

DEVELOPING LIFE SKILLS FOR ECONOMIC PROGRESS

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Abstract :

There is a strong argument that, now in India, the problem is that of employability and not that of unemployment. A productive, competent, and flexible workforce is a prerequisite for furthering economic development. Capital and natural resources are passive factors of production; human beings are the active agents who accumulate capital, exploit natural resources, build social, economic, and political organizations, and carry forward national development. There is a strong argument that, now in India, the problem is that of employability and not that of unemployment. The key objective of the study was to (a) To study the relevance of life skills on economic progress of the country and (b) To study perception of management faculty as to the core life skill of students. Convenient sampling was used to collect the empirical data and mailed questionnaire technique was adopted. 36 samples were finalized and coded. Microsoft excel analysis tool pack was used for data analysis. This research concluded that Life skills are inter-related and reinforce each other, together, they are responsible for our psychosocial competence, building our self-esteem and self-efficacy, to nurture holistic self-development which paves way for the nation's economic progress.

Key words: Life skills, Economic progress.

INTRODUCTION :

The ability to work in multicultural settings is equally important for those who seek employment in the multi-national corporate world. It is here that the importance of life skills education comes into focus. Life skills enable us to translate knowledge, attitude and values into actual abilities i.e. "what to do and how to do it." Life skills are a set of core abilities sometimes described as emotional intelligence. Different tasks require different skills in different levels and proportions. Successful people pursue the tasks where their skills give them comparative advantage along with personal satisfaction.

Life skills as a subject are on a path of growth in India. National Institute of Open Schooling has introduced a life skills approach in teaching to enhance the competency of their learners. There is a strong argument that, now in India, the problem is that of employability and not that of unemployment. In its India Skills Report for 2014, Wheebox, an online talent assessment company, has stated that only ten per cent of MBA graduates and 17 per cent of engineering graduates in the country are employable. In its National Employability Report of Engineering Graduates for 2014, Aspiring Minds has stated that "less than one out of four engineering graduates are employable in the country." (Dr.A. Radhakrishnan Nair, 2015)

RESEARCH OBJECTIVES:

- a) To study the relevance of life skills on economic progress of the country
- b) To study perception of management faculty as to the core life skill of students

LITERATURE REVIEW:

A productive, competent, and flexible workforce is a prerequisite for furthering economic development. Effective strategies for promoting human development are based on three guiding principles: 1. The powerful role of families and general social environments in shaping skills. 2. The multiplicity of skills required for successful functioning in society. 3. The technology of skill formation: that skills together with investments beget further skills. (Cunha, 2010).

The development of human capital has been recognized by economists to be a key prerequisite for a country's socio-economic and political transformation. (Tapati Nandy, 2011).

Life skills can be defined as the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. In particular, life skills are a group of psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathies with others, and cope with and manage their lives in a healthy and productive manner. (WHO, 2001).

Self-awareness, rather than being an innate quality, is a skill that can be learned and developed, says corporate facilitator, speaker and Coach Jacqui Perkins. It's the skill of perceiving and understanding one's own and others' feelings and behaviors. (Jennings, 2014).

An economy based on empathy is one that values all forms of citizen engagement and all people equally, and there is no better basis for democracy than that. (Cahn, 2013).

Community development involves strengthening the capacity of individuals within the community to accomplish the community's set goals. Effective Communication process brings together all stakeholders in community development in a dialogue of ideas on development needs, objectives and actions. (Manyozo, 2006).

Economic choices can affect interpersonal relations inside the economic sphere. Intra- and inter-organizational practices can impact on interpersonal relations among the actors involved. Positive interpersonal relations among economic agents may provide intrinsic benefits and negative relations may cause direct welfare losses. (Sugden, 2005).

Kavita Singh in working paper "Developing human capital by linking emotional intelligence with personal competencies in Indian business organizations" concludes that emotional intelligence is significantly related with the personal competencies of employees and the variables of personal competency namely, people success, system success and self success have a predictive relationship with emotional intelligence (Singh, 2010).

Occupational stress has been defined as a "global epidemic" by the United Nations' International Labor Organization. While the physical effects of this epidemic are often emphasized, the economic consequences also are alarming. (Rebecca, 1999).

Around the country, communities are seeking creative approaches to integrating entrepreneurship, environmental management, public health, and other place-based considerations into successful economic planning (McKalip, 2014).

The world of the 21st Century will see intensifying economic competition between forms of capitalism. Governmental, economic, social, and environmental problems will become increasingly complex and interdependent. Critical thinking will become a survival need, an external imperative for every nation and for every individual who must survive on his or her own talents, abilities, and traits (Paul, 1995).

Every single minute of human history is marked by decisions that affect every aspect of life, often far from the site of the decision itself. Collectively, these decisions have brought us to where we are today: to an environment marked by economic unpredictability, social instability and environmental degradation. Clearly, it is time to challenge the way in which we make decisions. (Rotman, 2010).

Problem solving is the key to success and has been regarded as the most significant aspect of human behavior. Sluggish and tentative economic conditions have considerably transformed the faces of our workplaces through massive layoffs and job losses, resulting in a workforce shaped by mixed talents, skills, and experiences—hence varying problem solving practices. (Blauth, 2004).

RESEARCH METHODOLOGY:

Being descriptive research an empirical research was conducted. Convenient sampling was used to collect the empirical data and mailed questionnaire technique was adopted. Management faculties were focused as respondents who are knowledgeable about the research problem. After collection of the data

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accepted 36 samples and duly coded. Microsoft excel Data analysis tool pack has been used to analyze the responses of the target. In the light of literature research the empirical findings were analysed with respect to concepts applied, focus of research study, implementation and Evaluation of results.

DATA ANALYSIS AND DISCUSSION:

❖ ANOVA:

The technique of analysis of variance is an extension of the test used to test the equality of several means. In this section the results of analysis of variance performed between Gender of respondents and the core life skill variables considered.

Hypothesis: There is no significant difference between the Genders of respondents on the perception as to the life skills of students

Table 1 Results of ANOVA: Gender and Perception of respondents towards Life skills of students

	Source of Variations of groups	Sum of Squares	Degree of freedom	Mean Sum of Square	F values	p values	F crit	Significant /Non Significant
SA	Between	7.1111	1	7.1111	4.8248	0.03	4.1300	S
	Within	50.1111	34	1.4739				
	Total	57.2222	35					
ES	Between	0.4444	1	0.4444	0.5862	0.45	4.1300	NS
	Within	25.7778	34	0.7582				
	Total	26.2222	35					
ELT	Between	0.6944	1	0.6944	1.0599	0.31	4.1300	NS
	Within	22.2778	34	0.6552				
	Total	22.9722	35					
PSS	Between	6.2500	1	6.2500	6.4941	0.02	4.1300	S
	Within	32.7222	34	0.9624				
	Total	38.9722	35					
ECS	Between	0.2500	1	0.2500	0.3778	0.54	4.1300	NS
	Within	22.5000	34	0.6618				
	Total	22.7500	35					
EMI	Between	7.1111	1	7.1111	6.5150	0.02	4.1300	S
	Within	37.1111	34	1.0915				
	Total	44.2222	35					
LSE	Between	0.4444	1	0.4444	0.5075	0.48	4.1300	NS
	Within	29.7778	34	0.8758				
	Total	30.2222	35					

S – Significant at 5% level (p value ≤ 0.05); NS – Not Significant at 5% level (p value > 0.05)

It is found from the Table 1 that the hypothesis is accepted (Non Significant) in four cases and rejected. So we can say gender of the respondents influence the perception towards life skills of students in few variables such as self awareness, problem solving skills and Employability issues which all have unique relevance as to economic progress.

CORRELATION ANALYSIS:

The correlation is the study of finding the relationship between the variables. In this study the simple inter-correlations analysis is performed between the selected variables and the results are presented

in the form of correlation matrix. Further the significance of correlation was tested for is significance at 5% level of significance

II. Table 2 Correlation matrix as to interrelationship skills of students

<i>Interpersonal skills</i>		<i>FrR</i>	<i>FyR</i>	<i>SIR</i>	<i>EdR</i>
a. Make and keep friendly relationship	FrR	1.00			
b. Keeping good relations with family members	FyR	0.27	1.00		
c. Keeping balanced social relations	SIR	(0.65)	(0.52)	1.00	
d. Ability to end relationship constructively	EdR	(0.61)	(0.62)	0.13	1.00

It is found from the Table 2 that the all the factors considered have significant inter-correlation between there in with respect to interrelationship skills.

CONCLUSIONS:

Researcher would like to wave the red flag as to the core life skill of students. Self-awareness is often a prerequisite to effective communication and interpersonal relations, as well as for developing empathy with others. Self-awareness of students has to be developed so that it will strengthen the other core life skills. Significant problems that are left unresolved can cause mental stress and give rise to accompanying physical strain. The key to break the problem is Flexibility and adaptability which is a matter of concern among current generation students. It is concluded that Life skills are inter-related and reinforce each other. Together, they are responsible for our psychosocial competence, building our self-esteem and self-efficacy, to nurture holistic self-development which paves way for the nation’s economic progress. The regulatory bodies of education in India like NCERT, UGC, AICTE, ACTE, NCVT and MCI should look into the need for training and teaching life skills and appropriate policy and programmes should be framed and implemented.

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