

Attitude of Students about Life Style Education: An Assessment

Dr. Pankaj Kumar Paul

Assistant Professor & Head, Department of Education, GouravGuin Memorial College,
PaschimMedinipur, West Bengal

Introduction

A lifestyle typically reflects an individual's attitudes, way of life, values, or world view. Therefore, a lifestyle is a means of forging a sense of self and to create cultural symbols that resonate with personal identity. Not all aspects of a lifestyle are voluntary. Human Rights or Individual Rights is a way of living of individuals, families (households), and societies, which they manifest in coping with their physical, psychological, social, and economic environments on a day-to-day basis. Lifestyle is expressed in both work and leisure behavior patterns and (on an individual basis) in activities, attitudes, interests, opinions, values, and allocation of income. It also reflects people's self image or self concept; the way they see themselves and believe they are seen by the others. Lifestyle is a composite of motivations, needs, and wants and is influenced by factors such as culture, family, reference groups, and social class.

Lifestyle is the interests, opinions, behaviours, and behavioural orientations of an individual, group, or culture. The term was introduced by Austrian psychologist Alfred Adler with as a meaning of "a person's basic character as established early in childhood", for example in his 1929 book "The Case of Miss R.". The broader sense of lifestyle as a "way or style of living" has been documented since 1961. Lifestyle is a combination of determining intangible or tangible factors. Tangible factors relate specifically to demographic variables, i.e. an individual's demographic profile, whereas intangible factors concern the psychological aspects of an individual such as personal values, preferences, and outlooks.

The following terms are relevant to the study about life skill education:

Knowledge

The terms "knowledge" and "information" are used interchangeably in many contexts, but in discussions of life skills education, "information" refers to what is communicated about a particular fact or subject, while "knowledge" refers to a state or condition of understanding that permits factual information to be related to other information and knowledge, synthesized into broader concepts and usefully applied.

Attitudes

The term "attitudes" is used in the context of life skills education to encompass the broad domain of social norms, ethics, morals, values, rights, culture, tradition, spirituality and religion, and feelings about self and others.

Life skills

These are defined as psychosocial abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. They are loosely grouped into three broad categories of skills: cognitive skills for analyzing and using

information, personal skills for developing personal agency and managing oneself, and interpersonal skills for communicating and interacting effectively with others.

Life Skill education

Life skills education is a structured programme of needs and outcomes-based participatory learning that aims to increase positive and adaptive behaviour by assisting individuals to develop and practise psycho-social skills that minimize risk factors and maximize protective factors. Life skills education programmes are theory- and evidenced-based, learner-focused, delivered by competent facilitators, and appropriately evaluated to ensure continuous improvement of documented results.

Life Skill based education

It is considered that life skills approach will be used to teach the subject matter, meaning that participatory teaching/learning methods will be used to help learners develop not only knowledge, but also the psycho-social life skills they may need to use knowledge to inform and carry out behaviour.

Skill based Health education

This term is used to describe life skills education that aims to prepare individuals to make decisions and take positive actions to change behaviors and environments to promote health and safety and to prevent disease.

Statement of Problem

Considering all these aspects of life style education, the problem may be stated as “**Attitude of Students about Life Style Education: An Assessment**”.

Objectives, Hypothesis, Data Source and Methodology of the Study

The present study included the following variables:

1. Economic status (APL and BPL)
2. Gender (Male and Female)
3. Social group (General and Others)
4. Area(rural and nearby town)
5. Level of Education

Objectives

1. To find out the difference in attitude between APL & BPL students about life style education.
2. To find out the difference in attitude between male and female students about life style education.
3. To find out the difference in attitude between general and others students about life style education.
4. To find out the difference in attitude between rural and urban students about life style education.
5. To find out the difference in attitude between Upper primary and Secondary level students about life style education..

6. To find out the difference in attitude exists towards life style education according to surveyed schools.

Hypotheses

We have used null hypotheses for the present study. The hypotheses are

⁰H₁:No significant difference in attitude exists towards life style education according to economic status.

⁰H₂:No significant difference in attitude exists towards life style education according to gender.

⁰H₃:No significant difference in attitude exists towards life style education according to social status.

⁰H₄:No significant difference in attitude exists towards life style education according to locality.

⁰H₅:No significant difference in attitude exists towards life style education according to level of education (Upper primary &Secondary).

⁰H₆:No significant difference in attitude exists towards life style education according to surveyed schools.

Data Source

The present study is primarily empirical in nature. A self prepared questionnaire has been used to collect data from 102 students of three schools from PaschimMedinipur district in 2018-2019. Multistage purposive sampling technique was used for collection of data from the selected districts.

Table – 1: Sample Profile of the Study

Sl. No	District	Block	Locality	Municipality/GP	No. of Respondents
1	Paschim Medinipur	Bhadutala Vivekananda High School	Urban	Medinipur	34
2	Paschim Medinipur	GodapiasalM.G.M.High School	Rural	Kamagarh	31
3	Paschim Medinipur	GodapiasalCharubalaBalikaVidyalyaya	Rural	Kamagarh	37
Total	-	-	-	-	102

Methodology of the Study

The suitable statistical methods which were applied in the present study are-

- Descriptive statistics: mean, S.D, and SED
- Student's t-test: it was used to measure the significant difference in attitude about life style education among the respondents with respect to some selected variables.

Analysis and Interpretations of the Study

⁰H₁ No significant difference in attitude exists towards life style education according to economic status.

Table -2 showing the particulars about mean, SD and t-value according to economic status of the respondents.

Economic status	N	Mean	SD	SE _D	t	Level of significance
APL	39	81.46	5.23	1.12	0.24	Not Significant at 0.05 level
BPL	63	81.73	5.92			

Source: Author's calculation based on field survey 2018-2019

From the above table-2 it is clear that the mean scores and S.D of APL and BPL group are different. The t value of the above table is 0.24 which is smaller than the table value. So the null hypothesis is accepted at 0.05 level. That means that there exists no significant difference in attitude of students between APL and BPL group towards life style education.

⁰H₂:No significant difference in attitude exists towards life style education according to gender.

Table -3 showing the particulars about mean, SD and t-value according to gender of the respondents.

Gender	N	Mean	SD	SED	t	Level of significance
Male	31	81.00	5.30	1.17	0.77	Not significant at 0.05 level
Female	71	81.90	5.80			

Source: Author's calculation based on field survey 2018-2019

From the above table -3 it is clear that the mean scores and S.D of male and female group are different. The t value of the above table is 0.77 which is smaller than the table value. So the null hypothesis is accepted at 0.05 level. That means that there exists no significant difference in attitude between male and female students towards life style education.

⁰H₃No significant difference in attitude exists towards life style education according to social status.

Table - 4 showing the particulars about mean, SD and t-value according to social status of the respondents

Social Group	N	Mean	SD	SED	't'	Level of significance
General	57	81.85	8.68	5.54	0.24	Not significant at 0.05 level
others	45	81.51	5.81			

Source: Author's calculation based on field survey 2018-2019

From the above table - 4 it is clear that the mean scores and S.D of general and others group are different. The t value of the above table is 0.24 which is smaller than the table value. So the null hypothesis is accepted at 0.05 level. That means that there exists no significant difference in attitude between general and others students towards life style education.

⁰H₄:No significant difference in attitude exists towards life style education according to locality.

Table- 5 showing the particulars about mean, SD and t-value according to locality of the respondents

Locality	N	Mean	SD	SE _D	't'	Level of significance
Rural	34	81.85	5.90	1.21	0.28	Not Significant at 0.05 level
Nearby urban	68	81.51	5.54			

Source: Author's calculation based on field survey 2018-2019

From the above table -5 it is clear that the mean scores and S.D of rural and urban group are different. The t value of the above table is 0.28 which is smaller than the table value. So the null hypothesis is accepted at 0.05 level. That means that there exists no significant difference in attitude between rural and urban students towards the life style education.

⁰H₅:No significant difference in attitude exists towards life style education according to level of education

Table - 6 showing the particulars about mean, SD and t-value according to level of education of the respondents

Educational Status	N	Mean	SD	SE _D	't'	Level of significance
Upper primary	62	72.25	7.69	2.15	1.55	Not Significant at 0.05 level
Secondary	50	68.90	7.75			

Source: Author's calculation based on field survey 2018-2019

From the above table - 6 it is clear that the mean scores and S.D of upper primary and secondary are different. The t value of the above table is 1.55 which is smaller than the table value. So the null hypothesis is accepted at 0.05 level. That means that there exists no significant difference in attitude between upper primary and secondarygroup students towards the life style education.

⁰H₆: No significant difference in attitude exists towards life style education according to surveyed school.

Table- 7 Showing the particulars about mean, SD and t-value according to surveyed school of the respondents

School	N	Mean	SD	SED	't'	Level of significance
Bhadutola	34	61.65	5.56	1.847	1.35	No significant at 0.05 level
Godapiasal&Charubala School	68	62.78	7.99			

Source: Author's calculation based on field survey 2018-2019

From the above table-7 it is clear that the mean scores and S.D of Bhadutola school and Godapiasal, Charubala school are different. The t value of the above table is 1.35 which is smaller than the table value. So the null hypothesis is insignificant at 0.05 level. That means that there exists no significant difference in attitude towards life style education.

Summary and Conclusion

Major Findings of the Study

1. There exists no significance difference in attitude between APL and BPL group of students towards life style education.
2. There exists no significance difference in attitude between male and female students towards life style education.
3. There exists no significance difference in attitude between general and others students towards life style education.
4. There exists no significance difference in attitude between rural and nearby urban group of students towards life style education.
5. There exists no significance difference between upper primary and secondary group of students towards life style education.
6. There exists no significance difference among the students between Bhadutola and Godapiasal, Charubala high school towards the attitude of life style education.

Limitations of the Study

The present study has the following Limitations:

- We have considered only one district that is PaschimMedinipur district in West Bengal.
- Only one hundred and two(102) studentswere considered as sample.
- We have taken only one year time period.

Recommendations

The following recommendations can be made to take further research-

- Only few areas of West Bengal were considered for the present study.
- Broad areas of this district and others districts can be considered for descriptive work
- The time periods can be enlarged.
- Samples size can be increased.

Conclusion

After analysing the present study, it can be concluded that life style education has a strong potentiality to increase healthy life among school students in West Bengal. It is to be noted that there exists no attitudinal differences among the students regarding the impact of life style education in healthy life according to economic status, gender, social status, locality, level of education and schools.

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