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LIFE SKILL INNOVATIVE PRACTICES AMONG AUTOMOBILE INDUSTRIES

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Abstract

Life skills contribute to the overall personal and professional development of an employee. One should be brave and embrace his views, ideas and feelings, according to Gandhiji (Sharma, 2008). These form the basis of self-awareness, empathy, communication skills, problem solving and decision-making, the crucial element in life skills. In today's competitive work market, minimum suitable skills are replaced by higher aspirations. Persons who have high-ranking living skills in this class typically want to hire the most employers (Lazarus, 2019). It is also clear that the workers already in work undergo training in life skills in order to handle themselves and to communicate more efficiently with other employees. This study showed that life skills training promotes a holistic development of workers, provided that it is consistent with other training programs, including technical, methodological and safety regulations. Life skills preparation promotes and enhances employees' ability to adapt to rapid changes and face challenges.

1. INTRODUCTION

Every skill that is beneficial to life can be called life skills. Life skills differ according to a person's age and background. It predicted that a mature adult would have better life skills than a younger person. There are also growing life skills that almost every employer searches for when recruiting new employees. (Doyle, 2019). Companies are searching for career applicants that can cope with specific work-related problems, and life skills help workers do just that. Individuals with strong life skills considered to be competent and qualified. They are less likely to be reactive and are mindful of their world and themselves(Ibid). Life skills can be described as personal management and social skills required for proper independent functioning(Fry,

Ketteridge, & Marshall, 2009). The World Health Organization defines life skills as “the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life(WHO, 1994). ‘Adaptive means an individual is versatile in approach and adaptable under various circumstances. ‘Positive behavior’ means that a person looks ahead and can see a ray of hope and opportunities to see viable solutions even in challenging circumstances. Training in life skills is’ the approach to improvements in behavior or improvement of behavior to balance three areas; awareness, attitudes and competences(UNICEF, 2000). The world bodies such as UNICEF, UNESCO, and WHO list the ten core elements as Life Skills: Self-awareness, Empathy, Creative Thinking, Critical Thinking, Problem Solving, Decision Making, Effective Communication, Inter-personal Relationship, Coping with Stress, and Coping with Emotions(UNODC, 2006). Such skills occur in all with varying momentum. With proper supervised instruction, the components of life skills can be identified and nurtured as they are skills that can be learned with practice and maturity to use experience, context, ability, abilities, and knowledge to complete tasks. Practicing life skills leads to attributes such as self-esteem, sociability, empathy, maturity, initiative and improvement, and independence to determine what to do and who to be.

Training in life skills offers the requisite life skills that socially and cognitively support employees. It empowers them so they can make the right decisions, handle challenges that eventually improve the quality of life. Life skills help employees identify their power and weakness, so they can distinguish the resources available so plan to meet future threats. This increases their capacity to handle the demands and risks effectively. It strengthens their ability to cope effectively with daily demands and challenges. In terms of physical, mental, and social well-being, it plays an essential role in promoting health in its broadest sense (Nalla, 2015). Life skills permit workers to consider alternatives, weight advantages and adversities and make reasonable decisions in answering each question or issue. It builds their social skills, moral qualifications, and mutual respect (WHO, 1999). It also fosters ambition, ingenuity, and adaptability to meet daily life's demands and challenges. It fosters the ability to sustain a state of mental well-being and show this in adaptive and constructive behaviors when communicating with others. This will promote the promotion of personal growth, preventing health and social issues, and upholding human rights, and eventually build useful skills among them(Cloninger & Cloninger, 2013).

Life skills preparation should not be a side issue that is only considered after thoroughly planning and taking account of some other factor. It must be an important part of any preparation level, as employee skills eventually determine upon the success and/or failure of any organization (Waldrom, Vsanthakumar, & Arulraj, 2007)). The productivity of workers, directly linked to the training of workers in life skills, results in the organizational achievements. This preparation,

after all, prepares the workers to perform the tasks they are expected to perform(UNECE, 2013). The quality of the employees is determined by the life skills training that an organization offers to its members. The present study revealed that life skills training promotes the holistic development of an employee provided it goes in line with other training programs, namely, technical, system, safety regulations, and the list goes on. Life skills training promotes and enhances employees' ability to adapt to the rapid changes and to prepare themselves to face the challenges.

2. REVIEW OF LITERATURE

Life skills training enhances this capacity by using a structured and coordinated method of learning to generate the desired impact for employees of a company through the leadership of professional knowledge and skills in a positive manner. Life training is about making a person skilled in the execution of a mission rather than merely developing each person's skills and knowledge to their gain. A 1996-97 report by Lobner on the ILO Action program on skills and entrepreneurship training for countries emerging from armed conflict provides an analysis of a variety of life skills programs in South Africa and draws positive experiences. The study shows that life skills improve productivity and job quality. Life skills training plays an integral part in organizational performance growth. This will strengthen workplace culture and work more precisely, resulting in less waste and increased productivity. It also promotes innovation and creativity. This results in harmony in the company(Dobre, 2013). Training in life skills helps reduce workplace issues. As a preventive measure for workers, their abilities may be introduced or strengthened to avoid problems(ILO, 2010). According to UNICEF (2019), life skills as the skills, experience, understanding, knowledge, beliefs, attitudes, and qualities required to enable individuals and their communities to cope with life and its challenges successfully. Maree & Eberson (2002) states that life skills training is intended to promote and improve psychosocial capacity, thus contributing to the health and social prevention. Employees learn, use, and improve the efficiency of new living skills.

3. NEED AND SIGNIFICANCE OF THE STUDY

Minimally suitable skills are being replaced by higher expectations in today's dynamic labor market. Persons with strong life skills, who rank high in this group, usually are the individuals most employers want to jobs. Moreover, the employees who are already in the job are also given life skills training to handle themselves and to work more efficiently with other workers. Exceptional skills in life contribute to a very positive relationship with others, beginning, and continuing. These competencies are not optional in the highly competitive market. Moreover, these competencies evaluate individual achievements and contribute to organizational excellence. Life skills are not limited only to

professional life, as they are essential to any aspect of one's daily life, such as personal and social life. The social reputation, acceptance, and degree of a person. The study is planned to assess the effectiveness of life skills training among the employees in the automobile industries.

4. RESEARCH METHODOLOGY

The study aimed to assess the effectiveness of life skill training for enhancing the quality of work-life among the employees in the automobile industries. The study conducted among the employees of automobile industries in Madurai, Tamil Nadu. The investigator prepared a life skills training module, and the effectiveness of training was tested through a pre-test and post-test by using a quasi-experimental design. The survey method was adopted, and a total of sixty-eight samples were selected from the industry by using simple random sampling. The experimental data was coded and needed in the master sheet of SPSS. The pre-test and post-test scores were analyzed by using the inferential statistics, t-test to find out the statistical significance of experimental and control groups.

5. REVIEW OF LITERATURE

The investigation discussed the effectiveness of life skill interventions for enhancing the quality of work-life among the employees of automobile industries in Tamil Nadu. Socio-demographic details of the respondent and understanding of life skill intervention were analyzed by using inferential statistics. Socio-demographic details of employees in the automobile industries were shown in table 1.

The study revealed that a relatively male population has prominent (61.3 percent) among employees in the automobile industries. The middle-aged category (31 to 40 years) of the workforce has a clear dominance of 58.2 percent. Technically skilled operators are employed and qualified with Diploma, ITI, and B.Tech graduation as Technical education. The majority (69.3 percent) of the respondents are married, and married workforce has clear dominance. 52.7 percent of the respondents were from the nuclear family, and 54.3 percent of them were coming from the urban locale. The majority of 48.3 percent of the respondents found having experience in the present company, and it can be viewed that they take the lead from the front to take up responsibilities with passion and perfection.

Table.I. Socio demographic details of the employees

Variables	Group	Frequency	Percentage
Age	30 \geq	22	32.6
	31- 50	40	58.2
	51 \leq	6	9.2
Gender	Female	26	38.7
	Male	42	61.3
Marital Status	Married	48	69.3
	Unmarried	15	22.4
	Other	5	8.3
Educational Qualification	ITI	31	46.6
	Diploma	25	36.0
	B.Tech	9	12.7
	Other	3	4.7
Type of Family	Nuclear	36	52.7
	Joint	32	47.3
Locale	Urban	37	54.3
	Semi-Urban	18	26.8
	Rural	1	18.9
Work experience	Five \geq	23	33.4
	6- 10	33	48.3
	Above 10	12	18.3

Source :Primary data

It is believed that life skill training is required to improve the personal as well as social skill set of the employees in order to enhance the quality of work-life as wells and productivity. The further revealed that 63 percent of the respondents have a moderate level of understanding of overall life skills, 23 percent of them have a high level, and 14 percent have a low level of understanding of overall life skills. The understanding of each component of life skills is varying from one another. It is being analyzed for all the respondents, and the Mean score is used for the ranking purpose. Component wise understanding of overall life skills was analyzed and shown in table 2.

The study reported that the mean self-awareness awareness score is 23.96, and 69.3 percent of respondents have a high degree of self-awareness capacity. Among the ten components among life skills, self-awareness is the most significant possible influence in the understanding of respondents. Their knowledge of self-awareness is therefore known to be far away from their field. In terms of the mean comprehension, empathy score is 23.01. There is a strong perception of empathy among 53 percent of respondents. Their comprehension was the fifth most important of the ten skills of life, and therefore the participants recognize that their compassionate capacity is functional. The mean score for understanding the critical thinking skill is 23.56.

Critical thinking understands 52.3 percent of the respondents. This skill is ranked in the fourth position of comprehension among the ten Life skills. Thus infer that comprehension of critical thinking skills by respondents is exceptional. As to the mean score of creative thinking, skill comprehension is 23.45. The potential of creative thinking is high among 58,7 percent of the respondents. Understanding this skill ranked third among the ten skills of life skills, and it is thus acknowledged that the comprehension of empathy skills by the respondents is tremendous. The mean score of effective communication skill comprehension is 23.94. The communication skills of 67.7 percent of respondents are extremely understandable.

The understanding of this skill is ranked second among the Ten abilities of life skills, and thus the understanding of the active communication skill of the respondents is excellent. As regards the mean score of interpersonal relationship skill comprehension is 20.19. 50.1 percent of respondents understand interpersonal communication skills well. Understanding this skill is ranked ninth among the ten skills of Life skills, and thereby it is understood that the respondents' understanding of interpersonal relationship skills is average. The mean ranking for decision-making skill comprehension is 19.96. 55.3 percent of respondents grasp decision-making skills effectively. Comprehension this skill is ranked tenth among the ten skills of life skills, and therefore it is recognized that comprehension of decision-making skills by the respondents requires little more consistency and method of thought. Concerning the mean comprehension score about problem-solving is 22.12. 61.3 percent of respondents have a high degree of comprehension about problem-solving. Understanding of this skill is the sixth of the ten skills in life, and the solution is therefore considered to be good at solving problems. The mean score in understanding stress management is 21.84. The perception of dealing with stress is high in 51 percent of respondents. Comprehension of this ability is ranked seventh among the ten Life skills, and therefore, it is known that the comprehension of dealing with stress is good for the respondents. The mean ranking for knowing emotional management is 21.76. 57.3 percent of respondents have a good knowledge of emotional coping skills. Comprehension this skill is ranked eighth among the ten Life skills, and therefore it is known that the comprehension of interpersonal skill and communication skills by the respondents is natural.

The study further analyzed effective life skills components separately on the pre-test, and post-test scores were ascertained by computing the means, standard deviations, critical ratios, for the scores. It helped to understand the effectiveness of the life skill training module. Table 3 showing a summary of the component score of the life skills Index.

The self-awareness of the life skills aspect showed a substantial difference in the post-test and demonstrated the efficacy of the training module for life skills. While for the post-test, the component empathy showed a highly significant difference between the experimental group. Critical thinking showed a significant difference in favor of the post-test study group. The fourth dimension of life skills creative thinking showed the experimental group in the post-test benefit by showing a highly significant difference. Like creative thinking, the problem-solving ability also showed a substantial difference in favor of the experimental community at 0.01 points. The decision-making showed no substantial difference in both the pre- and post-tests. The post-test showed a substantial difference at level 0.01 for the component Interpersonal relationship. Employee communication skills make a big difference for the post-test at 0.01 level. Coping with stress and coping

Table 2: Comprehension of overall Life skill

Life Skills	Min.	Max	Mean	SD	Rank
Self Awareness	13	30	23.96	2.693	1
Empathy	16	30	23.01	3.931	5
Critical Thinking	14	30	23.56	3.248	4
Creative thinking	12	30	23.45	3.712	3
Effective Communication	11	30	23.94	3.272	2
Interpersonal Relationship	6	30	20.19	3.567	9
Decision Making	12	30	19.96	3.732	10
Problem Solving	9	30	22.12	3.749	6
Coping with Stress	10	30	21.84	3.718	7
Coping with Emotions	8	30	21.76	3.294	8

with emotions as like effective communication skills often represented a significant difference in favor of the experimental group. The composite score on life skills represented a highly significant difference between pre-test and post-test.

Table3: Effectiveness of Life Skill Training

Life Skills	Mean		S.D		Critical Ratio		P	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
Self Awareness	29.7283	32.7658	4.3256	4.865	0.867	1.861	NS	0.05
Empathy	28.4521	29.6341	3.1358	3.3972	0.832	2.212	NS	0.01
Critical Thinking	29.1383	31.1524	3.3467	3.2175	0.276	2.688	NS	0.01
Creative Thinking	27.674	28.7321	2.9871	3.5767	0.271	2.124	NS	0,05
Problem-solving	27.2793	29.9438	3.4233	3.8112	0.501	3.635	NS	0,01
Decision Making	27.4318	29.7201	3.5046	3.3091	0.266	1.897	NS	NS
Interpersonal Relationship	27.659	29.1507	3.7795	2.6847	0.457	1.896	NS	0.01
Communication	26.8562	28.5977	3.0148	3.9647	0.842	3.212	NS	0.01
Coping with Stress	26.5123	28.6379	2.5632	3.5099	1.106	3.564	NS	0.01
Coping with Emotions	27.5321	30.3465	3.9834	4.2678	0.987	3.462	NS	0.05
Overall Life skill	234.8344	268.1032	20.7578	23.6453	0.157	3.691	NS	0.01

6. Conclusion

The effective implementation of life skills training helps employees to think critically about issues of their life, use their decision making and problem-solving skill for making crucial decisions with confidence. The life skills' intervention is visibly seen in the study in addition to matching competitors' new products and upgraded machinery, technology is also critical, especially with stricter various norms going forward. Learning of life skills boosted the employees' zeal and enthusiasm to synchronize with the requirement of updated technologies which drives these companies into acquisition or collaborations of the joint venture with global majors. Lastly, to sustain in these complexities and to overcome these implications, employees are to be enhanced with life skills to face the new challenges without many difficulties. No doubt, life skills should empower the employees to face the uncertainties of both life and society. It also influences an employees' social and personal life, which in turn improves its quality

and contributes to self-development. Life skills training prepares the employees to face the challenges and adapt to situations with effortlessly. Thereby the attitude of employees gets improved towards organizational goals with involvement and commitment.

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