

A Study On Human Values And Life Skill On Higher Education

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Abstract: In the changing knowledge society, higher educational institutions are under pressure to play different roles. Higher education has to create awareness, conviction and commitment to the development of human values and life skills among the students. Human values and life skills are desirable and important, they are held in high esteem by any society in which a person lives. These give meaning and strength to a person's character by occupying a central place in life. Today there are new challenges, new dreams, new expectations and new questions propelled by latent doubts amidst those; young people of 21st century should guide correctly channelizing their potentials and talents in meaningful routes. Human values and life skills being a need of the hour in 21st century involves developing a value based and skilful life. This paper highlights on the role of human values and life skill education among the students of higher education. It has been carried out to find out the pattern of values and life skills among the students of higher education. For this study descriptive survey method has been used. 36 students were selected randomly from the two degree colleges in Bongaigaon district of Assam.

Keywords: Human values, Life skills, Higher education.

I. INTRODUCTION

Value hold a unique inherited strength for which our country, India stands at the most prominent place amidst developing and developed countries of the world. While looking into this emerging scenario, one can stipulate that the time has arrived when one needs to insist on right education that imparts right values and life skills to our young generation .The wave can take a stride from primary to secondary and senior secondary stages of education reaching the greater heights at the institutes for higher learning when wisdom becomes more enduring and is carried throughout life. This revival in the thoughts mainly came from Delors Commission (1996) which recognizes the need for universities to take up responsibility for development of the society as a whole Universities and other institutes of higher learning have been accepted as one of the thriving forces for passing on the accumulated experience on culture where primarily all through traditional functions are extended to advancement and transmission of knowledge.

II. MEANING OF HUMAN VALUES AND LIFE SKILLS

Values are our personal measure of worth shaped by our beliefs, ideas and principles that are important to us .They shape our priorities and guide us in deciding what is right and wrong. Values reflect our attitudes and what we believe about everything. Values are the integral part of personal philosophy of life which we generally mean the system of values by which we live. The philosophy of life includes our aims, ideals and manners of thinking and the principles by which we guide our behavior and conduct our affairs. Values are principles that guide human behavior in certain ways. Thus the values are the deep stated psychological construct that direct our preferences to achieve what is good in life.

Life skills have been defined as “abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life.” (WHO) Adaptive ‘means that a person is flexible in approach and is able to adjust in different circumstances.’ Positive behavior ‘implies that a person is forward looking and even in difficult situations, can find a ray of hope and opportunities to find solutions.

Life skills include psychological competencies and interpersonal skill that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationship empathize with others and cope with managing their lives in a healthy and productive manner.

The ten core life skills as laid by WHO are –

- 1)Self awareness
- 2)Empathy
- 3)Critical thinking
- 4)Creative thinking
- 5)Decision making
- 6)Problem solving
- 7)Effective communication
- 8)Interpersonal relationship
- 9)Coping with stress
- 10)Coping with emotion.

The host of the factors that promote high risk behavior such as alcoholism, drug abuse and casual relationship are boredom rebellion, disorientation, peer pressure and curiosity. The psychological push factor such as the inability to tackle emotional pain, conflicts, frustrations and anxieties about the future are often the driving force high risk behavior. Life skill training and value education are efficacious tools for empowering the youth to act responsibility, take initiative and take control. It is based on the assumption that when young people are able to rise above emotional impasses arising from daily conflicts, entangled relationships and peer pressure, they are less likely to resort to anti social and high risk behavior.

The model below show the place of the life skills as a link between motivating factors of knowledge, attitude and values and positive health behavior, and in this way contributing the primary prevention of health problem.

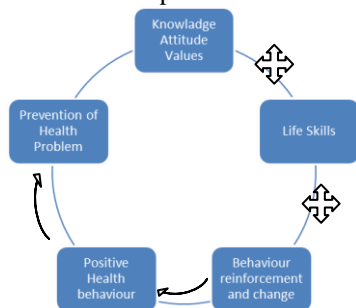


Figure 1

III. SIGNIFICANCE OF THE STUDY

There is a strong and persistent view that one of the worst crises of the present time is the crisis of proper values and life skills. Society looks education as a vital medium to survive from these unusual distortions and disruptions of values and life skills. The education which does not inspire commitment to values is recognized as faulty education. Students now face increasing pressure in term of challenge to their health and well being and they have particular needs with regard to personal development and decision making skills. Life skills and value education aims to promote a holistic approach to education, to build students confidence in a range of different contexts and to teach practical coping skills and transferable skills as part of a lifelong learning process.

It is advocated that education should take special responsibility to through the institution to develop the values and life skills during childhood and youth. Development of proper values and life skills can rightly be done only at the higher level of education, when the learner has developed a

will of his own to some extent and when he has basic intellectual and moral and aesthetic sensibilities enabling him to examine the basic values and aims of life.

Human values and life skills are desirable and important, they are held in high esteem by any society in which a person lives. These give meaning and strength to person's character by occupying a central place in life. Today there are new challenges, new dreams, new expectations and new questions propelled by latent doubts amidst those; young people of 21st century should guide correctly channelizing their potentials and talents in meaningful routes. Human values and life skills being a need of the hour in 21st century involves developing a value based and skillful life. In the present study, importance is given on some modern values and life skills which are very important for overcoming the challenges of life by developing a well balanced, positive and progressive mind.

OBJECTIVES OF THE STUDY

- ✓ The objectives of this study is to study the pattern of value orientation among the students of higher level of education.
- ✓ Another objective of this study is to find out the pattern of the life skill among the students of higher level of education.

DESIGN OF THE STUDY

The present study is based on the Descriptive Survey method. For this study 36 students were selected from degree students of two colleges in Bongaigaon district of Assam by applying simple random sampling method.

DESCRIPTION ABOUT THE TOOL

Value Orientation Scale (VOS): For the purpose of conducting the study the investigator taken the help of value orientation scale (VOS) made by N. S.Chauhan and Saroj Aurora. These scale measure the two dimension of values. It is an eleven point scale. There are six areas of value orientation. They are Localism / Cosmopolitanism, Fatalism / Scientisim, Non-venturesome / venturesomeness, Traditionalism / Progressivism, Autocratism / Democratism, Non-empathy / Empathy.

Questionnaire: A questionnaire has been prepared with the help of Cattle's 16PF Questionnaire to collect some data about the life skill of the students. To prepare this tool the investigator use L,Q1, M,Q2, A,H,C. factor. All this factors signify some core life skills of an individual. This questionnaire is consist of questions which is based on some life skill profile such as empathy, critical thinking, creative thinking, decision making and problem solving, effective communication, interpersonal relationship, copying with stress and copying with emotion.

IV. TERMINOLOGY

In the present study the following terms have been used as under:

Localism v/s Cosmopolitanism: This scale is specifically related to sociability and tries to scale the extensity of social relation. The lower end of the scale, i.e. 'Localism' shows making friends and intimates who are available around. A cosmopolite person on the other hand would like to keel and promote relationship with many people even if available at distances.

Fatalism v/s Scienticism: These two ends show the 'faith vs. reason' dimension. Fatalism v/s Scienticism as a dimension of our life based upon religion vs. science.

Non-venturesomeness v/s Venturesomeness: The 'value orientation' extending from Nonventuresomeness to Venturesomeness relates to 'risk taking' and 'innovative' behavior. This dimension shows the experiment liking outlook of people.

Autocratic v/s Democratise: It relates to the value orientation of egalitarian outlook. The dimension extends between dominance and cooperation or between 'coercion' and 'tolerance'

Traditional v/s Progressive: The dimension relates to 'change mindedness' and keeps the value orientation between cultural conformity and its progressive deviation.

Nonempathy v/s Empathy: This value orientation dimension extends itself from role stability to role flexibility.

SELECTION OF THE COLLEGE

Two degree colleges of Bongaigaon District of Assam were selected for this study. They were-

- ✓ Bongaigaon College
- ✓ Birjhora Kanya Mahavidyalaya

STATISTICAL TECHNIQUE IS USED

Simple percentage has been used to analyses the collected data.

ANALYSIS AND INTERPRETATION OF THE DATA

Objective no-1 To study the pattern of value orientation among the students of higher level of education

	Frequency	%
Localism	17	47.22%
Cosmopolitanism	19	52.78%
Total	36	100%

Table 1: Value orientation profile Localism/Cosmopolitanism

From the Table -1 It is observed that out of 36 students, 17 students show Localism whose percentage is 47.22. On the other hand 19 show the Cosmopolitanism and percentage is 52.78%.

	Frequency	%
Fatalism	32	88.89%
Scienticism	4	11.11%
Total	36	100%

Table 2: Value orientation profile Fatalism/Scienticism

From the Table -1 it is observed that out of 36 students, 32 students show Fatalism whose percentage is 88.89%. On the other hand only 04 students shows the scientism and whose percentage is 11.11.

	Frequency	%
Non-Venturesome	20	55.56%
Venturesome	16	44.44%
Total	36	100%

Table 3: Value orientation profile Non-venturesome/venturesome

Table -3 indicates that out of 36, 20 students are in Non-venturesome whose percentage is 55.56% and 16 students are in venturesome and its percentage is 44.44%.

	Frequency	%
Traditionalism	17	47.22%
Progressivism	19	52.78%
Total	36	100%

Table 4: Value orientation profile Traditionalism/Progressivism

Table -4 indicates that out of 36, 17 students are in Traditionalism whose percentage is 47.22% and 19 students are in Progressivism and whose percentage is 52.78%.

	Frequency	%
Autocratism	22	61.11%
Democratism	14	38.89%
Total	36	100%

Table 5: Value orientation profile Autocratism/Democratism

Table -5 indicates that out of 36, 22 students are in Autocratism whose percentage is 61.11% and 14 students are in Democratism and whose percentage is 38.89%.

	Frequency	%
Non-empathy	17	47.22%
Empathy	19	52.78%
Total	36	100%

Table 6: Value orientation profile Non-empathy/Empathy

From the Table -6 it is observed that out of 36 students, 17 students show Non-Empathy whose percentage is 47.22%. On the other hand 19 students show the Empathy and percentage is 52.78%.

Objective -2 To find out the pattern of life skills among the students of higher education.

	frequency	%
High	16	44.44%
Low	5	13.89%
Average	15	41.67%
Total	36	100%

Table 7: Life skill profile on Empathy

From the Table -7 it is observed that out of 36 students, 16 students shows high life skill in empathy whose percentage is 44.44%. On the other hand only 5 students show the low and 15 in average and the percentages are 13.89%, 41.67% respectively.

	frequency	%
High	24	66.67%
Low	10	27.78%
Average	02	5.55%
Total	36	100%

Table 8: Life skill profile on Critical thinking

From the Table -8 it is observed that out of 36 students, 24 students shows high life skill in critical thinking whose percentage is 66.67. On the other hand no of 10 students shows the low and only 02 in average and the percentages are respectively 13.89%, 41.67%

	frequency	%
High	13	36.11%
Low	12	33.33%
Average	11	30.56%
Total	36	100%

Table 9: Life skill profile on Creative thinking

From the Table -9 it is observed that out of 36 students, 13 students show high life skill in creative thinking which percentage is 36.11. On the other hand no. of 12 students show the low and only 11 in average and the percentages are respectively 33.33% and 30.56 %

	frequency	%
High	14	38.88%
Low	14	38.88%
Average	08	22.22%
Total	36	100%

Table 10: Life skill profile on Decision making/problem solving

Table 10 indicates that out of 36 students in decision making and problem solving life skill 14 are in both in high and low profile equally, and number of 8 students are in average. The percentage are respectively 38.88% and 22.22%

	frequency	%
High	18	50%
Low	12	33.33%
Average	06	16.67%
Total	36	100%

Table 11: Life skill profile on Effective communication

From the Table -11 it is observed that out of 36 students, 18 students show high life skill in Effective communication whose percentage is 50%. On the other hand no of 12 students show the low and only 6 are in average and the percentages are respectively 33.33% and 16.67 %

	frequency	%
High	16	44.44%
Low	08	22.22%
Average	12	33.33%
Total	36	100%

Table 12: Life skill profile on Coping with stress

In case of coping with stress Table -12 shows that 16 students are in high, 8 students are in low and 12 are in average and their percentages are respectively 44.44%, 22.22%, 33.33%.

	frequency	%
High	20	55.56%
Low	07	19.44%
Average	09	25.00%
Total	36	100%

Table 13: Life skill profile on Coping with emotion

In case of coping with Emotion Table -13 shows that 20 students are in high, 07 students are in low and 09 are in average and their percentages are respectively 55.56%, 19.44% and 25%.

V. MAJOR FINDINGS

- ✓ In case of Value pattern 47.22% of the students of higher education show cosmopolitanism profile and 52.78% show the localism.
- ✓ The study reveals that 88.89% of students responded towards scientific value on the other hand only 11.11% of the students responded towards fatalism value.
- ✓ From the study we have find out that 55.56% of the students are influenced by Non venturesomeness value pattern and 44.44% of the students are influenced by venturesomeness.
- ✓ The study reveals that in case of Value pattern of the students of the higher level 47.22% are Traditional and 52.78% are progressive.
- ✓ From the study we have find out that 47.22% of the students of higher education are oriented by non-empathy value pattern and 52.78% are oriented by empathy value pattern.
- ✓ The study reveals that in the pattern empathy life skill students of higher education responded 4.44% at high level, 13.87% responded low level and 41.67% responded average level.
- ✓ In case of critical thinking pattern students of higher education responded 66.67% at high level, 27.78% low level and 5.55% average level.
- ✓ In case of creative thinking life skill 36.11% shows high response, 33.33% shows low response and 30.56% shows average response.
- ✓ The study reveals that in case of decision making/problem solving profile 38.88% equally responded towards high level and low level and 22.22% average level.
- ✓ From the study we have find out that 50% of students have high, 33.33% low and 16.67% average effective communication life skill among the students of higher education.
- ✓ In case of coping with stress 44.44% high, 22.22% low and 33.33% average responses shown by the students in higher education.
- ✓ The study reveals that 55.56% at high level, 19.44% low level and 25% average level of students in higher education can cope with emotion.

VI. CONCLUSION

Life skills enable individuals to translate knowledge, attitudes and values into actual abilities - i.e. "What to do and how to do it". Values and life skills are abilities that enable individuals to behave in healthy ways given the desire to do so and given scope and opportunity to do so. The present study is a limited study which shows that in maximum number the students of higher education have chosen the modern values as well as in life skill pattern they are highly oriented.

Effective acquisition and application of life skills and values can influence the way we feel about ourselves and others and equally will influence the way we are perceived by others. Life skills and values are being promoted so that they

can gain recognition as essential skills that should be included in the education of youth of our country.

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