**
- **Analysis of Situation and Case Studies:**
- **Story-Telling**
- **Debates:**

List of References

- Prajapati, Ravindra. Sharma, Bosky. Sharma, Dharmendra (2017), Significance Of Life Skills Education ,Contemporary Issues in Education Research – First Quarter 2017 Volume 10, Number 1. Jour10.19030/cier.v10i1.9875
- Life Skills Education For Children And Adolescents In Schools, Introduction and Guidelines to Facilitate the Development and Implementation of Life Skills Programmes, Geneva 1997.
- Partners in Life Skills Education -Conclusions From A United Nations Inter-agency Meeting, Department of Mental Health social Change And Mental Health Cluster, world Health Organization, Geneva, 1999.
- https://shodhganga.inflibnet.ac.in/bitstream/10603/240313/4/04_chapter%201.pdf
- https://www.researchgate.net/publication/311883141_Significance_Of_Life_Skills_Education