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Effectiveness of life skills education on secondary school going children in Belagavi.

Psychology

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ABSTRACT

INTRODUCTION- Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Life skill education is one which will fulfill all these for adoptive and positive behaviors. **OBJECTIVE-** To assess the effect of life skill education on secondary school going children in Belagavi district. **METHODOLOGY-** An interventional study was done on 9th and 10th grade participants of four government school (2 urban schools and 2 rural schools) in Belagavi district. 279 participants (138 in control group and 141 in experiment group) were selected via complete enumeration sampling technique. **RESULT-** Decision making shows statistical significance in control group, when compare to pre-test and post-test, where as no statistical significant was found in experiment group. **CONCLUSION-** Life skills can improve children decision making ability and lead them to live better life with the help of good decision making practices.

KEYWORDS:

Life skills, Secondary schools, Decision making.

INTRODUCTION-

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Different institutional and National agencies have defined life skills- World Health Organization has defined Life Skills as "the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life". Life-Skills Education as defined by the UNICEF is "a behavior change or behavior development approach to address a balance of three areas; knowledge, attitude and skills".[1] Thus both education & skills are considered for people to act in an amendable and positive way. "Education is a process of experience, because life is a growth. Education means helping inner growth without being restricted by age. The growth process is the process of adjusting to each phase as well as adding in the development one's skills". Said by Prof. Dr. Dewey.[2]

Life skill education is one which will fulfill all these for adoptive and positive behaviors.[2] Life Skills Development is a life-long process that helps individuals grow and mature; build confidence in their decisions taken on the basis of adequate information and thought, and discover sources of strength within and outside. They help in promotion of mental, physical and social wellbeing. It evolves on a continuous basis and is also used throughout one life.[3]

Life skill- education is a very important and integral part of educational system worldwide. Currently in India education is prevalent and is achievement oriented than child oriented.

OBJECTIVE-

To assess the effect of life skill education on secondary school going children in Belagavi district.

METHODOLOGY-

An interventional study was done in government school of Belagavi from March 2016 to December 2016. Where 279 participants (138 in control group and 141 in experiment group) were selected through complete enumeration data collection method. Sample size was obtained 9th and 10th grade students four government schools (2 urban schools and 2 rural schools) of Belagavi district of Karnataka. Pilot study was done in 10% of total size population. Data was collected using pre and post method and intervention was given after pre-test for one urban school and one rural school. Data was collected from pre-designed and pre-tested questionnaire, written inform consent of the parents and assent of the participants were taken from the participants. Ethical clearance was obtained from institutional ethical committee of J.N. Medical College.

RESULT-

279 participants were taken from 4 government school (2 urban schools and 2 rural schools) divided into two groups control group and experiment group.

Table No. 1:- Distribution of demographic profile

Q. No.	Demographic variables	Pre-Test		Post-Test	
1.	Age	Frequency	Percentage	Frequency	Percentage
	13	1	1%	2	1%
	14	27	20%	22	16%
	15	42	30%	50	35%
	16	62	45%	62	44%
	17	6	4%	5	4%
	Total	138	100%	141	100%
2.	Sex				
	Male	54	39%	62	44%
	Female	84	61%	79	56%
	Total	138	100%	141	100%
3.	Grade				
	9th standard	66	48%	58	41%
	10th standard	72	52%	83	59%
	Total	138	100%	141	100%
4.	Socio-Economic Class				
	Upper Class	0	0%	0	0%
	Upper Middle Class	34	25%	37	26%
	Middle Class	66	48%	68	48%
	Lower Middle Class	37	26%	33	24%
	Lower Class	1	1%	3	2%
	Total	138	100%	141	100%
5.	Father's Education				
	Illiterate	46	33%	33	23%
	Primary	47	34%	58	41%
	Secondary	24	18%	30	21%
	PUC	14	10%	12	9%
	Graduate	7	5%	8	6%
	Total	138	100%	141	100%
6.	Mother's Education				

	Illiterate	64	46%	40	28%
	Primary	48	35%	61	43%
	Secondary	20	14%	28	20%
	PUC	3	2%	9	7%
	Graduate	3	2%	3	2%
	Total	138	100%	141	100%

In this out of 138 participants in control group, 1% participant was of age of 13 years, 20% participants were in the age of 14 years, 30% participants were of 15 years age, 45% participants were of age 16 years, 4% participants were of age 17 years. In Experiment group out of 141, 1% participants was of age 13 years, 16% participants was age of 14 years, 35% participants were of the age of 15 years, 44% of the participants were of age 16 years, 4% participants were the age of 17 years. Out of 138 participants in control group 39% participants were males and 61% were females. In Experiment group out of 141, 44% participants were males and females were 56%. Among 138 participants in control group, 48% participants were in grade 9th, 52% participants belonged to grade 10th, whereas out of 141 participants in Experiment group, 41% belonged to 9th grade and 59% were in grade 10th. According to revised scale of B.G. Prasad Socio-Economic Scale 2016, in control group out of 138 participants, 25% belonged to class II group, 48% belonged to class III group, 26% belonged to class IV, and 1% belonged to class V. In experiment group out of 141 participants, 26% belonged to class II, 48% participants belonged to Class III, 26 24% belonged to class IV, and 2% were in class V group. Among 138 participants in the control group, 33% participant's father were illiterate, 34% studied up to primary level, 18% had studied till secondary level, 10% studied up to PUC level and 5% had studied up to graduate level. Similarly in Experiment group among 141 participants, 23% participants father's were illiterate, 41% studied up to primary level, 21% had studied till secondary level, 9% studied up to PUC level and 6% had studied up to graduate level. Similarly among 138 participants in the control group, 46% participant's mothers were illiterate, 35% studied up to primary level, 14% had studied till secondary level, 2% studied up to PUC level and 2% had studied up to graduate level. Similarly in Experiment group among 141 participants, 28% participant's mother were illiterate, 43% studied up to primary level, 20% had studied till secondary level, 7% studied up to PUC level and 2% had studied up to graduate level.

Table No.2:- Comparison between pre-test and post-test for Decision making

Study Group	Pre Test		Post Test		t-value	p-Value
	Mean	SD	Mean	SD		
Control Group	3.81	0.353	3.72	0.356	3.858	0.001
Experiment Group	3.78	0.386	3.83	0.317	1.463	0.161
t-Value	0.289		1.004			
p-value	0.774		0.322			

In control group for decision making the mean score and SD in pre-test was 3.81 ± 0.353, whereas in post-test it was 3.72 ± 0.356 respectively, and it was found statistically significant (t- 3.858, p- 0.001). Similarly, in experimental group the mean score and SD for pre-test for decision making was 3.78 ± 0.386, whereas in post-test the mean score and SD was 3.83 ± 0.317 respectively, and it was not found statistically significant (t-1.463, p- 0.161). But within pre-test group the mean score and SD for decision making in control and experiment group was 3.81 ± 0.353 and 3.78 ± 0.386 respectively, which was not statistically significant (t- 0.289, p- 0.774). But within post-test group the mean score and SD for decision making in control and experiment group was 3.72 ± 0.356 and 3.83 ± 0.317 respectively, which was not statistically significant (t- 1.004, p- 0.322).

DISCUSSION

In present study 279 students (138 in control group and 141 in experiment group) were participated within the age between 13 years to 17 years. Maximum students were of age 16 years in both groups i.e. 45% in control group and 44% in experiment group respectively. Similar findings were found in a study which was conducted in vadodara, age of participants were between 14 years to 16 years.[4] Another study was conducted in Dharwad taluk reported that adolescents of age between 13 years to 15 years.[5] A study in Kerala reported that adolescent of age group of 13 years to 18 years participated in their study.[6] In present study out of 138 participants in control group 61% were females and 39% were males, where as in experiment group out of 141 participants, 56% were females and 44% students were males.A study conducted in Kathmandu, Nepal with the sample size of 176, 51% participants were males and 49% were females.[7] Similar study conducted in Andhra Pradesh (India), reported equal number of participants (300 males and 300 females) in both gender.8 Whereas in a study conducted at Dharwad only girls were recruited12, and at Iran only boys participated.[9] In present study participants belonged from 9th and 10th study grade, out of 138 participants in control group 48% belonged from 9th grade and 52% were from 10th grade, where as in experiment group, 41% participants were from 9th and 59% belonged to 10th grade in total of 141 participants. In contrast to present study, A study conducted in Kathmandu, Nepal the participants were belonged to grade 8th, 9th & 10th i.e. 51%, 33.4% and 15.6%, respectively, of a private co-educational secondary school.[11] Similarly, a study conducted in suburban school, New York participants belonged from grade 8th, 9th & 10th respectively.[10] But in our study we have not included 8th grade students. In our study, we found that in the area of decision making skills, Pre test mean score and SD for control group and experiment group are (3.81 ± 0.353) and (3.78 ± 0.386) respectively, and it showed no significant relationship between control group and experiment group. In Post-test mean score and SD for control and experiment group are (3.72 ± 0.356) and (3.83 ± 0.317) respectively, and significance not found. During comparison between pre-test and post-test for control group (p= 0.001) significant difference was observed, but when compared between experiment group, no significant difference was observed (p= 0.161).

A similar study conducted in Kerala stated that the overall decision making was almost same in both group (i.e. experimental and experiment delayed group) in pre study with no significant difference (p> 0.05), whereas in post study the knowledge level of experimental group was found to be higher and was more than that of the experimental delayed group significantly (p< 0.05).[11] Similarly, in a study conducted in Andhra Pradesh in 2013 revealed that, the mean score for these colleges were (15.59 ± 1.94), (15.24 ± 2.28) and (16.57 ± 2.21), government, private and corporate respectively. The level for decision making skills and college settings showed significant association (P = 0.01, f- val¬ues 21.01).[12]Another study conducted in Turkey, vigilance subscale showed the highest mean scores (m =13.83) on students in decision making strategies.[13]

COCLUSION

The present study concluded that the participants were in the age group between 13-17 years in both control and experiment group and majority were female participants. Most of the participants were belonged to socio-economic class III in both control and experiment group.In control group decision making skill was found statistically significant within the group.

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CONFLICT OF INTEREST

None

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