LIFE SKILLS INTERVENTION PROGRAM: A WORTH CHANGE IN LEVEL OF LIFE SKILLS OF STUDENTS

Education

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ABSTRACT

Education is a powerful tool for transformation of society. It can inculcate social, moral, and professional values in a person. It can also helps in Life skills development. There are different types of life skills. WHO lend ten basic life skills i.e. self-awareness, empathy, effective communication, interpersonal relationship, creative thinking, critical thinking, problem solving, decision making, coping with emotion, and coping with stress. For development of such life skills investigators prepared a life skills intervention program. A sample of 107 students was selected from a secondary school by using random sampling method. *Life Skills Assessment Scale*(2010) by Radhakrishnan Nair, R. Subasree, & Sunitha Ranjan was used for assessing life skills of students. Intervention program was imparted to the experiment group for thirty working days. The result of the study revealed that Life Skills Intervention Program showed a significant improvement in life skills of experiment group. This type of program should be the part of the curriculum to improve the life skills of students.

INTRODUCTION

Education acts as a powerful tool in the socio-economic transformation of a society, community and nation. It sharpens the eye of knowledge, develop consciousness and make the mind logical. It is also the key to develop skills and ability in all dimensions that are necessary for all around development of students. Complementary education is the means by which people can address some of the most profound problems facing our society in the present century. Education should work as a catalyst for the development of students in various dimensions. A skill is a competency of a person to do anything like making a toy, driving a car and so on. Life skills are the ability to adjustment in society, tackling the life situations in good way, and free from all type of stress. However, Skills can be further defined as capabilities that enable individuals to translate information and knowledge into specific behavior and effectively carry out action-based situations. These are acquired by them through their education. Some skills such as holding a pen are very simple, but some of the skills like cricket playing are very complex. Some of the skills (e.g. walking) seem to grow naturally and some (e.g. speaking) do not develop automatically, but by the environment. Skills such as dribbling the ball by a football player or driving a motor vehicle are developed through practice, while skills that are popularly known as life skills such as critical thinking, interpersonal communication, problem solving is primarily the result of experiential learning.

Undoubtedly, it is necessary to contextualize the definition of life skills. Skills for everyday life can be conceptualized more appropriately in the specific context of the part of adolescent education, which encompasses adolescent sex education, education on HIV / AIDS prevention, drug abuse etc. This concept can be defined as: "Life skills are psychosocial skills that help to achieve physical, mental and reproductive health and sexual health among adolescents and young people, enabling them to take positive and responsible measures to protect themselves from situations of risk and build healthy interpersonal, social relationships" There are different types of life skills. WHO lend ten basic life skills i.e. self-awareness, empathy, effective communication, interpersonal relationship, creative thinking, critical thinking, problem solving, decision making, coping with emotion, and coping with stress. The development of the necessary skills in the life is generally due to all efforts of education. It is expected that the content and process which used to develop life skills, must influence school education and its process. Education helps in developing skills in relation to various problems that are addressed in different areas incorporated into the curriculum. Life skills intervention program also works to the way to life skills education. Many studies endorse this idea. Researchers (**Botvin & Kantor, 2000; Huang et al, 2012; Mandel et al, 2006**) found that intervention programs were very effective to develop life skills.

Significance:
In a constantly changing environment, having life skills is an essential part of being able to meet the challenges of everyday life. The dramatic changes in global economies over the past years have been matched with the transformation in technology and these are all impacting on education, the workplace, the school and our home life. To cope with the increasing pace and change of modern life, students need new life skills such as the ability to deal with stress and frustration. Today's students will have many new jobs over the course of their lives, with associated pressures and the need for flexibility. In everyday life, the development of life skills helps students to find new ways of thinking and problem solving, to recognize the impact of their actions and teaches them to take responsibility for what they do rather than blame others, to build confidence both in spoken skills and for group collaboration and cooperation, to analyze options, to make decisions and understand why they make certain choices outside the classroom and develop a greater sense of self-awareness and appreciation for others. To equipped the students with this ability or skills investigator choose this area.

Statement of the problem:
- Effect of life skills intervention program on life skills of secondary school students.

Objectives:
- To assess the life skills of experiment group and control group.
- To study the difference between pre tests of life skills of both groups.
- To study the difference between pre test and post test of life skills of experiment group.
- To study the difference between pre test and post test of life skills of control group.
- To study the difference between post tests of life skills of both groups.

Hypothesis:
- There will be no significant difference of mean scores between pre tests of life skills of both groups.
- There will be no significant difference of mean scores between pre test and post test of life skills of experiment group.
- There will be no significant difference of mean scores between pre test and post test of life skills of control group.
- There will be no significant difference of mean scores between post tests of life skills of both groups.

Population and Sample:
All the students of 9th class from Haryana state consider as population and out of which 107 students were selected by random sampling for experiment.

Tools:
- **Life Skills Assessment Scale** by Radhakrishnan Nair, R. Subasree, & Sunitha Ranjan (2010)

- **Life Skills Intervention Program** (Prepared by Investigator, 2018)

Design and methodology:
For the given experiment two groups pre-test post-test design was used and 30 days life skills intervention program was given to the experiment group.

RESULT AND INTERPRETATION
Assessment of life skills of experiment group

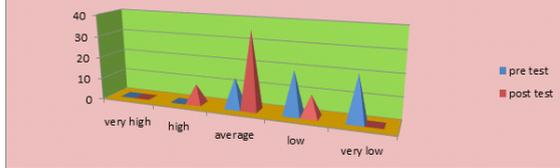| Level of life skills	No. of students (pre-test)	No. of students (post-test)
very high	0	0
high	0	9
average	14	36
low	20	10
very low	21	0

Figure (a)

Interpretation:
The table (a) and figure (a) reveal that in **pre testing** of experiment group, **14** students having **average** level of life skills, **20** students having **low** level and **21** students have **very low** level of life skills. **No** one have **high** and **very high** level of life skills. On the other hand, during **post testing** maximum students' i.e.**36** having **average** level of life skills, **9** students have **high** level and **10** students have **low** level of life skills. **No** one was having **very low** level of life skills. The result reveals that there must be some difference between pre testing and post testing results.

b. Assessment of Life skills of control group

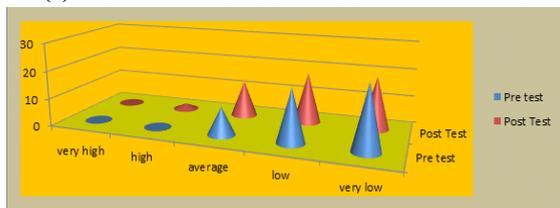| Level of life skills	No. of students (pre-test)	No. of students (post-test)
very high	0	0
high	0	2
average	10	13
low	19	18
very low	23	19

Table (b)

Figure (b)

Interpretation:
The above table and figure depict that according to **pre** testing result of control group **not** any student have **very high** and **high** level of life skills. The table also showed that **10** students have **average** level of life skills, **19** students having **low** level and **23** were having **very low** level of life skills. On the other hand, **post** testing showed that **2** students have **high** level, **13** students have **average** level, **18** were at **low** level and **19** students have **very** low level of life skills. This result did not showed such a difference between pre testing and post testing scores.

c. To study the difference between pre tests of life skills of both groups.

Hypothesis: There will be no significant difference of mean scores between pre tests of life skills of both groups.

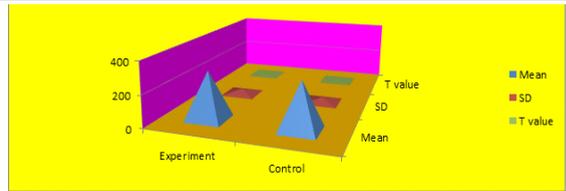| Group	N	Mean	SD	SE_D	Z value	Significance
Experiment	55	302.29	34.20	6.38	0.64	Not significant
Control	52	298.20	31.88			

Table (C)

Figure (C)

Interpretation:
Above given table (c) & figure (c) are clearly evident that z-value for the pre test score of life skills for both groups is 0.60, which is not significant at both levels of significance with df 105. So the null hypothesis, "*There will be no significant difference of mean scores between pre tests of life skills of experiment group and control group*" is *retained.* It means both the groups have same level of life skills at the time of pre testing.

d. To study the difference between pre test and post test of life skills of experiment group.
Hypothesis: There will be no significant difference of mean scores between pre test and post test of life skills of experiment group.

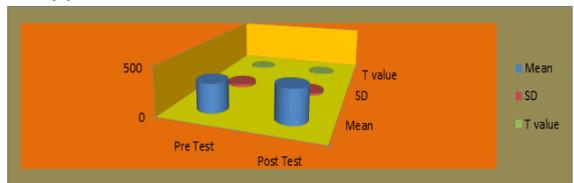| Group	N	Mean	SD	SE_D	Z value	Significance
Pre-Test	55	302.29	34.20	5.93	8.55	Significant at 0.01 level
Post-Test	55	353	27.75			

Table (d)

Figure (d)

Interpretation: As the table (d) & figure (d) are clearly show that z-value for the pre test and post test score of life skills for experiment group is 8.55, which is significant at 0.01 level of significance with df 108. So the null hypothesis, "*There will be no significant difference of mean scores between pre test and post test of life skills of experiment group.*" is *rejected.* The difference between both means is trustworthy and mean of post test score is significantly high. So it evident that level of life skills is high at the time of post testing, which shows that there is significant effect of intervention program on life skills of students.

e. To study the difference between pre test and post test of life skills of control group.
Hypothesis: There will be no significant difference of mean scores between pre test and post test of life skills of control group.

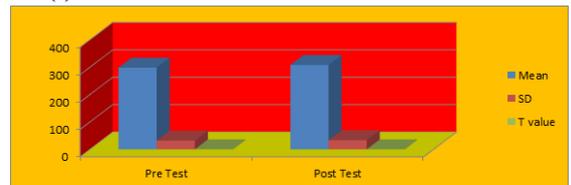| Group	N	Mean	SD	SE_D	Z value	Significance
Pre-Test	52	298.40	31.88	6.42	1.52	Not significant
Post-Test	52	308.17	33.62			

Table (e)

Figure (e)

Interpretation: Above given table (e) & figure (e) are reflect that z-value for the pre test and post test scores of life skills for control groups is 1.52, which is not significant at both levels of significance with df 102. So the null hypothesis, "*There will be no significant difference of mean scores between pre test and post test of life skills of control group.*" is *retained.* It means control groups have same level of life skills at the time of pre testing as well as post testing.

f. To study the difference between post tests of life skills of both groups.
Hypothesis: There will be no significant difference of mean scores

between post tests of life skills of both groups.

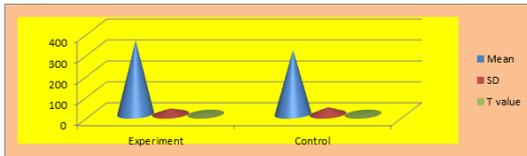| Group	N	Mean	SD	SE$_D$	Z value	Significance
Experiment	55	353	27.75	5.97	7.51	**Significant at 0.01 level**
Control	52	308.17	33.62			

Table (f)

Figure (f)

Interpretation: The table (f) & figure (f) are clearly depict that z-value for the post test score of life skills for both groups is 7.51, which is significant at 0.01 level of significance with df 105. So the null hypothesis, "***There will be no significant difference of mean scores between post tests of life skills of experiment group and control group***." is ***rejected.*** As from the previous result from the pre testing scores, it revealed that both the groups have same level of life skills. But after getting intervention the experiment group mean differ significantly from control group. It means there must be significant effect of intervention on the experiment group and shows high level of life skills.

CONCLUSION:
Life skills intervention program showed a significant improvement in life skills of students. The result revealed that both the groups have same level of life skills at the time of pre testing. The study also showed that when the comparison of experiment group was done on the basis of pre-testing and post testing, it evident that level of life skills is high at the time of post testing, which shows that there is significant effect of intervention program on life skills of students. On the other hand control group showed not any difference during both level of testing. But after getting intervention the experiment group differs significantly from control group. It means there must be significant increasing effect of intervention on the experiment group and shows high level of life skills. So by going through the result, it can be concluded that Life Skills Intervention Program is a significant mode for developing life skills in students. It should be a part of the regular curriculum of the school.

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