



Need Assessment Of Skill For Adolescent Girls In Chumoukedima District: An Interface With Nep 2020.

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Abstract: The skill need assessment is a path to guidance in the choice of career. It is the focus of the National Education policy 2020. When one decides on the career with awareness of the skills demanded one is able to consider better choices. This research aims at assessing the skill need of the adolescent girls in chumoukedima district so that the findings will cater to the resources of the career counsellors and teachers. It is a descriptive study using the self-made questionnaire as a tool. The findings would assist the educators to prepare a resource for the career counselling of the adolescents in a particular manner.

Key words: Adolescents, skill assessment, awareness, career counsellor.

INTRODUCTION

The talents you require to get the most out of life are referred to as "life skills." Any ability that is practical for everyday might be categorized as a life skill. For the majority of individuals, useful life skills include being able to tie your shoes, swim, drive, and use a computer. In a broad sense, the term "life skills" is frequently used to refer to any of the abilities required to successfully navigate life's problems.

According to the World Health Organization (WHO), life skills are the competencies and virtuous conduct that enable people to successfully manage the demands and difficulties of daily life. Life skills are now crucial for navigating the challenges of daily life in a world that is rapidly changing. The demand for life skills increases over time, from better time management to handling emotions and connecting with others.

Essential Life Skills

There are numerous of these abilities, but the WHO has identified ten essential life skills:

Self-awareness: Self-awareness entails understanding oneself, our personalities, our virtues and flaws, as well as our loves and dislikes.

Empathy: Understanding and valuing the needs, wants, and feelings of others is necessary for healthy relationships with our dear ones and society at large.

Critical thinking: The capacity for objective analysis of data and experiences is known as critical thinking.

Creative thinking: Fluency (producing new ideas), flexibility (easily shifting perspectives), creativity (conceiving of doing something unique), and elaboration are the four characteristics of creative thinking (building on other ideas).

Decision making: Making decisions enables us to approach life's decisions in a constructive manner.

Problem solving: The process of locating and resolving problems or difficulties is known as problem solving.

Interpersonal relationship: Our ability to relate well to the individuals we interact with is facilitated by our interpersonal relationship abilities.

Effective communication: Being able to communicate ourselves verbally and nonverbally in ways that are suitable for our cultures and circumstances is a requirement for effective communication.

Coping with stress: Recognizing the causes of our stress, understanding how it affects us, and taking steps to reduce it by altering our surroundings or way of life and practising relaxation are all part of coping with stress.

Coping with emotions: Recognizing emotions in ourselves and others, understanding how emotions affect behaviour, and effectively handling emotions are all part of coping with emotions.

Adolescence

Adolescence is a time of transition in a person's life when a number of psychological and physical changes take place. A key time in a woman's life is adolescence. She is on the verge of adulthood at this point. The most challenging for one's mental, emotional, and psychological well-being, this period stands in between childhood and womanhood. If adolescent girls are left out of the developmental programmes meant to create human resources, the living method for holistic childhood development is left unresolved.

Need for and Importance of Life Skill Education for Adolescents

A programme called "life skill education" teaches the fundamental life skills in a productive teaching-learning setting. The main goal of the life skills education programme is to provide students with the methods for making wise decisions that add to a fulfilling existence. Education in life skills helps people examine their own strengths, weaknesses, and developmental stage as well as themselves. Additionally, it helps young people behave appropriately in society, adapt to their changing surroundings, and make responsible judgments. Adolescents can enhance their lives by learning life skills. Basic skill-building exercises are taught in life skills education programmes through group discussions, brainstorming, role playing, etc. These life skills aid adolescents in overcoming challenges they encounter. Young kids learn how to engage with others in society by developing these skills. It enables people to restrain their emotions and make wise decisions when they must.

OBJECTIVES

- To understand the skill-need of the Adolescent girls
- To formulate methods to cater the skill need of the Adolescent girls

METHODOLOGY

For the methodology the researcher used descriptive method

TOOLS

The researcher used questionnaire and secondary sources as the tools for the study

RELATED REVIEW

Bharath, Srikala; Kumar, K. V. Kishore in their article titled “Health Promotion Using Life Skills Education Approach for Adolescents in Schools--Development of a Model” (2008) found that a cutting-edge promotional programme called Life Skills Education (LSE) uses interactive learning techniques like debates, role-play, games, and group discussions to teach general life skills.

Tyagi, Chanchal; Kumari, Anju in their article titled “Acquisition of Life Skills through Social Media by Senior Secondary Student” (2021) found that Life skills are "shock absorbers" that concentrate on a person's overall growth and pertain to a variety of curriculum areas. They are necessary for people to take proactive measures to protect themselves and to form healthy social bonds throughout their lives

Groves, David L.; Groves, Sandra L. in their article titled “Life Skills Education: A Conceptual Framework.” (1980) found that the majority of people's educational experiences have not included a significant amount of life skills instruction. Due to the person's lack of life skills, this has led to numerous societal issues. presented a framework to show how and why life skills may be included in courses and should be.

Makomo, Moffat in his article titled “A Collaborative Path to Comprehensive Community-Based Adolescent Life Skills Programme” (2020) found that for adolescents receiving mental health care, community-based programmes have been associated with effective information acquisition, changes in views and attitudes, and behavioural changes.

DATA ANALYSIS AND INTERPRETATION

1. Self-awareness a. I am aware of myself
44 responses

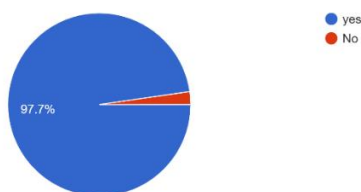


Figure 1, (a) Self- awareness

The above figure 1 on self-awareness shows that 97.7 % of respondents are aware of themselves. 2.3 % of the respondents have said that they are not aware of the self-identity.

b. Overall, I like who I am.
44 responses

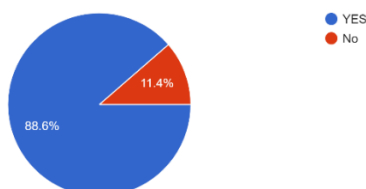


Figure 2, (b) Self-awareness

The above figure 2 on self-awareness shows that 88.6% of the respondents likes who they are. 11.4% of the respondents have said that they don't like who they are.

2. Empathy a. I am empathetic.
44 responses

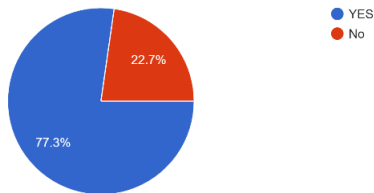


Figure 3, (a) Empathy

The above figure 3 on empathy shows that 77.3% of the respondent are empathetic. 22.7% of the respondent have said that they are not empathetic.

b. People consider me to be empathetic.
44 responses

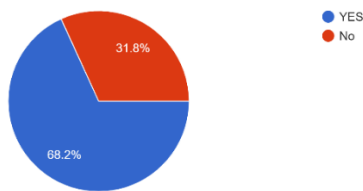


Figure 4, (b) Empathy

The above figure 4 on empathy shows that 68.2% of the respondent have said that people considered them to be empathetic whereas 31.8% of the respondent doesn't consider to be empathetic by other people.

3. critical thinking a. I consider myself as critical thinker
44 responses

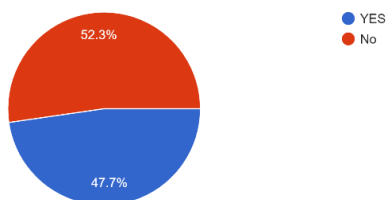


Figure 5, (a) Critical thinking

The above figure 5 on critical thinking shows that 47.7% of the respondent consider themselves as critical thinkers. 52.3% of the respondent don't consider themselves as critical thinkers.

b. I identify, gather and organize relevant information or point.
44 responses

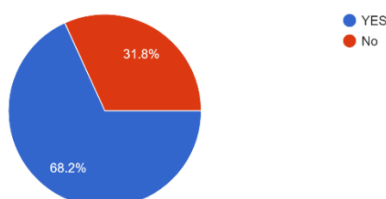


Figure 6, (b) Critical thinking

The above figure 6 on critical thinking shows that 68.2% of the respondent identify, gather and organize relevant information or point. Whereas 31.8% of the respondent don't identify, gather and organize relevant information or point.

4. Creative thinking a. I am a creative thinker.
44 responses

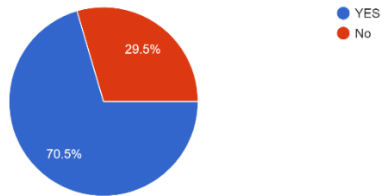


Figure 7, (a) Creative thinking

The above figure 7 on creative thinking shows that 70.5% respondents are creative thinkers and 29.5% of the respondent are not creative thinkers.

b. I try out new ways of doing things.
44 responses

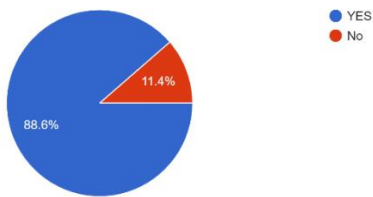


Figure 8, (b) Creative thinking

The above figure 8 on creative thinking shows that 88.6% of the respondents try out new ways of doing things and 11.4% don't try out new ways of doing things.

5. Decision making a. I enjoy making decisions
44 responses

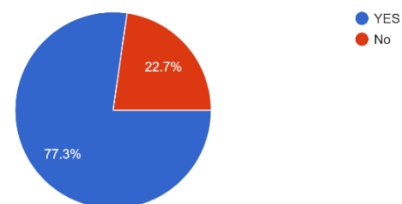


Figure 9, (a) Decision making

The above figure 9 on decision making shows that 77.3% of the respondents enjoy making decisions. 22.7% of the respondents don't enjoy making decisions.

b. I plan well ahead
44 responses

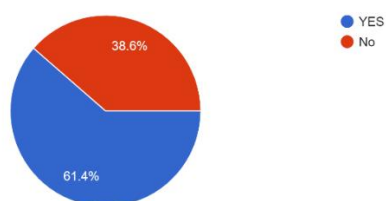


Figure 10, (b) Decision making

The above figure 10 on decision making shows that 61.4% of the respondents plan well ahead where as 38.6% of the respondents don't plan well ahead.

6. Problem solving a. I feel problem solving skills are one of my strongest characteristics.
44 responses

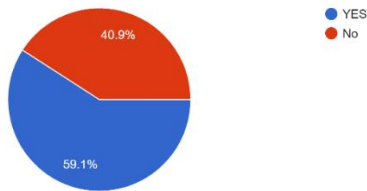


figure 11, (a) Problem solving

The above figure 11 on problem solving shows that 59.1% of the respondents feels problem solving skills are one of their strongest characteristics. 40.9% don't feel problem solving skills are one of their strongest characteristics.

b. I usually manage to solve complex problems effectively
44 responses

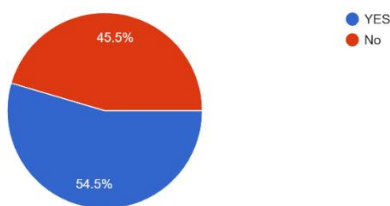


Figure 12, (b) Problem solving

The above figure 12 on problem solving shows that 54.5% of the respondents usually manage to solve complex problems effectively. 45.5% of the respondents don't manage to solve complex problems effectively.

7. Interpersonal relationship a. I am friendly
44 responses

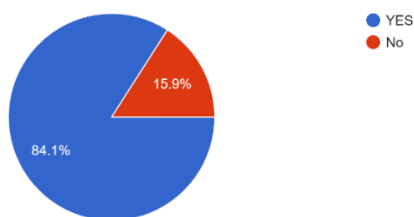


Figure 13, (a) Interpersonal relationship

The above figure 13 on interpersonal relationship shows that 84.1% of the respondents are friendly. 15.9% of the respondents are not friendly.

b. I like working in group.
44 responses

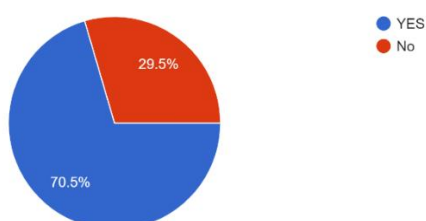


Figure 14, (b) Interpersonal relationship

The above figure 14 on interpersonal relationship shows that 70.5% of the respondents like working in group. 29.5% of the respondents don't like working in the group.

8. Effective communication a. When someone gives me instruction and asks "do you understand", "I say yes" even if I'm not entirely sure.
44 responses

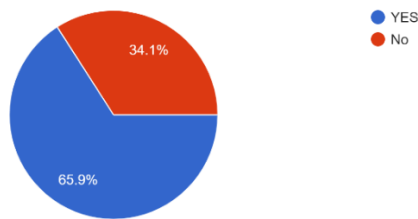


Figure 15, (a) Effective communication

The above figure 15 on effective communication shows that 65.9% of the respondents say yes to someone when given instruction even when they are not entirely sure. 34.1% of the respondents don't say yes to someone when given instruction when they are not entirely sure.

b. I communicate well with others.
44 responses

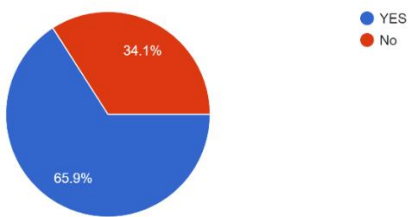


Figure 16, (b) Effective communication

The above figure 16 on effective communication shows that 65.9% of the respondents communicate well with others. Whereas 34.1% of the respondents fail to communicate well with others.

9. Coping with stress. a. Can become stressed easily.
44 responses

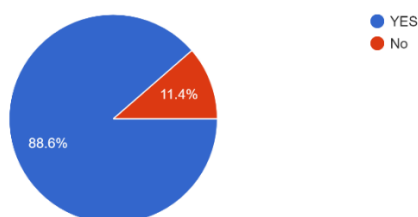


Figure 17, (a) Coping with stress

The above figure 17 on coping with stress shows that 88.6% of the respondents can become stressed easily. 11.4% of the respondents don't stressed out easily.

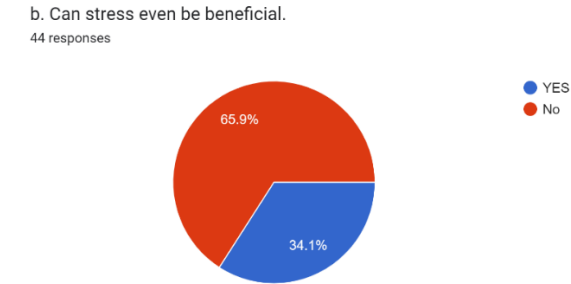


Figure 18, (b) Coping with stress

The above figure 18 on coping with stress shows that 34.1% of the respondents said that stress can be beneficial. 65.9% of the respondents said that stress can never be beneficial.

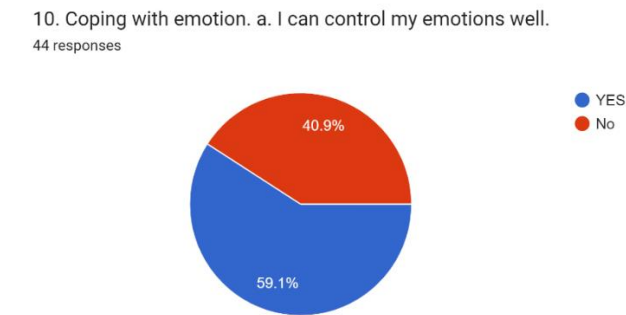


Figure 19, (a) Coping with emotions

The above figure 19 on coping with emotions shows that 50.1% of the respondents can control their emotions well. 40.9% of the respondents cannot control their emotions well.

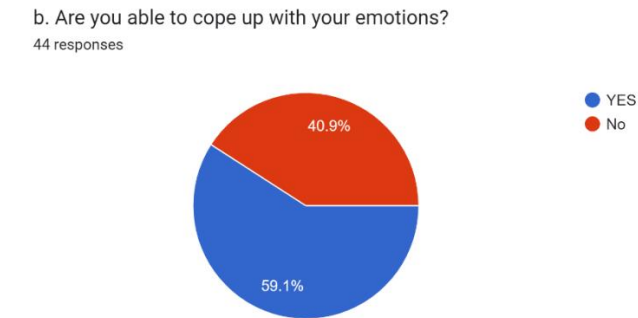


Figure 20, (b) coping with emotions

The above figure 20 on coping with emotions shows that 59.1% of the respondents are able to cope up with their emotions. 40.9% of the respondents are not able to cope up with their emotions.

FINDINGS

- 97.7 % of respondents are aware of themselves. 2.3 % of the respondents have said that they are not aware of the self-identity.
- 88.6% of the respondents like who they are. 11.4% of the respondents have said that they don't like who they are.
- 77.3% of the respondents are empathetic. 22.7% of the respondents have said that they are not empathetic.
- 68.2% of the respondents have said that people considered them to be empathetic whereas 31.8% of the respondents don't consider to be empathetic by other people.
- 47.7% of the respondents consider themselves as critical thinkers. 52.3% of the respondents don't consider themselves as critical thinkers.
- 68.2% of the respondents identify, gather and organize relevant information or point. Whereas 31.8% of the respondents don't identify, gather and organize relevant information or point.
- 70.5% respondents are creative thinkers and 29.5% of the respondents are not creative thinkers.
- 88.6% of the respondents try out new ways of doing things and 11.4% don't try out new ways of doing things.
- 77.3% of the respondents enjoy making decisions. 22.7% of the respondents don't enjoy making decisions.
- 61.4% of the respondents plan well ahead whereas 38.6% of the respondents don't plan well ahead.
- 59.1% of the respondents feel problem solving skills are one of their strongest characteristics. 40.9% don't feel problem solving skills are one of their strongest characteristics.
- 54.5% of the respondents usually manage to solve complex problems effectively. 45.5% of the respondents don't manage to solve complex problems effectively.
- 84.1% of the respondents are friendly. 15.9% of the respondents are not friendly.
- 70.5% of the respondents like working in group. 29.5% of the respondents don't like working in the group.
- 65.9% of the respondents say yes to someone when given instruction even when they are not entirely sure. 34.1% of the respondents don't say yes to someone when given instruction when they are not entirely sure.
- 65.9% of the respondents communicate well with others. Whereas 34.1% of the respondents fail to communicate well with others.
- 88.6% of the respondents can become stressed easily. 11.4% of the respondents don't stress out easily.
- 34.1% of the respondents said that stress can be beneficial. 65.9% of the respondents said that stress can never be beneficial.
- 50.1% of the respondents can control their emotions well. 40.9% of the respondents cannot control their emotions well.
- 59.1% of the respondents are able to cope up with their emotions. 40.9% of the respondents are not able to cope up with their emotions.

DISCUSSION

It is found that majority of the adolescent girls' students are aware of themselves and like who they are. Majority of the Adolescents who responded are able to manage themselves but there is minority group of students who are yet to be well versed to manage themselves, therefore there is a need to identify strategies for enabling all adolescent girls to manage themselves. Empathy is considered as a most commonly practiced quality among the adolescent girls. It is also considered with others as the most valued quality among the adolescent girls. Therefore, we need to strengthen the quality empathy among the adolescent girls so that they can remain resilient. Critical thinking is considered to be developed among the adolescent girls. It is

required for personality development and fulfilling it. In that way there is a need to focus on creating opportunities to develop critical thinking skills. Most of the adolescent girl enjoy making their own decision. Therefore, we need to foster a supportive environment, teach the importance of decision-making skills to take ownership of their choices. It is derived that 50% of the adolescent students feel problem solving skills are one of their strongest characteristics and usually manage to solve complex problems effectively. Therefore, we need to encourage open communication and model effective problem-solving strategies. Adolescent girls considered to become stress easily and said that stress can never be beneficial. So, we need them to encourage to view stress as a motivator and sign of growth rather than negative experiences. It is found that half of the adolescent students can control their emotions and are able to cope up with their emotions. Therefore, we need to create understanding environment and supportive where they can express themselves feeling safe.

RECOMMENDATION AND SUGGESTIONS

There is a need to have strategies to create awareness of the self among a population of adolescent girl-students though the majority have responded saying that they are conscious of their self and like who they are, it is required to make all population to be definitely conscious of themselves.

The school can have concerted activities focusing on adolescent girls for their physical as well as social wellbeing. There are non-governmental agencies with resources for animating the adolescents. Making adolescents education as part of curriculum will enable the students as well as the parents to be better equipped to address the concerns of the adolescents. The socio psychological as well as physical needs of the adolescents can sufficiently be addressed by enhancing the human resources of the staff with a focus on guidance and counselling of the adolescents. Further NEP 2020 has proposed to include curriculum content for the development of the following skills: communication skill, leadership and management skills, universal human value and professional skill.

CONCLUSION

The study on the need assessment of adolescent girls has resulted in bringing recommendations for curriculum enhancement as well as human resource development. The institutional responsibility for ensuring the wellbeing of the adolescent students will develop a habit of wellness among the students and all the stakeholders. It depends on the social responsibility of the educators as well as spirit of cooperation of the parents to meet any programme a success with the required educational utility.

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