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## ANALYSIS OF ENGLISH TEXTBOOK WITH REFERENCE TO LIFE SKILLS' CONTENT OF 10<sup>TH</sup> GRADE

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**ABSTRACT**

*The major purpose of the research was to assess English textbook content at grade 10<sup>th</sup> on the basis of life skills. The study was to compare gender-based differences regarding the perception of teachers for life skills-based content with reference to English textbook content. This research was delimited to public secondary school teachers of grade tenth English subject. The nature of this study was descriptive and for the data collection quantitative method was used. In this study grade, 10<sup>th</sup> English textbook content was analyzed on the basis of the life skills model by WHO 2009. A simple random sampling method was used. The sample size of the study was 160 English teachers, 80 teachers from girls and 80 teachers from boys' secondary school grade 10<sup>th</sup> were taken as a sample. According to the study male teachers agree with the syllabus of the secondary level on most of the life skills but they disagree on making a decision, coping with stress and solving problem. The female teachers also agree with the content but they found lacking in critical thinking and interpersonal relationship. The overall perception of both male and female teachers on the content was that there is no significant difference related to the subscales of integration of life skills except critical thinking and problem-solving. It is recommended that there is a*

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*need to work on critical thinking and problem solving based skills. Teachers must involve students in activities that boost problem-solving and critical thinking among students.*

**KEYWORDS**

*Life skills, Content, Textbook, English*

**INTRODUCTION**

“Education plays vital roles, on society’s developing stages four important universal roles are empowering the individuals to contribute to work and society, our personal talents developing, our civic responsibilities fulfilling and our traditions and value scarring out” (Trilling et al, 2009). There are two main ways of learning as formal and informal. In the formal way of learning the learning is done systematically with the help of a specific curriculum. But in an informal way, there is not any specific curriculum it is done through observations and experiences.

According to Ross (2000), the curriculum is defined as what is to know and what to be learned. The curriculum is consist of the activities that are selected from our culture and it derived from our society. According to Olive (1997), a curriculum is a package of lessons, content, courses and set of objectives that is taught in schools. It also includes co-curricular activities, guidance and social relationships and all the activities that are scheduled by the teachers.

According to Null (2011), “it was termed as the center of education the reason behind the using of term center of education was because of the two reasons that were first while giving education what should be taught and it explores ideas and purpose and actions. On the other hand, some educationists defined it as the syllabus taught in most of the schools around the world... Few people defined it as the set of experiences that took place in educational institutes.

In the current education system, the students are taught with the use of a curriculum then given a vast quantity of information as well as knowledge assist them in coping through the necessities of this present time. We live in a globalized, compound and media-saturated society, in this modern world only getting information and knowledge is not enough to survive. Life skills are very much important for effective existence in humanity. Actually, it told us how to deal with the stresses, demands, new challenges of life and also give the solutions. They play a vital role in overcoming issues that we face in our lives. According to WHO (2009), life skills are defined as the optimistic performance that makes persons assist to contract with challenges and strains in their daily life.

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School provides new generation life skills with the use of the curriculum. Life skills help Students for taking the right decisions, solve problems, think creatively and critically, communicate with others effectively. It also builds relationships with others and copes with the challenges and helps people for managing their lives.

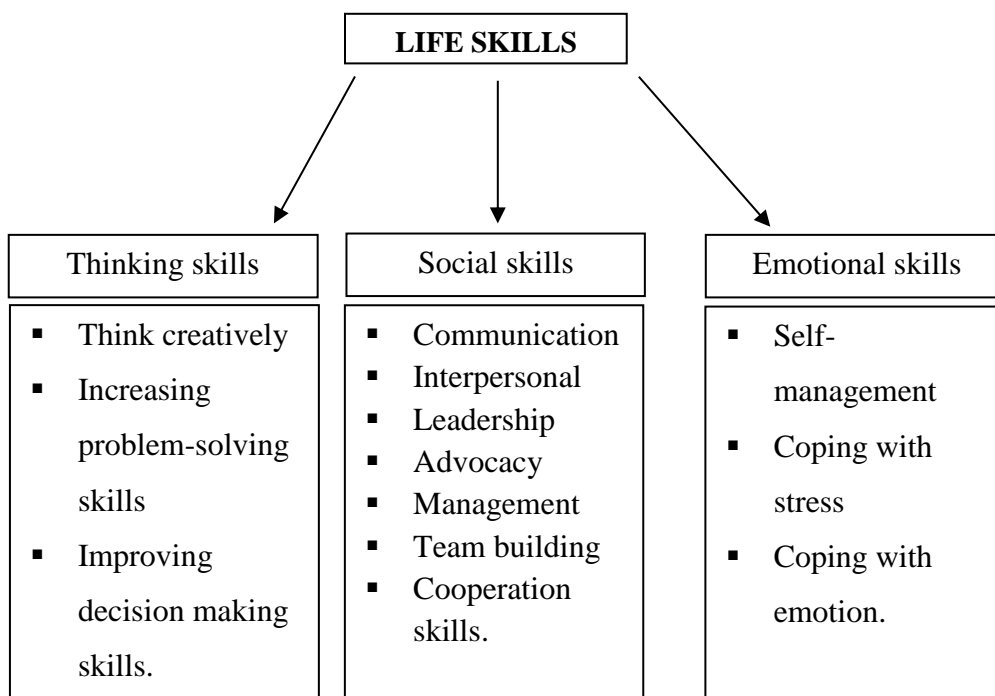
In many schools, some of the subjects are still taught by memorization techniques for only passing the exams and getting the certificates. In another hand, some schools still taught knowledge-based curriculum or life skill-based curriculum which develops complete individuals. Actually, life skills to create awareness on growing issues empower their opinion, help in participation in decision making that affect their lives, develop vocational skills and saving mentality in them. Trilling et al (2009) explain that the institutes are playing a vital role and it acts like nerve centers which connects the teachers, students and community with each other. They provide enlighten to the society and it provides knowledge to the communities.

Curriculum also consist of thinking skills, technology, multiple intelligences that are making the students develop reading, speaking, listening, scientific explorations skills, research and real-life basic skills. The curriculum also develops the student's analytical and logical thinking. Due to their intellectual and physical abilities, the most creative members of society is the young mind. In real situations due to lack of motivation and guidance, most of them are unable to use their skills in a proper way. Education is very important nowadays to live and support life in a better way. Thus the main focus of education is to develop skills in students who can cope with future survival and challenges.

Life skills are the best strategies for promoting the physical, social mental and psychological health of the students. It helps students for taking correct decisions, problem-solving, critical and creative thinking effectively communicate with others, strong interactions build with others and dealing their survives. Life skills play a vital part in entirely features like coping strategies strengthening, emotional intelligence plus self-assurance developing. This study will help teachers, students, curriculum developers and researchers to work on life skill-based curricula and help in understanding life skills. Life Skills as a topic is a way for making meaning out of life with the focus on the optimal, complete development of all learners.

### **Theoretical Framework**

The model used in the study was specified with World Health Organization (2009) on life skills. WHO identified ten core life-based skills including critical thinking/creative thinking, self-awareness, decision-making, problem-solving, empathy, and interpersonal-relationship, effective communication, coping with stress, and emotions.



*World Health Organization (WHO, 2009)*

### LITERATURE REVIEW

Skill is ability to do something that life skills create skilled individual toward do good within the society in which they are living. The best times to develop life skills is young age in which they can be learn through experiences and practices in their life. So the chances may be given to the individual to develop life based skills in a better way. A person need can be distributed in six skills such as personal skills, performance skills, leadership skills, social and communication skills, numerical skills and lettering skills (Khan, 2016).

According to Smith et al., (2004), it has been noted that there is improvement in social relationship and decrease in violence and social problems with the help of life skills. Ramesh and Arshad (2004) showed that the life skills increasing physical and mental health in his study. It also decrease the behaviors that are destructive to self and society also. It helps the students to behave like well being to society. Albertyn et al. (2004) describes that life skills improve critical-thinking and making the person worthy to the society. Due to this the person lives actively in the life, it makes person responsible in their professional life and it also helps in future preparation.

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According to Hendricks (1998) basically life skills is the Targeting Life Skills Model, explained these are the skills that help the person to live a successful life. The person is productive to society and living a satisfying life. These are the abilities that help both the mental and physical health of the youth. These skills also help young people to take the right decision and go forward in their life.

Life skills are also referred as the activities that are connected with functions of life to achieve objectives in their life. It makes life in a way that you can live in a better way. There are three things to keep in mind that are adore yourself, recognize yourself and be Truthful to yourself to get success in life. According to Mannix (2009), life skills are the collection of abilities that consist of daily life skills such as problem-solving, cleaning, eating, shopping, travelling and budgeting. Problem-solving ability is a very important and active rational practice that involves all other areas.

Several researchers and academicians advised that it is important to place life skills-based content in the education system to enhance the quality of life. It also enhances the education system so the students will involve in the betterment of society. Life skills cover most of the components in our daily life such as ethics, leadership, responsibility, personal competence, flexibility, personal accountability, self-guidance and social skills. These skills help the person to solve problems and achieve their goals (Myers, 2010).

According to the Ministry of Education, Wing (2013) it was declared that in different countries all over the world life skills are explained as one of the important subjects of study. Life skill-based education has never been taught as a regular subject in Pakistanis schools. To include life skills in our syllabus is necessary so the students get to benefit from it.

The education of life skills is the key purpose to bring pupils with plans that assist to live a successful life. For young people life skill education is an important program to identify self, abilities, areas of improvements and able to assess their skill. For young people life skills training is required to together with other people, responsible decision making and able to adapt to their surroundings. According to UNICEF (2012), life skills is the way of learning and teaching which support and increase info to recover skills as well as attitude of the students by adopting healthy activities.

We can make teen agers to responsible adults by the help of life skills. Life skills involves in our daily living activities such as cooking, cleaning, shopping, finding a job, maintaining a house and driving etc. Practicing these skills is the best way to learn these skills. It is very important a person physically active for healthy life. The other important things are to take care of your diet, hygiene are very important life skills

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(Kukreja, 2005).

According to WHO (2009) life based skills are those skills for adaptive and positive behavior that enables persons to deal effectively with the demands and tasks of daily life. WHO Department of Mental Health recognized ten core life skills as: creative thinking, self-awareness, decision making, critical thinking, empathy, problem solving, and interpersonal relationship, effective communication, coping with emotion and coping with stress.

These ten skills are further divided into three main groups:

Thinking skills: skills that develop the analytical ability of the mind using a logical capability, thinking critically/creatively, increasing solving problem skills, and refining making decision abilities. Social skills: these are the abilities that involve communication, interpersonal, leadership, advocacy, management, team building, and cooperation skills. Emotional skills: these abilities in which an individual knows and is happy by oneself. Include personality management, coping with stress and emotion (Ravindra & Sharma et al 2017).

Bouyssou et al (2006) explains that decision making is a method that has the phases of collecting info, examining the data, emerging alternatives, identifying the problem, selecting desired alternative and working on the decision. According to Taylor et al, (1994), problem-solving is the method regarding inquiry, outcome and solving the difficulty. The aim of solving problems is to overwhelm problems and to uncover a resolution that finest solves the problem. There are some steps included in problem-solving that are (1) identifying the problem, (2) defining the problem, (3) forming the problem, (4) organizing information, (5) allocating resources, (6) monitoring progress, and (7) evaluating the results (Taylor et al, 1994).

According to Paul et al (2008) explained that assessing and examining thinking with an understanding to refining skill is critical thinking. Communication is extremely essential in rising human performance. Effective communication is required because every human is totally different from others. Every individual has a different personality and habits of speech (Mortensen, 2008). The main objectives of the life skills include promoting awareness of the society, making awareness on rising problems, increase flexibility, it also helps to empower and express their view. It also helps in promotion participation in decisions that affect their lives.

The study stakeholders' main concern about the features of the life skills-based curriculum model at the secondary level was carried out by Asiya khan in 2016. The objective of this study was to compare teachers' and students' priorities regarding curriculum which is built on the necessity of life skills at secondary school. The

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purpose of the research is to find out the teachers' perspective about the curriculum which is constructed upon the need for life skills, to formulate a model curriculum that is based on proposed skills at the level of secondary. The researcher distributed questionnaires to Islamabad based school teachers and students and also conducted the interview from the higher official authority. The study concluded that teachers are not appropriate efficient in order to teach skills of life with full passion, dedication to students. So it is better to organize a training program of teachers through which they can teach students regarding concepts of life skills in a well and better manner.

The study named "Implementation of Life Skills Education in Secondary School" was conducted by Langi Phoebe Adhianmoin in 2013. The objectives of the research were to search out how effective the implementation of education in life skills in the secondary level is, assess strategies used in teaching LSE and get students/teacher's ideas on how life skills teaching can be enhanced. The results of the research are that life skills education program was not applied in schools. Teacher and student highlighted that seminars may be held and life skills education may be examinable. The study "Life Skills Latent in the Content of English for Palestine, Grade Six Textbook" was carried out by Hamdonant (2007). The researcher's aim in this study was to find the needed life skills latent within the content of English textbook grade 6 and to analyze the list of life skills within the content of the English textbook like for life engaging learners are very important in life and into societies to move individuals. The international models and literature review, are based mostly on previous studies. For classifying life skills the researcher modified a model. They're drawn back making decisions/solving problems, communication, social/personal, thinking critical and leadership life-based skills. The content of variation of topics dispersed between the content of the items the finding showed. In the content of the book, variety indicated positive points. The study suggested that in the content of the textbook to build stability in circulating the 5 areas and to support strong points and develop weakness workshops may be held.

### **RESEARCH OBJECTIVE**

1. To compare gender-based differences regarding the perception of teachers for life skills-based content with reference to English textbook content of grade 10<sup>th</sup>.

### **RESEARCH QUESTION**

What is the difference between the opinions regarding the perception of teachers for life skills-based content with reference to English textbook content of grade 10<sup>th</sup>?

### **RESEARCH METHODOLOGY**

In this study, a descriptive quantitative technique was used to collect the information. Data was collected through a self-administered questionnaire. For data collection, the

questionnaire was distributed among teachers at grade 10<sup>th</sup> English subject teachers. The population of this study is based on teachers who were teaching English textbooks at grade 10<sup>th</sup> in tehsil Rawalpindi, province of Punjab. There are 160 public schools in tehsil Rawalpindi which consist of 4160 teachers. The result of this study was carried out from 58 schools in which 160 teachers are taught English grade 10<sup>th</sup> textbook. The sample size was 160. The questionnaire distributed both boys' and girls' schools English teachers, 80 from schoolboys' and 80 from schoolgirls' of grade 10<sup>th</sup> in tehsil Rawalpindi. A simple random sampling method was used and self-administered questionnaires were distributed to grade 10<sup>th</sup> English teachers in public schools in the Rawalpindi district. The reason for using a simple random sampling method was that there is an equal chance of the participation of every teacher in the study. The result of the study can easily be generalized. The other reason for using simple random sampling was time limitations.

### Data Collection

The questionnaire is based upon 26 statements under 10 subscales, critical thinking, creative thinking, self-awareness, decision making, problem-solving, empathy, Interpersonal-relationship, effective communication, coping with stress and coping with emotion. Data was collected through randomly distributed questionnaires in schools.

## DATA ANALYSIS AND RESULTS

**Table 1: Means course of life skills-based curriculum at the secondary level (male)**

S.No	Variables	Mean	Remarks
1	Critical thinking	2.1	Agree
2	Creative thinking	2.4	Agree
3	Self-awareness	2.5	Agree
4	Decision making	2.6	Neutral
5	Problem-solving	2.6	Neutral
6	Empathy	2.5	Agree
7	Interpersonal relationship	2.3	Agree
8	Effective communication	2.5	Agree
9	Coping with stress	2.8	Neutral
10	Coping with emotion	2.5	Agree
Total	Life skills	2.48	Agree

Table 1 revealed that most of the male respondents agreed about the life skills like critical thinking, creative thinking, self-awareness, Empathy, interpersonal relationship, effective communication and Coping with emotion are involved in the content of the English textbook of grade 10<sup>th</sup> but had undecided perception regarding decision make problem-solving and coping with stress.

**Table 2: Means course of life skills-based curriculum at the secondary level (female)**

S .No	Variables	Mean	Remarks
1	Critical thinking	2.8	Neutral
2	Creative thinking	2.4	Agree
3	Self-awareness	2.5	Agree
4	Decision making	2.5	Agree
5	Problem-solving	2.5	Agree
6	Empathy	2.4	Agree
7	Interpersonal relationship	2.7	Neutral
8	Effective communication	2.5	Agree
9	Coping with stress	2.4	Agree
10	Coping with emotion	2.3	Agree
Total	Life skills	2.5	Agree

Table 2 revealed that most of the female respondents agreed about the life skills like creative thinking, self-awareness, Empathy, effective communication, Coping with stress and Coping with emotion are involved in the content of the English textbook of grade 10<sup>th</sup> but had a neutral response on critical thinking and interpersonal relationships.

**Table 3: Compression of gender base difference regarding life skills at grade 10<sup>th</sup>**

Variable	Mean	SD	T	Df	Sig
Male	6.53	2.688	4.310	158	.187
Female	6.68	2.747			

According to this table, 3 shows no significant difference between female and male teachers at the secondary level regarding life skills-based curriculum.

## DISCUSSION

According to Khan's (2016) study "*stakeholders' priorities about aspects of life skills-based curriculum model*". The study concluded that the schoolteachers are not appropriate efficient to educate life skills with full passion. She suggested that training programs of teachers organized with the concept of life skills can teach students in a better way. Hamdonant (2007) studied life skills and the aim of this research was to examine the life-based skills in the content of the textbook. Results showed that a variety of topics indicates positive points among the content of the textbook. He suggested that in the content of the textbook to develop the balance of life skills and held workshops to discuss the strong points and weaknesses of the textbook.

Male respondents agreed about life skills based on creative thinking, self-awareness,

critical thinking , empathy, interpersonal relationship, effective communication and coping with emotion. Female respondents agreed about creative thinking, self-awareness, Empathy, effective communication, Coping with stress and Coping with emotion. There was an insignificant difference between male and female perception regarding life skills-based content with reference to English textbook content of Grade 10<sup>th</sup>.

### RECOMMENDATION

1. Curriculum developers and teachers may include activities such as presentations, debates, story-telling, and brainstorming that develops skills.
2. Teachers may be actively engaged in curriculum designing and planning with the help of curriculum developers and the government.
3. Encourage the students in participating in group work activities to know and interact with each other, to build confidence and to develop communication skills.
4. More chapters may be developed in English textbooks in order to increase life skills such as cultural norms, health habits, cooking, cleaning and time managing. Teaching life skills activity booklets may be established.

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