



## LIFE SKILLS INTERVENTION

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### ABSTRACT

*In the present study, an attempt is made to know the life skill level of higher primary school students. Methodology: The aim of the study is to know the life skill level of school Students and in which skill students are lacking and to provide basic life skill education to students for bring up to aware themselves in the begin of primary education level. Researcher gathered the data through non-probability sampling method. Collected pre intervention data through interview method by using the life skill scale (Vranda, 2011). Single Subject AB research design has been used. Through need assessment researcher has come to know that the students are lacking in Decision Making, Problem Solving, Empathy and Coping with Stress Skill. Considering the skills identified, researcher conducted activity with students suggested by WHO. Result: After the intervention, researcher has collected the Post Intervention Data. Questions related to (Decision Making, Problem Solving, Empathy and Coping with Stress Skills) were asked. Wilcoxon Signed Ranks test shows that there is a significant difference between baseline and post intervention in the domains of Decision Making, Problem Solving, Empathy and Coping with Stress Skill. Discussion and Conclusion: Life skill education is to give a chance to us for changing student's attitude as well as to have awareness about what researcher are looking to do. In that way the life skill teaches to students what is the right way for our leading life.*

**Key Words:** life skills, education, intervention research.

### I. INTRODUCTION

Life skills help to promote mental well-being and competence in young people as they face the realities of life. Life skills empower young people to take positive action to protect themselves and promote health and positive social relationships.

Life skills are skills which helps individual to develop. We can many people lack of skills failing in their life. Life Skills Education is a term which gives knowledge about the skills which are very important to an individual to survive in his life.



The term 'Life Skills' refers to the skills you need to make the most out of life. Life skills are usually associated with managing and living a better quality of life. They help us to accomplish our ambitions and live to our full potential. Any skill that is useful in your life can be considered a life skill.

Life Skills Education is the study of abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and the challenges of everyday life. Practicing life skills leads to qualities such as self-esteem, sociability and tolerance, to action competencies to take action and generate change, and to capabilities to have the freedom to decide what to do and who to be. Life skills are thus distinctly different from physical or perceptual motor skills, such as practical or health skills, as well as from livelihood skills, such as crafts, money management and entrepreneurial skills.

In Everyday life, the Development of life skills helps Students to

- ✓ Find new ways of thinking and problem solving
- ✓ Recognise the impact of their actions and teaches them to take responsibility for what they do rather than blame others
- ✓ Build confidence both in spoken skills and for group collaboration and cooperation
- ✓ Analyse options, make decisions and understand why they make certain choices outside the classroom
- ✓ Develop a greater sense of self-awareness and appreciation for others

### 1.1. Definition

Life skills are defined as, "Abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life"(WHO, 1997).

Life skills are defined as, "psychosocial abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. They are loosely grouped into three broad categories of skills: cognitive skills for analysing and using information, personal skills for developing personal agency and managing oneself, and inter-personal skills for communicating and interacting effectively with others"(UNICEF, 2003).

### 1.2. Description of life skills

"Life skills Education"

Life skills education is a structured programme of needs- and outcomes-based participatory learning that aims to increase positive and adaptive behaviour by assisting individuals to develop and practise psycho-social skills that minimize risk factors and maximize protective factors. Life skills education programmes are theory- and Evidenced-based, learner-focused, delivered by competent facilitators, and appropriately evaluated to ensure continuous improvement of documented results.

### 1.3. According to WHO definition important Life Skills are practiced:

**Problem Solving:** - Having made the decisions about each of the options, choosing the one which suits the best, following it through even in the face impediments and going through the process again till a positive outcome of the problem is achieved. (Aparna & Raakhee, 2011) Problem solving helps us to deal constructively with



problems in our lives. Significant problems that are left unresolved can cause mental stress and give rise to accompanying physical strain.(Sulfikar, 2016)

**Coping with Stress:** - It means recognizing the sources of stress in our lives, recognizing how this affects us, and acting in ways that help us control our levels of stress, by changing our environment or lifestyle and learning how to relax.(Sulfikar, 2016)

**Decision Making:** -Decision making helps us to deal constructively with decisions about our lives. This can have consequences for health. It can teach people how to actively make decisions about their actions in relation to healthy assessment of different options and, what effects these different decisions are likely to have.(Sulfikar, 2016)

**Empathy:** - Empathy is the ability to imagine what life is like for another person, even in a situation that we may not be familiar with. Empathy can help us to understand and accept others who may be very different from ourselves, which can improve social interactions, for example, in situations of ethnic or cultural diversity. Empathy can also help to encourage nurturing behaviour towards people in need of care and assistance, or tolerance, as is the case with AIDS sufferers, or people with mental disorders, who may be stigmatized and ostracized by the very people they depend upon for support. (Weisen, Orley, Lee, Sprunger, & Pellaux, 1997).

## II. REVIEW OF LITERATURE

(Yuen, et al., 2010) Conducted a study on “Enhancing life skills development: Chinese adolescents’ perceptions” in Hong Kong. The purpose of the study was to explore perceptions of student’s life skills development and the importance they place on such skills. The sample of the study was 52 Hong Kong high school. Through the focus group discussion the researcher collected the data. The study results show that the revealed students’ awareness of many salient life skills, including those related directly to academic development, ‘learning to learn’, personal and social growth, and future career planning. The implications of the findings are discussed with particular reference to implementing comprehensive school guidance and counselling programs in Hong Kong.

(Denham, Hatfield, Smethurst, Tan, & Tribe, 2007) Conducted a study on “The Effect of Social Skills Interventions in the Primary School” in UK. The objectives of the study was to ascertain the extent to which the interventions were successful in increasing pupils’ social skills and behaviour and the perceptions of both teachers and pupils regarding the effectiveness of the interventions in promoting inclusion. The sample of the study was 68 respondents in six primary schools. The data collected through the questionnaire. These quantitative findings were reinforced by post intervention qualitative data from teachers and pupils collected up to six months after the interventions took place. In this study the skills training activities, suggests that these social skills interventions do promote social inclusion in primary school pupils at risk of exclusion.

(Gomes & Marques, 2013) Conducted a study on “Life skills in educational contexts: testing the effects of an intervention programme” in Northern Portugal. The study aims to develop participants’ potential through the learning of life skills in a context of psychological experience exchange. The sample of the study was 84



participants from four schools. Data was collected through the questionnaire. Results showed that students who received the intervention reported having more developmental experiences related to life skills, greater life satisfaction and a stronger tendency to be optimistic. This finding suggests that academic programmes and classroom experiences do not particularly promote the development of life skills. Results suggest that life skills training can promote young people's autonomy in the decision-making processes and their confidence when facing new challenges.

(Kazemi, Momeni, & Abolghasemi, 2014) Conducted a study on "The effectiveness of life skill training on self-esteem and communication skills of students with dyscalculia" in Iran. The purpose of the present research was to examine the effectiveness of life skill training on the self-esteem and communication skills of students with dyscalculia. This study is a quasi- experimental with pre-test/post-test and control group. The sample consisted of 40 students with dyscalculia that selected among primary school students with learning disabilities in Ardebil city. Self-Esteem Scale and Social Developmental Questionnaire were used. The study results showed that life skills training were significantly on increasing of self-esteem and communication skills. Findings of present study laid in some probing in students with learning disorders. The findings of important implications are about training and counselling services in the students, as an important part on treatment.

### **III. LIFE SKILLS NEED ASSESSMENT**

#### **3.1. Meaning**

A need assessment is a systematic process for determining and addressing needs, or "gaps" between current conditions and desired conditions or "wants". The discrepancy between the current condition and wanted condition must be measured to appropriately identify the need. The need can be a desire to improve current performance or to correct a deficiency(Wikipedia, the free encyclopedia, 2017).

In other words need assessment is the process of collecting information about an expressed or implied organizational need that could be met by conducting training.

#### **3.2. The Process of Conducting a Need Assessment**

The Needs Assessment section helps you understand your user's needs, motivations, and behaviours what they do, how they do it, and why. Rather than a linear process where you move predictably from one conversation or tool to another, it is more of an iterative one defined by loops.

#### **3.3. Exploration and Identification**

During the first phase of the needs assessment, you need to determine what you already know about your organization's needs, whether it be additional resources, new technologies, or market expansion. It's about figuring out where you are and where you want to be. You also need to discover other undisclosed needs that may be hindering you from moving from where you are to where you want to be. You will often rank these needs in order of importance. You will then set the scope of your research. In other words, the needs you are going to focus upon.



### 3.4. Utilization

This is where the data you analysed is used to create a plan of action and implement it. You will set priorities, evaluate solutions, apply a cost-benefit analysis to determine which solution is best in light of the relative costs and benefits of each, formulate a plan to implement your solution, and then allocate the resources necessary for implementation. Again, the goal is to develop a plan to close the gaps between the organization's desired future state and its current state.

### 3.5. Evaluation

While many organizations will not evaluate the results of their needs assessment, smart organizations do. You will evaluate the results of the action plan against the results: has the action plan placed you closer to where you want to be? Evaluation can help you determine what made an action plan successful or find the errors in your needs assessment. For example, did you miss an important gap, or were the resources you allocated insufficient to close the gap?

### 3.6. Need Assessment of Life Skills

For need assessment of life skills, researcher applied life skill scale Vranda, 2011. It was prepared by Dr.Vranda, Asst. Prof Dept. of Psychiatric Social Work at NIMHANS in Bangalore. The tool consists 115 items related with 10 life skills, and 5 response options – Never (N), Rarely(R), Sometimes(S), Usually (U), and Always (A). With this Kannada version tool we conducted life skill intervention. By using this scale researcher came to know that the students are lacking the following life skills

- ✓ Decision Making
- ✓ Problem Solving
- ✓ Empathy
- ✓ Coping with Stress

## IV.METHODOLOGY

In the present study, an attempt is made to know the life skill level of higher primary school students. The aim of the study is to know the life skill level of school Students and in which skill students are lacking and to provide basic life skill education to students for bring up to aware themselves in the begin of primary education level.

### 4.1. Design

- ✓ AB (Baseline and Intervention) Design –
- ✓ The AB Design is a two phase design consisting of a no-intervention baseline phase (A) and an intervention phase (B). It allows for evaluation of pre-intervention and intervention problem status.
- ✓ The existence of a no intervention baseline allows for the establishment of a relationship between intervention and outcome.



#### 4.2. Universe:

Population study of the school students in Gola Govt. Primary School, Gulbarga District. Through their school teachers; researcher identified a group of 15 students aged between 13 to 15 years and started working with them.

#### 4.3. Sampling:

##### 4.3.1. Non Probability Sampling

Non-probability sampling is a sampling technique where the samples are gathered in a process that does not give all the individuals in the population equal chances of being selected.

Researcher has used convenience sampling method of non-probability sampling to gather research data.

##### 4.3.2. Convenience Sampling

Convenience sampling is a type of non-probability sampling method. The researcher chooses the sample based on whom students think would be appropriate for the study.

##### 4.3.3. Some Criteria Adopted by researcher for using Convenience Sampling

- ✓ By the recommendation of Class teacher of 8<sup>th</sup> class. Researcher selected 15 students of 8<sup>th</sup> class, those who were expected low levels of life skills.
- ✓ Also kept in mind the academic performance of those students.
- ✓ Their participation in co-curricular activities was next criteria.
- ✓ The Students those who have regular attendance in the school.

#### 4.4. Hypothesis

##### 4.4.1. Null hypothesis

- ✓ There is no significant differences in the decision making skill of students, before intervention and after intervention.
- ✓ There is no significant differences in the problem solving skill of students before intervention and after intervention.
- ✓ There is no significant differences in the empathy skill of students before intervention and after intervention.
- ✓ There is no significant differences in the coping with stress skill of students before intervention and after intervention.

##### 4.4.2. Alternate hypothesis

- ✓ Students are not equally distributed on the decision making skill of students before intervention and after intervention.
- ✓ Students are not equally distributed on the problem solving skill of students before intervention and after intervention.



- ✓ Students are not equally distributed on the empathy skill of students before intervention and after intervention.
- ✓ Students are not equally distributed on the coping with stress skill of students before intervention and after intervention.

#### 4.6. Method of Data Collection

Interview Method was used to collect the research data.

### V.RESULT OF LIFE SKILL INTERVENTION

After the completion of intervention activities, researcher gave one week gap and again collected the post intervention data.

**Hypothesis Test Summary**

	Null Hypothesis	Test	Sig.	Decision
1	The median of differences between Decision Making Pre and Decision Making Post equals 0.	Related-Samples Wilcoxon Signed Rank Test	.001	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

The above table explains about the effectiveness of decision making life skill intervention. The result indicates that significant difference in the pre intervention and post intervention score. It shows intervention activities have significantly improved decision making ability of students. Hence null hypothesis is rejected and alternative hypothesis is accepted. Therefore there is a difference between pre and post intervention. So the life skill intervention has improved the level of decision making skill among the group students.

**Hypothesis Test Summary**

	Null Hypothesis	Test	Sig.	Decision
1	The median of differences between Empathy Pre and Empathy Post equals 0.	Related-Samples Wilcoxon Signed Rank Test	.001	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

The above table explains about the effectiveness of empathy life skill intervention. The result indicates that significant difference in the pre intervention and post intervention score. It shows intervention activities have significantly improved empathy ability of students. Hence null hypothesis is rejected and alternative hypothesis is accepted. Therefore there is a difference between pre and post intervention. So the life skill intervention has improved the level of empathy skill among the group students.



**Hypothesis Test Summary**

	Null Hypothesis	Test	Sig.	Decision
1	The median of differences between Problem Solving Pre and Problem Solving Post equals 0.	Related-Samples Wilcoxon Signed Rank Test	.001	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

The above table explains about the effectiveness of problem solving life skill intervention. The result indicates that significant difference in the pre intervention and post intervention score. It shows intervention activities have significantly improved problem solving ability of students. Hence null hypothesis is rejected and alternative hypothesis is accepted. Therefore there is a difference between pre and post intervention. So the life skill intervention has improved the level of problem solving skill among the group students.

**Hypothesis Test Summary**

	Null Hypothesis	Test	Sig.	Decision
1	The median of differences between Pre-Coping with Stress and Post-Coping with Stress equals 0.	Related-Samples Wilcoxon Signed Rank Test	.001	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

The above table explains about the effectiveness of coping with stress life skill intervention. The result indicates that significant difference in the pre intervention and post intervention score. It shows intervention activities have significantly improved coping with stress ability of students. Hence null hypothesis is rejected and alternative hypothesis is accepted. Therefore there is a difference between pre and post intervention. So the life skill intervention has improved the level of coping with stress skill among the group students.

**VI. VISUAL SIGNIFICANCE**

The observed changes in the behaviour among the students after the life skill program are:

- ✓ Students improved in their non-verbal communication.
- ✓ The shyness which researcher saw from first day changed.
- ✓ Decisions to continue education. Increasing participation in any activity.
- ✓ Fluent and confident communication with classmates and teachers, ability to come out from stage fear.
- ✓ Started eye contacts while talking.

**VII. CONCLUSION**

The Life Skill Education Programme which is conducted in Govt. Higher Primary School Gola was a wonderful experience for the researcher. The researcher attended for the training life skill education in the first semester.



This was the chance to apply theoretical knowledge in practice. The training period was very useful for the researcher since, they got to know how to handle students without the presence of teachers. They came to know that each child has their own specialties and it is the duty of the researcher to find them out and make the students to come in front of everyone. The life skills are very much important in the life to get success in the life. The life skill intervention program helps the students to take it out and recognizing them.

The students said that they enjoyed these days and they liked the learning which they got through the activities. And they promised that the learning which they got in these days will never forget. The first day the students were not so open to the trainees but within the training days the trainees got more influence in students and they comfortable being with trainees. The students were very fast to achieving the life skills which finally shown in the result of 0.001 significance. It gave researcher a minute to take proud because researcher got the result which was much more than the expected one.

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