

Effect of Life Skill Training on Private Secondary School Adolescents: An Exploratory Study

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ABSTRACT: Life-skills is the abilities for positive and adaptive behaviour, which enable individuals to act effectively with day to day needs and challenges. Major life skills include problem solving, decision making, creative and critical thinking, effective communication, interpersonal skills, empathy, and self-awareness, coping with stress and emotions. Adolescence is the period in human growth and development that occurs after childhood and before adulthood, from ages 10 to 17. It represents one of the critical transitions in the life span and is marked by an incredible speed of physical and psychological development. Recognizing the importance of life-skills, in the lives of Adolescents the present research was undertaken, the obtained result of the study discovered there is significant difference among private secondary school adolescents in pre-test and post-test on life skill.

Index terms: Life Skill, Adolescence, private secondary School.

INTRODUCTION

Today's adolescence are facing many emerging issues such as suicide, social, emotional, physical and psychological issues. Cut-throat competition, unemployment, lack of job security, etc. are some of the major concerns for the educated and as a result, they are caught in the mad race. No one has time for his/her 'self', to develop empathy with surrounding and to have harmony in society. Adolescents are considered, as the most productive members of the society, due to their physical and intellectual competency. But in real state, most of them are unable to utilize their potential in an appropriate way due to lack of guidance and motivation. This new challenge requires immediate and an effective response from a socially responsible system of education. Education, now a days is hence, very important, but the kind of education, to support and live life better is more important. Thus, the cardinal focus of Education, therefore, needs an extraordinary emphasis on developing such skills in students, as they are the important building blocks for a dynamic citizen, who can cope up with future challenges, and survive. Central Board of Secondary Education (CBSE) India has recognized this fact that it is necessary to develop scholastic as well as co-scholastic areas, and hence, has made life skill education as a compulsory element in its curriculum

REVIEW OF LITERATURE

Nanda (2013) conducted a study on behaviour modification through family and life skills education of adolescents. After the pre-test and post-test analysis the result revealed positive gains in skill acquisition with improved social behaviour, decision making skills, problem solving skills and adjustment to life challenges.

Jose et al. (2014) evaluated a group of life skill trainers in undertaking life skills training among girl children residing at Abhayabala. The author and his team administered life skills training spanning 14 sessions through the medium of social group work, for 43 girl children, scale was used to be pre and post intervention assessments of the girl children and the same was evaluated to determine the effectiveness of the life skill training in enhancing self-esteem and furnishing them to live a life of self-worth and dignity. The findings of the study revealed that the intervention had helped to improve self-esteem improvement in self-esteem generated better self-awareness, enhancing self-image, assertiveness, critical thinking and reflection about oneself and develop interpersonal relationship, etc.

METHOD

Problem:

To find the Effect of life skill training on private school adolescent students.

Aim:

The aim of the study is to find out the effect of life skill training on private school adolescents.

Objectives:

1. To study the effect of life skill training on adolescents of private schools.
2. Find the difference on life skill scale performance by private school adolescents before and after training.

Hypotheses:

“There is a significant effect of life skill training on private school adolescents’

Research Design:

The present research study is exploratory in nature.

Variables:

Independent Variable: Private school adolescents

Dependant Variable: Life skill training

Sample:

A total of 120 private school adolescents belonging to the age group of 13-17 years were included in the study. All the participants were selected geographically. The samples were selected using simple random sampling.

Material:

Life skill scale developed by Dr.Vranda (2009), there 115 statements in the scale, scale assess the 10 life skill areas and there are positive and negative statements. Scoring of statements are 1 for never, 2 for rarely, 3 for sometimes, 4 for usually and 5 for Always and reverse for negative items. Thus, the possible minimum score is 115 and maximum score is 575. Based on the scores obtained from 850 subjects, 3 levels of life skills scores have been obtained. Percentile scores were computed to derive 3 range of cut off scores for the overall 115-items scale. At the 33, At 66th rd. percentile the score was 397 and percentile the score was 437. Thus, the three levels of score can be summarized as follows: Less than 397 - Low Life Skills, 398 - 437 - Moderate Life Skills 438 and above - High Life Skills

Procedure:

Pre-test: Permission was sought from the school head masters of respective schools from which sample was collected. Subsequently subjects were personally contacted to participate in the study and rapport was established. Before handing over the questionnaire a detailed explanation of the purpose of the study was explained. After obtaining their consent, Life skill scale was administered. The subjects were asked to follow the instructions as mentioned in the questionnaire. Doubts were explained and they were guaranteed that their responses would be kept private. After the subjects answered the questions the questionnaire were collected back and subjects were thanked for their cooperation.

Intervention session / life skill training was provide for the students according to CBSE module developed by the researcher for the certain periods.

Post-test: same procedure followed as in pre-test to collect the data after training periods.

The data thus collected was subjected to further statistical analysis

Analysis of Result:

Objective of the study is to examine the effect of life skill training on private school adolescent, and to compare pre-test and post test result of private school adolescents. To find out the difference t' test was calculated, the obtained results has been shown in the Table 1:

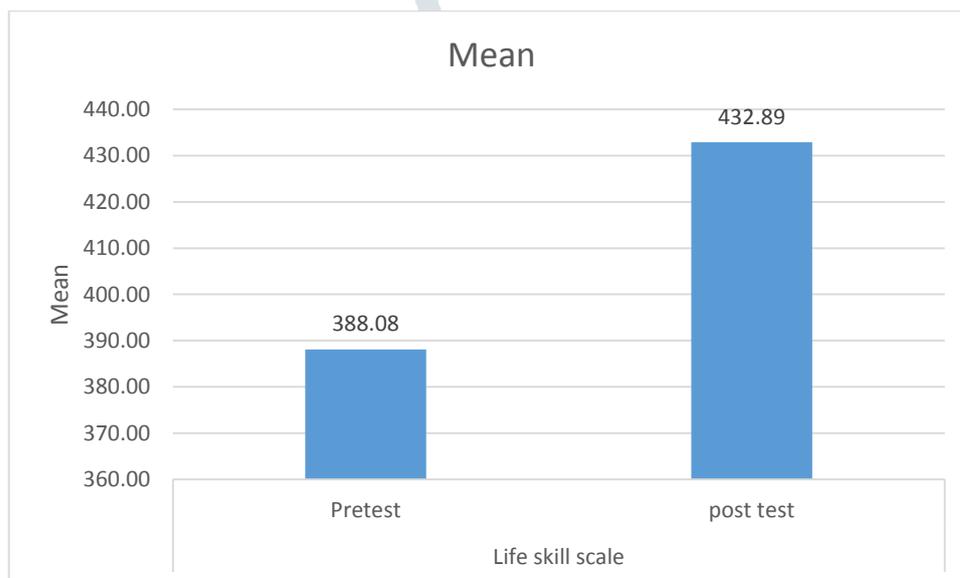
Table 8: Shows the Mean, SD and t' value of Private Institution adolescents in pre-test and post-test on life skill scale.

	Variables	Mean	SD	t'-value
Life skill scale	Pre test	388.08	37.518	12.68**
	Post test	432.89	39.884	

**p < 0.01 level

An observation of Table 8, reveals the Mean, SD and t' value of of adolescents of government institutions before training and after training on life skill scale.

Higher the scores indicates high life skill. The mean scores of government school adolescent on life skill scale before training is 388.081 which is low life skill and the mean scores after training is 432.89, which is moderate life skill, The obtained t' -value is 12.68 which is significant at 0.01 level.



Graph 8: Mean score of private adolescent school on life skill scale.

Discussion:

By looking at the scores privates school adolescents have obtained higher mean values in post-test than pre-test on life skill scale which shows that life skill training had influenced on private secondary school adolescents. Present study was supported by earlier study by Mostafa (2013) revealed that teaching life skills leads to improvement of educational performance among students. Jose et al. (2014) The findings of the study revealed that the intervention had helped to improve self-esteem improvement in self-esteem generated better self-awareness, enhancing self-image, assertiveness, critical thinking and reflection about oneself and entitlement learning to trust as well as develop interpersonal relationship, etc. The study has revealed significant impact of life skill raining on adolescents

Limitations:

- Sample size was lesser when compared with population, so it is difficult to generalize.
- Different Geographical area not considered
- Different age group can be considered for study.

Suggestion:

- More sample size can be taken.

- Different Geographical area and age group can be considered for study.

Conclusion:

Life Skills help in developing constructive and flexible attitude for life among adolescent which is considered as transformation stage. Providing Life Skills enables us to adapt to situations and people and benefits to lead a healthy and positive life. All people have inborn Life Skills but to get the best out of them we need training and get them shaped. Present study result showed that school adolescents have obtained higher mean values in post-life skill training than pre life skill, which indicates that life skill training had impact on private secondary school adolescents.

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