

# Life Skill Education And Adolescent Reproductive Sexual Health Kalinga Institute of Social Sciences(KISS) An Experimental Hub For Tribal Student.

<sup>1</sup>Raghunath Murmu (Research Scholar), <sup>2</sup>Dr.Sunita Acharya (Lecturer in Education)

**Abstract--***Present study intends to study regarding life skill education and reproductive sexual health education implementing at KISS which is the long-term strategic interventions to improve tribal adolescent better health, education and nutrition. Many studies conducted on life skill and health education of tribal adolescents give an insight into the strategic implications of reaching the adolescent girls effectively. In the same time the primary objectives for undertaking this study are to understand the concept of LSE and ARSH among the tribal adolescents, to assess three knowledge, attitude and practice on ARSH among the tribal adolescents those are taking training at KISS for their sustainable development. We conducted the study in within KISS which is one of the best tribal dominated organizations of Odisha in particular in the world in general recognized by international organisation like UNO. To provide justification to the present title we have taken three issues as research question upon which the further discussion based on along with same number of objectives. In this study we have taken 100 tribal students from the organisation. For collection of data from them researchers used structured self-standardised questionnaire along with interview schedule focussing different issues relating reproductive sexual health and life skill education. Here study found that both the programme successfully implementing there have incomparable benefits for tribal girls in particular students in general. At least some suggestions were made like before initiating any interventions related to ARSH and life skills for students there should be intervention program to orient concerned resource persons along with all other staff those are in the field of implementation.*

**Keywords--***Life skills, ARSH Programme, KISS, Experimental Hub, Tribal Students etc.*

## I. INTRODUCTION

Life skills are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life WHO, (1996). Life skills education and ARSH education aims to provide tribal students with strategies to make healthy choices that contribute to a meaningful life. Life skills are the abilities that help to promote mental well-being and competence in young people as they face the realities of life. In the same time ARSH education

<sup>1</sup>KIIT School of Social Sciences, KIIT University, Bhubaneswar, Odisha-751024 <sup>2</sup>KISS Deemed to be University, Bhubaneswar, Odisha,751024

programme is also very important to arm young people with the right information at the right age and equip them with skills that will help them make informed decisions regarding reproductive sexual health related issues in their life. However, doing this is very much of a challenging task in view of the cultural restrictions and social taboo on sex that exist in tribal communities in India, here also adults are not always open to discuss about sex, sexuality and changes during adolescence with young people, so in this particular situation KISS the holy organisation taking all its pain to aware and educate tribal adolescents for their better life and providing the country a better productive economy as a whole.

It helps the tribal young people to take positive actions to protect themselves and to promote health and meaningful social relationship in their life through proper education and training. Life skill facilitates a complete and integrated development of individuals to function effectively as social beings. Life skills and ARSH programme both can be applied in the contexts of social and health events. With life skills, one is able to explore alternative ways to make rational decisions in solving each problem or issue as it arises. It also entails being able to establish productive interpersonal relationship with others. Life skills and ARSH programme helps tribal adolescents in translating knowledge, attitude and values into healthy behaviour that makes their life fruitful.

### **Life Skill, ARSH education programme at Kalinga Institute of Social Science**

In KISS, LSE session were transacted to students of grades 6<sup>th</sup> to 9<sup>th</sup> through co-curricular approaches by trained teachers covering over 9000 tribal adolescents. At the college level and school level peer educators have been trained in the life skills based SRH education and are encouraged to promote life skills education and address myths and misconceptions about ARSH among peers. Activities are backed up by counselling, health services, menstrual hygiene promotion, creative communication activities and community awareness on ARSH issues by trained peer educators during summer vacation. In order to promote counselling services teachers have been identified and their capacity has been developed on counselling. Further, the sanitary napkin manufacturing unit established with support from UNFPA is operational and partially supported by KISS for its maintenance including staff for its management.

Being a pioneering educational institute in the state of Odisha, India Kalinga Institute of Social Science (KISS) provide free education and residential facilities to more than 27000 Tribal students, out of which 12,500 adolescents are. From 2009, with the support of United Nations Population Fund (UNFPA), KISS has been endeavouring to hone the abilities of its adolescents through life skills education (LSE) based Adolescent Reproductive Sexual Health (ARSH) education in order to enable them to deal with the demands and challenges in their life effectively. The proposed intervention in KISS aims at building institutional capacity and networking with other potential institutions to overcome knowledge and skills deficits in the state for the promotion of LSE.

<sup>1</sup>KIIT School of Social Sciences, KIIT University, Bhubaneswar, Odisha-751024 <sup>2</sup>KISS Deemed to be University, Bhubaneswar, Odisha, 751024

During these years, several initiatives have been undertaken for promotion of LSE among tribal adolescents in KISS. KISS has emerged as resource agency having a critical mass of resource person and a wide range of communication and training material with socio-cultural sensitivity have also been developed. Most of the resources materials used for LSE programme in the state were developed and tested at KISS. From the year 2012 to 2014, in a phased manner, the life skills based SRH education was scaled up to 500 residential schools covering 318 tribal residential high schools and 182 Kasturba Gandhi Balika Bidyalayas (KGBVs) in collaboration with ST and SC Development (SSD) and school and Mass Education (S & ME) Department, Government of Odisha respectively. KISS provided handholding and technical support in implementation of Life skill based SRH education program in schools. From 2015 programme in government tribal residential schools was scaled up by the ST & SC Development Department, Government of Odisha.

## II. REVIEW OF LITERATURE

**Hechingeri(1992)** iThe iadolescence iof itoday iface imany imore ichoices iand idemands ithan iever ibefore. iDealing iwith iacademic icompetition, ihandling ifamily iresponsibilities, itranscending idaily ilife iconflicts, idealing iwith ipeer ipressure, ipreparing ifor ifuture iroles, imaking icrucial icarrier ichoices ion ithe ione ihand iprovide ithen iwith igreater iindependence ibut ion ithe iother ihand ican ialso ilead ito igreater iconflict iand ifrustration, ithus i affecting itheir ipsychosocial iwell-being.ilt iis iessential ito ihelp ithe iadolescence iacquire ienduring iself-esteem, iinquiring ihabits iof imind, ireliable ihuman irelationships, ia isense iof ibelonging iin ia ivalued igroup, iand ia ifeeling iof iusefulness.iAdolescents ineed ia ibasis ifor imaking iinformed, ideliberate idecision, iespecially ion imatters ithat ihave imajor iconsequences, isuch ias ieducational iand ioccupational ifutures iand ihuman irelations.i

**Vishwanathi(2010)** iin i“Health iProblems iof iAdolescents” iobserved ithat isexual iand ireproductive iill-health iis ione iof ithe imajor icauses iof imorbidity iand imortality iin ithe iyoung ipeople.iIn ia iconservative isociety iwhere ireproductive iand isexual ihealth irelated iissues iwere itaboo ifor idiscussion.iYoung ipeople iwere ihindered ifrom iactively iseking icounselling ifor itheir ineeds.iUnmarried iadolescents ihesitate ito iseeek ihealth iservices idue ito ithe ifear ithat ithese iservices iwere inot iconfidential.iInability ito ipay, irequirement iof iparents’ iapproval iand inegative iattitudes iof ihealth iproviders iwere ithe iother ifactors iwhich icreates iproblem iof iseeeking ihealth iservices.i

**Evans, iMullett, iand iFransi(2005)** iRapidly ichanging isocial, imoral, iethical iand ireligious ivalues ihave iinfluenced icertain i‘life istyle’ iin ithe ipresent isociety iespecially iamong ithe iadolescence.iAlmost i30 iper icent iof ichildren iof iand iadolescents iexperience ia idiagnosable ipsychosocial idisorder iduring itheir ilife iand iit imight ithat i70 ito i80 iper icent iof ithem ididn’t ireceive isuitable iintervention.iThese idisturbances iusually imake idramatic idysfunctions iin ischool, ihome, iand ifamily iperformances iwhich iultimately imay iinfluence ieducational idrop iout; iand isometimes ithese iproblems iact ias ia igate ifor idelinquent ibehaviour iin isociety.

<sup>1</sup>KIIT School of Social Sciences, KIIT University, Bhubaneswar, Odisha-751024 <sup>2</sup>KISS Deemed to be University, Bhubaneswar, Odisha,751024

**Nicholas,i(2002)** iThere iis ia ineed ito iidentify ithe ilife iskills inees iof itrial istudents ias ia istarting ipoint.iBy iidentifying isuch inees, ithen iit iwill ibe ipossible ito idevelop ilife iskills ieducation iprograms ithat iaddress ithem idirectly iand ialso iprovide iimportant iinformation ifor ifurther idevelopment.iSurveying istudents' inees ihas imultiple ibenefits.

### **Rational iof ithe istudy i**

Now-a- idays istress ifacediby itribal istudents iin igeneral itribal igirl iin iparticular isuch iis iquite iserious.iTherefore, inow ian iurgent inees ito iprovide inew iinterventions iand itechniques ito itribaliyouth ito ideal iwith ithe icurrent idemands iof ilife. iIn ithe ipresent iday ialso ithe i'individual' iis irecognizedias ithe ibasic iunit iof ithe isociety irather ithan i ithe i'system', iso iit iis iessential iat iparticular iKISS i ithat ithe i27000 itribal iyouth ishould ibe ihelped ito idevelop iskills iinherently ito ihandle ia iwide ivariety iof iproblems iand ichallenges iin itheir ilife.iThey ineed inew iabilities, idifferent iskills ito iface ithe icurrent idemands iof itheir ieveryday ilife.iSo ithe istep itaken iby iKISS iauthorities iwith iinterventions ilike iLife iskills iand iARSH ieducation iprogramme imust iequip itribal iyouth iin ifacing itheese ichanges iwith ia ipositive ioutlook iin ifuture.iThe istudy iwass iconducted iin iKISS iwhich iis ia itribal idominated iinstitution iof iOdisha.iThe iresearcher ihas ichosen irandomly ithe iadolescents ibetween ithe iage iof i12-19 iyears imale iand ifemale iin ithe iselectd iinstitution ifor idata icollection iprocess iand ianalysis ithe iimpact iof icurrent iintervention.

Nowia iday, ithe iproblem ilike icontinued irapid ipopulation igrowth, ihigh ibirth irates, iand iescalating irates iof iHIV iinfection iin iour icountry iare idrawing iconstant iconcerns ifrom iall isides iand iit iis ivery idangerous isituation iin itribal idominated iareas.iUnprotected iadolescent isexual iactivity iwithin ithe itribal isignificantly icontributes ito itheese inumbers iday iby iday.iPromoting icontraceptive iand icondom iuse iamong itribal iyouth ican ilead ito idecrease iin imorbidity iand imortality idue ito iunsafe ipregnancy, iabortion, iand isexually itransmitted idisease i(STDs), iincluding iHIV/AIDS, iand ican islow ipopulation igrowth ibut iwithout ithe iprior iknowledge iregarding iall itheese ithey isupposed ito ideny itheese ipromotions iof igovt. iMany inon-governmental iorganizations iand isome igovernments iare iworking ito imeet ithe ireproductive ihealth inees iof iadolescents iby iproviding isexuality ieducation iand ilife iskills idevelopment, ibut imore inees ito ibe iaccomplished iin ithe isame itime iKISS inow iproviding ibetter itraining iand iawareness iregarding iboth iinterventions inear iabout i27000 istudents istudding iin ithis iinstitution, iso ihere ithe iresearcher itries ito iknow ithe iimpact iof iboth itheese iinterventions ion istudents.

### **III. OBJECTIVES**

Following are the issues or research objective upon which analysis will be based on:

1. To know their level of awareness regarding reproductive health related issues (% calculation will be made)
2. To assess the impact of both training centres on tribal students of KISS.
3. To assess benefits of both training for tribal students at KISS.

<sup>1</sup>KIIT School of Social Sciences, KIIT University, Bhubaneswar, Odisha-751024 <sup>2</sup>KISS Deemed to be University, Bhubaneswar, Odisha,751024

## Research question

1. Whether tribal students of KISS properly aware regarding their reproductive health related issues and ARSH or not?
2. Whether there are some impact of both training centres and interventions on tribal students and KISS?
3. What are different benefits upon tribal youth after training?

## IV. METHODOLOGY OF THE STUDY

Descriptive survey method used in the study as the investigators tried to get information about more than one variable also with better understanding of perceptions of stakeholders (Hittleman and Simon, 1997). Through this method information about conditions, situations and events that occur in the present can be obtained (UNESCO, 2005). Therefore, in the present study the investigator used this method to explore all possibilities to highlight, measure the impact and effectiveness of life skill education and ARSH programme for the tribal awareness and better livelihood and equip their personality, also problems and its eradication from the root to achieve Millennium Development Goals.

## Sample

To gain an in-depth understanding of the topic, descriptive survey type of research design employed with 100 students studying at KISS from college level were divided into two groups i.e. 50 female and 50 male students. Two groups were interviewed with one set of schedule to study their perception regarding their current knowledge regarding different skills and changing pattern of education after life skill training and ARSH programme for their better current livelihoods.

## Sampling strategy

Multistage stratified random sampling technique was employed for selection of various subjects of the study namely; blocks, clusters, school. Holton & Burnett (1977) states that: "ultimate function of stratification is to organise the population into homogeneous subsets and then select appropriate numbers of elements from each. It permits the use of different sample designs for different portions of the population".

## Tools for the present study

The present study employed interview schedule to interview their perception regarding different skills and changing pattern of education after life skill training with ARSH programme. The researcher was interviewed one to one tribal students to know their perception regarding life skill and different current on-going programmes and its impact on their current living condition.

<sup>1</sup>KIIT School of Social Sciences, KIIT University, Bhubaneswar, Odisha-751024 <sup>2</sup>KISS Deemed to be University, Bhubaneswar, Odisha, 751024

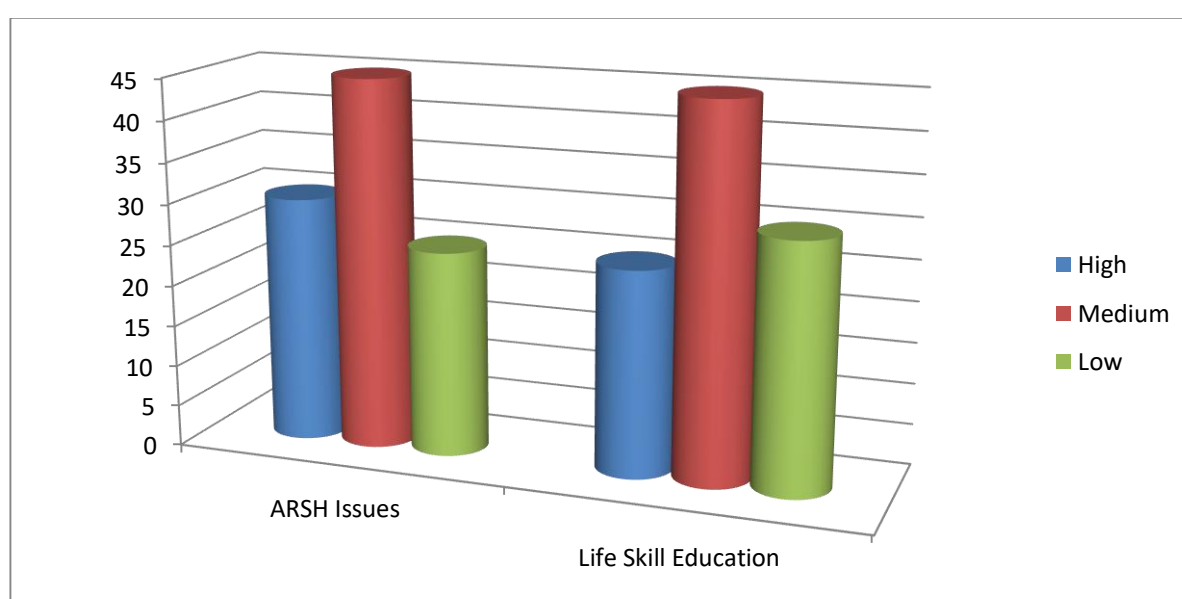
## Statistical techniques Use

Quantitative data analysis: it is a powerful research form, emanating in part from the positive tradition. It is often associated with large scale research, but can also serve smaller scale investigations, with case studies, action research, co relational research and experiments, so percentage wise calculation made to justify the objectives.

## Analysis and interpretation

Tribal students of KISS Vs. awareness regarding reproductive health related issues

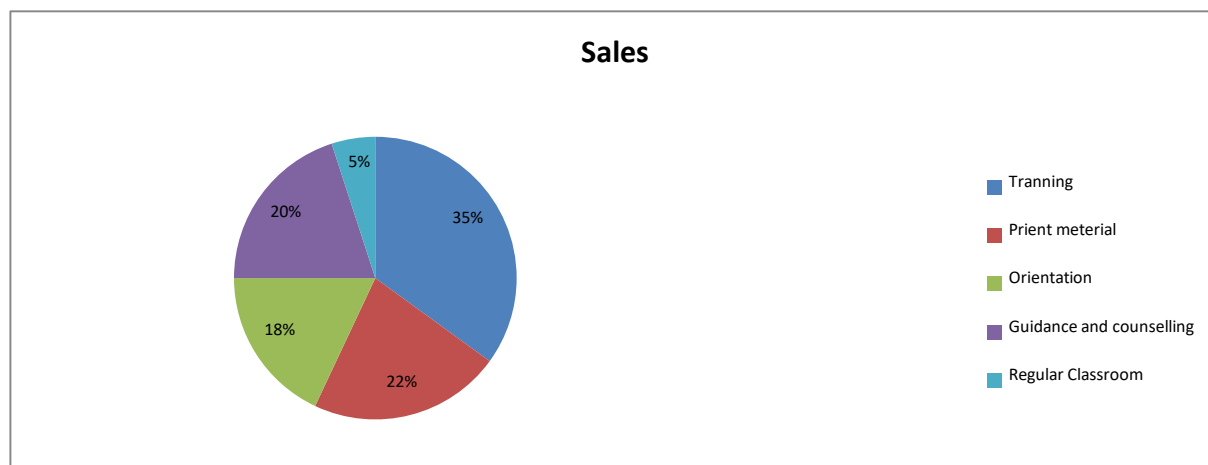
Analysis and interpretation of data refers to that fact of the study which is associated with the drawing inferences from the collected facts after analytical study. Analysis of data means studying the organised material in order to discover the inherent facts. These data are studied from various angles in accordance with the objectives of the study either to explore new facts or to interpret already existing facts. Here in the following diagram it is represented the awareness level of tribal students of KISS regarding both the intervention running and their percentage as High, Medium or Low.



On the basis of above graphical presentation it found that the programmes running at KISS is quite impressive as in both the programme near about 25% of students having high level of awareness and knowledge regarding life skill and ARSH programme. Also it is a good sign for the students and programme implementer that near about 45% of students having medium level of awareness and after some days they may acquire required knowledge for them means the programme going on successfully in the campus because with a such conservative type of people the institution providing the required awareness regarding sex and life skill it is praiseworthy. Finally near about

<sup>1</sup>KIIT School of Social Sciences, KIIT University, Bhubaneswar, Odisha-751024 <sup>2</sup>KISS Deemed to be University, Bhubaneswar, Odisha,751024

30% of people having low level of awareness regarding both the intervention it may be that the



students are very new to the institution.

### ***Impact of both training centres and intervention on tribal students and KISS***

On the basis of above diagram it indicates that the awareness regarding ARSH and life skill programme found among the tribal adolescents in the renowned organization KISS where both the intervention experimented upon trial youth where all are coming from tribal ground that near about 35% of the respondents trained due to their rigorous training in the ARSH and LS laboratory, which is a good sign for the programme implementer as the sample was taken randomly and near about 22% have influenced and having awareness because of different printed material provided by the programme implementer to them and 18% of the students influence due to the orientation programme arranged with a time gap by the institution and 20% students have impact by guidance and counselling programme time to time by their teachers, hostel warden, tutor-mentor, room in-charge and subject teacher those are rigorously taking pain for educating them. Only 5% of students influenced by regular classroom problems and their solutions by their peer group and teaches means in each and every place all the stake holder trying their level best to aware them regarding both interventions. In that way it means the programme implemented here has positive impact on the students as well as on their academic achievement and the resource persons are well trained and have interest to provide life skill to their all stake holders. Tribes are living in very poor socio-economic condition; it echoes in their life skills too. So here it was found the programmes like ARSH and life skills within them it may be some students were taken those were newly admitted at KISS.

### **Different benefits upon tribal youth after training**

Imparting life skill and ARSH education in children and adolescents at KISS bring valuable benefits which include

<sup>1</sup>KIIT School of Social Sciences, KIIT University, Bhubaneswar, Odisha-751024 <sup>2</sup>KISS Deemed to be University, Bhubaneswar, Odisha,751024

1. Development of self-esteem, peace education, self-confidents within tribal etc.
2. As tribal are very poor with particular reference to their social and economic point of view so it helps to prevent them to be an anti-social and prevent form antisocial activities.
3. Helps to the tribal for promotion of general well-being and solves the health related issues.
4. Life skills and ARSH programme enable individuals to translate knowledge, attitudes and values into actual abilities and enable individuals to behave in a healthy ways as well as solve all their sexual related issues in their critical period.
5. Not only above the results of different research studies also proves that life skill and ARSH education improves the academic performance of individuals.

#### Suggestion

1. More awareness should be created among tribal adolescents girls in particular and tribal students at KISS in general.
2. Time to time different parents teachers' orientation programme should be provided in ARSH centres which will enable them to know regarding all these issues and helps their children's to guide during their home staying.
3. More interested printed communication should be provided to them through leaflets, posters, wall painting etc. with proper illustration and examples to health providers in handlings tribal adolescents girls.
4. Life Skill Education (LSE) approach should be adopted for orientation of Adolescents girls in particular tribal other at KISS at general on Reproductive health issues.
5. Frequent Counselling services for the male and female adolescents need to be arranged in their leisure time.
6. A clear program regarding the rights of tribal adolescents and full range of sexuality and reproductive health information and services needs to be communicated to the public to create and enabling policy environment for the provision of ARH services.

#### V. CONCLUSION

Adolescence is critical period when the intellectual, physical and social capabilities are very high but in particular reference to the tribal their antisocial activities and behaviour due to lack of education and above training are deterioration all their capabilities and they are becoming a burden to the society. Imparting life skill training and ARSH education to them will help our tribal adolescents to overcome such difficulties in life. Life skill education and ARSH programme can serve as panacea for the problems as it helps the tribal adolescents to lead a better life and provide their useful labour for the national development. Therefore, life skill education ARSH education are now needful of the society and every education system should impart both skill education as a part of its

<sup>1</sup>KIIT School of Social Sciences, KIIT University, Bhubaneswar, Odisha-751024 <sup>2</sup>KISS Deemed to be University, Bhubaneswar, Odisha,751024



curriculum as it is capable of producing positive health behaviour, positive interpersonal relationships and well-being of individuals.

## REFERENCES

- [1] Evens, iT., iMullet. iN., i& iFrans. iJ. i(2005). iAnalysis iof ithe iFamily iLife iEducation iPattern iin iSuicide. iJournal iof iaffect idisordaug. i81 i(2), i133-139.
- [2] Hechinger, iJ. i(1992). iFateful iChoices. iNew iYork: iHill i& iWang.
- [3] <http://washinnovations.e4d.org/program/life-skills-education-based-wash-promotion>
- [4] Hittleman, iD. iR. iand iSimon, iA. iJ. i(1997). iInterpreting ieducational iResearch: iAn iIntroduction ifor iConsumers iof iResearch, iPrentice-Hall, iInc. iNew iJersey.
- [5] Holten, iE. iH. iand iBurnett, iM. iB. i(1997), iQualitative iResearch iMethods, iBerrett iKoehler iPublishers, iSan iFransisco.
- [6] Nicholas, iL. J. i(2002). iSouth iAfrica iFirst-year iStudents iCounselling iNeeds iand iPreferred iCounselling iSources. iInternational iJournal ifor iAdvancement iof iCounselling. i24, i289-295
- [7] UNESCOi(2005), iQuantitative iResearch iMethods iin iEducational iPlanning, iUNESCO iInternational iInstitute ifor iEducational iPlanning, iPairs ifrance.
- [8] Vishwanathi(2010) iin i“Health iProblems iof iAdolescents” iobserved ithat isexual iand ireproductive iill-health iis ione iof ithe imajor icauses iof imorbidity iand imortality iin ithe iyoung ipeople.
- [9] World iHealth iOrganizationi(1996), iLife iskills ieducation: iplanning ifor iresearch. iGeneva, iWHO, i72p.
- [10] “An Effect of Life Skills Training Programme on the Awareness Level of KGBVS .” International Journal of Educational Science and Research (IJESR) , vol. 8, no. 6, pp. 39–44.
- [11] “Survey of Relational Skills Training Effectiveness on Students’ Self-Expression, Social Acceptance and Academic Achievement (Case Study: Fouman City, Guilan Province, Iran) .” International Journal of Educational Science and Research (IJESR) , vol. 4, no. 2, pp. 35–42.
- [12] “Lifelong Learning and Skill Enhancement.” International Journal of Humanities and Social Sciences (IJHSS), vol. 4, no. 6, pp. 35–40.
- [13] ““A Critical Study of the Biology Curriculum at Senior Secondary Stage With Respect to Life Skills Education and the HIV/AIDS Education.”” IASET: International Journal of Library & Educational Science (IASET: IJLES) , vol. 2, no. 3, pp. 1–10.
- [14] “Empowering the Youth with Life Skills Through Value Integrated Education .” IMPACT: International Journal of Research in Humanities, Arts and Literature (IMPACT: IJRHAL) , vol. 3, no. 2, pp. 33–42.
- [15] “A Study on Tribal Living and Socio-Economic Conditions among East Godavari District in Andhra Pradesh.” BEST: International Journal of Humanities, Arts, Medicine and Sciences (BEST: IJHAMS) , vol. 3, no. 9, pp. 89–92.