**LIFE SKILL**

**Def: Is defined as abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life**. They represent the psycho-social skills that determine valued behavior and include reflective skills such as problem solving and critical thinking, to personal skills such as self-awareness, and to personal skills.

Practicing life skills leads to qualities such as self-esteem, sociability, and tolerance, to action competencies to take action and generate change, and to capabilities to have the freedom to decide what to do and what to be.

Life skills are thus distinctively different from physical or perpetual motor skills such as practical or health skills, as well as from live hood skills, that is, crafts, money management and entrepreneurial skills. Health and live hood education can be designed to be complementary to life skills education and vice versa.

Life skills-based education (LSBE) has been outstanding in supporting child development and health promotion in many parts of the world. For example, in 1986, the Ottawa Charter for health (London) promotion recognized life skills in terms of making better health choices, in 1986 convention of the Rights of the Child (CRC) linked the skills to education by stating that education should be directed towards the development of the child’s fullest potential.

Life skill lessons are recognized as methodology to address a variety of issues of child and youth development and thematic responses that include H.I.V/AIDS, Human Rights Education for sustainable Development.

**IMPORTANCE OF STUDYING LIFE SKILLS**

1. Find new ways of thinking and solving problems.
2. Recognize the impact of our own actions that teach us how to be responsible than blaming others.
3. Build confidence both in spoken skills, for group collaboration and cooperation.
4. Analyze options, make decisions and understand why they make certain choices outside the classroom.
5. Develop a great sense of self-awareness and appreciation of others.

**Various Types of Life Skills**

1st  **category: deals with the cognitive aspect of a human being.**

1. Decision Making: is a process to determine alternative and constructive solutions to the problem
2. Critical Thinking: ability to analyze information and experiences in an objective manner. Also it evaluates the influence of decision making taken on our own values.
3. Problem solving: Digging deeper into one’s own challenges of life and creating positive impact on them with proper and reasonable responsibility.

**2nd Catego**

**ry: Deals with the Relationship with the “Other”**

1. Effective communication
2. Negotiation or refusal skill
3. Empathy
4. Interpersonal Skill- Team Work.

**3rd Category: Deals with the “I OR EGO”**

1. Stress management
2. Coping with emotions
3. Skill of self evaluation or self awareness.

**Self-Awareness**

It is ability to know your potentials, limitations, feelings as well as your position in a society.

It includes:

1. Recognition of personality
2. Strength and weakness
3. Likes and Dislikes.

Developing self-awareness can help an individual to recognize when h/she is stressed or under pressure. It is also often pre-requisite for effective communication and inter- personal relations, as well as for developing empathy for others. This is important in helping one to discover and accept self-plan for the future and accept the reality of life in its nature of challenges.

**Importance of Self-Awareness**

1. The better you know yourself, the better you are able to accept or change from who you are today for the better and best in future.
2. It helps us to critique ourselves from the feedback of the society and take the right path.
3. Helps us to get out of our own struggles and allow outside forces to mould and shape us.
4. Helps us to appreciate ourselves and develop positive attitude and image about “ME”

**MOTIVATION**

## 3.1 Definition of Motivation

According to George R. Terry, "Motivation is the desire within an individual that stimulates him or her to action." In the words of Robert Dubin, it is "the complex of forces starting and keeping a person at work in an organization". Viteles defines motivation as "an unsatisfied need which creates a state of tension or disequilibrium, causing the individual to move in a goal directed pattern towards restoring a state of equilibrium, by satisfying the need."

## 3.2 Features of Motivation

The following are the features of motivation:

1. It is an internal feeling and forces a person to action.
2. It is a continuous activity.
3. It varies from person to person and from time to time.
4. It may be positive or negative.

## 3.3 Importance of Motivation

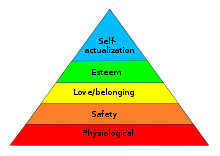
Motivation is an important part of managing process. A team of highly qualified and motivated employees is necessary for achieving objectives of an organization because of the following reasons:

1. Motivated employees make optimum use of available resources for achieving objectives.
2. Motivation is directly related to the level of efficiency of employees.
3. Motivated employees make full use of their energy and other abilities to raise the existing level of efficiency.
4. Motivated employees make goal-directed efforts. They are more committed and cooperative for achieving organizational objectives.
5. Motivated employees are more loyal and sincere to an organization. These factors help reduce absenteeism and labor turnover.
6. Motivation is considered as a backbone of good industrial relations.
7. Effectively motivated employees get more job satisfaction and possess high morale.
8. Motivation also helps in improving the image of an organization.

## 3.4 Theories of Motivation

**3.4.1 Early Theories of Motivation**

1. **Maslow’s Hierarchy of Needs**

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**Figure 3.1:** Maslow’s Hierarchy of Needs

* Needs were categorized as five levels of lower- to higher order needs.
* Individuals must satisfy lower-order needs before they can satisfy higher order needs.
* Satisfied needs will no longer motivate.
* Motivating a person depends on knowing at what level that person is on the hierarchy.
* Hierarchy of needs
* Lower-order (external): physiological, safety
* Higher-order (internal): social, esteem, self-actualization
* The difference is that higher order needs are satisfied internally while lower-order needs are satisfied externally.

1. **McGregor’s Theory X and Y**

Douglas McGregor (1960) produced his analysis of the different views about people and how they should be motivated. Theory X is the traditional view that the average human dislikes work and wishes to avoid responsibility and that, therefore, ‘most people must be coerced, controlled, directed, threatened with punishment to get them to put forward adequate effort towards organizational objectives. In contrast, theory Y emphasizes that people will exercise self-direction in the service of objectives to which they are committed and that commitment to objectives is a function of the rewards associated with their achievement.

1. **Herzberg’s Two Factor Theory**

* Job satisfaction and job dissatisfaction are created by different factors.
* Hygiene factors: extrinsic (environmental) factors that create job dissatisfaction.
* Motivators: intrinsic (psychological) factors that create job satisfaction.
* Attempted to explain why job satisfaction does not result in increased performance.
* The opposite of satisfaction is not dissatisfaction, but rather no satisfaction.

Herzberg Two-Factor theory divides Maslow’s Hierarchy into a lower-level and a higher-level set of needs, and suggests that the best way to provide motivation for an employee is to offer to satisfy the person’s higher-order needs, ego and self-actualization. Herzberg said that lower-order needs, or hygiene factors, are different from higher-order needs, or motivators. He maintains that adding more hygiene factors to the job is a very bad way to motivate because lower-order needs are quickly satisfied.

**3.4.2 Later or Modern Theories of Motivation**

1. **Equity Theory**

Equity theory (Adams, 1965) is concerned with the perceptions people have about how they are being treated as compared with others. To be dealt with equitably is to be treated fairly in comparison with another group of people (a reference group) or a relevant other person.

Equity involves feelings and perceptions and it is always a comparative process. It is not synonymous with equality, which means treating everyone the same, since this would be inequitable if they deserve to be treated differently.

Equity theory states, in effect, that people will be better motivated if they are treated equitably and demotivated if they are treated inequitably. It explains only one aspect of the processes of motivation and job satisfaction, although it may be significant in terms of morale.

There are two forms of equity: distributive equity, which is concerned with the fairness with which people feel they are rewarded in accordance with their contribution and in comparison with others; and procedural equity, which is concerned with the perceptions employees have about the fairness with which company procedures in such areas as performance appraisal, promotion and discipline are being operated.

1. **Goal-Setting Theory**

Goal theory as developed by Latham and Locke (1979) states that motivation and performance are higher when individuals are set specific goals, when goals are difficult but accepted, and when there is feedback on performance. Participation in goal setting is important as a means of getting agreement to the setting of higher goals. Difficult goals must be agreed and their achievement reinforced by guidance and advice. Finally, feedback is vital in maintaining motivation, particularly towards the achievement of even higher goals.

Goal theory is in line with the 1960s concept of management by objectives (a process of managing, motivating and appraising people by setting objectives or goals and measuring performance against those objectives). But management by objectives or MBO fell into disrepute because it was tackled bureaucratically without gaining the real support of those involved and, importantly, without ensuring that managers were aware of the significance of the processes of agreement, reinforcement and feedback, and were skilled in practicing them.

## 3.5 The Motivation Process

1. Employee Identifies Needs

2. Employee Searches for Ways to Satisfy These Needs

3. Employee Selects Goal-Directed Behavior

4. Employee Performs

5. Employee Receives Either Rewards or Punishments

6. Employee Reassesses Need Deficiencies

**Figure 3.2:** The Motivation Process

1. *Need Identification****:*** First phase of motivation process is need identification where the employee feels his/her some unsatisfied need. The motivation process begins with an unsatisfied need, which creates tension and drives an individual to search for goals that, if attained, will satisfy the need and reduce the tension.
2. *Searching Ways to satisfy needs:* Second phase is finding the different alternatives that can be used to satisfy the needs, which were felt in first stage. These needs lead to thought processes that guide an employee’s decision to satisfy them and to follow a particular course of action.
3. *Selecting Goals:* Once if the need is assessed and employee is able to find out the way to satisfy the need than next phase is selection of goals to be performed.
4. *Employee Performance:* These needs lead to thought processes that guide an employee’s decision to satisfy them and to follow a particular course of action in form of performance. Consequences of performance Reward/punishments: If an employee’s chosen course of action results in the anticipated out come and reward, that person is likely to be motivated by the prospect of a similar reward to act the same way in the future. However, if the employee’s action does not result in the expected reward, he or she is unlikely to repeat the behavior.
5. Reassessment of Need deficiencies: Once felt need is satisfied through certain rewards in response to performance than employee reassesses any deficiencies and entire process is repeated again.

## 3.6 Challenges of motivating employees

Motivation is not a simple subject; no two people respond to precisely the same set of motivators. Mangers face several pressing issues that complicate the challenges of motivating their employees.

1. *Workforce Diversity:* the composition of the workforce becoming less homogeneous. This diversity complicates the task of motivating employees because mangers must consider so many more motivational variables
2. *Organizational Restructuring:* The wave of mergers and acquisitions is followed by massive layoffs that represent another challenge. Employees who have been let go for reason unrelated to their performance may question whether initiative and creativity are now less important than political survival skills. Moreover, employees who have seen colleagues’ loss their jobs may concentrate on keeping their own jobs and may stop taking risks –risk that might lead to new products, new markets, or other advances.
3. *Fewer Entry-level Employees:* The labor force is growing at half the rate of the previous decade; the number of qualified candidates for most entry-level positions is decreasing. In such a tight labor market, mangers face new challenges in attracting; retaining and motivating qualified entry-level employees. Managers must also determine how to motivate under qualified candidates to upgrade their skills and education so that they can handle the entry-level tasks.
4. *An oversupply of managers:* In the middle and top ranks of management, quite different phenomenon is causing organizational headaches. The number of senior management positions is far fewer than the number of deserving candidates, and the trend toward flatter organizations only makes matters worse for people who want to climb the hierarchal ladder.

**MORAL CONSCIENCE**

Morality is the accepted social behavior following a code of conduct. This code differentiates the wrong and the right, what is good and bad. As children develop, parents and guardians should educate children the expected behavior so that they grow up with the ultimate aim of becoming good and responsible citizens in the society.

Conscience is the moral sense of right and wrong. Moral conscience is the child’s intelligence concerning itself with human behavior. A child is born without moral conscience or moral knowledge but with the potential of its development. Moral conscience develops as part of the normal growth of a person.

**Process of Moral Conscience**

1. Imitation: Children begin to develop moral conscience by imitating action of those closest to them especially family members and those close to them.
2. Suggestion: This process makes a child absorb feelings and mental attitudes of those closest to them.
3. Identification: By identifying with other people, children incorporate their characteristics.
4. Ego Ideal: Children internalize characteristics they have identified from other people. They make their own and personalize them. It helps a child to form ego ideal ideas of h/herself as one ought to be.

**Stages of Developing Moral Conscience**

**a). Anomy/ Lawlessness / Premoral**

Anomy ( Greek Word Nomos to mean law. Anomy means a state of lawlessness. A child is born a moral, meaning that h/she either moral or immoral. Pain and pleasure are the only controls in behavior. A child responds in behavior according to pain or pleasure h/she experiences. If a child experiences pleasure it means the action is good and if the child experiences pain then automatically the action is bad.

Human being share this stage with animal kingdom. It is the lowest natural consequences. All human beings leave anomy behind as they pass through successive stages of development of moral conscience. Anomy in adult reveals itself in a complete lack of any sense of responsibility, lack of sense of duty and ideas. It is witnessed among the drug and alcohol addicts, and other related unacceptable behavior.

**b) Heteronomy Stage**

It is a stage where rules are imposed on children to govern their behavior. At this stage a child comes across many rules imposed by the closest family members and other significant persons to them. The rule act as a guide to the child in the effort to control him/herself in relation to others. The child at this stage develops conscience and obeys the rules in light of the reward and punishment. Conscience formation begins with the first reward or punishment mechanism provided by the adult world.

At this stage the children fear to be detected doing wrong as they will be punished. Fear and anxiety is associated with detection and consequent punishment may be seen as the initial factor in the development of conscience. External morality imposed on children is so important that they develop morally and is an essential step towards discipline.

The child learns to control the natural impulses through rules imposed on them to arrive at the goal of self-discipline, therefore, rules imposed on children must be reasonable. Parents should avoid authoritarianism in the approach to avoid resenting to the rules. In fact children should be helped to understand and accept the rules as being necessary in their lives.

**c) Sociology Stage**

Children become aware of socio-development within themselves. They gradually internalize the morality of heteronomy. They are no longer controlled by the consideration whether their actions will be rewarded or punished. They develop relationship with other children of their own age and become conscious of the give and take process among themselves. Moral behavior is controlled by social blame and praise of classmates or peers. Public opinion begins to matter a lot to them.

Sociology stage makes an individual aware of him/herself as a member of a society. One realizes of what is expected of without any direction. At this stage one desires approval of others but hate being criticized in any particular situation. The key characteristic of this stage is that moral behavior is determined by what is accepted within the peer group. Parents should guide the child to choose good friends that contribute positively to their moral development. Parents should approve the child’s good deeds publicly whenever possible as well disapprove bad deed without damaging a child’s image before others.

**d) Autonomy Stage/ Self Rule**

Is the highest stage in the development of moral conscience. At this stage, the rules that govern moral behavior comes from within the individuals. A person has the inner ideals of conduct and no longer depends on fear, punishment or public opinion. The sanctions of the behavior comes from within the inner praise or blame. Decision made becomes an individual’s responsibility without duress or fear of intimidation. True morality is that of free individual who makes decision in the light of reasoning.

**Obstacles of Autonomy Stage**

1. Authoritarianism: Use of position to impose rules on a child without explanation of discussion. It hinders the development of the inner conviction of the child to do good for its own sake.
2. Physical, Psychological or Mental Punishment: Physical punishment is when corporal punishment is inflicted to a child or an individual without any explanation or being punished for the mistake that one has not involved in. Psychological language or mental punishment is when the elders use demeaning language to the juniors as a form of punishment. The physical, psychological and mental punishment retard development to autonomy when used as a means to control a child’s behavior and have serious consequences on normal development of conscience towards autonomy, for example children may lose their self-esteem or become rebellious.
3. Indoctrination: A process of forcing a child to accept beliefs or ways of behavior instead of nurturing them to gradually and freely accept the beliefs and ways of behavior. This retards development towards full human autonomy because it does not allow freedom of though and choice.

**The Judgment of Conscience**

1. Moral conscience is ever present at the heart of the person that enjoins the appropriate moment to do good and avoid evil. It also judges particular choices, approving that that are good and denouncing those that are evil. It bears witness to the authority of the truth in reference to the Supreme Good to which the human person is drawn, and it welcomes the commandments. When one listens to his or her conscience , the prudent person knows what is good objectively.
2. Conscience is a judgment of reason whereby the human person recognizes the moral quality of a concrete act that one performs, is in the process of performing, or has already completed. A righteous and virtuous person is obliged to follow faithfully what he knows to be just and right. It is by the judgment of conscience that a person performs and recognizes the prescription of the true and absolute law that objectively binds.
3. It is important for every human person to be sufficiently present to him/herself in order to hear and follow the voice of the conscience. This requirement of interiority is all the more necessary as life often distracts human being from any reflection, self-examination or introspection.

iii. The dignity of the human person implies and requires uprightness of moral conscience which includes the perception of the principles of morality, their application in the given circumstances by practical discernment of reasons and goods; and finally judgment about concrete acts to be performed or already performed. The truth about the moral good, stated in the law of reason, is recognized practically and concretely by the prudent judgment of conscience. It is only a prudent person who chooses what is in conformity with the judgment.

**Erroneous Judgment**

1. Human being must always obey certain judgment in accordance with the conscience. If one deliberately act against it, then condemnation is carried by that particular person. Yet it can happen that moral conscience remains in ignorance and makes erroneous judgment acts to be performed or already performed.
2. This ignorance can often be imputed to personal responsibility. This is the case when a man takes little trouble to find out what is true and good, or when conscience is by degrees almost blinded through the habit of committing sin. In such cases, the person is culpable for the evil one commits.

**The Morality of Human Acts.**

Freedom makes man moral subject and when man acts deliberately from what is expected then is reduced to other irrational being. Human acts are freely chosen in consequence of judgment of conscience can be morally evaluated. They are either good or evil.

**Sources of Morality**

Morality of human acts depends on:

1. The object chosen
2. The end in view or the intention
3. The Circumstance of the action

a)**The object Chosen:** Is a good towards which the will deliberately directs itself. It is the matter of a human act as the object chosen morally specifies the act of the will, insofar as reason recognizes and judges it to be or not to be in conformity with the true good. Objective norms of morality express the rational order of good and evil, attested to by conscience

b)**The Intention** resides in the acting subject since it lies at the voluntary source of an action and determines it by its end, intention is an element essential to moral evaluation of an action. The end is the first goal of the intention and it indicates the purpose pursued in the action. The intention is a movement of the will towards the end: it is concerned with the goal of the activity. It aims at the good anticipated from the action under taken. Intention is not limited to directing individual actions , but can guide several actions towards one and the same purpose; it can orient one’s whole life towards its ultimate end. For example a service done to help someone can be inspired by several intentions such as performing a service in order to obtain favor or boast about it. The act must be good in itself to justify the good to the end without string attached to it. Remember good intention ( for example, that of helping someone) does not make behavior that is intrinsically disordered, such as lying and calumny, good or just. The end does not justify the means in this sense of the matter. Thus the condemnation of an innocent person cannot be justified as a legitimate means of saving the nation. On the other hand, an added bad intention such as vain glory makes an act evil that, in and of itself can be good such as rendering service to the need in a proper manner without any cohesion.

c) **The circumstances,** including the consequences, are secondary elements of moral act. They contribute to increasing or diminishing the moral goodness or evil human acts (for example amount of theft). They can also diminish or increase the agent’s responsibility (such as acting out of a fear of death). Circumstances of themselves cannot change the moral quality of acts themselves; they can make neither good nor right an action that is in itself evil.

**Good Acts and Evil Acts**

A morally good act requires the goodness of the object, of the end, and of the circumstances together. An evil end corrupts the action, , even if the object is good in itself in order to be seen by men. The object of the choice can by itself vitiate an act in its entirety. There are some concrete acts – such as fornication- that it is always wrong to choose because choosing them entails disorder of the will that is a moral evil.

Keep in mind that it is wrong to judge the morality of human acts by considering only the intention that inspires them or the circumstances (environment, social pressure, duress or emergency, etc,) which supply their context. There are acts which, in and of themselves, independently of circumstances and intentions, are always gravely illicit by reason of their object; such as murder. One may not do evil so that good may result out of it.

**COPING WITH EMOTIONS**

Emotions are stronger feelings such as anger, joy, fear, sorrow and love. Our emotions change from time to time depending on different situations and circumstances. For example when we receive the news of the death of our loved ones, we become sad and sorrowful. When receive exciting news we become happy and joyous. All our emotions need to be controlled so that people may live in peace and harmony without resorting to quarrels, fights, violence and use of abusive language. As we mature in our mind and body, we also mature emotionally and a mature person is appreciated by controlling his or her emotions.

**Why cope Up with Emotions**

1. To live at peace with others
2. To avoid causing harm to ourselves and others.

**Some ways of coping up with Emotions**

-Exercise Patience

- Exercise self-control

-Seeking guidance and counseling

-Bing content to overcome envy and jealous

**Coping With Challenges**

Challenges can be looked at as demanding tasks or situations, problems or difficulties. They can also be described as something that is hard to understand, accomplish or deal with. Challenges are experienced by all people regardless of their status in life. When people are challenged, they experience uncertainty in achieving desired result or objectives. Sometimes it overwhelms people that lead to desperation and self-pity.

**Some Challenges** **include:**

1. **Having poor self-concept or self-image**: Suffer low self-esteem and lack of confidence in themselves. A person with poor self-image regards him/herself as failure in life and in turn s/he becomes aggressive and hostile in relating with others.
2. **Financial Challenges:** The economically disadvantaged in society finds it difficult to meet their basic needs of food, shelter and clothing. They cannot support themselves or their children and end up being desperate and hopeless
3. Indiscipline children
4. Poor academic achievement
5. Health issues
6. Separation, divorce, bereavement and loss of property.

**What can you do when you are challenged?**

1. Never give up
2. Accept that challenges exist
3. Develop positive attitude when handling challenges
4. Seek guidance and counseling
5. Avoid irrational decision when faced with challenges
6. Avoid alcohol and drug abuse as means of escaping to deal with the challenge
7. Carry out the research on the nature of the challenges so as to understand and find out the solutions.

**Assertiveness**

Is the way of expressing one’s feeling or desires in an open and honest way. It is also the ability to know what you want, why you want it and taking necessary steps to achieve what you want.

**Characteristics of Assertive people**

1. They know what they want in life since the goals are clear
2. They refuse to be manipulated or exploited
3. They work hard in their job in order to achieve the targeted goals
4. Have high levels of self-esteem and confidence
5. Ever honest with themselves
6. Do not blow down to pressure

**Conflict Resolution**

Conflict is a state of opposition or hostilities. Conflicts may occur within an individual (inner conflict) between two people or groups as people.

**Disadvantages of Conflict**

1. Destroys team work and co-operation and creates suspicion
2. Make people feel defeated and embarrassed
3. Make the achievements of tasks or goal impossible