The Experimental Study to Assess the Knowledge on Life Skill Developments through Resilience and Positive Thinking

Shikha Gupta

Assistant Professor, School of Nursing, Noida International University, UP, India

Abstract: _Statement: **The experimental study to assess the knowledge on life skill developments through resilience and positive thinking. Objectives: 1) To assess the pre test and post-test knowledge on life skill development through resilience and positive thinking. 2) To determine the level of awareness among positive thinking regarding life skills development through resilience.3) To find out the association between positive thinking knowledge score with their selected demographic variables._ Methodology: **The research approach adopted was experimental research, a pre-test & post-test only design, in particular, this research. The population of 30 faculties of School of Nursing, Noida International University, Greater Noida, UP. A purposive sampling technique was used for data collection._ Result: **Teachers in the present study lacked knowledge in pre-exam, but after presentation, 53.3% of post-test teachers had very good knowledge, 26.7% had good knowledge, 10% of teachers had an average level but then Over 10% of teachers had insufficient knowledge of life skills development through resilience and positive thinking.**_

Keywords: Skill development, Positive thinking, resilience, knowledge

1.Introduction

The Abilities for Adaptive and Positive Behavior that Enable Individuals to Deal Effectively with the Demands and Challenges of Everyday Life (WHO).

A Behaviour Change or Behaviour Development Approach Designed to Address a Balance Ofthree Areas: Knowledge, Attitude and Skills (UNICEF)

Positive youth development represents a strength-based approach to development in which life skills are recognized as desired assets that prepare youth to function as productive members of society. In many countries around the world, there is increased attention paid to the teaching of life skills through sport, but researchers have cautioned against the dangers of blindly evangelizing the virtues of sport participation. The purpose of this paper is to offer a brief commentary on the challenges and opportunities that exist in promoting positive youth development and life skills amidst the increased professionalization of youth sport. In the first part of the paper, a case is made for tempering our expectations about sport's intrinsic developmental value and instead focus on being intentional in exposing youth to life skills messaging and experiential learning opportunities. In the second part of the paper, coach education and the professionalization of youth sport are examined as contemporary challenges in relation to the dilemmas they create and the opportunities they present

What is Youth Development?

Youth development is the process of growing up and developing one's capacities in positive ways. This typically takes place in the context of the family, the peer group, the school, and the neighborhood or community.

Many young people do not have the advantages that promote optimal, healthy development of the body, mind, and spirit. Many youth do not have opportunities to experience positive stimulation for growth or nurturing support from family, friends, and community. Youth development is a natural process, but it cannot be left to chance.

"Youth development ought not to be viewed as a happenstance matter. While children can, and often do, make the best of difficult circumstances, they cannot be sustained and helped to grow by chance arrangements or makeshift events. Something far more intentional is required: a place, a league, a form of association, a gathering of people where value is placed on continuity, predictability, history, tradition, and a chance to test out new behaviors. "

What is a Youth Development Organization?

A youth development organization exists to promote the positive, healthy development of young people. Youth development organizations are different from agencies and systems that exist to provide social control, treatment, or training for young people. These community-based organizations work to meet needs in the environment and enhance the learning experiences of young people. No single organization does it all.

Youth development organizations involve young people of all ages and both sexes, although some target certain audiences. They encourage long-term involvement and provide a progression of activities promoting developmental growth. They emphasize learning strategies based upon fun, play, action, and group and individual challenges teaching life skills rather than academic lessons.

4-H is the oldest and largest publicly funded youth development organization in the United States. Begun in the early years of the 20th century as a vehicle for extending the learning of the land-grant university to the children of rural communities, 4-H today has a presence in every county. It is a part of the Cooperative State Research, Education, and Extension Service of the U. S. Department of Agriculture funded through a partnership of federal, state, county, and private resources.4-H is open to all interested young people and their families.

Why life skills are important?

In the 4-H youth development programme, educational activities and programmes center on projects that teach youth skills and content knowledge in a broad range of curriculum areas.4-H curricula, like many other youth-serving organizations' programmes, are also designed to teach life skills. Common life skills across most of the youth curricula used in 4-H programming are those that young people need to make decisions, solve problems, communicate effectively, think critically, and set goals.

When designing programmes for youth, it is important to understand how youth grow and change and identify those life skills that contribute to their healthy development.

Indeed, structured environments that help guide children's development have been a major focus of public attention, policy and public commitment to supporting their development tends to weaken as they grow older.

Programmes that have documented effectiveness are needed within the youth development field. The synthesis of research summarized Thus, while longitudinal studies are still needed to advance our understanding of how the process works, evaluation of any youth programme's ability to improve life skills over the short-term is an appropriate evaluative goal.

Youth Development as Non-Formal Education

Non-formal education is organized, systematic teaching and learning carried on outside the formal school system. Generally, non-formal education is sponsored by community groups that provide particular types of teaching and learning experiences for specific youth populations. It is not an alternative to formal education offered in the schools; it is another kind of education essential for helping young people grows to optimal maturity.

The schools that provide formal education are "society's most legitimate and formal system of teaching and learning. " They are typically chronologically graded and hierarchically structured. They offer credits, grades, and diplomas to document learning and achievement. Increasingly, schools are asked to document more closely the competency of their learners as proof that the credits, grades, and diplomas have real value.

For several reasons, non-formal education provides the ideal system for youth development education to take place.

- Youth development organizations are most often voluntary, reflecting the values, priorities, and goals of the adults and young people who support them.
- Non-formal youth development programmes identify their own mission, their curriculum priorities, their population of learners, and their teaching methods.
- Non-formal youth programmes commonly use club structures, camps, sporting activities, regular group meetings, expressive arts, and youth-conducted events to carry out their educational work. Non-formal programmes operate largely outside the scope of public funding and public policy directives, hence they can respond to community-based agendas.
- Non-formal programmes typically reward learning, achievement, and positive growth through recognition and incentives such as certificates, ribbons, badges, and increased opportunities for leadership.

The Curriculum for Non-Formal Youth Development Education
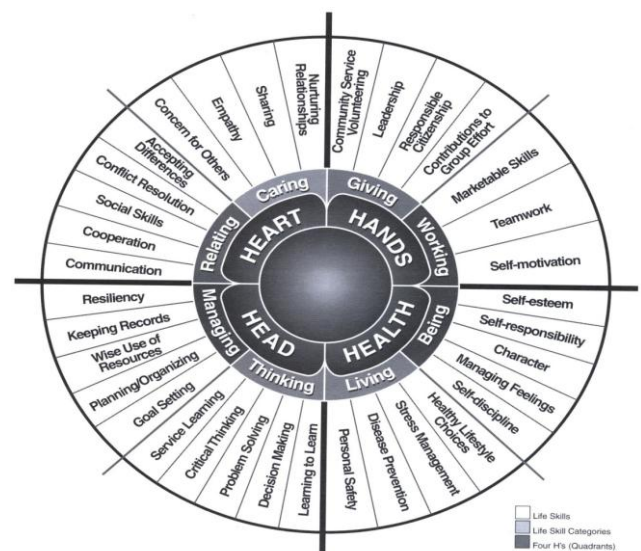
When curriculum is defined as any planned sequence of learning experiences, (Schneider, 1983), a curriculum for youth development education has two major components. First, the curriculum has content or subject matter upon which the planned sequence is built. Second, the curriculum has a method or a set of principles that guides the design of the learning experiences. The synergy of content and method promotes learning and competence in life skills critical for the healthy development of young people.

Experiential methods of learning are most commonly associated with youth development education programmes in non-formal settings. These emphasize exploration and critical thinking and focus not only on learners doing work, but on sharing, processing, analyzing, and applying the understandings or skills gained. This method is a powerful approach for learning life skills essential to

socialization, skills that rely on interaction and demonstration over time.

The subject matter for youth development education programmes overlays the five basic competency areas identified by essential for success in adulthood:

1. Health and Physical Competence-Good current health status plus evidence of knowledge, attitudes, and behaviors that will ensure future health.
2. Personal and Social Competence-Skills for understanding self and having self-discipline; working with others, communicating, cooperating, negotiating, and building relationships; coping, adapting, and being responsible; and finally, making good judgments, evaluating, making decisions, and problem-solving.
3. Cognitive and Creative Competence-Useful knowledge and abilities to appreciate and participate in areas of creative expression for thinking, seeing, feeling, tasting, and hearing.
4. Vocational Competence-Understanding and awareness of life planning and career choices, leisure and work options, and steps to act on those choices.

Citizenship Competence-Understanding of personal values, moral and ethical decision-making, and participation in public efforts of citizenship that contribute to the community and the nation.

While these five competency areas are an ideal focus for intentional learning experiences for non-formal youth development education programmes, they are also central to many school curricula. It is the educational design and delivery system that commonly distinguishes formal and non-formal education.

Learning Greater Than the Sum of the Parts

Neither subject matter content nor experiential method alone tells the story. In the hands of leaders and teachers, they combine to create the curriculum, the planned sequence of learning experiences. But it is only when the learner enters the picture that life skill competencies and the fundamental tasks of healthy youth development are understood. This dynamic evolves from the process of youth engaged in active work on topics of interest that build competence and address basic youth developmental needs.

To grow and learn to optimum capacity in healthy ways and to function successfully in the adult world, young people benefit from opportunities to:

- Feel a sense of safety and structure
- Experience active participation, group membership, and belonging
- Develop self-worth achieved through meaningful contribution
- Experiment to discover self, gain independence, and gain control over one's life
- Develop significant relationships with peers and adults
- Discuss conflicting values and formulate their own

- Feel the pride and accountability that come with mastery
- Expand the capacity to enjoy life and know that success is possible.

These eight factors, along with the five basic competency areas, become legitimate criteria to assess the impacts of teaching important life skills in a youth development programme. As an example, young people may decide they want to learn public speaking skills to build their personal and social competence. Youth development professionals would then be responsible for assuring that the activities and materials used in the learning experiences foster a sense of safety and structure; allow for active participation; provoke self-understanding; and demonstrate that success is possible. Not every intentional learning experience will address all of the needs identified as essential elements for healthy youth development, but performance outcomes based on meeting these needs are as important as content competency. Indeed, they are often more important, depending on the age of the child and the stated goals of the programme.

4-H: A Non-Formal Youth Development Education Programme

The primary 4-H learners are children and youth 5-19 years old; however, 4-H does educate adults, particularly parents and volunteer leaders who work with the young people. The primary teachers in 4-H are the parents and adult and older teen volunteers who take responsibility for community clubs, project clubs, special events, and a wide range of community-based educational programming. County extension educators, once called county extension agents, also play a major teaching role, working with both adult and youth audiences.

Young people in 4-H join voluntarily, and they select projects and areas of involvement based on personal interests. Working independently or in groups, young people experiment, work, demonstrate, and produce educational products in areas like rocketry, animal science, entomology, food preparation, environmental study, fishing, photography, leadership, and clothing and textiles. They also work on group programmes like community service and cross-age teaching on topics such as pregnancy prevention, alcohol use, nutrition, and fitness.

Learning takes place in kitchens, living rooms, community centers, church basements, community parks, county fairgrounds, gymnasiums, and barns--anywhere young people and adults gather to pursue their work. Young people come to the active learning environment with different skills and abilities. They approach new situations and ideas by exploring, engaging with others, reflecting, and questioning in order to discover answers and implications.

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