

An Investigation into the Effectiveness of Life Skills Intervention Program on Well-Being of 9th Grade Students

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ABSTRACT: Life skills consider as basic requirement of everyone life. There are a number of life skills. Some of them are innate and other acquired by learning with the help of environment. Adolescent is basic period to understand and learn such skills. But due to change in societal structure and boom of technology, masses of adolescent are lack of it. Life skills also affect the well-being of individual. Well-being is not only related to health, but also contentment related to all aspect physical as well as mental levels. In the given study, investigator developed a Life Skills Intervention Program and studies the effect of it on Well-being. The program contains ten life skills proposed by WHO. A sample of 107 female students of 9th grade was taken by using random sampling (lottery method). 'General Well-being Scale' developed by Ashok K. Kalia and Anita Deswal (2011) was used for assessing well-being of students. Result of the study revealed that maximum students (51 students) having low level of well-being during pre-testing phase, but after getting intervention they (43 students) were being shifted at average level. On the other hand, not any such change found in control group. The study also showed that mean scores related to experimental group is significant differ from control group, which indicated a positive significant affect of intervention program on well-being of students. So, such type of program should be an integral part of curricula to inculcate basic life skills in students.

KEYWORDS: Life Skills, Life Skills Intervention Program, Well-being, 9th grade female students.

I. INTRODUCTION

Life Skills are the basic skills which acquired by a person through learning or direct experiences of life. It helps a person to handle all the issues and problems, which encountered in their life. There are many life skills like decision making, money management, critical thinking, creative thinking, effective encounter with problems, interpersonal relationship, effective communication and many more. In current scenario, world is changing so fast due to modernization, urbanization, globalization and the media boom which make a pressure on everyone, especially on adolescent. They are not capable to handle all these situations due to lack of life skills. As life skills can be acquired through direct experiences, but change in family formation i.e. from joint to nuclear (Rani & Menka, 2019), parents start helicopter parenting and children don't have exposure towards social life or society. Life skills intervention program helps such children, which helps them to encounter successfully with problems. It helps them to understand, how to speak in public, how to react on any problematic situation, how to manage anger and much more. Many studies evident that life skill invention program significantly helps in learning life skills (Rani & Menka, 2019).

The well-being can be define as "the subjective feeling of contentment, happiness satisfaction with life's experiences and of one's role in the world of work, sense of achievement, utility, belongingness, and no stress, dissatisfaction or worry, etc." It may be maintained in difficult conditions and on the contrary loss of favours situation. The various definitions of general well-being as proposed by various researchers are discussed here. Shah and Marks (2004) described wellbeing as "Well-being is more than just happiness. As well as felling satisfied and happy, well-being means developing as a person, being fulfilled, and making a contribution to the community." Recently it was felt that, quality of life can be considered separately from ideas of illness. Forgeard and Colleagues (2011) proposed that "Some researchers have preferred to ignore the multifaceted nature of wellbeing and equate it with one construct (often life satisfaction), leading to the unfortunate omission of other important aspects of wellbeing." Well-being of a person depends on many factors. Some study revealed that feeling of well-being is affected by locality. Rural students have more feeling of well-being than urban students (Hooda & Tyagi, 2013).

Life skills are directly related to well-being also. Well-being of a person can be improved by enhancing life skills. Well-being can be improved by accepting emotions and taking daily risk. A strong decision maker and

Emotionally strong person only can do this. Self-awareness leads a person to live in present and introspect themselves. Laughing and effective communication are key factors for well-being. Creative thinking and critical thinking help to get rid of rotten eggs. It helps a person to move forward. Self-awareness helps a person to identify and use his individual strength. Effective communication helps to inspire someone. Well-being also based on interpersonal relationship. A good relationship helps a person to grow psychologically. In short, all the life skills are essential for well-being.

II. REVIEW OF RELATED LITERATURE

A study "The effect of life skills training on psychological well-being and satisfaction among female adolescents" conducted by **bahramabadi (2013)** on a sample of 60 adolescent girls. It revealed that life skills training affects positively school satisfaction level and psychological well-being of girls. Another study "Effect of Parent training (life skills intervention) on psychological wellbeing, personality, life skills development of adolescents- a pilot study" conducted by **arulsubila and subasree (2016)** on 60 students from Tiruchirappalli. This study revealed that training of adolescent's parent affects positively life skills, personality and well-being of students. Furthermore, a study "Effect of life skills training program on psychological well-being of rural adolescents" conducted by **jagtap and karmakar (2018)** on 8th and 9th grade students, which revealed a significant effect of training on all dimensions of well-being.

Significance of the study : "Life skills education is designed to facilitate the practice and reinforcement of psychosocial skills in a manner appropriate to culture and development; Helps promote personal and social development, prevention of social and health problems and protection of human rights "(WHO, 1999). Life skills, from other functional skills, if these were acquired effectively can help understand how you feel and perceive others. These skills not only help to develop self-esteem and self-confidence, but also teach us how to communicate with ourselves and others effectively, reducing many of the conflicts or problems created by ourselves. Life skills, in short, are the practical skills to equip the student with skills and abilities, better and more positive (UNICEF, 2006). It also defined as "The appropriate and positive behavioral capacities that enable individuals to effectively cope with the demands and challenges of daily life" (WHO, 1997). These are used for developing positive and adoptive behavior. Life skills determined the ability to maintain any person well-being state. In current scenario students are losing these basic life skills, which help them to cope with the adolescent's stress. For helping them in acquiring the skills investigator took this variable for research. progress of a nation based upon well-being of its citizens. All type of advancement such as intellectual creative, educational, social and cultural can be possible if a nation having the people, who possess well-being. Because of the advancement in every field, lives of students also become more complex and stressful. The students in adolescent age feel heavy pressure in the wake of competitions. Efficiency and effectiveness of Students is mainly depending upon their well-being. So, it indicated towards needs of studying the well-being of students. Life skills also show a significant effect on how people interact with others and their well-being. In addition, these two terms are theoretically linked with each other because social interaction level can be affected by the mental state of a person. Issues related to social competence and emotional well-being are considered as major issues for children. Behavioral theories suggested that mastery and use of life skills should related positive social outcomes, while lack of such skills leads to negative outcomes (Libet & Lewinsohn). Hence, going through this discussion investigator decided to study the effect of life skills intervention program well-being of 9th grade students.

Statement of the problem : "An Investigation into the Effectiveness of Life Skills Intervention Program on Well-Being of 9th Grade Students."

III. METHODOLOGY AND SAMPLE

This study is based upon cause and effect relationship, so investigators used quasi-experimental research design. A sample of 107 girls' students were taken by using simple random sampling. Out of the total sample, experimental group contain 55 students and control group having 52 students.

Tool used

- 'Life skills intervention program' developed by investigators was used for this study. This program consists ten basic life skills given by WHO. The intervention was given to experiment group for thirty working days (one hour per day). This program consists various activities and reusable web resources.
- 'General Well-being Scale' developed by Ashok K. Kalia and Anita Deswal (2011) was used for assessing well-being of students. This test consists 55 items (30 positive & 25 negative) under four dimensions.

Objectives

- To assess the Well-being of 9th grade students
- To study the effect of life skills intervention program on well-being.

Hypothesis

- There will be no significant difference of mean scores of feeling of well-being between both groups (Experiment & control) of students at both levels (Pre-test& Post-test).

IV. RESULT AND INTERPRETATION

Objective 1. To Assess the Well-being of 9th Grade Students

Table 1 Well-being of both groups

Level of Well-being	Experiment group		Control Group	
	No. of students (Pre-Test)	No. of students (Post-Test)	No. of students (Pre-Test)	No. of students (Post-Test)
high	1	2	0	0
average	3	43	4	7
low	51	10	48	45

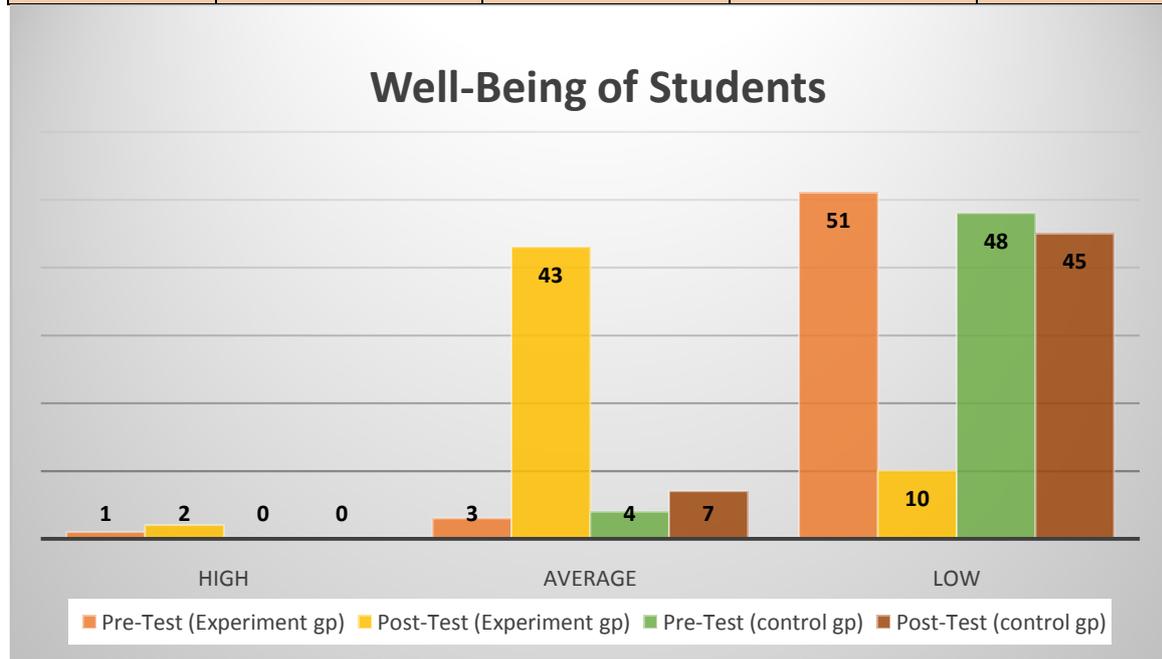


Figure1 Well-being of both groups

Interpretation: The table 1 and figure 1 revealed that during **pre-testing** of experiment group, **1** student have **high** level of well-being, **3** students having **average** level of well-being, and **51** students having **low** level of well-being and on the other hand, during **post-testing** maximum students' i.e. **43** having **average** level of well-being, **3** students have **high** level and **10** students have **low** level of well-being. The result reveals that there must be some difference between pre-testing and post-testing results of experiment group. The above table1 and figure1 also depicted that according to **pre-testing** result of control group **not** any student has **high** level of well-being. The table also shows that **4** students have **average** level of life skills, **and 48** students having **low** level of well-being. On the other hand, **post-testing** shows that **not** any student has **high** level of well-being, **7** students

have **average** level, and **45** were at **low** level of well-being. This result is not showing such a difference between pre-testing and post-testing scores of well-being of control group.

Objective 2.:To study the effect of life skills intervention program on well-being.

Hypothesis:There will be no significant difference of mean scores of feeling of well-being between both groups (Experiment & control) of students at both levels (Pre-test& Post-test).

Table 2

Group	Pre-Test			Post-Test		
	Mean	SD	T-value	Mean	SD	T-value
Experiment N=55	143.63	32.70	2.08*	191.29	18.67	10.60**
Control N=52	131.73	26.26		146.76	25.12	
	Experiment N=55			Control N=52		
Group	Mean	SD	T-value	Mean	SD	T-value
Pre-test	143.63	32.70	9.40**	131.73	26.26	0.89***
Pre-Test	191.29	18.67		146.76	25.12	

*significant at 0.05 level, **significant at 0.01 level,***not significant

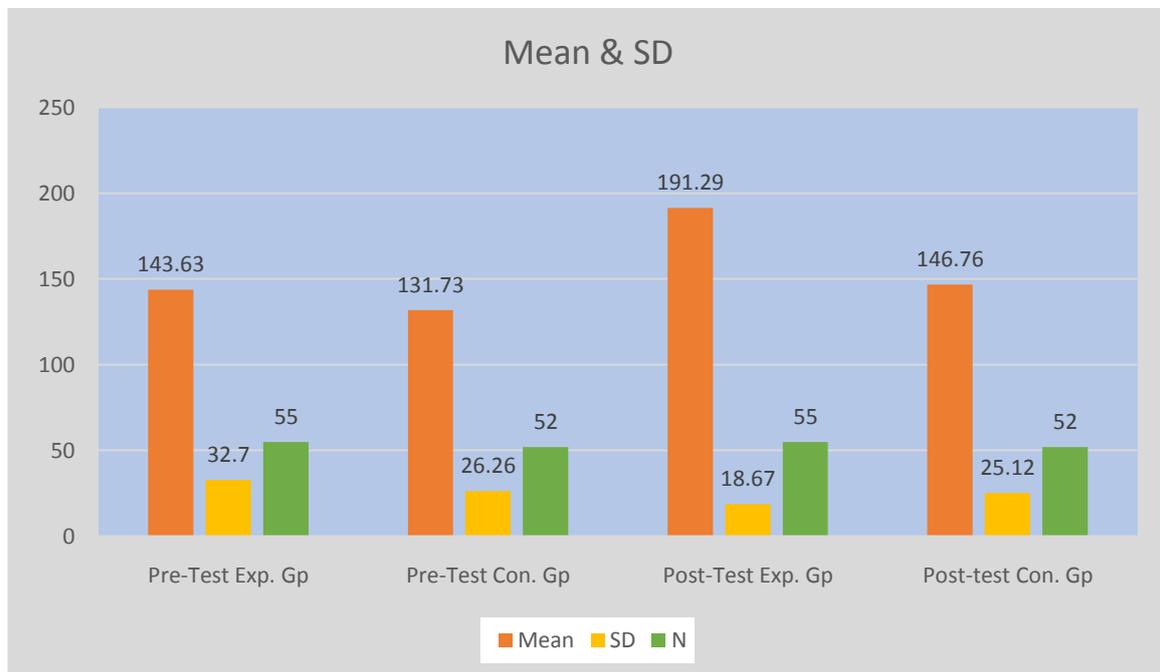


Figure 2

Interpretation:As the above table & figure revealed that “T-value” during pre-testing of well-being for both groups is 2.08 (Significant, df 105). So, the null hypothesis, “*There will be no significant difference of mean scores between pre-tests of well-being of experiment group and control group*” is **rejected**. It means mean score of experiment group is significantly differing from mean score of control group. The difference is trustworthy, so experiment group’s mean score is higher than control group at pre-testing level. The table &

figure also are clearly evident that T-value for the pre-test and post-test score of well-being for experiment group is 9.40 (Significant, df 108). So, the null hypothesis, "**There will be no significant difference of mean scores between pre-test and post-test of well-being of experiment group**" is **rejected**. It means there must be significant difference in both. The mean score value of post-test is higher the mean score value of pre-test. So, it that program significantly affect the well-being of experimental group students. Furthermore, table & figure are clearly showing that t-value for the pre-test and post-test score of well-being for control groups is 0.89, which is not significant (df 102). So, the null hypothesis, "**There will be no significant difference of mean scores between pre-test and post-test of well-being of control group**" is **retained**. It means mean score of well-being is same during pre-testing and post-testing. So not any significant increase or decrease in the wellbeing of control group. The given table & figure also are clearly reflecting that "t-value" during post-testing of well-being for both groups is 10.60 (significant, df 105). So, the null hypothesis, "**There will be no significant difference of mean scores between post-tests of well-being of experiment group and control group**" is **rejected**. It means both the groups significantly differ at the time of post-testing. The above table shows that experiment group has higher mean value than control group. As, previous result also shows higher mean score for experiment group during pre-testing, but at the time of post-testing the gap between mean score of both groups is more. So, this reveals that life skills intervention significantly increase the well-being in experiment group.

V. CONCLUSION

Investigator assessed the level of well-being of both groups which exposed that most of the students having low level of well-being belongs to both groups during pre-testing phase. During this phase, the comparison of both groups was done. The result revealed that mean score related to experiment group was significantly differ from their counterpart. The difference was trustworthy, so experimental group's mean scores was higher than control group at pre-testing level. After the exposure of intervention, when the comparison had done between pre-test and post-test score of experimental group which exposed that mean scores value of post-test was higher than the mean scores value of pre-test. So, it showed that this program significantly affect the well-being of experimental group students. Similarly, the finding of Bahramabadi (2013), Jagtap & Karmakar (2018) was in agreement of this result which revealed that there was significant positive effect of life skills training on well-being of students. The result also revealed that such significant improvement was found in all dimensions of well-being of students. The control group did not get any intervention, so the comparison between both phases scores concluded that mean scores of wellbeing was same for pre-testing and post-testing. So not any significant increase or decrease in the well-being of control group. After encountering with life skills intervention, the post-test score of both groups were being compared that revealed both groups significantly differ, at the time of post-testing. The result showed that experimental group had higher mean value than the control group. As the previous result also showed higher mean scores for experimental group during pre-testing, but at the time of post-testing the gap between mean scores of both groups was increased. So, this revealed that life skills intervention program significantly increases the well-being of experiment group.

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