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To study the effects of intervention program on life skills education level among high school children

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Abstract

Life skills are abilities for adaptive and positive behaviour that enable humans to deal effectively with the demands and challenges of everyday life. The objective of the study was to study the life skills education level among high school students and to study the effects of intervention among selected group of respondents. The life skills rating scale was self-constructed. Expert validity was done to check the validity of the developed tool. A sample of 200 high school children were randomly selected from private and government school. Based on the findings of the research study, 30 for experimental and 30 for control group were selected from government high school and they become the sample for the intervention program. The intervention program was conducted twice in a week, and continued for three weeks. Two sessions were conducted on each day of intervention program. Different topics related to life skills education were conducted. Numerous activities were also conducted such as mind boosting games, vocabulary tests, role plays, group discussions, mock counselling session and work sheet were done. Students-'t' test and chi-square test were the statistical methods used. The findings showed that the intervention program had tremendous impact in the development of life skills education levels among the respondents of government school.

Keywords: Life skills, education level, high school children

1. Introduction

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 five years have been matched with the transformation in technology and these are all impacting on education, the workplace 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. Hence the Adoption of life skills education program in academics will give more knowledge towards life and it makes a child to develop good personality.

Most of the researcher suggested that adoption of life skill education in academics is very important and to implement properly in academic teachers should be trained in the life skills education. Sharma (2003) based on his study recommended that training of teacher in the life skill education context and policy of compulsory primary education.

According to WHO (1997), "the abilities for adaptive and positive that enable individual to deal effectively with the demands and challenges" are called life skills.

Life skills are the building blocks of one behaviour and need to be learnt well to lead a healthy, meaningful and productive life. Attempts should be made to understand the adolescent problems and guide them in acquisition of life skills. The intervention on life skills development is a good support system for children at the community level.

2. Methodology

The aim of the study is to know the effectiveness of intervention program on life skills education level among high school children.

2.1 Objectives

- 1) To study the life skills education level among high school students.
- 2) To study the effects of intervention among selected group of respondents.

2.2 Hypothesis

- Life skills education level may not vary among high school children.
- Life skills level may not differ significantly among government and private high school children.
- Intervention has an effect in enhancing life skills education level among selected groups.

2.3 Procedure

A sample of 200 high school children of the age group of 12-16 years living in urban Bangalore were randomly selected for the present study. The tool used to elicit information was self-structured tool. Expert validity was done to check the validity of the developed tool, comprising of 108 statements there are five aspects of life skills education such as personality development, communication skills, interpersonal skills, career guidance and conflict Resolution. The sample

was collected from private and government high school situated in Bangalore.

Based on the findings of the research study, 30 for experimental and 30 for control group were selected from government high school and they become the sample for the intervention program. The intervention program was conducted twice in a week, and continued for three weeks. Two sessions were conducted on each day of intervention program. Different topics related to life skills education were conducted. Numerous activities were also conducted such as mind boosting games, vocabulary tests, role plays, group discussions, mock counselling session and work sheet, etc were done. Students-‘t’ test and chi-square test were the statistical methods used.

3. Result and Discussion

Table 1: Classification of Respondents by Personal Characteristics selected for the intervention program N=60

Characteristics	Category	Respondents			
		Control (n=30)		Experimental (n=30)	
		N	%	N	%
Age group (years)	13-14	12	40.0	17	56.7
	15-16	18	60.0	13	43.3
Gender	Male	19	63.3	17	56.7
	Female	11	36.7	13	43.3
Class	8th std	11	36.7	13	43.3
	9th std	19	63.3	17	56.7
Ordinal position	First	11	36.7	11	43.3
	Second	6	20.0	12	40.0
	Third	9	30.0	2	6.7
	Later	4	13.3	5	16.7
Number of siblings	No	4	13.3	3	10.0
	One	10	33.3	15	50.0
	Two	8	26.7	6	20.0
	More than two	8	26.7	6	20.0
Type of family	Nuclear	22	73.3	30	100.0
	Joint	8	26.7	0	0.0
Family income/month	≤ Rs.10,000	18	60.0	13	43.3
	Rs.11,000-20,000	11	36.7	13	43.3
	> Rs.20,000	1	3.3	4	13.3

Table 1 depicts the classification of the respondents by personal characteristics. With regard to the age group of the respondent it reveals that majority were in the age group of 15 – 16 years, was found in control group(60%) compared to experimental group(43.3%), whereas in the age group of 13 - 14 years highest percentage was found in control group (63.3%) compared to experimental group (43.3%).

With regard to the gender of the respondents the table shows that 63.3% of the respondents were boys in control group, and 56.7% of boys were there in experimental group. Highest percentages (43.3%) of girls were found in experimental group when compared to control group (36.7%). With regard to the class studying, it indicates that majority (63.3%) of the respondents were in 9th standard in control group while 36.7% of the respondents were in 8th standard in control group. Whereas in control group respondents highest (56.7%) of the respondents were in 9th standard while 43.3% of the respondents were in 8th standard.

Further, with regard to the ordinal position of the respondents, it is evident from the findings that majority of the respondents (43.3%) were first born compared to control group (36.7%). The table also shows that, almost similar percentages (34% and 32%) were found to be second born in both the school respondents. Further less percentage (19 and 16) was found to

third born and least percentage (15 and 8) was found to be later born in both the school respondents. With regard to number of siblings of the respondents, it reveals that 35% and 28% were from single sibling family. While 14% and 10% of the respondents, were from no siblings family in both the school respondents. Whereas 29% and 36% of the respondents having two siblings in the family. About 22% and 26% of the respondents have more than two siblings in the family both in private and control group respondents.

Regarding the type of family majority (100%) of the experimental group respondents were from nuclear family compared to control group respondents. With regard to income of the family in experimental group 43.3% of respondents have the income of less than 10,000 rupees per month, and 43.3% were in between 10,000 and 20,000 rupees per month and least (13.3%) of the respondents have the income more than 20000 rupees per month. Where as in control group more than of half of the family income is less than 10,000 rupees per month.

Table 2: Classification of Respondent on Life skills education level N = 200

Life skills education level	Category	Respondents				χ^2 Test
		Private		Government		
		N	%	N	%	
Inadequate	≤ 50 % Score	0	0.0	0	0.0	7.09*
Moderate	51-75 % Score	63	63.0	80	80.0	
Adequate	> 75 % Score	37	37.0	20	20.0	
Total		100	100.0	100	100.0	

*Significant at 5% level, χ^2 (0.05,1 df) = 3.841

Table 2 and figure 1 reveals that the life skills educational levels of the respondents. The results indicate that 63% of the respondents of the private school have developed moderate life skills education levels; about 37% have developed adequate life skills education levels. It shows that private school respondents have developed good life skills compared to government school respondents. Whereas highest (80%) of the government school respondents have scored moderate life skills, only 20% have adequate levels of life skills education levels and none of the respondents in both the schools were

not having inadequate life skills. The data subjected to chi square test indicates that the difference in the life skills between government and private school respondents found to be significant ($\chi^2=7.09^*$). Figure-6 shows that the life skills are better in private school when compared to the government school students. Hence the hypothesis of the present study is rejected, which states that life skills education may not differ significantly among government and private high school students

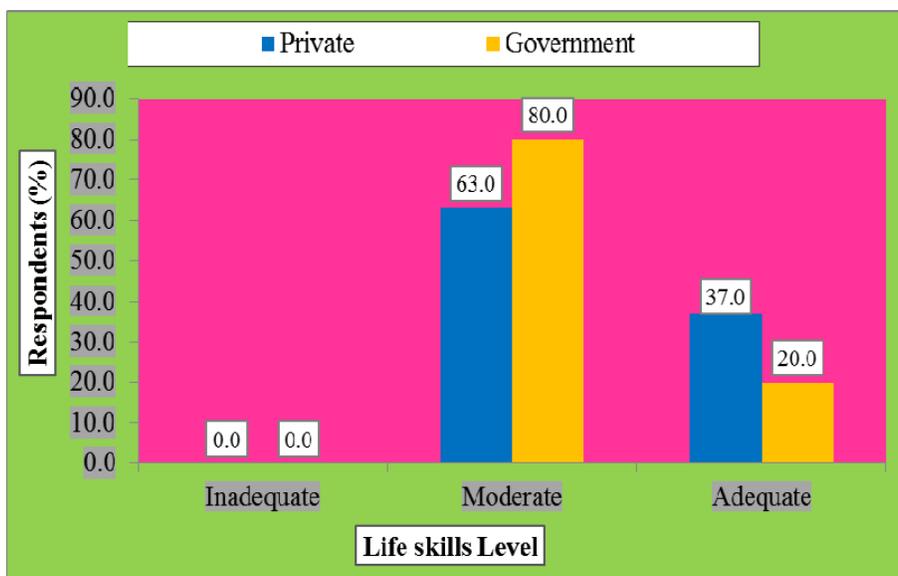


Fig 1: Classification of Respondents on Life skills educational level

Table 3: Respondents of intervention on Post-test Life skills education level N=60

Life skills education level	Category	Respondents				χ^2 Test
		Control		Experimental		
		N	%	N	%	
Inadequate	≤ 50 % Score	0	0.0	0	0.0	25.45*
Moderate	51-75 % Score	21	70.0	2	6.7	
Adequate	> 75 % Score	9	30.0	28	93.3	
Total		30	100.0	30	100.0	

*Significant at 5% level, χ^2 (0.05,1df) = 3.841

Table 3 and figure 2 shows the respondents on Post-test Life skills education level. The post -test result shows that there was tremendous (93.3%) increase in the adequate life skills education level of the experimental group respondents when compared to the control group (30%). Whereas least (6.7%) of the experimental group respondents had moderate life skills education level when compared to that of control group respondents. Chi square test was found to be significant at 5% level ($\chi^2=25.45^*$). Hence the hypothesis is rejected. It shows that effectiveness of intervention program has an influence on

enhancement of life skills education level in the experimental group of selected respondents. The study is also supported by Divya Singh and Poonam Sharma (2016) [1] who conducted a study on “Status of Life-Skills Education and Its Practices in India. Result implies that children should be equipped with other abilities that prepare them for success and meaningful contribution to the society they live in. curriculum should enriched with life skills education than student will perform better in their academia.

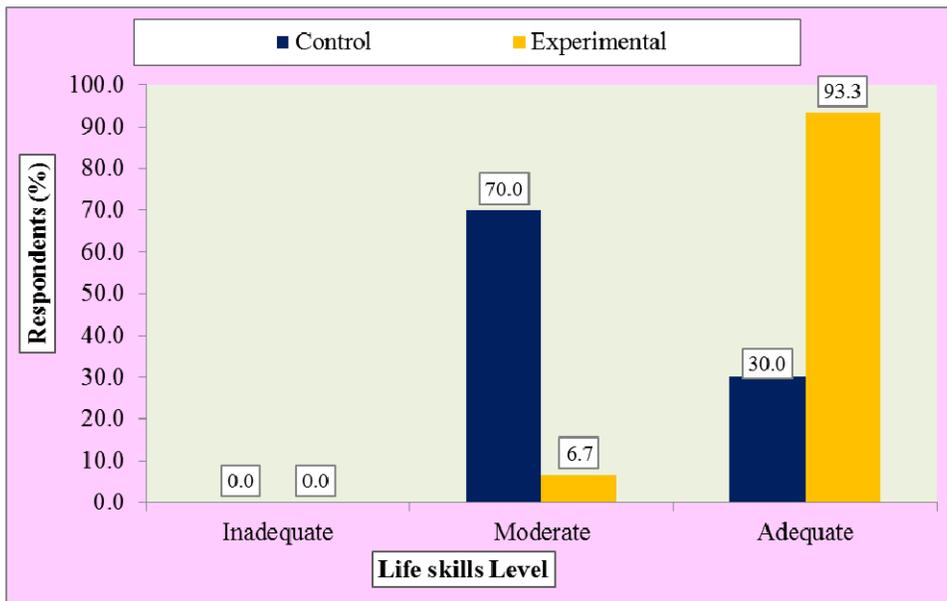


Fig 2: Respondent on post-test life skills education level

Table 4: Respondent on Pre-test and Post-test Life skills education level of Experimental group N=30

Life skills education level	Category	Respondents				χ^2 Test
		Pre test		Post test		
		N	%	N	%	
Inadequate	≤ 50 % Score	0	0.0	0	0.0	25.45*
Moderate	51-75 % Score	21	70.0	2	6.7	
Adequate	> 75 % Score	9	30.0	28	93.3	
Total		30	100.0	30	100.0	

*Significant at 5% Level, χ^2 (0.05,1df) = 3.841

Table 4 and figure 3 shows that Respondent on Pre-test and Post-test Life skills education level of experimental group. Almost cent percentage (93.3%) of the post-test results of the experimental group respondents had adequate life skills education level when compared to pre-test results (30%). The results shows that least (6.7%) of the respondents have moderate life skills education level was found in post-test results. when compared with pre-test findings. This indicates that there was a tremendous increase in the performance of experimental group. Chi square test was found to be significant at 5% level ($\chi^2=25.45^*$). It shows that

effectiveness of intervention program had an positive influence on enhancement of life skills education level in the experimental group of respondents. Hence the hypothesis state that the intervention has an influence in improving the life skills among the experimental group is accepted. Result was also supported by Prajina. J and Godwin Prem singh (2014).Who studied on impact of life skills among adolescents: it shows how the life skills contribute to the individual development of adolescents does. For the successful education one needs to have life skills education in their studies.

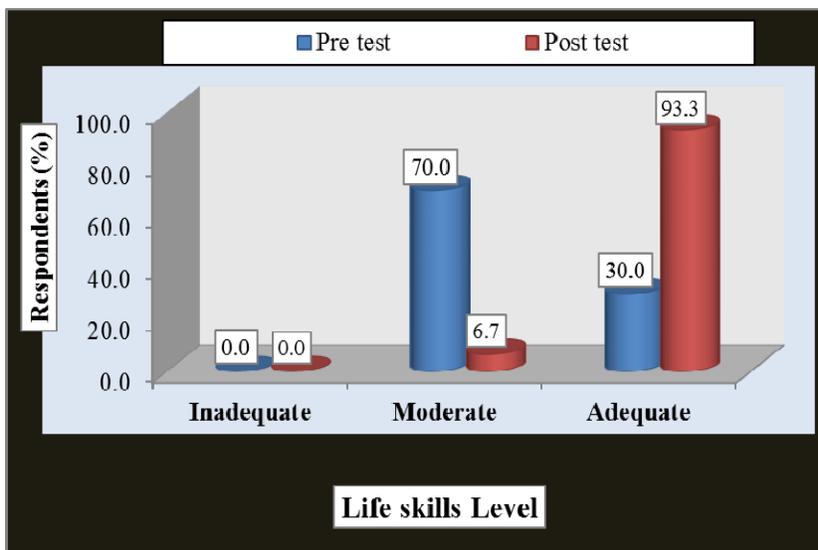


Fig 3: Respondents on Pre- test and Post-test life skills education level of Experimental group

4. Conclusion

The data obtained from the study states that there are significant differences in the life skills education levels among the private and government school respondents. The intervention program had a positive influence in enhancing the life skills education level among the children. So it is a need of the present scenario to introduce life skills education as a part of their curriculum among high school students. Identifying the children with lack of skills and conducting intervention in those areas will bring significant changes in children's life.

5. References

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