



EFFECT OF PLANNED TEACHING PROGRAMME ON KNOWLEDGE AND ATTITUDE REGARDING LIFE SKILLS AMONG STUDENTS OF SELECTED SCHOOL, WEST BENGAL

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ABSTRACT

A pre-experimental study was conducted to assess the effect of Planned Teaching Programme on knowledge and attitude regarding life skills among students in selected School, West Bengal. 60 sample were selected from class VIII and IX by using random sampling technique. The objectives were to assess the knowledge level and attitude regarding life skills among students, before and after planned teaching intervention, to evaluate the effect of PTP and find out association between demographic variables with knowledge and attitude. The data were collected by semi structured demographic questionnaire, structured knowledge questionnaire and 5-point Likert scale on attitude. The study revealed that the mean post- test knowledge score 15.77 ± 3.24 was higher than that the mean pre-test knowledge score was 10.45 ± 4.45 as evident from corresponding t' value ($t'(59) = 16.65, p < 0.05$). It found association between pre-test knowledge scores and gender of the students and association between pre-test attitude scores and gender and type of the family. The study has several implications in nursing education, nursing administration and research. It was recommended that a similar study can be done on a large sample

Index Terms – Life Skills, Knowledge, Attitude, Planned Teaching Programme, School students

CHAPTER I INTRODUCTION

Background of the Study

Human beings always keep on interacting with different situations and they are blessed with the ability to change and adopt the situation or environment for their survival, grown and for betterment of life.¹

Life skill is existence from the period when human started living in the society. The progress and development of any nation is dependent on the growth and development of its people. Subsequent advancements in the fields of literacy, education, and human resource development have made significant contributions to the advancement of life skill education. Any nation's growth and development are dependent on the growth and development of its people. Subsequent growth in the fields of literacy, education, and human resource development has made significant contributions to the advancement of life skill education. The World declaration on education for all (1990) stated that every person, child, youth and adult should be able to benefit from educational opportunities design to meet their needs such as literacy, oral expression, problem solving

and basic skills that are required by human beings to survive and to develop their full capacities to live and work in dignity, to participate, to facilitate development, to improve quality of their lives, to meet informed decisions and to continue learning². School children are in adolescence phase - which is the most problematic stages of individuals where they transit from childhood to adulthood, going through several physical, social and emotional changes. Adolescent period has great impact on individual future life which he/she will lead. At this time, life skill awareness and education have a great impact for betterment of life.³

Dr. Gilbert Botvin, a famous behavioral scientist and professor of psychiatry, presented a highly effective life skills training programme for kids in grades seven through nine beginning in 1979. The programme includes tactics that strengthen students' capacities to resist drug offers by improving assertiveness, decision-making, and critical thinking skills. Opportunities to learn and practice these problem specific skills are one aspect of a broader instructional program that teaches more general Life Skills.⁴

Other UN organizations began focused on adolescent health through a life skills approach. But the limitation of the approaches was that they could reach only a very small group and restricted health related issue. This feeling to concept a generalized approach to life skill to improve the overall of the children and adolescent. By the meantime, it was felt that life skills education was not only for the adolescent but also for the whole people to improve their life situation.⁴

Life skills are defined by the World Health Organization as "the adaptive and positive behavioral abilities that enable individuals to deal effectively with the demands and challenges of everyday life."³

Here the adaptive denotes the ability to adjust in every situation and positive behavior refers to a positive attitude towards everything and every situation.

Life skills, according to UNICEF, are "an approach to behaviour change or behaviour development that addresses a balance of three areas: knowledge, attitude, and skills."

UNICEF defines life skills as psychological and interpersonal abilities that are necessary for daily survival.⁵

UNESCO'S focus of intervention includes education, thus their orientation of life skills is included towards it. Thus, they believe education in the 21st century must provide a harmonious balance between academic education and practical skill development, including technical and vocational education.⁶

The International Bureau of Education (IBE) derived its understanding from the Delors four pillars of learning that are learning to know, learning to do, learning to be and learning to live together and defined life skills as personal management and social skills which are necessary for adequate functioning on an independent basis. First, life skills have been divided into two categories based on their nature, and second, life skills have been divided into two categories based on their use in various life situations. Nature of life skills are classified as generic life skills. Generic life skills are core life skills that are proposed by World Health Organization (WHO) like self-awareness, communication etc. and these skills are required for overall development of personality. Adolescents being in the transition period tends to learn and adopt to things faster than adults thus when introduction to them it would be highly effective for them to meet the challenges of everyday life.⁷

Life skills education is designed by United Nations agencies in the United Nations Inter-Agency meeting held in Geneva, 1998, to enhance the practice and augmentation of psychological skills in a culturally appropriate way. The objectives are to contribute to the betterment of personal and social development, cessation of health and social problem and prevention of human rights violation.^{3,5}

School has an important role to elaborate life skills in order to guide the student's life. As main focus of teaching life skill to the students is to acquire the capability to live their life effectively in the society. These are essential to promote wellbeing and competence in students to face the reality of life in the society.⁸

In this background, the present study was conducted to answer knowledge and attitude regarding life skills based on planned teaching programme among school students.

Need of the Study

In modern scenario, the information accessed via internet has become faster, better and easier to attain, more so every year and this information is unfiltered, this has opened up a complicated informational age with many different stimuli. It can get young people emotionally confused. That is why kids and young adults require real-life skill development. Learning life skills help young people understand who they are and what they want out of life. Another the most important problems that demand quick attention and solutions these days is lack of life skills for the new generation. Life skills education helps students build confidence in both communication, cooperation and collaboration skills, provide them find new ways of thinking and problem solving and provide them how to socialize, make new friends and recognize the impact of their action and behaviours.⁹

Some 1.2 billion adolescents (10-19 years) today make up 18% of the world's population. More than half adolescents live in Asia. Around 243 million, means 22.8% of total population of India are in the adolescent group. Evidence shows that one in five adolescents experience symptoms of emotional distress such as anxiety disorder, depression, substance abuse disorder, and nearly one in ten adolescents are emotionally impaired. Life skills education can be an important mode to equip young people to enable productive participants in society.¹

Around 800,000 people commit suicide every year. In India, suicidal death rate is 10.4 per lakh of population. (WHO 2019) ³ According to the National Crime Record Bureau (NCRB,2020), accidental and suicides rate in India are around 8.2%. Thirty-one students died by suicide every day in India by the report of 2020. About 3000 school age children die every day, which reflects one death every 30 seconds.¹⁰ 1.1million school age children lost their lives from disease condition and often from entirely preventable causes (WHO report-coming age: adolescent health,2019) ³.Due to the sharp shifts in global economies over the past five years, today's students will have many new jobs in their lifetime, with associated pressures and the need for flexibility. Life skill education closes the gap between capabilities and basic functioning. It strengthens the ability of the student to meet the needs and demands of the present society and helps in dealing with issues like, negative peer pressure, risk taking, experimentation and misinformed decision making, relating to their behaviour and sexuality in a manner to get desired behaviour. ⁸

Life skills education has been integrated into educational system in many countries around the world. It is generally agreed upon that school education have significant role in developing positive personality among students. Especially at secondary level of students face many issues like identify development, managing emotion, building interpersonal relationship, resisting peer pressure, etc. on issues of adolescence. There is need to develop such skills among students which prepare them to face the adversities and unfavourable circumstance and overcome the situations by themselves. ¹¹

In India various life skill education were initiated at all level of education. National curriculum framework (2000) recommended that education ideally prepared student to face the challenges like drug addictions, violence, teenage pregnancy, AIDS and many health-related problems linked with other educational programs. But challenges to life skills education that schools focus primarily on imparting scholastic knowledge science, mathematics etc., and spending little time for all round development of students. Another challenge to life skill education is rapidly changing professional, social, moral, ethical, religion and family values have changed the life styles especially among youth. Except these, other challenge to life skills education is non- involvement of adolescents in household chores and school events.¹²

A systematic review of literature on effectiveness of life skills programs revealed difference in life skill education within developing countries and developed countries. In general, industrialized countries such as the United Kingdom, Germany, and others implement more systematic life skill education programmes that promote positive behaviour, with research articulating the outcomes on individual youth. In contrast, the majority of developing countries like India, Bangladesh, Thailand etc life skills programs lack systematic implementation, evaluation and monitoring. Programs are often conducted to yield short term only. Researcher suggested for developing sustainable life skills program to ensure transfer of knowledge and skills. ¹³

To live a successful life, we need to understand the importance of life skills. Along with that it is also very important to apply it in a student's life. If this happens in their life, they can move in a simple and right direction. Life skills prepare students to know how to make their lives easier and simpler, how to live a pleasant life, and how to use their time wisely. Therefore, education on life skills is very important in student's life. ¹⁴

There is a need of awareness of life skills to enhance the quality of life. Life skills awareness will enhance the ability and positive attitude to search for and acquire more knowledge on life skills. Self-reflection will help the students to transit their knowledge from the classroom to the real world.⁹

It is crucial to concentrate on developing life skills in the future generation so that children can deal with various situations effectively. The development of life skill is a lifelong process beginning in early childhood and continues till the very end of life. It is one of the attributes that can help a child climb the stairs of success efficiently.¹⁵

As a result, life skills are those capacities or skills that are extremely beneficial in boosting mental well-being and self-confidence in schoolchildren.⁵

Statement of the Problem

Effect of planned teaching programme on knowledge and attitude regarding life skills among students of selected school, West Bengal

Purpose of the study

The purpose of the study is to develop a planned teaching programme regarding life skills for school students and to assess its effectiveness on knowledge and attitude regarding life skills among students.

Objectives of the study

1. To develop and validate the planned teaching programme regarding life skills for students
2. To assess the level of knowledge regarding life skills among students before and after intervention of planned teaching programme.
3. To assess the level of attitude regarding life skills among students before and after intervention of planned teaching programme.
4. To evaluate the effect of planned teaching programme on level of knowledge and attitude regarding life skills among students.
5. To find out the association between pre-test knowledge score on life skills and selected demographic variables.
6. To find out the association between pre-test attitude score on life skills and selected demographic variable.

Variables

Independent variables

Planned teaching programme regarding life skills.

Dependent variables

Knowledge and attitude regarding life skills.

Demographic variable

Age in years
Gender
Class studying in
Educational qualification of father and mother,
Occupational status of father and mother,
Type of family,
Monthly income of family,
no of family members.

Assumption of the study

The study assumes that, the student may have some knowledge and attitude regarding life skills.
Planned teaching programme may change knowledge and attitude regarding life skills.

Hypotheses

All hypotheses are tested at 0.05 level of significance

H₁: After the administration of planned teaching programme the mean post-test knowledge score of students is significantly higher than their mean pre-test knowledge score.

H₂: Mean post-test attitude score of students regarding life skills is significantly higher after administration of planned teaching programme than that of pre-test attitude score.

H₃: There is a significant association between pretest knowledge score on life skills with selected demographic variables.

Delimitation of the study

The study was delimited to students studying in class VIII and IX
Study was limited only in selected Govt. school.

Operational definition

Knowledge

In this study knowledge refers to the students' understanding and awareness about life skills as measured by structured knowledge questionnaire.

Attitude

It refers to the expressed practice regarding life skills as measured by 5-point Likert scale on attitude.

Effect

Significant change in level of knowledge and attitude score regarding life skills as determined by statistical difference between pre-test and post test score on level of knowledge and attitude by administering planned teaching programme regarding life skills.

Planned teaching programme

Planned teaching programme refers planned activity or set of activities aimed at changing level of knowledge and attitude regarding life skills.

Life Skills

In this study life skills refer in terms of-
Self-awareness
Communication
Problem-solving
Interpersonal relationship
Coping with emotion and
Coping with stress.

Conceptual framework

Conceptual framework of research study presents a broad view of the area of interest and helps to think, observe and adapt strategies for study. It presents logically constructed concepts to provide general explanation of the relationship among concepts of the research study. Framework of this study was based on General System Theory proposed by a biologist Ludwig von Bertalanffy in 1968. According to this general system theory a system consists of a set of interacting components, all contributing with the overall goal of the system. The system consists of input, through process and output.

Input- In this present study the input included students had some knowledge regarding life skills with demographic variables such as age, gender, class studying in, educational level of father and mother, Occupation of father and mother, type of the family, monthly income of the family, no of family members of students.

Through Process

Process referred to different activities that facilitated the investigator to impart knowledge and attitude related to life skills among students. In this study through process is done throughout the step

Development structure knowledge questionnaire and 5point Likert scale on attitude regarding life skill.

Developed a planned teaching programme regard life skills with the help of books, journals, A.V. Aids, other research papers.

Assessment of knowledge and attitude (Pre-test, Day 1) regarding life skills of students were measured by using structured knowledge questionnaire and by Likert scale.

Administration of planned teaching programme regarding life skills of students (day 1)

Reassessment of knowledge (Post-test) regarding life skills was measured by same structured knowledge questionnaire and attitude (Post-test) of students on life skills was measured by Likert scale after administration of planned teaching programme regarding life skills.

Evaluate the effectiveness of planned teaching programme by post-test after 7th day of pre-test after administration of planned teaching programme.

Output- After the through put process. It brought up the analysis of performance of students exposed to planned teaching programme to search out effectiveness of desired changes in reference to the set objectives. In the present study if brought up the increased knowledge and attitude among students regarding life skills then it is effective and not desired change feedback was necessary for modification of the input and through process.

Feedback- It is not under study. Feedback is an output to guide its evaluation.

Summary

The introductory chapter dealt with background of the study, need of the study, statement of problem, purpose and objectives of the study, assumptions, hypotheses, delimitation, operational definition in terms and conceptual framework of the study.

Organization of report

The content matter of the report would be organized in the next four chapters presented as follows:

Chapter II- Review of literature with research and non-research articles related to study.

Chapter III- Description of the research methodology and plan for data analysis.

Chapter IV- Details of data analysis and interpretation.

Chapter V – Discussion on major findings, discussion in relation to other studies conclusion, implications and recommendations.

The end of the chapter gives a selected list of the references and appendices of the study.

CHAPTER II Review of Literature

A literature review is an objective, through summary and critical analysis of the relevant available research and non-research literature on the topic being studied. Its goal is to bring the reader up-to date with current literature on a topic and from the basis for another goal, such as the justification for future research in the area.

The literature is reviewed for the study has been presented under the following sections: -

Literature related to life skills and importance of life skills education

Literature related to knowledge and attitude among students regarding of life skills.

Literature related to effectiveness of awareness programme on knowledge and attitude regarding life skills.

Literature related to life skills and importance of life skill education

Dey S. and Patra A. et.al conducted a study on the status of life skills educations in secondary schools. This study was conducted among 300 students to assess the status of life skills education among adolescents and to identify which life skills were the most necessary to overcome the educational delays by collecting data through questionnaire and analyses by t test, one way ANOVA and chi-square test. Study. 52% had medium level life skills, 25.7% had high level life skills and 22% had low level life skills. Among ten core life skills highest mean value was on the coping with stress (18.54) with a standard deviation of 2.55 and the lowest was coping with emotion (11.07) with a standard deviation of 2.35 and the mean life skills among males (173.22) was less compared to that

of female (173.92) students. The study suggested that teaching and learning process of life skills education should be dynamic. Only effective educational administration process could result in development of life skills.¹⁶(2022)

Kirchhoff E and Keller R. conducted age specific life skill education in academy. The study aim was to empower scholars to deal effectively with the demands of every life. The analysis was followed by PRISMA guideline. Results showed that programs were substantially enforced in adolescence.¹⁷ (2021)

In this study Chetri K. et.al had tried to discuss different life skills, imparted life skills education for adolescents, its need and strategies of developing those life skills. The objectives of life skill education program were to help students with the strategies to take right decision that contribute a meaningful life. The researcher used strategies like Brain storming, Role play, Discussion. The study revealed that life skills education helped to build the foundation for learning skills of adolescents.¹⁸ (2020)

In this study Borah P. et.al carried out a descriptive cross-sectional survey to assess the life skills of early adolescents through enumeration technique 122 students were taken from class VI-VIII as a sample. The study revealed that 72% of total participant had average life skills and significantly associated with selected sociodemographic variables. The study result indicated that life skills training can improve life skill among adolescents.¹⁹ (2020)

S. G. Vidya. and S.H. Kavita. et.al. conducted a cross-sectional study of Need assessment for the life skills-based education among school going adolescents in Mysore. The study objective was to assess the knowledge regarding life skills among adolescents. Data were collected through questionnaire from 347 sample of 8th, 9th and 10th standard students. The study results among 347 students, life skill score was-low 21.5% of the students, moderate score 50.7% and high score 27.8% among students and core life skill concept associated with mother's education, support system of family and school. Limitation of the study was conducted in only one school setting and factors influencing the knowledge regarding life skills were not considered due to time constraint. The study results suggested school-based life skill education for adolescents.²⁰ (2016)

Literature related to knowledge and attitude among adolescent students regarding using of life skills.

Kumar S. and Kumar S. conducted a cross-sectional study on assessment of knowledge and attitude regarding life skills among high school students in rural and urban Karnataka, India. A self-administered questionnaire was used to collect data from 500 (250 from rural areas and 250 from urban areas in Karnataka) high school students. The study found that the overall knowledge and attitude scores towards life skills were moderate. The mean knowledge score was found higher among urban students compared to rural students, while the mean attitude score was found higher among rural students than urban students. The study revealed majority (70%) had received some form of life skills education through their schools. The researchers addressed about need for more comprehensive life skills education programs in schools to improve their knowledge and attitudes towards life skills and teachers should be trained to deliver life skills education effectively.²¹ (2021)

Singh. et.al. conducted a study on knowledge and attitude towards life skills educations among college students in India to investigate the relationship between knowledge and attitudes towards life skills education. The study included 300 college students from different academic disciplines by using structured questionnaire to collect data. The study found that students who had higher levels of knowledge about life skills were more likely to have a positive attitude towards their future career and were more confident in their ability to achieve their goals. The study suggested that there was a positive relationship between knowledge and attitudes towards life skills education among college students and apply them in their personal and professional lives.²² (2017)

M. K. Poonia and S. Poonia conducted a study among secondary school students in India to evaluate their knowledge and attitude towards health education and life skills. The study included a sample of 400 secondary school students from different school in Rajasthan. The researcher used questionnaire from decision making skills, communication skills, interpersonal skills and stress management skills to collect data. The results of the study showed that students who had higher levels of knowledge about life skills more likely had more positive attitudes towards health education and to engage in healthy behaviour, better communication skills and interpersonal relationships. The study showed a positive relationship between knowledge and attitudes towards health education and life skills in promoting health and wellbeing among secondary school students.²³ (2016)

Literature related to effectiveness of awareness programme on knowledge and attitude regarding life skills.

A quasi-experimental study was conducted by Tewari. P. et al. on effectiveness of life skill health education among school students of south India. The objectives were to assess the change in life skills after teaching intervention. Control group pre-test- post-test design was espoused and 137 samples were taken from each urban and rural schools. Researchers used life skill training module grounded on ten disciplines given by world Health Organization and post intervention assessment was done by the life skill assessment scale. Life skills score was observed in post intervention in critical thinking (19.58), self-awareness (18.03), creative thinking (15.78) interpersonal thinking (15.15) and this difference was statistically significant($p < 0.001$).²⁴ (2022)

Meenu. and Riturani. Conducted a descriptive study to explore life skills among secondary school students and as a sample 150 students were selected through systematic random sampling. The findings showed that a significant difference between boys(mean8.40) and girls (mean 10.85) in cognitive life skills, no significant gender difference in personal life skills but in interpersonal life skills, the mean value of boys (33.43) was lower than girls (mean 36.60) and observed that girls were ahead of boys in overall life skills.²⁵ (2021)

Rani S. and Neeraj. conducted a descriptive study on life skill of senior secondary students to compare the life skills of female and male senior secondary school students. 100 sample were randomly selected and used a standardized tool developed by M.N. Veranda (2009) for data collection. In a dimension of life skills in terms of decision making between female and male mean life skills were 35.72 and 33.01 respectively with their SD of 5.72 and 5.34 and obtained t value was 3.459 which was significant at 0.01 level. In terms of problem solving senior secondary female and male students mean life skills were 47.89 and 44.28 respectively with respective SD of 8.11 and 8.08 and the obtained t' value was 3.151 at 0.01 level of significant. In terms of self-awareness skill female students got mean score 37.48 with SD 7.58 than boy's mean score 34.67 with SD 6.79 and obtained 't' value was 2.759 which was significant at 0.01 level. Female students were capable to cope emotion by obtained mean score 32.62 with SD 6.26 than male student 30.51mean with 5.45 standard deviation and obtained 't' value2.54 which was significant at 0.05 level. In cope with stress female obtained (mean 31.4 and SD 6.37) than male students (mean 28.78 and SD 5.68) Another dimension of life skills like empathy, creative thinking, critical thinking also female students had more life skills than male students.²⁶ (2020)

Gupta S and Sharma R. conducted a study to evaluate the effectiveness of life skills training program of mental health of school going adolescents in India. It was conducted on 80 school going adolescents (aged 14-16 years) who were randomly assigned to either an experimental group or control group from a school of Haryana, India. Life skills training program consisting often sessions of 60 minutes each, delivered over a period of five weeks. The mental health of the participants was measured using the general health questionnaire before and after intervention. The results showed a significant improvement in the mental health score of the participants in the experimental group than control group, especially improvement in the areas of anxiety, depression and social dysfunction. The study suggested that life skill training could have positive impact on academic and personal life.²⁷ (2019)

Somasundaram T. conducted a study on the effectiveness of life skill training program among management students with special references to Kasturi Jayanti College, Bangalore. The main purpose of the study was to know various factors that emphasize the effectiveness of life skill training program for the students in the college. The researcher used survey and fact- finding enquiries of different kinds from 116 sample through convenient sampling method. The data was collected through structured questionnaire and the scales used to evaluate questionnaire were dichotomous scale and 5-point scale. The study results revealed that LST program helped the students to understand themselves and enhanced their skills and competencies. Limitation of the study were the time factor on scope and extensiveness of the study and some of the respondents didn't give accurate response due to unavoidable biases.²⁸ (2018)

Arora R. & Khanna A. conducted a study on Effectiveness of life skills education program on knowledge and attitude of college students. Pre-test and post-test design was used on 100 college students from different discipline to evaluate the effectiveness of the life skills education program. The program included training sessions on various life skills such as communication skills, decision making skills, problem solving skills. The students showed a significant improvement in their knowledge and understanding of life skills after participation in the program and reported an improvement in their communication skills, decision making skills, problem solving skills and stress management skills.²⁹ (2018)

A study was conducted by Smitha A. and Thomas V. Marry to assess of life skills among post graduate students. This quantitative study aim was on assessing the life skills awareness among post graduate students with respective variables. For this Normative survey 100 students in which 50 male students, among this 25 from Arts and 25 from science and 50 females, 25 from science and 25 from Arts were selected as sample and 50 questionnaires on five dimensions from life skill awareness was prepared as tool for date collection. The study revealed that there were no significant differences in life skill awareness of post graduate students with respect to gender, age and other demographic variables. Researcher concluded that Life skill based on teaching learning process will help strength and promote the quality of education.³⁰ (2018)

Prajapati R.K. et. al. conducted an empirical study on significance of life skill education. The objectives of the study were to find out how enhancing social, emotional and allowing skill to life skill education. Different colourful approaches were used for conducting life skill education in classroom setting like classroom discussion, roleplay, educational games, simulation. Experimenter tried to attend simple classroom conditioning. The study findings were effectiveness in psychosocial intervention on life skill in class. ³¹ (2017)

Yadav B.S. and Pingle. S conducted pre and post non-equivalent quasi- experimental study to assess the effect of life skills programme on life skills capability of students. Life skill capability test was constructed by experimenters conforming 109 particulars where 44 students for experimental group and 37 in control group from 2 different

schools from Mumbai. enforced treatments regarding life skills 48 hours over 3 months by using different life skills tutoring styles on the experimental groups. The t-test and Wolf's formula were used to analyse the data. The results showed that the life skill course had a moderate influence on the experimental group's life skills competency. Researcher suggested life skill capacities enable the students to prepare and manage with delicate life situations.¹ (2017)

Jyoti and Giri D. conducted a study on secondary school administrators, instructors, students, parents, members of NGOs, and governing bodies' understanding, attitudes, and perceptions of the current state of life skills secondary school curriculum education and implementation in secondary schools Study aim was to compare the awareness level of the different respondents in relations to various demographic variables. This cross-sectional study was conducted from 30 secondary schools, 30 principals, 300 teachers, 300 parents, 300 students, 100 members NGOs 50 govt office by using both purposive random and stratified random method for sampling and standard procedure, questioner, interview guides, were used for data collection. Study showed that in school education, teachers, parents should collaboratively take care that learning, not limited within textbook. Gap of the study, Due to rapid change of socio economic, some ethical and religion values have ushered in certain lifestyle in the present society.³² (2017)

Nanaware B.R. et.al conducted an explorative study to understand the effectiveness of life skills education programme among CBSE and State board students In Bangalore East. In this study 160 10th standard student (80 from CBSE and 80 from State Board) were selected through random sampling technique and standardized questionnaire based on their syllabus was used for data collection. Study findings showed that life skills mean score of CBSE was (165.31) was significantly higher than mean score (160.55) with obtained 't' value 1.982 was significant at $p < .05$. The study also revealed that both mean life skills score of State boys was 165.3184 higher than State girls 159.3209 and mean life skills score of CBSE boy 168.3195 was higher than CBSE girls 148.3208 and life skills education helped them to take positive action on coping with stress and in problem solving. In this survey research used only questionnaire technique on 10th standard students were the limitation of the study.³³ (2017)

Summary

This section dealt with review of related literature regarding life skills and importance of life skill education and knowledge and attitude regarding life skills and effectiveness of awareness programmes to change knowledge and attitude among school students regarding life skills. The review of literature facilitates the investigator in designing and conducting the study and also helped to establish the need for the study, developed a conceptual framework, adopt research design, developed tools and plan for data analysis.

CHAPTER -III Research methodology

The methodology of the study was discussed in this chapter. A research methodology is a method of identifying, selecting, processing, and analysing information about a topic. In a research paper, the methodology section allows the reader to critically evaluate a study's overall validity and reliability. The methodology schematically presented in figure 3.

Research Approach

The study used a quantitative research approach.

Research Design

Pre experimental research design (One group pre-test post-test research design) was adopted to accomplish the objectives of the study.

The symbolic representation of the study design was as follows

$$K_1A_1 \quad - \quad X \quad - \quad K_2A_2$$

K_1A_1 - Represents the pre-test knowledge level and attitude score of students regarding life skills before administering planned teaching programme on day 1

X - Administration of planned teaching programme regarding life skills for students (on day 1)

K₂A₂ - Represents the post-test knowledge level and attitude score of regarding life skills after administering planned teaching programme on day 8

Variables under the study

Independent variable:

Planned teaching programme regarding life skills.

Dependent variables:

Knowledge and attitude regarding life skills

Demographic variables:

Age

Gender

Class studying in,

Educational qualification of the mother and Father

Occupational status of mother and father

Monthly income of the family

Type of family

and no. of family members

Setting of the study

Pilot study

The pilot study setting was in Mitra sangha Vaidyanathan High school, Beliaghata, Kolkata. West Bengal.

Final study

The final study setting was in Palashi Hemangini Sorojini Vidyamandir, Hooghly, West Bengal.

Reasons for selecting the study settings

The reasons for selecting the setting were-

Availability of the sample

Feasibility of conducting the study

Familiarity with the setting

Administrative approval and expectation of co-operation from the authority.

Population

Population of the present study comprised of students of class VIII, IX.

Sample

For this study, the Sample comprised 60 students studying in class VIII, IX at the selected School, West Bengal, who satisfy the inclusion and exclusion criteria.

Sampling Criteria

Inclusion criteria

Students were available during study period.

Students were interested to participate in study.

Students could read, write and understand.

Exclusion Criteria

Students were physically and mentally unhealthy.

Sampling technique

Probability simple random sampling technique was adopted for the present study based on their inclusion and exclusion criteria.

Sample Size Calculation

$$n = (n_0 * N) / (n_0 + (N-1))$$

$$= (1083 * 52) / (1083 + (52-1))$$

$$= (1083 * 52) / (1083 + 51)$$

$$= 50$$

Where, n= sample size of unknown population
 n_0 = sample of known population (1083)
 N= prevalence rate (52% of previous study)

Sample Size

In the present study, sample size consists of 60 students of class VIII, IX.

Data collection tools and technique

An important and crucial aspect of any investigation is the collection of appropriate information which provides necessary data to answer the research questions raised in the research study. The selection and development of tools of knowledge and attitude regarding life skills among students are based on the objectives of the present study.

Table 1 Data collection tools and technique

Tool no	Variables to be measured	Tools	Technique
1.	Demographic data	Semi structured Demographic questionnaire	Paper pencil test
2.	Knowledge level regarding life skills	Structured knowledge questionnaire	Paper pencil test
3.	Attitude level regarding life skills	5-point Likert scale on attitude	Paper pencil test

Development and description of the tools

The investigator developed Semi structured demographic questionnaire, Structured knowledge questionnaire 5-point Likert scale on attitude statement after extensive review of research and non-research literature. The literature review provided guidelines for formulating items required for the present study.

Following steps were adopted by the investigator for development of tools of the present study:

List down all of the possible questions

Consultation was done with guide

Plan for scoring and description of tool

Arrange the questions in an appropriate sequence

Finalize the layout of the questionnaire

Establishment of the content validity of the tools

Opinions of experts were sought on both structured and non-structured tools to ascertain the relevancy, adequacy and appropriateness of items.

Preparation of second draft of the tool with alteration and addition

Tool try out then computation of reliability of the tools

Development of final draft of the tools

Development and description of the tool I

Tool I Semi structure demographic questionnaire to assess the back ground information of the students.

Step 1 – Planning of semi structured demographic questionnaire.

After review of the literature which comprised both research and non-research articles regarding the life skills, guidance from the expert teacher decision was taken for the tool to collect the background information.

Step II- Development of the 1st draft of the semi structured demographic questionnaire on background data.

Based on research and non-research literature review, it was self-prepared and consisted 10 items on demographic characteristic such as- Age, Gender, Class studying in, educational qualification of father, educational qualification of mother, Occupational status of father, Occupational status of mother, Type of family, Monthly family income, no of family members.

Step III- Establishment of content validity of semi structured demographic questionnaire on demographic data by the experts.

Content validity of the tool was obtained by submitting the tool to seven experts. According to their valuable opinion, correction, modification was done.

The list of validators has been provided in Appendix-9.

Validation check list has provided in Appendix 10.

Validation certificate has provided in Appendix -14

Total previous items were-10

Item no 3 was modified

Total Proposed items -10

Step IV- Development of 2nd draft of semi structured demographic questionnaire on demographic data.

After taking the opinion from the experts one item was corrected class studying in as developed. The Bengali and English version language of demographic questionnaire was prepared by translating and retranslating and was given to the Bengali and English language experts for their expert opinion and correction was done. The language validation certificate of English and Bengali has been provided in appendix no 17 and 18.

Step V- Try Out

Try out was done among 5 students from class VIII and IX to determine the clarity of language, ambiguity of the statement, feasibility and practicability of the tool.

Step VI - Establishment of reliability of the semi structured demographic questionnaire on demographic data.

Percentage of agreement for each item was calculated. There was 100% agreement among 10 items. So, tool was highly reliable.

Step VII- Development of Final tool of the semi structured demographic questionnaire on demographic data.

The investigator constructed the final draft of the semi-structured demographic questionnaire on background information of the students after incorporating the suggestions of experts. The tool was valid and reliable and total items were 10. The final English and Bengali Tool has been attached in Appendix 19 and 23

Development and description of the tool II

Tool-II Structured knowledge questionnaire related to assess the level of knowledge regarding life skills among students.

Development of structured knowledge questionnaire

The structured knowledge questionnaire was developed by the investigator to assess the knowledge level regarding life skills among students.

Step I-Planning of the structured knowledge questionnaire regarding life skills for students.

Extensive review of research and non-research literature in the area of life skills, guidance was taken from professional experience, peer group and expert teacher's valuable opinion helped to develop the knowledge questionnaire.

Step II- Development of the 1st draft and blue print of the structured knowledge questionnaire regarding life skills.

Based on research and non-research literature review, it was self-prepared and consisted 24 items regarding life skills. Each area of life skills – meaning of life skills, self-awareness, communication, problem solving, interpersonal relationship, coping with emotion, coping with stress.

A blue print was prepared according to the content as well as the level of cognitive domain such as Knowledge (60%), Understanding (30%), and Application (10%). Each item had one best possible answer. The respondent placed a tick mark in the against the correct answer given with in the questionnaire. The correct response scored (1) mark and incorrect answer scored (0) mark.

The knowledge level was assessed by the obtained score. Blue print has been attached in the Appendix 11.

Step III- Establishment of content validity of the structured knowledge questionnaire regarding life skills and modification made as per advice of experts.

Content validity of the tool was obtained by submitting the tool to seven experts. According to their valuable correction, modification was done. The list of validators has been provided in Appendix-9. validation check list has provided in Appendix 10. Validation certificate has provided in Appendix -14

Step IV- Development of 2nd draft of structured knowledge questionnaire regarding life skills.

After taking the opinions from the experts, the 2nd draft of structured knowledge questionnaire was developed. The Bengali and English Version questionnaire was prepared by translating and retranslating and was given to the Bengali and English language experts for their expert's opinion and correction was done.

Step V- Try Out

Try out was done on 5 students from class VIII and IX at Kanpur high school, Kolkata to clarity of language, ambiguity of the statement, The Tool was feasible and practicability was there.

Step VI- Establishment of the reliability of structured knowledge questionnaire regarding life skills.

The reliability of the knowledge questionnaire was calculated by using the split-half method (product-moment correlation followed by Spearman-Brown Prophecy formula)

Step VII- Development of final tool of structured knowledge questionnaire regarding life skills.

The investigator constructed the final draft of structured knowledge questionnaire regarding life skills for students after incorporating the suggestion from the experts as tool was valid and reliable. The final English and Bengali tool have been attached in Appendix-20 and 24

Development and description of the tool III

Tool III Five-point Likert scale on attitude to assess attitude level regarding life skills among students.

Statements were developed from the area of life skills to assess the pre-test and post-test attitude score of the students.

Step1-Planning of the structured attitude statement regarding life skills for students after review of the literature which comprised both research and non-research articles regarding life skills and guidance taken from expert teachers for attitude assessment on life skills among students.

Step II-Development of the 1st draft of structured statement of 5-point Likert scale to assess attitude regarding life skills.

A blue print was prepared on the basis of knowledge, understanding and application with the content area of self-awareness (4items), communication (4 items), problem solving (4 items), interpersonal relationship (4 items), coping with emotion(4items) and coping with stress (4 items).

Some positive and negative statements had been developed to assess the attitude level of students regarding life skills. It had a total of 24 questions with full marks 120. Every question had five-point score.

Positive Statement: Strongly agree (5), Agree (4), Uncertain (3), Disagree (2), Strongly Agree (1). And

Negative Statement: Strongly disagree (1), Disagree (2), Uncertain (3), agree (4), strongly agree (5).

Thus, the maximum possible score was 120 with the minimum of 24.

According to the suggestions of experts total scoring could divide into three grades as far as the attitude of the students is concerned. The grading score were most favourable attitude, favourable attitude and unfavourable attitude. The Blue print has been attached in appendix 12

Step III- Establishment of content validity of 5-point Likert scale on attitude regarding life skills among students. Content validity of the tool was obtained by submitting the tool to seven experts. According to validation correction Question No 13,14,15 was modified.

Step IV- Development of 2nd draft of 5-point of Likert scale on structured attitude statement regarding life skills

Step V- Try out

Try out was done among 5 students from class VIII and IX to determine the clarity of language, ambiguity of the statement. Average time was taken 15 minutes. The language of statement was simple to understand for the students.

Step VI- Establishment of reliability of the 5-Point Likert scale on attitude statement regarding life skills among students

Step VII- Development of Final tool of 5- Point Likert scale on attitude statement regarding life skills.

Validity of the Tools

Validity of the tool was established by the opinions by 7 experts. The experts were requested to give their opinion and suggestion regarding the appropriateness, accuracy and relevance of the items.

Tool-I

In demographic data, minimum modification was suggested. Out of 10 items, 100% agreement of 10 items out of 10 items. The final draft of tool was prepared with modification and addition suggested by experts.

Tool-II

Tool II Structured knowledge questionnaire CVI was .97. There were 100% agreement and 81% agreement (on Q no 1, 11,12,18). Therefore, according to the suggestions of the experts, modifications were made.

Tool-III

5-Point Likert Scale on attitude. CVI of Tool III = .97. There were 100% agreement to the questions no (1,2,3,4,5,6,7,8,9,10,11,15,16,17,18,19,20,21,22,23,24) and there was 81% agreement to the Q no12 ,86% agreement to the question no 13 and 71% agreement to the Q no 14. Modification was made according to their suggestion and after discussion with the guide.

Establishment of reliability of the tools

The reliability of the tool was established from data obtained from pretesting.

Tool- II

The reliability of the knowledge questionnaire was calculated by using the split-half method (product-moment correlation followed by Spearman-Brown Prophecy formula) and obtained 'r' value was 0.88 for tool no II indicating adequate reliability of the tool.

Tool III

The reliability of the 5-point Likert scale on attitude statement was calculated by using Cronbach's alpha method and obtained 't' value was 0.78 indicating adequate reliability of the tool.

Development and description a content of planned teaching programme regarding life skills for students.

In the present study planned teaching programme referred planned activity or set of activities aimed at changing level of knowledge and attitude regarding life skills. Planned teaching programme was developed by preparing the content after reviewing the literature regarding life skills included different activities related to knowledge and attitude regarding life skills. On the basis of study in life skills the investigator arranged the teaching planning in the following way-

Introduction on life skills
Definitions of life skills
Need of the life skills

And conceptualized the 6 different area of life skills among 10 core life skills mentioned by World health Organization (WHO). They were

Self-awareness,
Communication,
Problem solving,
Interpersonal relationship,
Coping with Emotion and Coping with Stress.

Conclusion

The above life skills were taught by using different interacting methods of teaching. The interacting methods of teaching discussion, chart, flash card, storytelling, leaflet, power point presentation respectively. The duration of conducting the programme was 20 minutes on an average.

Content Validity of Planned teaching Programme

To established the content validity, the content of planned teaching programme regarding life skills along with criteria checklist had been submitted to 7 experts. They were requested to give their opinions and suggestions regarding content. Language was simplified as per expert's opinion.

Table 2 Content validity index of planned teaching programme regarding life skills for school students

Criteria	No. of agreement	No. of Experts
Planned teaching content		
Content reflects the objectives	7	7
Relevant to the objectives	7	7
Provide an adequate information	7	7
Organization of Content		
Logical sequence	6	7
Continuity	7	7
Integration	7	7
Language used in the Content		
Simple and Easy to understand	6	7
Grammatically sound	7	7
Comprehensive at the level of the participant		
Feasibility and Acceptability of the students	7	7
Suitable for school student	7	7
Overall organization		
Attractive	7	7
Relevant	7	7
Interesting	7	7

Data presented in the table no 2 shows that content validity index was calculated and value of it was 0.93 whereas the referring value of content validity index is 0.75. Hence, the planned teaching programme found to be valid.

Preparation of second draft of the content of planned teaching programme regarding life skills for students.

The second draft of the content was prepared by considering the suggestions of validators.

Language validity of the content

The content was prepared in English and then converted into the local language that was Bengali. Language validity was established by an expert in Bengali language and then retranslation of Bengali content into English by language expert.

Pretesting of the Content

The pretesting of the content was done among 5 students from class VIII and IX after obtaining consent from them and their parents to check the clarity of language ambiguity of statements difficulty in understanding any area of content It took 20 to 25 minutes to complete process on an average.

Development of final draft of planned teaching programme

The final draft of the planned teaching programme was prepared after pretesting of the content and making all the necessary and suggested changes as per the expert's and guide's advice.

Ethical consideration

Ethical permission was taken from the Institutional Ethical Committee, I.D & B.G Hospital.

Written consent was taken from the parents of the students and from the participants attending selected school, West Bengal.

Administrative permission -

The investigator obtained permission from:

The Director of Health Services, West Bengal.

Joint Director of Health Services, Health & Family Welfare Department, West Bengal.

The Principal, Govt. College of Nursing, ID & BG Hospital Campus, Kolkata

The Headmaster, Mitrasangha Vidyayatan High school, Beliaghata, Kolkata.

The Sub Inspector of school, Gurap Circle, Hooghly, West Bengal.

The Headmaster, Palashi Hemangini Sorojini Vidyamandir, Hooghly, West Bengal.

Pilot study

The pilot study was conducted from 3.2.23 to 9.2.23 at Mitrasangha Vidyayatan High school, Beliaghata, Kolkata after obtaining permission from The Principal, Govt. college Of Nursing, ID&BG Hospital Campus, Kolkata-10 and permission from the Head Master, Mitrasangha Vidyayatan High school, Beliaghata, Kolkata. The focus of pilot study was not substantive that was their purpose was not answer the research question. The purpose of the pilot study was to make improvement of the research project and to detect problem that must be eradicated before the major study was attempted, to assess the effectiveness of the tools, to find out the feasibility of the study and to decide the plan of statistical analysis. Introduction was made by the investigator herself to explain the purpose of the study and informed consent was taken from the parents of respondents .and from the respondents The sampling technique was random sampling. The study was conducted on 10 students from class VIII and IX. On 3.2.23 pre-test was taken on that day intervention planned teaching programmed were applied on them. Post test was taken on 9.2.23. Language of the tools were suitable. The study findings of the pilot study were analysed by descriptive and inferential statistics. The findings of the pilot study revealed that the knowledge score and attitude score on assessment of life skills were increased after intervention of planned teaching programme. Thus, the pilot study indicated that the main study would be feasible and practicable. The investigator faced no problem during the pilot study.

Data collection procedure for the final study

The data collection was done in following manner

Permission for conducting study was firstly from State Health Department.

Administrative permission was taken from The Sub Inspector of school, Gurap Circle, Hooghly, West Bengal.

Administrative permission was taken from The Head Master, Palashi Hemangini Sorojini Vidyamandir, Hooghly, West Bengal.

The data collection was done from 10.4.23 to 6.5.23.

Register was analyzed

Participants were selected based on inclusion and exclusion criteria by using simple random sampling, lottery method from class VIII and IX.

Self-introduction followed by explanation of the study objective was given to all participant.

Informed consent was drawn from parents of each participant and from each participant.

Assurance of maintaining confidentiality of their responses were made and separate code number was used for each participant.

Sixty (60) participants were selected.

Arrange comfortable sitting area at hall room in the school.

Data was collected by using semi-structured demographic questionnaire, structured knowledge questionnaire, 5-point Likert scale on attitude.

Pretest was conducted on the day one of the data collection.

Each respondents took average 25-30 minutes to answer the questions of three tools.

Following pretest on the same day planned teaching programmed was administered and took 20 minutes for this programme.

Post-test was conducted on the 8th day of the data collection.

Termination of data collection was done by thanking the participants, parents of participants and administrative authority.

The investigator faced problem of sample mortality. On the day one of pretest 71 respondent were present but in the day of post-test 60 respondents were present.

Plan for Data analysis

The obtained data were planned to be analysed using both descriptive and inferential statistics. The analysis was planned based on objectives and stated hypotheses, as follows-

Validation of planned teaching programme regarding life skills for students.

The demographic data in terms of frequency and percentage distribution.

Level of Knowledge and attitude regarding life skills by using both descriptive and inferential statistics

Frequency and percentage of pre and post-test level of knowledge regarding life skills

Mean, median and standard deviation of pre-test and post-test level of knowledge score.

Area wise mean, mean percentage and modified gain score of pre-test and post- test knowledge score.

Frequency and percentage of pre and post-test level of attitude regarding life skills.

Mean, median and standard deviation of pre-test and post-test level of attitude score.

Area wise mean, mean percentage and modified gain score of pre-test and post- test attitude score.

Paired 't' test to determine the significance of post-test level of knowledge score of regarding life skills and the level of significant was set at the 0.05 level.

Paired 't' test to determine the significance of post-test level of attitude score regarding life skills and the level of significance was set at the 0.05 level.

Computation of chi square to find out the association of pre-test knowledge score with selected demographic variables.

Computation of chi square to find out the association of pre-test attitude score with selected demographic variables

Summary

The chapter had dealt research methodology consisted of research approach and design, variables under study, research setting, population, sample and sampling techniques, sample size, selection and development of study tools, validity and reliability of the tool, development of content of planned teaching programme, ethical considerations, pilot study, the procedure of data collection and plan for data analysis which was schematically presented in the next page in figure 3

CHAPTER -IV Analysis and Interpretation of Data

This chapter dealt with the analysis and interpretation of data obtained on knowledge score and attitude score on life skills before and after intervention of planned teaching programme regarding life skills among students in selected school, West Bengal. In the present study, data were collected through tools named structured knowledge questionnaire by paper pencil test and collected the information about attitude regarding life skills through 5-point Likert scale by paper pencil test from the 60 students of class VIII and IX from Palashi Hemangini Sorojini Vidyamandir, Hooghly, West Bengal. Both descriptive and inferential statistics were used to analyze, classify and tabulate the data. The background information of the subject was collected by using the demographic profile. The Obtained data were summarized in master data sheets. The analysis and interpretation of data were obtained on the basis of objectives of the study.

Objectives of the study

1. To develop and validate the planned teaching programme regarding life skills for students
2. To assess the level of knowledge regarding life skills among students before and after intervention of planned teaching programme.
3. To assess the level of attitude regarding life skills among students before and after intervention of planned teaching programme

4. To evaluate the effect of planned teaching programme on level of knowledge and attitude regarding life skills among students.
5. To find out the association between pre-test knowledge score on life skills and selected demographic variables.
6. To find out the association between pre-test attitude score on life skills and selected demographic variable.

Organization and presentation of study findings

In order to find out the knowledge and attitude of students regarding life skills and find out the effectiveness of planned teaching programme, the data were tabulated, analyzed and interpreted by using descriptive and inferential statistics. The data were organized under the following sections:

Section I This section deals with the findings related to the result of development and validation of planned teaching programme regarding life skills for students.

Section II Findings related to demographic characteristics of students.

Section III This section deals with the findings related to level of knowledge score of students regarding life skills.

Section IV This section deals with the findings related to attitude score of students regarding life skills.

Section V Findings related to the effectiveness of planned teaching programme regarding life skills for students.

Section VI Findings related to the association between pre-test knowledge score of students with selected demographic variables.

Section VII Findings related to the association between pre-test attitude score of the students with selected demographic variables.

Section I This section deals with the findings related to the result of development and validation of planned teaching programme regarding life skills for students.

Table 3 Percentage of agreement of expert's opinion regarding validity of the planned teaching programme regarding life skills for students.

Criteria	Agree (%)	Partially Agree (%)	Disagree (%)	Expert's opinion	Modification taken
Content					
Content reflects the objectives	100	-	-	Satisfactory	
Content is relevant	100	-	-	Satisfactory	
Content is adequate	100	-	-	Satisfactory	
Organization of content					
Organized in logical situation	86	14	-	Content to be arranged in systematic order	This area was organized and rechecked by expert.
Continuity	100	-	-	Satisfactory	
Integration	100	-	-	Satisfactory	
Language					

Simple and understandable	100	-	-	satisfactory	
Grammatically sound	100	-	-	Satisfactory	
Comprehensive at the level of learner's ability	86	14	-	Language to be used as per learner's level of ability.	Used simple language
Feasibility					
Acceptability of the students	100	-	-	Satisfactory	
Adequate to hold the interest of the participants	100	-	-	Satisfactory	
Overall Organization					
Attractive	100	-	-	Satisfactory	
Relevant	100	-	-	Satisfactory	
Interesting	100	-	-	Satisfactory	

Data presented in the table 3 shows that in maximum areas (teaching content, organization of the content, language used in content, feasibility, practicability and over all organization) the experts had 100% agreement and some areas like logical sequence and language simplicity and understandability of language the experts had 86% and 88% agreement respectively. Modification done in terms of arranging the content in systematic order and use simple language so that each student can understand easily.

ection II: Findings related to demographic characteristics of students

Table 4 Frequency and percentage distribution of demographic characteristics of school students in terms of age, gender, reading in class, educational level of father and mother.

n=60

Demographic Characteristics	Frequency	Percentage (%)
Age in years		
13-14	33	55
15-16	27	45
Gender		
Male	25	42
Female	35	58
Reading in Class		
VIII	31	52
IX	29	48
Education of father		
Primary	11	18
Secondary	28	47
Higher Secondary	11	18
Above higher Secondary	10	17
Education of Mother		
Primary	8	13
Secondary	28	47
Higher Secondary	13	23
Above higher Secondary	11	18

Data presented in table 4 shows that majority number 33 (55%) school students belonged to the age group of 13-14 years and maximum number of students (58%) were female and majority 35 (58.3%) students studied in class VIII. Data also depicts that the majority educational level of student's father and mother both were up to secondary education level 47%.

Table 5 Frequency and percentage distribution of demographic characteristics in terms of occupation of father and mother and type of family, monthly family income and no of family members.

n-60		
Demographic Characteristics	Frequency	Percentage (%)
Occupation of father		
Farmer	29	48
Business	4	7
Labour	10	17
Driver	5	8
Service	12	20
Occupation of mother		
Housewife	44	73
Labour	9	15
Service	7	12
Type of Family		
Joint	28	47
Nuclear	32	53
Income of the family		
≤ Rs. 10000	36	60
Rs. 10001 – Rs. 20000	9	15
Rs. 20001 – Rs. 30000	5	8
≥ Rs. 30001	10	17
No. of family members		
1-3	7	12
4-6	44	73
> 6	9	15

Data presented in table 5 depicts that maximum number of father's occupation (48.67%) was farmer and majority of mother (73.33%) were housewife. Data also revealed that (53.15%) students belonged to a nuclear family and majority (60%) monthly family income was ≤ Rs. 10000, and majority 73% students had 4 - 6 number of family members in their family.

Section III This section deals with the findings related to level of knowledge score of students regarding life skills.

Table 6 Frequency and percentage distribution of pre-test and post-test level of knowledge among students regarding life-skills

Knowledge Score	Pre-test		Post-test	
	Frequency	Percentage %	Frequency	Percentage %
Adequate knowledge (At an above mean)	26	43.33	33	55

					n=60
Inadequate knowledge (Below mean Score)	34	56.67	27	45	

Maximum possible score = 24

Minimum possible score = 0

Data presented in the table 6 reveals that in pre-test majority (56.67%) of the students scored below mean (<10.45) and rest 43.33% scored at and above mean (≥ 10.45) and in post-test, majority (55%) of the students scored at and above mean (≥ 15.77) and rest (45%) of the participants scored below mean (<15.77)

Table 7 Findings related to pre-test and post-test level of knowledge score regarding life skills among students in terms of range of possible score, range of obtained score, mean, median and standard deviation.

n=60					
Knowledge score Regarding life skills Among students	Range of Possible Score	Range of Obtained score	Mean	Median	Standard deviation
Pre-test knowledge score	0-24	3-22	10.45	10	4.45
Post test knowledge Score	0-24	10-23	15.77	15	3.24

Data presented in table no 7 shows that the mean pre-test knowledge score of students was 10.45, median was 10 and standard deviation was 4.45. The data also revealed that the mean post-test knowledge score was 15.77, median was 15 and standard deviation was 3.24. Data also indicated that in post-test range of obtained score (10-23) was higher than in pre-test range of obtained score was (3-22). Here, the mean post-test knowledge score (15.77) was higher than the mean pre-test knowledge score (10.45) of students regarding life skills.

Table 8 Area wise maximum possible score, mean, mean percentage, rank and distribution of knowledge score of students regarding life skills

n=60									
Area of knowledge on life skills	Maximum Possible score	Pre-test		Post-test		Mean gain (%)		Modified gain	Rank
		Mean score	Mean (%) Score	Mean score	Mean (%) score	Actual gain	Possible gain		
Meaning of Life skills	1	0.6	60	0.93	93	33	40	82.50	1
Self-awareness	3	1.87	62.33	2.33	74.33	12	37.67	31.86	2

Communication	4	1.57	39.25	2.78	69.50	30.25	60.75	0.49	3
Problem Solving	4	1.73	43.25	2.47	61.75	18.50	56.75	0.32	6
Interpersonal Relationship	4	1.55	38.75	2.30	57.50	18.75	61.25	0.30	7
Coping with Emotion	4	1.30	32.50	2.33	58.25	22.75	67.50	0.38	5
Coping with Stress	4	1.83	45.75	2.72	68	22.25	54.25	0.41	4

Data presented in table 8 depicts that the maximum modified gain was in meaning of life skills (82.50) by ranking one followed by self-awareness (31.86), communication (0.49) coping with stress (0.41), coping with emotion (0.38), problem solving (0.32), interpersonal relationship (0.30). The data further showed that the students were having maximum knowledge in pre-test (62.33%) in self-awareness area whereas the mean post-test highest score (93%) in the meaning of life skills followed by self-awareness (74.33%). Students scored lowest (32.50%) in pre-test from coping with emotion but in post-test the mean score had increased to 58.25% in this area. Comparing the area wise knowledge scores rank of Pre-test and Post test mean % it can be stated that the students had gained knowledge level to some extent in all the areas of life skills.

Section IV: This section deals with the findings related to attitude score of students regarding life skills.

Table 9 Mean, Median and Standard deviation, obtained range score of pre-test and post-test attitude score
n=60

Attitude Score	Maximum possible range of score	Obtained Range of score	Mean	Median	Standard deviation
Pre-test attitude Score	24-120	43 – 99	79.43	81	9.41
Post-test attitude score	24-120	75 - 114	96.43	96	7.28

Data presented in table 9 shows that the mean pre-test attitude score of students was 79.43, median was 81 and standard deviation was 9.41. The data also revealed that the mean post-test attitude score was 96.43, median was 96 and standard deviation was 7.28. Data indicated that in post-test range of obtained attitude score (75-114) and in pre-test range of obtained attitude score was (43-99). Here, the mean post-test attitude mean score (96.43) was changed from the mean pre-test attitude score (79.43) of the students regarding life skills.

Table 10 Frequency and percentage distribution of pre-test post-test of attitude score regarding life skills among students
n=60

Level of attitude	Pre-test		Post-test	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Most Favourable attitude >Mean+1SD	7	11.66	11	18.33
Favourable attitude (Mean-1SD) to (Mean +1SD)	46	76.67	44	73.33
Unfavourable attitude <Mean- 1SD	7	11.66	5	8.34

Maximum score-120

Minimum score-24

Data presented in table 10 shows that in pre-test 11.66% student had most favorable attitude. 76.67% students had favorable attitude and 11.66% student had unfavorable attitude. Data also revealed that in posttest 18.33% students had most favorable attitude, 73.33% students had favorable attitude and 8.34% students had unfavorable attitude. So, students' attitude regarding life skills was positively varied from pretest to post test.

Table 11 Area wise maximum possible score, mean, mean percentage, rank and distribution of attitude score of students regarding life skills
n=60

Area of Attitude on Life skills	Maximum rang of possible score	Pre-test		Post-test		Mean gain %		Mean - defined Gain	Rank
		Mean	Mean %	Mean	Mean %	Actual gain %	Possible gain %		
Self awareness	4-20	13.62	68.10	16.62	83.10	15	31.90	0.47	1
Communication	4-20	12.05	60.25	14.35	71.75	11.5	39.75	0.28	6
Problem Solving	4-20	13.87	69.33	16.15	80.75	11.40	30.65	0.37	4

Inter- personal Relationshi p	4-20	14. 12	70. 60	16. 37	81. 85	11.25	29. 40	0.3 8	3
Coping with Emotion	4-20	12. 67	63. 33	15. 37	70. 83	13.50	36. 67	0.3 6	5
Coping with Stress	4-20	13. 12	65. 60	16. 27	81. 35	15.75	34. 40	0.4 5	2

Data presented in the table no 11 depicts that maximum modified attitude gain was in the area of self-awareness (0.47) by ranking one and followed by coping with stress (0.45), interpersonal relationship (0.38), problem solving (0.37), coping with emotion (0.36) and communication (0.28). The data further showed that in pre-test student had maximum positive attitude in interpersonal relationship mean (14.12) whereas, in post-test maximum attitude scored was in self-awareness mean (16.62). Comparing the area wise attitude scores rank of post-test and pre- test mean, it can be stated that the students have changed attitude to some extent in all the areas of life-skills.

Section V Findings related to the effectiveness of planned teaching programme on knowledge and attitude regarding life skills for students.

Hypotheses

H₁: The mean post-test knowledge score of students regarding life skills is significantly higher than their pre-test knowledge score at 0.05 level of significance.

H₂: The mean post-test attitude score of students regarding life skills is significantly higher than their pre-test attitude score at 0.05 level of significance.

Table 12 Mean, Mean difference, Median, Standard Deviation and paired 't' test on knowledge score regarding life skills among students.

Knowledge score	Mean	Mean difference	Median	Standard deviation	't' value
Pre-test	10.45		10	4.45	
		5.32			16.65*
Post-test	15.77		15	3.24	

t (df59) = 2.00, p < 0.05, *Significant

The data presented in the table 12 indicates that mean posttest knowledge score (15.77) of school students was higher than their mean pre-test knowledge score (10.45) with mean difference (5.32) which was found to be statistically significant as evidence from corresponding 't' value ('t' (59) = 16.65, p < 0.05). This showed that the obtained mean difference was a true difference and not by chance, hence, null hypotheses was rejected and research hypotheses was accepted. The investigator concluded that the planned teaching programme was effective in improving the knowledge level regarding life skills among students.

Table 13 Mean, mean difference, Median, Standard Deviation and paired 't' test on attitude score regarding life skills among students.

					n=60
Attitude score	Mean	Mean difference	Median	Standard deviation	't' value
Pre-test	79.43		81	9.41	
		17			13.42*
Post-test	96.43		96	7.28	

t (df59) = 2.00, p<0.05, *Significant

The data presented in the table 13 indicates that mean posttest attitude score (96.43) of school students was higher than their mean pre-test attitude score (79.43) with mean difference (17) which was found to be statistically significant as evident from corresponding 't' value ('t' ₍₅₉₎ = 13.42, p<0.05). This showed that the obtained mean difference was a true difference and not by chance, hence, null hypotheses was rejected and research hypotheses was accepted. The investigator concluded that the planned teaching programme was effective in improving the attitude regarding life skills among students.

Section VI Findings related to the association between pre-test knowledge score of students with their selected demographic variables.

H₃: There is a significant association between pretest knowledge score on life skills with selected demographic variables at 0.05 level of significance

Table 14 Association between knowledge on life skills among students and selected demographic variables in terms of age in years, gender, education of father and mother

Variables	Knowledge of life skills		Df	Chi-square Value (χ^2)	P-value
	<Median	≥Median			
Age in Years					
13-14	18	17	1	0.66	0.42
15-16	11	14			
Gender					
Male	17	8	1	6.64*	0.009
Female	12	23			
Education of Father					
≤ Secondary	20	19	1	0.39	0.53

	9	12			
>Secondary					
Education of mother	20	16			
≤			1	1.88	0.17
Secondary	9	15			
>Secondary					

χ^2 df (1) =3.84, p<0.05 *significant

Data presented in the table 14 shows that the chi-square was computed between pre-test knowledge score of students with selected demographic variables. Data revealed that all variables were not significant except gender of students. The computed chi-square value at df (1) 6.64 for pre-test knowledge level of school students significant at df (1) at 0.05 level. So, there was an association between pre-test knowledge level of the school students with their gender.

Table 15 Association between knowledge on life skills among students and selected demographic variables in terms of type of family, income of the family and no. of family members

Variables	Knowledge of life skills		df	Chi-square Value (χ^2)	P value
	<Median	≥Median			
Type of family					
Joint	15	13	1	0.58	0.45
Nuclear	14	18			
Income of the family					
≤10000	20	16	1	1.89	0.17
>10001	9	15			
No of family members					
≤5	17	22	1	1.004	0.32
>5	12	9			

χ^2 (df 1) =3.84, p<0.05 *significant

Data presented in the table 15 reveals that computed chi square value between knowledge level on life skills and selected demographic variables (type of family, income of the family, no. of family members) were not significant at 0.05 level of significance because in these cases computed chi square values were less than the table value (3.841) at df 1 of 0.05 level of significance.

Section VII: Findings related to the association between pre-test attitude score of the students with their selected demographic variables.

Table 16 Association between attitude on life skills among students and selected demographic variables in terms of age in years, gender, education of father, education of mother

Variables	Attitude on life skills		df	Chi-square Value (χ^2)	P value
	<Median	≥Median			
Age in years					
13-14	14	21	1	0.85	0.51
15-16	13	12			
Gender					
Male	17	8	1	9.16*	0.0025
Female	10	25			
Education of Father					
≤Secondary	19	20	1	0.62	0.43
>Secondary	8	13			
Education of Mother					
≤Secondary	16	20	1	0.011	0.92
>Secondary	11	13			

χ^2 (df 1) = 3.84, $p < 0.05$ *significant

The data presented in table 16 shows that the computed chi-square value between pre-test attitude score on life skills and selected demographic factors (age, education of father and mother) were not statistically significant because computed chi-square value was less than the table value at df 1 at 0.05 level of significance. But gender significantly associated with attitude on life skills because computed chi square value (9.16) was greater than table value (3.84) at df 1 of 0.05 level of significance.

Table 17 Association between attitude on life skills among students and selected demographic variables in terms of type of family, monthly income of family and no of family members

Variables	Attitude on life skills		df	Chi-square value	P value
	<Median	≥Median			
Type of Family					
Joint	17	11	1	5.24*	0.02
Nuclear	10	22			
Monthly Income of the Family					
≤10000	14	22	1	1.36	0.24
>10001	13	11			

No. of family members					
≤ 5	13	26	1	6.13*	0.013
> 5	14	7			

χ^2 (df 1) = 3.84, $p < 0.05$ *significant

The data presented in table 17 shows that the computed chi-square value between pre-test attitude score on life skills and selected demographic factor in terms of monthly income of the family was not statistically significant because computed chi-square value was less than the table value at df 1 at 0.05 level of significance. But type of family and no of family members were significantly associated with attitude regarding life skills because computed chi square value respectively (5.238 and 6.127) was greater than table value (3.841) at df 1 of 0.05 level of significance. So, there were association between pretest attitude level of student with their type of family and no of family members they had.

Summary

This chapter dealt with the analysis and interpretation of findings of the data collection from 60 students from class VIII and IX in Palashi Hemangini Sorojini Vidyamandir, Hooghly, West Bengal. The data gathered was summarized in the master sheet. Analysis was done using both descriptive and inferential statistic.

CHAPTER-V

Discussion

This chapter presents a brief summary of the research study and its significant findings. The major findings, discussion, conclusion, implications in the field of nursing practice, nursing education, nursing research and also given in addition to limitations and recommendations for future research study.

Major findings of the study

Findings related to demographic characteristics

Majority 55% of the students belonged to the age group of 13-14 years.
 58 % students were female whereas 42 % were male.
 Both student's father and mother 47 % had secondary level of education.
 48 % student's father were farmer and 73 % student's mother engaged to do homemaking.
 53% students belonged from nuclear family where 47 % students came from joint family.
 73 % students had number of family members group 4-6.
 60% of the students were from \leq Rs 10000 per month income group.

Findings related to knowledge score regarding life skills of the students

The mean post-test knowledge score (15.77) was higher than mean pre-test knowledge score (10.45)
 Median of post-test knowledge score (15) was higher than median of pre-test knowledge score (10).
 The post-test knowledge score was less dispersed ($SD = 3.24$) than pre-test knowledge score ($SD = 4.45$).
 Area wise mean percentage of pre-test and post-test knowledge score, actual and modified gain score of students showed that maximum knowledge gain in the meaning of life skills followed by in the area of Self-awareness.

Findings related to attitude score regarding life skills among students

Mean post-test attitude regarding life skills (96.43) was higher than mean pre-test attitude (79.43)
 The post-test attitude score was less dispersed ($SD = 7.28$) than pre-test attitude score ($SD = 9.41$).

11.66% school students' attitude was most favourable in pre-test session whereas 18.33% most favourable attitude was observed in post-test.

Majority (0.46) modified gain attitude score regarding life skills in terms of self-awareness.

Findings related to the effectiveness of planned teaching programme on knowledge and attitude regarding life skills for students.

In order to find out the significant difference, paired-t test was applied both between pre-test level of knowledge score with after intervention planned teaching programme post-test level of knowledge score and pre-test attitude score with after intervention post-test attitude score.

The mean difference of pre-test and post-test knowledge score was true difference and not by chance ('t' value = 16.65, $p < 0.05$). So, it was concluded that the planned teaching programme on life skills was effective in terms of gain knowledge among students.

The mean difference of pre-test and post-test attitude score was true difference and not by chance ('t' value = 13.42, $p < 0.05$). So, it was concluded that planned teaching programme on life skills was effective in terms gain positive attitude among students.

Findings showed that the null hypothesis was rejected and research hypothesis was accepted, depicting that gaining of knowledge and increased attitude level were not by chance and thus planned teaching programme was effective.

Findings related to the association between pre-test knowledge score of students with their selected demographic variables

Findings related to association between knowledge on life skills among students and selected demographic variables such as age in years, gender, Reading in class, Education of father, Education of mother, type of family, monthly income of the family. Gender was significantly associated with knowledge on life skills because computed chi-square (6.64) was greater than the table value (3.841) at df 1 of 0.05 level of significance. Other variables were not found significant at 0.05 level of significance.

Findings related to the association between pre-test attitude score of the students with their selected demographic variables.

Findings related to association between attitude on life skills among students and selected demographic variables such as age in years, gender, education of father, education of mother, type of family, monthly income of the family, no of family members.

Chi square value computed (9.16) between gender and pre-test attitude score of students $X^2 df_{(1)} = 3.841$ was found significant at 0.05 level of significance.

Chi square value computed ($X^2 df_{(1)} = 5.24$) between type of family and pre-test attitude score of students and Chi square value computed ($X^2 df_{(1)} = 6.13$) between number of family members with pre-test attitude score of students $X^2 df_{(1)} = 3.841$ were found significant at 0.05 level of significance.

Chi square value computed between respectively age, education of father, education of mother, monthly income of the family with pre-test attitude score of students $X^2 df_{(1)} = 3.841$ were not found significant at 0.05 level of significance.

Discussion in relation to other study

In this section major findings of the study have been discussed with the reference to the results obtained by other researchers.

Findings related to methodology

The present study adopted one group pre-test and post -test study design to assess the effect of planned teaching programme on knowledge and attitude regarding life skills among students. 60 study sample was selected by simple random sampling.

Other study findings

Arora R.& Khanna A. conducted a study on 100 college students to evaluate the effectiveness of life skills education program on knowledge and attitude of college students by using one group pre-test post-test study design. Students showed a significant improvement in their knowledge and understanding of life skill after participation in the program. So, study showed that the similarity in the study.

A cross sectional survey with descriptive research design was used by Borah P. et.al. to assess the life education of early adolescents. Through enumeration technique 122 students from class VI-VIII as sample. The study indicated that life skills training could improve life skills among adolescents. Though study design, sampling technique were differed from present study but it indicated that life skill training could improve life skills among adolescent

Findings related to demographic characteristics

The presents study shows that majority 55% of the students were in 13-14 years of age group. Majority 53% students belonged to nuclear family. Majority 73% student's mother occupation was housewife.

Other study findings

Dey S. et, al conducted an evaluative study, status of life skills education in secondary schools in Bihar, Chhattisgarh and Madhya Pradesh. One of study aim was to find difference between life skill education and type of family, other socioeconomic status, The findings showed that among the student's majority 30% was in 16-17 years age group and majority 68.7% students were belonged to nuclear family and majority 55.3% mother's occupation was housewife.

So, study showed that the similarity in the study.

Finding related to study findings

Findings of the present study showed that the mean post-test knowledge score in all areas of life skills in terms of self-awareness, communication, problem solving, interpersonal relationship, coping with emotion, coping with stress were significantly higher than the mean pre-test knowledge score. The findings using modified gain suggested that post test score in all areas were higher than pre-test score. The computation of the data using paired 't' test [$t_{df} 16.65, p < 0.05$]. The mean difference of pre-test and post-test attitude score was true difference and not by chance (t value = 13.42, $p < 0.05$). So, it was concluded that planned teaching programme on life skills was effective in terms gain positive attitude among students

Findings of other study

This study was conducted by Tiwari P. et. Al (2020). Mean life score after the life skill modular training was 152.85 + 29.54 as compared to 128.93 + 27.24 before intervention. The mean difference between post and pre intervention was 23.91 and was statistically significant ($P < 0.001$). So, the study finding was similar to the present study.

Conclusion

From the study findings it can be concluded that the planned teaching programme was effective for increasing the knowledge and attitude regarding life skills for students as the computed 't' test was significant at 0.05 level. This concludes they were motivated to gain such knowledge and attitude which will be beneficial for the students, family, community and as a whole for the society. From the analysis of acceptability of the planned teaching programme, it can be concluded that it was an acceptable method of improving the knowledge and attitude for the students regarding life skills.

Implication of the study

The presented study was conducted to assess the knowledge and attitude of students regarding life skills. With the changing demand of the society and advancement of the technology, the role of nurses also changed. As they perform various roles, they should be highly knowledgeable with update knowledge and satisfactory attitude is required to balance in work as well as in life. The findings of the present study can be applied in various field of nursing, e.g.- nursing practices, nursing education, nursing administration and nursing research.

Nursing practice

The nurse has important role in proving teaching life skills to the students as well as adolescents to help understand themselves better with maintaining good habits both in hospital setting and public health setting. The skilled nursing personnel provide not only cost-effective but also, they induce a healthy life style around them using knowledge of life skills.

Nursing education

Nurse educators have great role to develop skilled manpower in health care services. Nurse educator should emphasise on different ways to motivate both staff and student nurse to teach life skills. Students must learn from their educator to use their hand and heart that promotes adaptability and adjustability among themselves.

Nursing administration

Nurse administrator can make a plan and organize health education programme on life skills in community and different health care settings. The present study will provide an idea to the nurse administrator to plan and organize seminar, workshop and in-service education program for staff nurses of different setting and students who can improve their knowledge and attitude regarding life skill which will enrich them as an enthusiastic person and they will pass on the knowledge to patient's family and the community.

Nursing Research

The study findings would help to expand the scientific body of knowledge upon which further research can be conducted.

Research should be done to find out the various aspect on life skills like life skill awareness, life skill development, life skills assessment by different innovative methods for effective teaching to improve knowledge and attitude regarding life skills.

The study findings may be used as a review for future research.

Limitation of the study

The study findings could not be generalised because of the following reasons:

The study was confined to a small number of subjects.

Limited dimension of life skills

Very restricted setup

Limited time period

The study did not use a controlled group, hence, exposing the findings to possible biasness.

No attempt was made to do the follow-up to measure the retention of knowledge and attitude.

Recommendation

On the basis of this finding following recommendations were made for future research:

A similar study could be replicated by using a larger sample with different demographic characteristics.

A study could be conducted among student nurses or health care professionals to assess their knowledge and attitude regarding life skills.

A descriptive study could be carried out on knowledge, practice and skills on life skills by different age group like youth, 10geriatric age group.

A follow-up study could be conducted to determine the effectiveness of planned teaching programme in terms of life skill.

The planned teaching programme may be reviewed periodically to update the basis of new research finding.

Summary

This study has assessed the effectiveness of planned teaching programme regarding life skills among students where it has been found that student gain knowledge regarding life skills in all teach area and students had positive change to some extent in teach area.

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