



ENHANCING WELL BEING THROUGH LIFE SKILLS TRAINING AMONG TRIBAL YOUTHS

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ABSTRACT Well-being is the dynamic process that gives people a sense of how their lives are going, through the interaction between their circumstances, activities and psychological resources or 'mental capital'. Life skill Learning is very necessary, and problems that many of Indian youths are facing can be addressed through skill building. Therefore, the objective of this research was to see the effectiveness of life skills training on well-being of tribal youths. Design: Pre-Post experimental control design was used. The sample was comprised of 140 youths of age ranging from 15-24 years from a school of Udaipur district. The school was selected purposively. Random sampling method was used for selection of respondents from the classes of 11th and 12th of the school. Mean, SD, Analysis of Covariance was done to determine the effect of training of life skills. Significant effect of life skills training was observed in enhancing well-being of youths.

KEYWORDS :

INTRODUCTION:

Youth is the window of opportunity that sets the stage for a healthy and productive adulthood and to reduce the likelihood of health problems in later years (Sunitha and Raj, 2014). Young People are on an exciting part of their life journey with diverse physical, emotional and intellectual changes happening on a daily basis, all of which influence their health and wellbeing. The youth of today face many more choices and demands than ever before. Dealing with academic competition, transcending daily life conflicts, dealing with peer pressure, preparing for the future roles, making crucial career choices on the one hand provide them with greater independence, but on the other individual and society as well as development of nation at hand can also lead to greater conflict and frustration, thus affecting their psychosocial well-being (Chaudhary and Mehta, 2012).

Well-being plays to support mental health, by giving us a greater ability to manage our thoughts, feelings and behaviours. This helps to maintain good relationships, set and achieve goals, and find meaning and purpose in our endeavours. Well-being is the experience of health, happiness, and prosperity. It includes having good mental health, high life satisfaction, and a sense of meaning or purpose. More generally, well-being is just feeling well (Davis, 2017). Well-being refers to the emotional and cognitive dimensions of the subjective experience resulting from the individual evaluation of several dimensions of life (Moreira et al. 2014). Well-being creates the foundations for healthy behaviours and educational attainment. It also helps to prevent behavioural problems (including substance misuse) and mental health problems. Therefore, it is important to focus on the social and emotional well-being of children and young people (Jeba and Premraj, 2010).

Life skills refer to a set of personal characteristics and capabilities that are thought to increase chances of success and well-being in life (Stephoe and Wardle, 2017). Life skills training could be a good option for enhancing student's happiness, quality of life and emotion regulation. Life skills include group of skills and abilities which help individual's far efficient resistance and also in attending to life situations and conflicts. Life skills are essentially those abilities that help promote mental well-being and competence in young people as they face the realities of life (Marayam et al., 2011). The stress faced by tribal student in such a current situation is enormous. It is vital to equip the tribal youth with necessary life skills to broaden their horizon, understand and adopt those traditional beliefs which are rational and practical so as to be a part of the national development through building better society. Life skills help the tribal to promote mental well-being and competence in young adolescents to take positive action to protect them and to promote healthy and meaningful social relationship with other peripheral people (Murmu and Puhan, 2017). Apama and Raakhee (2011) observed that life skill education could serve as a remedy for the problems as it helped the youth to lead a better life.

Irshad (2012) examined the effect of life skills training on mental well-

being and self-esteem among vulnerable adolescents and found that life skills training had a significant effect on positive mental health and self-esteem of vulnerable adolescents. The research emphasized the need for life skills intervention to reach vulnerable adolescents. Therefore, following objective was framed for the research.

Objective:

To see the effectiveness of life skills training on well-being through of tribal youths.

Hypothesis: There is a positive effect of life skills training on well-being of tribal youths.

Variables:

Independent variable: Training of Life Skills

Dependent variable: Well-Being

Methodology:

Sample:

The samples comprised of 140 youths from Govt. Sr. Sec. School, Lakdwas of Udaipur district. These respondents were randomly assigned to control and experimental group. Their age ranged from 15 to 24 years. The education level of youths varied from 10th to 12th class.

Design:

The pre and post experimental control design was used.

	Experimental Group I	Control Group	
Pre-Test	Training of life skills to youths	No Training	Post-Test
	N = 70 youths	N=70 youths	

Tools:

The Psychological Well-being scale, developed by Sisodia and Chaudhary (2012) was used to measure the wellbeing of tribal youths. The scale consists of 50 statements with a view to measure several aspects of well-being like Satisfaction, Efficiency, Sociability, Mental Health and Interpersonal Relations. Each area had 10 statements and all statements were positive. The responses were required to be given in strongly agree/agree/undecided/disagree/ strongly disagree. Reliability of the scale was calculated with test-retest method and internal consistency which were 0.87 and 0.90. The scale appeared to have high content validity.

Procedure:

140 youths were selected randomly from classes 10th to 12th of Govt. Sr. Sec. School, Lakdwas in Udaipur district by purposive sampling technique. The rapport was established with them. Well-being scale was administered initially on 140 youths. After it respondents were randomly assigned to experimental group and control group. To experimental group training of life skills was given. The training covered aspects like self-awareness, self-esteem, coping with stress, coping with emotion, empathy, effective communication, interpersonal relationship, critical thinking, creative thinking, problem solving, decision making as laid down by W.H.O. Training of life skills was provided to the experimental groups weekly for two sessions of 40

minutes to 60 minutes. Training of life skills was given on how to build positive self-esteem and take responsibility for developing the quality of patience, how to make decisions and use effective ways of solving problems and how to solve the problems that are coming in path and know the importance of participating in group conversations. Youths also have taken training of life skills to make aware of strengths and weakness and to understand the importance of empathy and to think critically. Participants also learnt about healthy ways of dealing with stress during the training. All sessions were given through some activity, power point presentation, group discussion and role play and video. After it post-testing was to be done. Scoring of psychological well-being scale was done as per the manual.

RESULT AND DISCUSSION:

The mean and standard deviation scores of well-being are shown in Table 1.1.

Table 1.1: Mean and S.D. of Well-Being of Study Groups

Group	Testing	Mean	S.D.
Experimental Group N = 70	Pre Test	126.67	11.74
	Post test	161.41	15.61
Control Group N = 70	Pre Test	130.27	11.00
	Post Test	126.57	13.50

A glance of Table 1.1 shows that the mean of pre-test scores of well-being for experimental group and control group were 126.67 and 130.27 whereas the mean of post test scores of wellbeing were 161.41 and 126.57 for youths of experimental group and control group respectively. It indicates that the mean of post test score were more than to mean of pre test scores in experimental group but not in control group. To see the significance of difference analysis of covariance was done.

Table 1.2: ANOVA of Well Being Scores during Pre and Post Testing

Source	Df	SS pre	SS post	MS pre	MS post	F ratio
Among	1	453.60	42490.86	453.60	42490.86	F pre 3.42
Within	138	18287.28	31258.12	132.51	226.50	F post 187.59 *
Total	139	18740.88	73748.99			

*Significant at 0.01 level

It is clear from Table that the value of F pre 3.42 was insignificant, which indicates that experimenter was successful in getting random sample in study groups. It is reflected from Table 1.2 that F post 187.59 was significant at 0.01 level. It indicates that there were significant differences in wellbeing scores during post testing.

Table 1.3: Analysis of Covariance of Well-Being

Source	Df	SS pre post	SS post pre	MS post Pre	SD post Pre	F post pre
Among	1	-4390.20	44847.64	44847.64	14.42	215.47*
Within	137	7083.67	28514.23	208.13		
Total	138	2693.47	73361.88			

*Significance at 0.01 level

It is clear from Table 1.3 that the F post pre ratio (F value=215.47, df= 1/137, P<.01) for academic outcomes was significant at 0.01 level. It indicates that the two means of wellbeing which were dependent on training were significantly different after adjustment for initial differences in wellbeing scores. t-value was calculated to see which of the two groups differ significantly.

Table 1.4: Adjusted Mean Difference and Significance of Well-Being

Groups	Adjusted Mean	Standard Error	Mean Differences Significant at	
			0.05 level	0.01 level
Experimental Group	161.94	1.72	4.82	6.36
Control Group	126.03			

The adjusted mean difference between experimental group and control group was 35.90 which was significant at 0.01 level. It reveals that youths of experimental group had more well-being scores than their counterparts in post testing. During sessions of life skills training participants learnt about relaxation techniques(such as: deep breathing, muscle relaxation, meditation) and they started to decrease

negative self-talk. After playing game in training of life skills participants knew how stress reduced and how to control it. After taking sessions of life skills training youths learnt to change their lifestyle and make aware that eating a healthy and balanced diet is the key to a stress free life. Training encouraged them to refine their self-care and self-help skills. It raised awareness about a diversity of beliefs. Youths of control group were disagreed that they had particular meaning and purpose of their life. They did not share their emotions non-verbally and verbally with others and develop coping skills such as asking for help, talking about what had happened. Youths of experimental group took immense interest in other people. They always kept committed and involved. They thought that illness did not affect their mental health. Personal relations gave them pleasures. They had no hesitation in talking to anyone. They liked to do any work at right place and right time. They were very much satisfied about everything in their lives.

The study of Bahramabadi et al. (2015) also aimed to investigate the effect of life skills training (self-assertion, problem solving and stress management) on psychological well-being and satisfaction with youths. The results of the survey indicated that self-assertion training had more effects on the improvement of psychological well-being and satisfaction. This result is also supported by the study of Sujatha and Jayakumar (2017) who found that the life skills had a significant association with the psychological well-being of college students. The findings of the research done Sagone et al. (2017) showed that the role of educational programs based on the development of life skills, demonstrated as widely efficient in various areas of well-being promotion in youths.

Suggestion:

The education system should include life skills education in its curriculum up to 12th standards. Counsellors should provide students with a set of life skills in the form of cultural and training programs for all students in non-school hours. It is also necessary to prioritize implementing of health related life skill programs in order to change and modify the unhealthy life style related factors.

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