



RESEARCH PAPER

**Analysis of Social Responsibility Skills with Reference to Life Skill
in Secondary School Curriculum**

Tayyaba Ashraf¹ Dr. Muhammad Abiodullah²
Prof. Dr. Muhammad Zafar Iqbal³

1. Ph.D Scholar, School of Social Sciences and Humanities, University of Management and Technology, Lahore, Punjab Pakistan
2. Associate Professor, Institute of Education and Research, University of the Punjab, Lahore, Punjab, Pakistan
3. Professor, School of Social Sciences and Humanities, University of Management and Technology, Lahore, Punjab, Pakistan

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***Corresponding
Author**
tayyabaptb@yahoo.com

ABSTRACT

The purpose of the research study was to find out the presence of Social Responsibility skills (as an important area of life skills) in the Secondary level curriculum. Data was collected through content analysis of curriculum, National Education Policy, and through opinion of curriculum experts, with the help of checklist which was contained of different components of Social Responsibility skills. Chi-Square test was further conducted to compare the three types of data. Results that there is significant difference in three types of data sources regarding Social Responsibility skills ($\chi^2 = 155.12$, $df = 2$, $P < 0.001$), which indicates that social responsibility skills are not present in Secondary level curricula as suggested by National Education Policy. Opinion of curriculum experts supports the findings of content analysis of curriculum.

Introduction

The purpose of education is to equip individuals with certain competencies to live life in a disciplined manner. Education nourishes cognitive, social and emotional aspects of the learners by enabling them to face the challenges of life in a better way. Life skills education is a holistic approach which focuses its lens towards overall development of the learners.

Life skill is not a single construct rather these skills are a combination of different domains, categories and components. Life skills fall under 3 major categories i.e., 1. Decision making and critical thinking skills 2. Interpersonal relationships communication skills, 3. Coping and self-management skills. (UNICEF,

2010), Social responsibility skills are one of the major components in life skills education (Erawan, 2010).

Life skills education enables the learners to obtain information, develop certain skills and express desirable behavior which is considered mandatory for being socially responsible. Social responsibility skills enable the individuals to recognize themselves as part of society and take interest and responsibility in social concerns by playing their active role. Educationists used to emphasize that education should reflect and represent the specific societal norms, need and aspirations. Children obtain certain knowledge, learn skills and adopt attitudes from their home, school, community and in larger context the world. For the purpose to develop certain competencies in the learners, they should be given freedom of expression and activities to ascertain sense of responsibility in them.

Literature Review

Social responsibility is the realization and consideration of oneself as being part of society by doing best to get success in duty and held responsible regarding outcomes/results (Erawan, 2010). Social responsibility skill is the emerging paradigm, where it is realized that in schooling years it is not sufficient to only inculcate the past facts and figures. Side by side curriculum should foster abilities in the students to become informed citizens.

Quay and Peters (2008) cited Dewey (1938), as he stated that the main purpose of education is to prepare the young people for their future responsibilities and to get success in life, which can be achieved by the acquisition of knowledge and practice of certain skills. Having knowledge and skills leads to the change in attitudes, which is the end desired product of life skills. Bugdayci (2019) states that concept of social responsibility was initially emphasized in 70s for the sake of character education of secondary school students as a technique to control their aggressive behaviors. Richards's et.al (2019) mentioned the teaching personal and social and responsibility (TPSR) model which was developed by Hellison, (2011), is considered best practicing model for the development of personal and social responsibility skills. According to this model, certain activities are provided to the students to learn and practice responsibility.

Social Responsibility skills under the umbrella of life skills

In Life Skills Education, by applying different techniques students are prepared to get equipped and well adjusted with the ever changing societal needs and requirements (Oliver, 2012). Social responsibility skills enable the learners to understand, comprehend and ultimately deal with the societal concerns and challenges as per its standards and requirements. Therefore curriculum should reflect

all these issues and concerns to educate the future citizens as responsible citizens. John Dewey (cited by Sharma, 2015) is of the view that learning process should be carried out in context to the surrounding circumstances. Diversified curricula can fulfill these needs.

Curriculum of secondary level is supposed to equip adolescents for preparedness of life. Similarly it should help the learners to understand the key concerns of community, society and in broader context, the world. Desirable traits include knowledge and implementation of social laws, volunteering in community service, having certain marketable skills for self-efficacy as well as for society and ability to use resources wisely.

Follow Social Laws

There are certain norms, values, traits and rules which individuals of the society are supposed to follow. WHO, s information series on school Health, document 9(2010) supports the idea of inculcating certain life skills in the curriculum which enables the learners to follow the social norms, values and analyze the factors affecting them. Following social laws ensures the survival of the system.

Social responsibility skills enable the young people to adopt social values, laws. Bugdayci (2019) has mentioned Aksoy&Gursel, s research study in which they reported that by following personal and social responsibility model, a positive change was observed in the students regarding moral and social concepts.

Community service Volunteering

Kerr (2005) is of the view that societies need such individuals which are having certain traits to volunteer in community services. According to Rose (2011) social responsibility skills enable the learners to take part in community services with effective manners by utilizing their maximum potential.

Marketable Skills

Process of education enables the learners to develop certain skills which are considered mandatory to enter in the practical| professional life in context of surrounding local community as well as larger community. Education prepares the young people to develop certain skills which are required necessary to enter in a certain profession. Rose (2011) states that social responsibility skills empower the young people to select best life choices for their living. Curricula are supposed to cater the individual as well as societal needs of the learners. It may be planned to incorporate certain knowledge and skills in the curriculum to equip the learners with desired competencies for their own life and also for their learning to live (Anderson, 2007). Sharma (2015) is of the view that all types of education must include the factor of earning for the living and grooming the students to become valuable and self-

sufficient citizens. Hendricks 4H wheel (1998) also includes the marketable skills as an important component of life skills.

Wise use of Resources

Responsible citizens are expected to play their active and supportive role in the society in wise, considerate and reasonable manners. They are aware of their rights & duties, loyal to their society and are concerned for the common good. Resource management is a desirable skill to be developed in the learners, whether these sources are human or physical. Maximum utilization of proper resources leads the society towards accomplishment of common targets and goals, which are achievable by the training of the members of society. Responsible citizens are capable to contribute for the growth and wellbeing of the society by use of proper resources and opportunities. Convention on the Rights of the Child (CRC, 1989), article 29 suggests that education should be directed towards the development of respect in the learners for the natural environment.

Material and Methods

Developing of Research Instrument For this Research Study, areas of Social responsibility were identified consisting of different components so to later observe them by reviewing the Secondary level curricula and National Education Policy 2009. By reviewing the literature, components of social responsibility skills were finalized with the consultation of curriculum experts in the relevant field. The presence of components of Social Responsibility skills was observed by comparing them with the Student Learning Outcomes (SLOs) in the curricula of Secondary School level. Curriculum experts were consulted to get their feedback regarding list of components of social responsibility skills as given in the checklist to let the research instrument finalized by passing through the validation process.



Validation of Research Instrument

Research instrument was comprised of different components of Social responsibility skills. Research instrument was validated to determine whether it is adequate enough to represent the relevant construct, which it was developed to measure by using content validity Index (Krippendorff, 2018).

Table 1
Does the curriculum of Secondary School level enables the learners to develop certain Social responsibility skills listed below.

Components of Social Responsibility Skills	I-CVI	Remarks
1. Follow social laws	0.88	Appropriate
2. Community service volunteering	0.88	Appropriate
3. Marketable skills	0.86	Appropriate
4. Wise use of resources	0.84	Appropriate

A research tool in the form of checklist was developed covering different aspects of Social Responsibility Skills. It was passed through the process of validation (Kline, 2005). Curricula of compulsory, science, humanities subjects at Secondary school level and National Education Policy (2009) were reviewed to find out the presence of different components of Social responsibility skills with the help of a checklist. Analysis was further made by taking opinion of curriculum experts regarding presence of life skills in their concerned subjects.

Content analysis was used as a research tool to identify certain significant characteristics of the content as well as to quantify the unstructured content. Method of Relational Analysis was used in this study. Relational Analysis deals with the understanding or measuring verbal or nonverbal communication messages for

example document analysis etc.,. The data was calculated and tabulated accordingly. Chi-square test was conducted to compare observation Life skills in content analysis, experts' feedback on Life skills and presence of Social responsibility skills in National Education Policy 2009.

Results and Discussion

Data Analysis and Interpretation

The research study aimed to analyze the presence of social responsibility skills with reference to life skills in curricula of secondary school level. Secondary school curricula of 12 subjects i.e. 5 compulsory subjects, 5 science subjects and 4 subjects of humanities group were selected for content analysis regarding presence of Social responsibility skills concepts in all these subjects. Analysis of National curriculum at secondary level (12 subjects) was made regarding presence of Social responsibility skills along with their components in these documents by developing a checklist. Compulsory subjects comprised of English, Urdu, Pakistan studies, Islamiyat and Ethics while in Science group Physics, chemistry, Biology, Mathematics (Sci Group), Computer Science. In Humanities group General science, general mathematics, Computer Science and Civics were selected. National Education Policy 2009 was also analyzed by following the same pattern of Content Analysis of Secondary School Curricula. Data was further collected by the curriculum experts of relevant subjects to get their feedback and expression regarding the presence of Social Responsibility skills in the curriculum of different subjects.

Table 2
Presence of Social responsibility skills in Curriculum of Compulsory Science and Humanities Subjects explored through content Analysis

Components	Secondary Curricula	N (%)	N (%)	N (%)	N (%)	N (%)
1. Follow social laws	Compulsory Subjects	English 18(3)	Urdu 0(0)	Pak Study 0(0)	Islamite 5(3)	Ethics 25(12)
	Science Subjects	Physics 0(0)	Chemistry 0(0)	Biology 0(0)	Math 0(0)	Computer 0(0)
	Humanities subjects	G.Science 0(0)	Math 0(0)	Computer 0(0)	Civics 0(0)	
2. Community Service Volunteering	Compulsory Subjects	English 6(1)	Urdu 0(0)	Pak Study 0(0)	Islamiyat 1(1)	Ethics 4(2)
	Science Subjects	Physics 0(0)	Chemistry 0(0)	Biology 0(0)	Math 0(0)	Computer 0(0)
	Humanities subjects	G.Science 0(0)	Math 0(0)	Computer 0(0)	Civics 19(9)	
3. Marketable skills	Compulsory Subjects	English 0(0)	Urdu 14(10)	Pak Study 0(0)	Islamiyat 0(0)	Ethics 0(0)

	Science Subjects	Physics 0(0)	Chemistry 0(0)	Biology 0(0)	Math 0(0)	Computer 0(0)
	Humanities subjects	G. Science 0(0)	Math 0(0)	Computer 0(0)	Civics 13(6)	
4. Wise use of Resources	Compulsory Subjects	English 8(1)	Urdu 0(0)	Pak Study 0(0)	Islamiat 0(0)	Ethics 8(4)
	Science Subjects	Physics 0(0)	Chemistry 0(0)	Biology 3(1)	Math 0(0)	Computer 0(0)
	Humanities subjects	G.Science 0(0)	Math 0(0)	Computer 0(0)	Civics 0(0)	

Presence regarding components of social responsibility skills in curriculum of Compulsory Subjects is as follows.

Follow Social Laws

The above table presents the data regarding “following social laws “in curricula of compulsory subjects. The data reveals that presence of this component in the curriculum of English subject is 3%, in Islamiat it is 1% and in Ethics it is 2% while this component is not present in other compulsory subjects. The data indicates that this component is absent in the curriculum of science subjects. The data reveals that this component is present only in the curriculum of Civics subject which is 9%

Community Service Volunteering

The above table presents the information regarding community service volunteering in curriculum of various subjects. The data reveals that this component present in the curriculum of English subject is 1%, in the subject of Islamiat it is 1% and in subject of Ethics it is 2% while this component is not present in other compulsory subjects. The data reveals that this component is absent in the curriculum of science subjects. The data regarding Humanities subjects reveals that this component is present only in the curriculum of Civics subject which is 6%

Marketable Skills

The above table presents the information regarding presence of Social responsibility skills in curriculum of various subjects. The data reveals that this component is present in the subject of Urdu which is 10% and is absent in the curriculum of other compulsory subjects. The data reveals that this component is absent in the curriculum of science subjects. The data indicates that this component is absent in the curriculum of Humanities subjects.

Wise use of Resources

The data reveals that this indicator present in the curriculum of English subject is 1% and in subject of Ethics it is 4% while no indicator is present in the other subjects.

Components of social responsibility skills in curriculum of science Subjects are as follows

The data reveals that this indicator present in the curriculum of Biology subject is 1% while no indicator is present in the other science subjects.

The data reveals that this component present in the curriculum of General Science curriculum is 1% and in the curriculum of Civics it is present 5%.

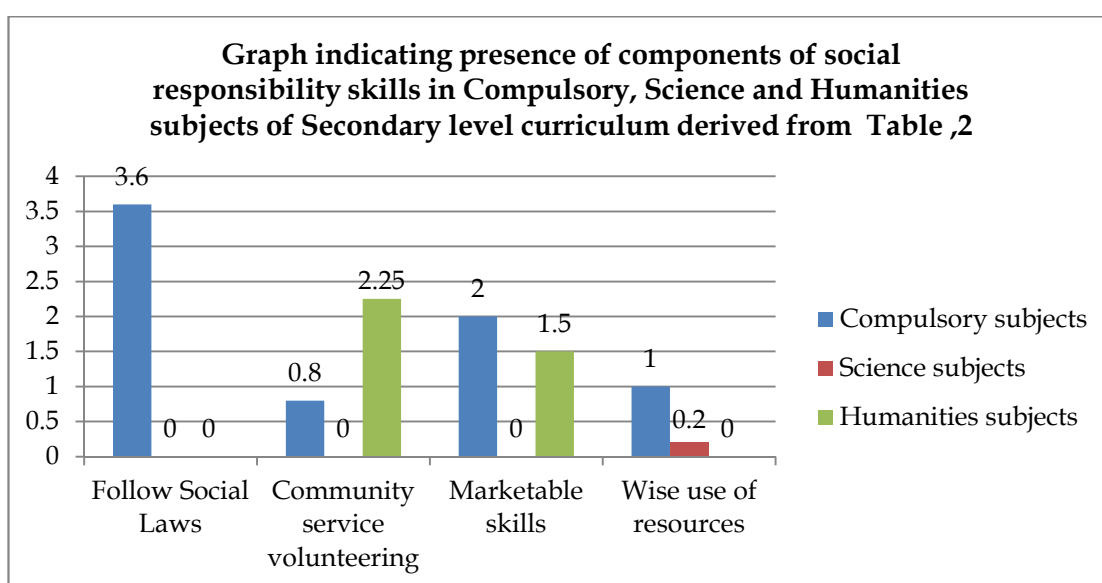


Table 3

Presence of Social responsibility skills in Curriculum of Compulsory | Science and Humanities Subjects explored through content Analysis

Curricula	N (%)	N (%)	N (%)	N (%)	N (%)
Compulsory Subjects	English 32(1)	Urdu 14(2)	<i>Pak Study</i> 0(0)	Islamiat 6(3)	Ethics 37(4)
Science Subjects	Physics 0(0)	Chemistry 0(0)	<i>Biology</i> 3(1)	Math 0(0)	Computer 0(0)
Humanities Subjects	G.Science 1(0)	Math 0(0)	<i>Computer</i> 0(0)	Civics 42(19)	

In context of Social responsibility, the presence of these skills in the curriculum of English subject it is 1%, in the subject of Urdu it is 2%, in the subject of Islamiyat it is 3% and in the subject of Ethics it is 4%. The Social responsibility skills are present in the curriculum of Biology subject with 1%, while these skills are missing in the rest of science subjects. In the context of Social responsibility skills these concepts are present in the curriculum of Civics subject as 19%, while these skills were found missing in the rest of Humanities subjects.

Table 4
Feedback of Curriculum Experts regarding Presence of Social Responsibility Skills in Compulsory Subjects

Social responsibility Skills		English	Urdu	Pak. study	Islamiyat	Ethics
Compulsory subjects explored through Experts		36%	2%	0%	0%	15%
Science Subjects explored through Experts		Physics	Chemistry	Biology	Math	Computer
		8%	4%	0%	2%	0%
Humanities explored through Experts		G.Science	Math	Computer	Civics	
		0%	2%	0%	18%	

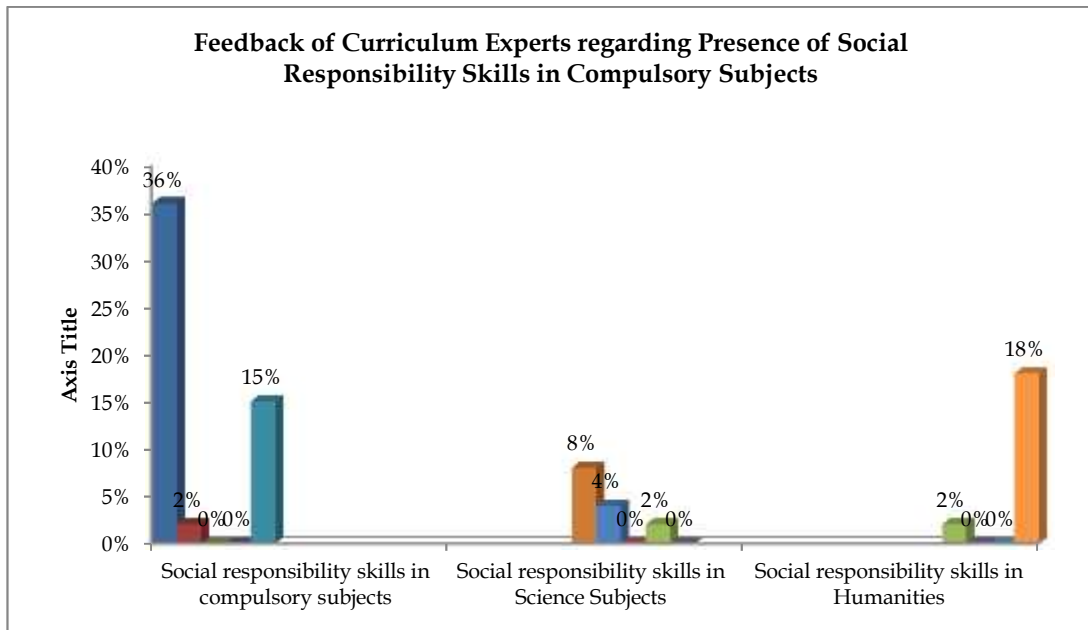


Table 4 shows Feedback of curriculum experts on presence of Social Responsibility skills Social responsibilities skills are present in English with 36%, Urdu with 2% and Ethics with 15% but absent in Pak.study and Islamiyat. Table 4 shows Feedback of curriculum experts on presence of Life skills in Science subjects. According to experts, Social responsibilities skills are present in Physics with 8%, chemistry with 4%, math with 2% but absent in computer science. Table shows Feedback of curriculum experts on presence of Life skills in Humanities subjects.

According to experts, Social responsibilities skills are present in Math with 2%, are absent in G. Science, computer science but present in Civics subjects with 18%.

Table 5
Presence of Life skills in National Education Policy 2009 document

Life Skills Explored Through Analysis	Policy	Number of times Mentioned in Education Policy 2009 Document
Social responsibility Skills		92% (12/13)

According to analysis of National Education Policy , Social responsibility Skills are emphasized 92%.

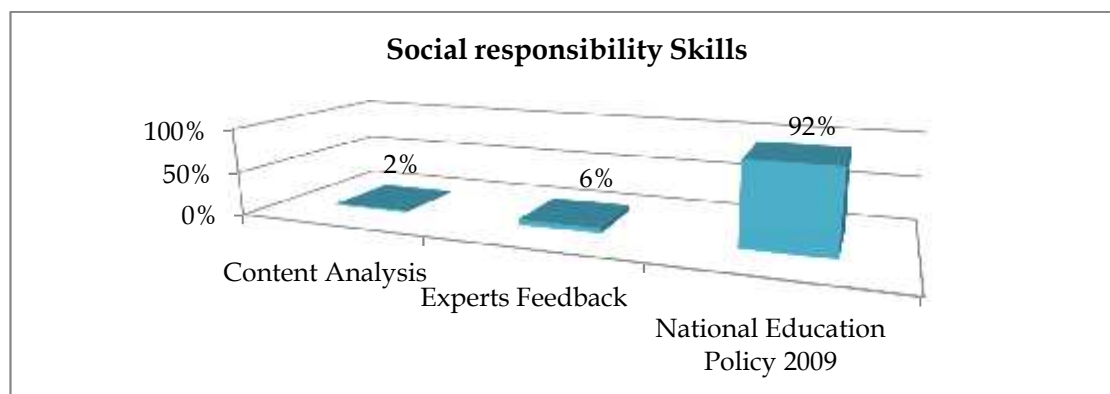
Table 6
Comparison of observation Life skills in content analysis, experts' feedback on Life skills and observation of Life skills in National Education Policy 2009

Life skills	Content Analysis	Experts Feedback	National Education Policy 2009	χ^2 value	p-value
Social responsibility Skills	2%	6%	92%	155.12	<.001***

Note. * $p < .05$, ** $p < .01$. *** $p < .001$

Chi-square test was conducted to compare observation Life skills in content analysis, experts' feedback on Life skills and presence of Social responsibility skills in National Education Policy 2009. Results show that there is significant difference in three type of data sources on Social responsibility Skills ($\chi^2=155.12$, $df=2$, $p < .001$). It is concluded that Social responsibility Skills are not present in curriculum document as suggested by National Education Policy 2009. This is also supported by the opinion of curriculum experts.

Graph shows Social responsibility skills in content analysis of Secondary level curricula, experts' feedback and emphasis on Social responsibility skills in National Education Policy 2009



Findings

Social responsibility skills in the curriculum of English subject are present with 1%, in the subject of Urdu it is 2%, in the subject of Islamiat it is 3% and in the subject of Ethics it is 4%. These skills present 1% in the curriculum of Biology subject, while this skill was missing in the rest of science subjects. Social responsibility skills are present in the curriculum of Civics subject with 19%, while these skills are missing in the rest of Humanities subjects.

In **curriculum experts** views Social responsibilities skills are present in English with 36%, Urdu with 2% and Ethics with 15% but absent in Pakistan studies and Islamiat. Social responsibilities skills are present in Physics with 8%, Chemistry with 4%, Math with 2% but absent in computer science as per views of the curriculum experts. Social responsibilities skills are present in Math with 2%, are absent in G. Science and computer science but present in Civics subjects with 18% as per data obtained from curriculum experts.

Data reveals that **National Education Policy 2009** laid strong emphasis on social responsibility skills i.e., 92%. Results indicate that there was significant difference in three type of data sources on Social responsibility Skills ($\chi^2=155.12$, $df=2$, $p<.001$). It is concluded that Social responsibility Skills are not present in curriculum document as suggested by National Education Policy 2009. It is also supported by the opinion of curriculum experts.

Keeping in view the importance of life skills education, it is recommended that modalities for the inclusion of life skills at different levels may be identified in sequential and systematic manner to avoid ambiguities in the process of transformation of knowledge, attitudes and skills (Sharvari, & Kulkarni. 2019). Inclusion of concepts in curricula is not the sole right strategy, rather adequate strategies to add life skills concepts in the pre and in service teacher training curricula may be incorporated in an effective and appropriate manner. Awareness of life skills education may be ensured by different techniques, i.e., seminars, group discussions, tutorials in educational institutions, to make this programmed more effective and comprehensive. Further research studies may be conducted in the area of Social responsibility skills by analyzing the teaching learning situation. Implementation of life skills education programmed may be properly monitored in the institutions by the administrators on regular basis by taking feedback from teachers.

Discussion

The purpose of the research study was to analyze the social responsibility skills in secondary level curricula with reference to life skills education. Bugdayci(2019) states that youth must possess certain values & skills such as responsibility, gentleman ship, entrepreneurship (marketable skills) to make their

life purposeful. He further explained that while teaching about personal and social responsibility, life skills and values should be integrated into different activities to form a positive change in the behaviors of the learners. Bugdayci (2019) mentioned Aksoy and Gursel (2017), in their research study they concluded that education with specific emphasis on social responsibility skills leads the learner towards positive change in views and behaviors regarding moral concepts. Present research study was designed to analyze the presence of social responsibility skills in secondary school curricula. A checklist was developed and method of content analysis was applied. Study was further conducted by the analysis of National Education Policy and by gathering curriculum experts views regarding presence of social responsibility in the secondary level curriculum. Twelve subjects were selected for the purpose of analysis. It was observed by the help of three types of data, that National Education Policy laid emphasis on the acquisition of social responsibility skills, secondary school curriculum does not properly reflects the concepts of social responsibility skills. Similar findings are observed by the views of curriculum experts.

Conclusion

According to the findings, it is concluded that social responsibility skills with reference to life skills education are not properly addressed in the secondary level curricula. These findings are supported by the views of the curriculum experts of relevant subjects that these skills are lacking in their subjects. Rather National Education Policy has strong emphasis on acquisition of social responsibility skills. On the basis of the research findings, it is suggested that these skills may be properly incorporated in the secondary level curriculum for better training of our future citizens.

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