

LIFE SKILL EDUCATION FOR HANDLING PYSYCHO SOCIAL PROBLEMS OF SCHOOL GOING CHILDREN

Nanda Kumar KT

Research Scholar (Ph.D. in Psychology)
Carlox Teachers University, Ahemedabad

1.0 Introduction

Twenty first Century is the age full of tremendous competition. It is in fact, true, to be called as an age of technology where student are constantly seen facing conflict, competition, as well as stress in every walk of life. In fact, 21st Century is marked by new developments and almost all the spheres of mankind. Due to these developments, all life supports like family, religion, education, etc there is noted significant changes in ways people think, feel and behave and because of this, the entire life style of the individuals has changed abruptly. With the increased number of divorces, segregation and working mothers the children in the family are entrusted mostly either in coaching classes or in the neighbor's custody! In such cases, the very significance of growing children gets related to psychological development and particularly for the adolescents, it becomes a critical period for the development of self identity. The process of acquiring a sense of self gets naturally linked to not only to physiological changes but also learning to negotiate the social and psychological demands of young adults. Also it is witnessed that, children (particularly the adolescents) as they go on adopting irresponsible behavior that is suffering from mental and emotional stress. So also, they have to face many psychological as well as social problems. Hence, it becomes essential to calculate life skills among the students. No doubt, for the betterment of life, all the ten life skills initiated by WHO are important, but for handling varieties of five psychosocial problems the important five life skills seem to be inculcated. These are self awareness, coping with emotions, coping with stress, effective communication and interpersonal relationship. Of Course, the other five also have to be taken into consideration as and when a particular existing situation requires. We do know that all kinds of progress and development is possible only through the medium of education. However, it is also true to note that only bookish knowledge cannot build the character of our learners. Some six to seven decades ago, parents wanted their children to learn obedience, conformity, respect for teachers and parents and good manners, etc, but as the time went on advancing, these values were replaced by 'ability to think for them selves' 'ability to take responsibility', 'ability of showing freedom to make choices', 'lot of expectations of parents from their children', 'ability to manager relationship', 'excessive use of information technology', 'both husband and wife working', 'grand parents moving to oldage homes', etc have increased violence and stress in today's children!

Few schooling going children without knowing how to manage their emotional pain and stress, select a wrong path as a way of relief. The growing period of the children is a stage of physical and psychological human development and adolescent period is the most of social problems. Psychosocial means it relates to one's psychological development and a social environment. Problems that occur in one's psychological functioning can be referred to as psychosocial problem.

2.0 Major problems that occur during adolescents particularly are :

- (1) Alcohol, smoking (2) Depression, anxiety
- (3) Truancy (4) Antisocial aggression (5) Peer problems.

3.0 Psychosocial Threats :

Life skills are significant because they enable individuals to think rationally and take positive action to ensure personal well being and productive social relationship. WHO (World Health

Organization) defined life skills as abilities for adaptive behaviour that enables individuals to deal effectively with the demands and challenge of everyday life (WHO, 1997). Now, adapting a new behavior needs change not only on the parts of students but also on parents' and teachers' perception. In fact, our children, when they grow, can be expected to imbibe the life skills only when they experience it.

Thoughts, ideas and concepts in the children's growing period of life greatly influence their future life, playing a major role in character and personality formation. For this the achievement task of the children has to be taken into consideration. The successful achievements of task leads to Child's happiness and success but a failure leads to stress and depression in life, and this depression in life leads to social disorder. In general, psychosocial disorders emerge due to a mixture of social, biological and psychological states of the child. So too, hormones play a different role. Coming to the social threats in the 21st Century, it seems that social systems have taken away all freedom and joy from the life of school going children and happiness become a role commodity. Civilization has taken an enormous toil on the happiness of children in the way of making them feel anxiety stricken and increased anxiety makes them suffer from 'cultural super ego' (due to social change and social rejections). The real as well as artificial fear from the society puts a lifelong impact on the life of school going children's (particularly the adolescents), emotional intelligence which afterwards goes affecting the behavior of a person/children, and manifest as psychosocial problems throughout life.

Life Skills - An Inetegral Part of Education :

Life skills are the abilities to be developed in every learner to equip him / her to meet the challenges of life and opportunities to live a healthier, happier, productive and fullfiling life. It is the life skill that, if properly developed provide the tools to actualize behaviour charges. Hence, life skills need to be defined as psychosocial abilities that enable people to translate, knowledge, attitude and values regarding all the concerned issues. Life skill development empowers learners to observe the process involving 'What to do, why to do, how to do and when to do'. It encompasses the ability to act responsibility and safely and ability to solve problems. Life skills education therefore, has to be implemented for all ages of school children and adolescents in particulars. The education should address the need of all the school children who in spite of various levels of scholastic competence are capable of learning and need to develop these skills and become empowered to live very effectively in this world.

In order to ensure that the ongoing education system plays a proactive role in life development among school going children, there is a need to integrate an approach to provide opportunities of experiential learning to them. This approach need to be integranted right from the stage of curriculum development to syllabi and material development, transaction of materials, organization of learning experiences and evaluation. The study materials, textual and other teaching learning tools, need to be prepared in experienced learning made. The integration of life skill education in syllabi may have to wait till they are revised in due course.

4.0 Handeling of Psycho Social Problems with Life Skills :

Life skills are required to handle specific problems.

4.1 Self Awareness: This includes our recognition of ourselves, of our spenth, weakness, desires and dislikes. By developing the skill of self awareness, the children are able to recognize when they are stressed or feel under pressure. It is also pre requisite for effective communication and interpersonal relation.

4.2 Coping with Stress :

This is about recognizing the source in our lives, recognizing how this affects us, and acting in ways that help to control our levels of stress. This, the tension created by unavoidable stress does not give rise to health problem.

Activities like arrangement o cultural programme arrangement of visit, excusions, arrangement of AID's awareness programme etc help children in the reduction of stress.

Coping with Emotions:

this involves recognizing emotions in ourselves and others. In tense emotion like anger or sorrow often produces negative impact on health. Hence handing of psychosocial problems of school going

children particularly adolescent, it is essential to inculcate this life skill. Arrangement of talks of health professionals on topics of sex, aids etc arranging social work programme like NSS, NCC, Boy scouts, Girls Guilds etc become helpful in supporting negative emotions.

4.3 Communication Skill :

mean we are able to express ourselves verbally as well as non verbally, Effective communication gives children self identity, they asked to perform drama, one act play etc. They are also made to hear some audio cassettes. Many of the unanswered questions in the minds of adolescent particularly, get a proper solution. Hence, teaching of proper communication is very significant.

Interpersonal Relationship Skill helps the children to relate in positive ways with people they interact with This develops their ability to keep friendly relationships with family member, teachers, neighbours etc. The students should be made to share their problems with parents, teacher without hesitation. They also should be given chance to learn by co-operative method.

4.4 Empathy :

This skill become helpful to students to think of the feelings of others. "learning to live together" gets stronger by learning this skill. So too is the case with skills of problem solving, critical and creative thinking etc.

All the skill are very important for betterment of life. Hence, teacher need training in the calculation of life skills. Are most hope the fact that all the life skills are inter-related.

5.0 Conclusion :

Life skill education being able to develop psychological competence among the children, they can easily overcome their psychosocial problems. Hence, schools need to be recognized as the single most recognized form to react out to the unripened minds. No doubt, life skill education is an aid for school children, in handling the situations in life. Life skill education in schools helps the physical, mental and social development of the students. Hence, life skill training should be made a part of all the schools. It is also important that teacher education curricula at all levels must also be restructured by incorporating life skill education. Counselling services for school going children with persistent emotional issues is to be set up in all schools for handling psychosocial problems among the children (particularly the adolescents).

6.0 Reference :

- (1) Amatea, E.S. (1988). Brief systemic intervention with school behavior problems.
- (2) Barkley A. Russell (2000) : Taking charge of ADHD : the complete, authoritative guide for parents.
- (3) Campbell, S.B. (1995) Behavior problems in preschool children.
- (4) Essa Eva (2003) : A practical guide to solving school behavior problems.
- (5) Jenkins, S., Bax, M., & Hart, H. (1980) Behavior problems in preschool children.
- (6) Smith L.Cynthia (2001) : The stability of Behavior problem during preschool.
- (7) Sharma, K. Yogendra; Psychological Philosophy of Education, Kanishka Publishers (2006), New Delhi.