

Effectiveness of Self-Instructional Module about Life Skills Education on the Level of Life Skills among Early Adolescent Students of Selected Schools in Bengaluru, Karnataka

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Abstract: Life skill education programs have been found to be empowering adolescents from economically backward sections of society and they have been adopted to target several objectives among adolescent girls. The objectives of this programme are to promote awareness of the world around them, create awareness on growing issues, enhance mobility, empower to express their opinion as well as the promotion of egalitarian participation in decisions that affect their lives, developing vocational skills and saving mentality in them. The general objective of this study was to assess the effectiveness of the self-instructional module (SIM) about life skills education on the level of life skills among early adolescent students in selected schools in a Bengaluru. This study adopted a single group pre-test and post-test quasi-experimental design. The study participants were selected by a simple random sampling technique, consisting of sixty samples from 9th and 10th standard students of St. Phillomena and Blossom School in a Bengaluru. The tool consisting of socio-demographic data and life skills scale was given to assess the effectiveness of the SIM about life skills education administering the same questionnaire to assess the post-test. The overall mean post-test level score regarding life skills education (193.34) was significantly higher than the overall mean pre-test level (161.43) score regarding life skills education score. The obtained t-value was found to be 5.714, which was significantly higher ($p < 0.05$) than the table value. There was a significant ($p < 0.05$) association found between the pre-test score with the gender of the students.

Keywords: Effectiveness, Planned Teaching Program, Knowledge, Bio-medical Waste Management.

I. INTRODUCTION

Adolescence is the developmental phase between childhood and adulthood characterized by rapid changes in physical, psychological, moral, and cognitive growth. It is the period when a child moves from dependency to autonomy [1]. Approximately 1-2 billion adolescents worldwide, about 85% are living in developing countries and the remaining live in the industrialized world. In India, 190 million adolescents are constituting around 16 to 20% of the population. In Karnataka, there are around 3.1 million adolescents, in which 1.6 million are male and 1.4 million are female [2]. Adolescence is often described as a phase of life that begins with biology and ends in society. The experience of adolescents during teenage would vary considerably according to the cultural and social values of the network of social identities they grow in [3]. This requires the development of adequate competencies in them which would help them sail

smoothly through this stage of life. They must undergo a programme that would add value to their life [4]. The transition period of adolescence is different in terms of the emotional and physical changes, it brings to their life. Adapting themselves to these changes is not easy and they may face problems that require support from the teachers or parents or even peers to surpass it. The present adolescents are unable to cope with minor problems of life and that has led to increased psychological problems. Adolescents are not very comfortable to express their problems to their own teachers [5].

Life Skills refer to "abilities for adaptive and positive behavior that enables an individual to deal effectively with the demands and challenges of everyday life" [5]. Life skill education is a value-added program that aims to provide students with strategies to make healthy choices that contribute to a meaningful life. It helps adolescents to understand themselves and to assess their skills, abilities, and areas of development. It also helps adolescents to get along with other people and adjust to their environment and make responsible decisions [3]. Life skills programs are carried out with basic skill-building activities; participative interactions of role plays, group work, team-building exercises, discussions, voicing out opinions and presentations, to actively engage young people in their self-development process. These basic skills will help young people in coping with the difficulties they face in their personal, emotional, and social development. Through these skills, adolescents learn to communicate with their parents, teachers, adults, and peers. They also learn the importance of saying "no", especially at times of negative peer pressure. They learn to take control of their emotions and make more informed. Life skills help adolescents to transit successfully from childhood to adulthood by healthy development of social and emotional skills and development of social competence and problem-solving skills. It promotes positive social norms that impact adolescent health services, schools, and families [6]. The objectives of this programme were to promote awareness of the world around them, create awareness on growing issues, enhance mobility, empower to express their opinion as well as the promotion of egalitarian participation in decisions that affect their lives, developing vocational skills and saving mentality in them [7]. Similarly, the life skills-based approach namely Better Life Options (BLO) programme for adolescent girls in India, implemented by the Centre for Development and Population Activities especially in urban slums of Delhi and rural Madhya Pradesh/Gujarat had vocational and training support along with skills training [7].

Adolescents in India live in diverse circumstances and have diverse needs and rights. Along with their need to be educated, healthy and skillful, they need and have rights to adequate nutrition, live in a safe and supportive environment, have opportunities to reach their optimal potential and generally lead healthy, joyful and fulfilling lives so that they can be productive and well-adjusted citizens of tomorrow. Children in our country face many challenges. Many of them are first-generation learners and face myriad problems throughout their schooling. They, due to the socio-economic and cultural determinants may be vulnerable in many ways [8]. Adolescence needs to have self-awareness because it is the period of a bio-psycho-social transaction between childhood to adulthood and the world eminent psychologist has rightly pointed out that human productive life starts from pre-adolescence so they must become aware of their self, for knowing their position and status within the family, the peer group and social network and they must realize their strength and weakness, competencies, they should know what they can do, what they cannot do, then only their present and future life would become a succeed one [9]. Adolescence is the most dramatic phase in the course of development. It is characterized by rapid physical, biological and hormonal changes resulting in psychosocial, behavioral, and sexual maturation between the ages of 10-19 years in an individual [3].

Today's education doesn't address the needs of all the children who despite various levels of scholastic competence are capable of learning and need to develop those skills and become empowered to live effectively in this world. This empowerment is very essential in today's context in India as there are rapid globalization and urbanization with a breaking up of joint families and the traditional support systems [10]. Many schools in India continue to survive with age-old moral science periods wherein the teacher is expected to impart values to students, expecting them to soak in the wisdom and cope with the challenges life throws at them eventually. Similarly, teaching vocational skills does not ensure that the individual is well-equipped to survive and adapt to changes in the world that lies beyond the academic or instructional space [11]. Many life skills program (of which a large number are for-profit providers) are increasingly catering to imparting 21st-century skills. Such programs, which have accelerated in light of increasing advocacy for a shift from rote learning, support inquiry-based learning by building critical thinking and creative problem-solving skills [12].

This study was aimed to assess the effectiveness of the self-instructional module (SIM) about Life Skills Education on the level of Life Skills among early adolescent students of selected schools, Bengaluru. The study will help early adolescents to develop a basic awareness about life skills which would help empower them to be more independent and development

maturity in handling the situation arising from a dynamic society. Since a very limited number of studies have addressed life skills among adolescents in India, because of the seriousness of consequences, it was considered important to explore this issue further.

II. MATERIALS AND METHODS

A. Study Design and Setting

An institutional-based Quasi-experimental pre-test and post-test study were conducted to assess the effectiveness of the self-instructional module about life skills education on the level of life skills among early adolescent students in St. Phillomena English school and Blossom school, Bengaluru, 2019.

B. Sampling Technique

A Simple Random Sampling Technique was used to select a total number of 60 students excluding the absentees on the day of data collection. Age, gender, course of study, and previous source of information about life skills education were demographic variables of the study. The level of life skills education was the dependent variable, whereas the self-instructional module about life skills education was the independent variable for the study respectively.

C. Inclusion and Exclusion Criteria

Inclusion Criteria: Adolescent students, who were studying in 8th & 9th standard with an age between 13 and 14 years.

Exclusion Criteria: Adolescent students who were having medical problems at the time of data collection.

D. Tool Description and Data Collection

Demographic variables: such as age, gender, religion, Educational grade, Residence, Type of family, education of mother, education of father, occupation of mother, occupation of father, family monthly income. Data about the factors influencing study performance which includes Mode of travel to the school. Participation in sports activities, participation in extracurricular activities, Leisure time activities, Habits.

The Life Skills Scale: It has 50 items related to 10 Life Skills: problem-solving, decision making, creative thinking, critical thinking, and communication, interpersonal relationship, empathy, self-awareness, coping with stress, and coping with emotions. The response choice for statements is a 5-point scale. Positive items are scored as 1 for “never”, 2 for “rarely” 3 for “sometimes”, 4 for “usually” and 5 for “always”.

A pre-test was conducted on the level of life skills education using a 50 item structured questionnaire prepared by reviewing various research after checking the reliability of the tool. A post-test was conducted by using the same questionnaire by lapse 7 days. The overall score will range from 50 to 250. The scores below 83 is considered as Low level of life skills, 84 to 166 scores as Moderate level of life skills, and 167 and above indicates an adequate level of life skills.

E. Data Analysis

After data collection, each questionnaire was checked for completeness, and data was entered and analyzed by using SPSS version 20 statistical package. The demographic proforma containing the sample characteristics were analyzed using frequency and percentage. The level regarding life skills education among early adolescents students before and after giving the self-instructional module about life skills education calculated using mean, and mean percentage, and standard deviation. The significant difference between the mean pre-test and post-test knowledge scores was calculated using a paired t-test. The association between selected demographic variables and the pre-test knowledge scores regarding the level of life skills education among early adolescents students was determined by the Chi-square test. The level of significance was set at a level of 0.05 to interpret the hypotheses and findings. Based on the reviews of various research articles related to the level of life skills education scores operationally define as the excellent level above 81% of correct answers, followed by 61% up to 80% as good, 41% up to 60% as average and less than 40% was considered as poor level.

F. Ethical Consideration

Ethical clearance was obtained from the ethical research committee of Dayananda Sagar University, College of Nursing Sciences, Bengaluru. Permission was obtained from the concerned authorities of the selected schools, Bengaluru. Informed written assent was obtained from the adolescent students and consent from parents who were willing to participate in the study. Confidentiality and anonymity of the adolescent students were guarded. After the post-test was taken from the control group, these subjects were given the SIM and activity and encouraged practicing it.

III. RESULTS

A. Socio-demographic Characteristics of the Study Participants

The socio-demographic characteristics of the respondents presented in table I. Demographic characteristics of the study participants: sixty students have participated in the study. About 43.3% were males and 56.7 were the female majority of them (63.3%) were in the age group of 14 years. Among 60 students 30 students got the self-instructional module about life skills education in the classroom.

TABLE I: DISTRIBUTION OF STUDENTS ACCORDING TO DEMOGRAPHIC VARIABLES (n=60)

No	Demographic variables	Experimental		Control		No	Demographic variables	Experimental		Control		
		f	%	F	%			f	%	f	%	
1.	Age in years					10.	Occupation of father					
	a.13 years	11	36.7	15	50.0		a. Agriculture	0	0	0	0	
	b.14 years	19	63.3	15	50.0		b. Govt. employee	2	6.7	3	10.0	
2.	Gender						c. Pvt. employee	14	46.7	9	30.0	
	a. Male	13	43.3	13	43.3		d. Own business	13	43.3	17	56.7	
	b. Female	17	56.7	17	56.7		e. Unemployed	1	3.3	0	0	
3.	Religion						11.	Family income (Rs/Month)				
	a. Hindu	28	93.3	29	96.7			a. <5000	4	13.0	0	0
	b. Muslim	1	3.3	1	3.3			b. 5001-10000	7	23.30	15	50.0
	c. Christian	1	3.3	0	0			c. 10001-20000	6	20.0	14	46.7
	d. Others	0	0	0	0	d. 20001-30000		7	23.3	0	0	
4.	Educational grade/class					e. 30001 and above	6	20.0	1	3.3		
	a. 8 th standard	15	50.0	15	50.0	12.	Mode of travel to school					
	b. 9 th standard	15	50.0	15	50.0		a. By walk	10	33.3	21	70.0	
5.	Residence						b. By public transport	5	16.7	2	6.7	
	a. Urban	28	93.3	28	93.3	c. By own vehicle	15	50.0	7	23.3		
	b. Rural	2	6.7	2	6.7	13.	Participation in sports activities					
6.	Family type						a. Yes	18	60.0	26	86.7	
	a. Nuclear family	27	90.0	21	70.0		b. No	12	40.0	4	13.3	
	b. Joint family	3	10.0	9	30.0	14.	Participation in extracurricular activities					
	c. Extended family	0	0	0	0		a. Yes	19	63.3	28	93.3	
7.	Education of mother					b. No	11	36.7	2	6.7		
	a. No education	3	10.0	4	13.3	15.	Leisure time activities					
	b. Primary	8	26.7	12	40.0		a. Watching movie	12	40.0	15	50.0	
	c. Secondary	7	23.3	7	23.3		b. Meeting relatives	7	23.3	3	10.0	
	d. PUC	10	33.3	7	23.3		c. Meeting friends	11	36.7	11	36.7	
	e. Graduate	2	6.7	0	0		d. Any other	0	0	1	3.3	
	f. Post graduate	0	0	0	0	16.	Habits					
8.	Education of father						a. Listening music	13	43.3	11	36.7	
	a. No education	2	6.7	5	16.7		b. Reading novels	1	3.3	1	3.3	
	b. Primary	5	16.7	3	10.0		c. Reading news paper	2	6.7	5	16.7	
	c. Secondary	7	23.3	13	43.3		d. Playing sports/games	8	26.7	12	40.0	
	d. PUC	10	33.3	9	30.0		e. Any other	6	20.0	1	3.3	
	e. Graduate	4	13.3	0	0							
	f. Post Graduate	2	6.7	0	0							
9.	Occupation of mother											
	a. Agriculture	0	0	0	0							
	b. Govt employee	4	13.3	5	16.7							
	c. Pvt employee	2	6.7	5	16.7							
	d. Own business	10	33.3	17	56.7							
	e. Home maker	14	46.7	3	10.0							

B. Assessment of Level of Life Skills among Adolescent Students in Both Experimental and Control Group

Table II illustrated that in experimental group among 30 subjects 17 (56.7%) had moderate level of life skills, 13 (43.3%) had adequate level of life skills during pre-test whereas in post-test after intervention 25 (83.3%) had adequate level of life skills and 5(16.7%) had moderate level of life skills.

TABLE II: FREQUENCY AND PERCENTAGE DISTRIBUTION OF ADOLESCENT STUDENTS ACCORDING TO PRE AND POST TEST LEVEL OF LIFE SKILL IN EXPERIMENTAL GROUP

No.	Level of life skill	Pre-test		Post-test	
		f	%	F	%
1.	Low level of life skills	0	0	0	0
2.	Moderate level of life skills	17	56.7	5	16.7
3.	Adequate level of life skills	13	43.3	25	83.3
Overall		30	100	30	100

Table III illustrated that in the control group among 30 subjects 26 (86.7%) had a moderate level of life skills, 4(13.3%) had an adequate level of life skills during pretest, and score remain same in post test also. The findings highlighted that majority of subjects had 26 (86.7%) moderate level of life skills during pretest as well as in post test.

TABLE III: FREQUENCY AND PERCENTAGE DISTRIBUTION OF ADOLESCENT STUDENTS ACCORDING TO PRE AND POST TEST LEVEL OF LIFE SKILL IN CONTROL GROUP

No	Level of life skill	Pre-test		Post-test	
		f	%	f	%
1.	Low level of life skills	0	0	0	0
2.	Moderate level of life skills	26	86.7	26	16.7
3.	Adequate level of life skills	4	13.3	4	13.3
Overall		30	100	30	100

Table IV revealed that in the experimental group among 30 subjects 25 (83.3%) had an adequate level of life skills, 5(16.7%) had Moderate level of life skills during post-test whereas in the control group 26 (86.7%) had Moderate level of life skills and 4(13.3%) had Adequate level of life skills. The findings highlighted that majority of subjects had in experimental group 25 (83.3%) had an adequate level of life skills, during post-test whereas in the control group majority of 26 (86.7%) had Moderate level of life skills.

TABLE IV: FREQUENCY DISTRIBUTION OF ADOLESCENT STUDENTS ACCORDING TO POST TEST LEVEL OF LIFE SKILL IN BETWEEN EXPERIMENTAL AND CONTROL GROUP

No	Level of life skill	Pre-test		Post-test	
		f	%	f	%
1.	Low level of life skills	0	0	0	0
2.	Moderate level of life skills	5	16.7	26	16.7
3.	Adequate level of life skills	25	13.3	4	13.3
Overall		30	100	30	100

TABLE V: MEAN, STANDARD DEVIATION AND MEAN PERCENTAGE OF PRE AND POST TEST LEVEL OF LIFE SKILL IN EXPERIMENTAL GROUP (n=30)

No	Aspects of level of life skills	Max score	Pre-test				Post-test			
			Range	Mean	SD	Mean %	Range	Mean	SD	Mean%
1	Decision Making	25	12-23	16.67	3.23	66.7	13-23	18.43	2.45	73.7
2	Problem Solving	25	7-31	22.77	3.83	91.1	12-25	22.77	3.83	91.1
3	Empathy	25	8-25	17.23	4.09	68.9	14-25	20.93	3.60	83.7
4	Self Awareness	25	9-22	15.30	3.03	61.2	13-25	20.43	3.37	81.7
5	Communication	25	8-23	14.37	3.81	57.5	10-23	17.90	2.80	68.0
6	Interpersonal Relationship	25	7-25	15.90	5.06	63.6	11-24	20.23	3.48	80.9
7	Coping with Emotion	25	9-25	13.87	3.92	55.5	11-24	19.03	3.51	76.1
8	Coping with Stress	25	9-22	14.97	2.79	56.3	10-23	17.93	3.36	71.7
9	Creative Thinking	25	9-24	15.23	3.59	60.9	13-24	18.80	2.77	75.2
10	Critical Thinking	25	11-24	15.43	3.23	61.7	11-24	19.50	3.23	78.0
Total items		250	118-200	161.43	19.59	64.5	158-220	193.34	18.95	77.4

TABLE VI: MEAN STANDARD DEVIATION AND MEAN PERCENT OF PRE AND POST TEST LEVEL OF LIFE SKILL IN CONTROL GROUP (n=30)

No	Aspects of level of life skill	Max score	Pre-test				Post-test			
			Range	Mean	SD	Mean %	Range	Mean	SD	Mean %
1	Decision Making	25	11-20	15.73	2.43	62.9	11-20	15.73	2.43	62.9
2	Problem Solving	25	10-22	16.43	2.71	65.7	10-22	16.43	2.71	65.7
3	Empathy	25	9-21	17.03	2.78	68.1	9-21	17.03	2.78	68.1
4	Self- Awareness	25	9-20	14.60	3.23	58.4	9-20	14.60	3.23	58.4
5	Communication	25	7-19	13.13	2.98	52.5	7-19	13.13	2.98	52.5
6	Interpersonal Relationships	25	10-23	17.03	3.15	68.1	10-23	17.03	3.15	68.1
7	Coping with Emotions	25	11-21	15.23	2.35	60.9	11-21	15.23	2.35	60.9
8	Coping with stress	25	7-19	13.63	3.11	54.5	7-19	13.63	3.11	54.5
9	Creative Thinking	25	9-21	14.80	2.95	59.2	9-21	14.80	2.95	59.2
10	Critical Thinking	25	9-21	15.30	2.84	61.2	9-21	15.30	2.84	61.2
Total items		250	128-182	152.93	13.062	61.2	128-182	152.93	13.062	61.2

C. Effectiveness of SIM on life skill education among adolescent students

Table VII presents the mean difference between pre-test and post-test of the level of life skill among adolescent students. The paired t-test was carried out and it was found to be significant at $p < 0.005$ level, hence the null hypothesis (H_0) was rejected and the research hypothesis (H_1) was accepted.

Table VIII presents the difference between the post-test of the level of life skill among early adolescent students in experimental and control group. The unpaired t-test was carried out and it was found to be significant at $p < 0.005$ level, hence null hypothesis (H_0) was rejected and the research hypothesis (H_2) was accepted.

TABLE VII: PAIRED T-TEST ANALYSIS FOR SIGNIFICANCE OF PRE AND POST TEST LEVEL OF LIFE SKILL AMONG ADOLESCENT STUDENTS IN EXPERIMENTAL GROUP

No	Aspects of the level of life skill	Max score	Pre and post-test difference			Paired t- value	p-value
			Mean	SD	Mean %		
1.	Decision Making	25	1.76	0.98	7.0	2.265*	$p<0.05$
2.	Problem Solving	25	2.66	1.24	8.2	2.578*	$p<0.05$
3.	Empathy	25	3.70	1.04	14.8	3.734*	$p<0.05$
4.	Self- Awareness	25	5.13	2.30	20.5	6.323*	$p<0.05$
5.	Communication	25	3.53	1.82	14.1	4.462*	$p<0.05$
6.	Interpersonal Relationships	25	4.33	0.94	16.1	3.704*	$p<0.05$
7.	Coping with Emotions	25	5.16	2.51	20.6	5.190*	$p<0.05$
8.	Coping with stress	25	3.26	1.62	13.1	4.573*	$p<0.05$
9.	Creative Thinking	25	3.56	1.22	14.0	4.785*	$p<0.05$
10.	Critical Thinking	25	4.06	2.02	16.2	4.841*	$p<0.05$
Total items		250	31.86	4.86	12.7	5.714*	$p<0.05$

* significant ($p<0.05$)**TABLE VIII: UNPAIRED T-TEST ANALYSIS FOR SIGNIFICANCE OF POST TEST LEVEL OF LIFE SKILLS BETWEEN EXPERIMENTAL AND CONTROL GROUP**

No	Aspects of level of life skill	Max score	Experimental		Control		Unpaired t-value	p-value
			Mean	SD	Mean	SD		
1	Decision Making	25	18.43	2.45	15.73	2.43	4.474	$p<0.05$
2	Problem Solving	25	20.10	4.31	16.43	2.71	4.693	$p<0.05$
3	Empathy	25	20.93	3.60	17.03	2.78	6.841	$p<0.05$
4	Self- Awareness	25	20.43	3.37	14.60	3.23	6.376	$p<0.0$
5	Communication	25	17.90	2.80	13.13	2.98	3.730	$p<0.05$
6	Interpersonal Relationships	25	20.23	3.48	17.03	3.15	4.914	$p<0.0$
7	Coping with Emotions	25	19.03	3.51	15.23	2.35	5.140	$p<0.05$
8	Coping with stress	25	17.93	3.36	13.63	3.11	5.410	$p<0.05$
9	Creative Thinking	25	18.80	2.77	14.80	2.95	5.342	$p<0.05$
10	Critical Thinking	25	19.50	3.23	15.30	2.84	3.876	$p<0.05$
Total items		250	193.34	18.95	152.93	13.062	9.606	$p<0.05$

* significant ($p<0.05$)**D. Association between Pre-Test Level of Life Skill among Adolescent Students with their Selected Demographic Variables in Experimental Group and Control Group**

Table IX shows the association between the pre-test level of life skills and selected demographic variables of adolescent students in the experimental group. To find out the association between pretest scores of life skill and demographic variable, a Chisquare analysis was done. As indicated in Table IX, there was a significant association between pretest level of life skills score and gender (4.474, $df=1$, $p<0.05$). No other variables had a significant association with the level of life skills.

Table X shows the association between the level of life skills and selected demographic variables of adolescent students in the control group. To find out the association between pretest scores of life skill and demographic variables, a Chi-square analysis was done. As indicated in Table X, there was an association between the level of life skills and demographic variables in gender (3.980, $df=1$, $P<0.05$). No other variables had a significant association with the level of life skills.

TABLE IX: ASSOCIATION BETWEEN PRE TEST LEVEL OF LIFE SKILL AMONG ADOLESCENT WITH THEIR SELECTED DEMOGRAPHIC VARIABLES IN EXPERIMENTAL GROUP

No	Variables	Demographic variables	Sample (n=30)		Level of life skill				Chi- square value	p-value
					≤median		>median			
			f	%	f	%	f	%		
1	Age in years	a.13 years	11	36.7	4	36.4	7	36.8	0.021, df=1, NS	p>0.05
		b.14 years	19	63.3	7	63.6	12	63.2		
2	Gender	a.Male	13	43.3	2	18.2	11	57.9	4.474, df=1,S	P<0.05
		b.Female	17	56.7	9	81.8	8	42.1		
3	Religion	a.Hindu	28	93.3	11	100	17	80.5	1.245,df=2,NS	p>0.05
		b.Muslim	1	3.3	0	0	1	5.3		
		c.Christian	1	3.3	0	0	1	5.3		
		d.Others	0	0	0	0	0	0		
4	Educational grade/class	a.8 th standard	15	50.0	5	45.5	10	52.5	0.144,df=1, NS	p>0.05
		b.9 th standard	15	50.0	6	54.5	9	47.4		
5	Residence	a.Urban	28	93.3	10	90.9	18	94.7	0.164, df=1, NS	p>0.05
		b.Rural	2	6.7	1	9.1	1	5.3		
6	Family type	a.Nuclear family	27	90.0	9	81.8	18	94.7	1.292, df=1, NS	p>0.05
		b.Joint family	3	10.0	2	18.2	1	5.3		
		c.Extended family	0	0	0	0	0	0		
7	Education of mother	a. No education	3	10.0	1	9.1	2	10.5	5.029, df=4, NS	p>0.05
		b.Primary education	8	26.7	3	27.3	5	26.3		
		c.Secondary education	7	23.3	1	9.1	6	31.0		
		d.PUC	10	33.3	6	54.5	4	21.1		
		e.Graduate	2	6.7	0	0	2	10.5		
		f.Post graduate	0	0	0	0	0	0		
8	Education of father	a.No formal education	2	6.7	1	9.1	1	5.3	3.178, df=4, NS	p>0.05
		b.Primary education	5	16.7	1	9.1	4	21.1		
		c.Secondary education	7	23.3	2	18.2	5	26.3		
		d.PUC	10	33.3	5	45.5	5	26.3		
		e.Graduate	4	13.3	2	18.2	2	10.5		
		f.Post graduate	2	6.7	0	0	2	10.5		
9	Occupation of mother	a.Agriculture	0	0	0	0	0	0	2.727, df=2, NS	p>0.05
		b.Govt. employee	0	0	0	0	0	0		
		c.Pvt. employee	4	13.3	0	0	4	21.1		
		d.Own business	2	6.7	1	9.1	1	5.3		
		e.Home maker	24	80.0	10	90.9	14	73.7		
10	Occupation of father	a.Agriculture	0	0	0	0	0	0	5.936, df=3,NS	p>0.05
		b.Govt. employee	2	6.7	2	18.2	0	0		
		c.Pvt. employee	14	47.7	3	27.3	11	57.9		
		d.Own business	13	43.3	6	54.5	7	36.8		
		e.Unemployed	1	3.3	0	0	1	5.3		
11	Family income(Rs/month)	a.<5000	4	13.3	1	9.1	3	15.8	0.523., df=4,NS	p>0.05
		b.5001-10000	7	23.3	3	27.3	4	21.1		
		c.10001-20000	6	20.0	2	18.2	4	21.1		
		d.20001-30000	7	23.3	3	27.3	4	21.1		
		e.30001 and above	6	20.0	2	18.2	4	21.1		
12	Mode of travel	a.By walk	10	33.3	1	9.1	9	47.4	4.880,df=2,NS	p>0.05
		b.By public transport	5	16.7	2	18.2	3	15.8		
		c.By own vehicle	15	50.0	8	72.2	7	36.8		
13	Participation in sports activity	a.Yes	18	60.0	5	45.5	13	68.4	3.982,df=1, NS	p>0.05
		b.No	12	40.0	6	54.5	6	31.6		
14	Participation in extra activity	a.Yes	19	63.3	8	72.2	11	57.9	0.660, df=1, NS	p>0.05
		b.No	11	36.7	3	27.3	8	42.1		
15	Leisure time activity	a.Watching movie	12	40.0	2	18.2	10	52.8	3.697, df=2, NS	p>0.05
		b.Meeting relatives	7	23.3	3	27.3	4	21.1		
		c.Meeting friends	11	36.7	6	54.5	5	26.3		
		d.Any other	0	0	0	0	0	0		
16	Habits	a. Listening music	13	43.3	5	45.5	8	42.1	6.523, df=4, NS	p>0.05
		b.Reading novels	1	3.3	0	0	1	5.3		
		c.Reading news paper	2	6.7	2	18.2	0	0		
		d.Playing sports/game	8	26.7	1	9.1	7	36.8		
		e.Any other	6	20.0	3	27.3	3	15.8		

Note: S-Significant(p<0.05), NS-not significant(p>0.05)

TABLE X: ASSOCIATION BETWEEN PRE TEST LEVELS OF LIFE SKILL AMONG ADOLESCENT WITH THEIR SELECTED DEMOGRAPHIC VARIABLES IN CONTROL GROUP

No	Variables	Demographic variables	Sample (n=30)		Level of life skill				Chi-square value	p<value
			f	%	≤median		>median			
					f	%	f	%		
1	Age in years	a.13 years	15	50.0	7	41.2	8	61.5	1.22, df=1, NS	p>0.05
		b.14 years	15	50.0	10	58.3	5	38.5		
2	Gender	a.Male	13	43.3	5	29.4	8	61.5	3.980,df=1,S	P<0.05
		b.Female	17	56.7	12	70.0	5	38.5		
3	Religion	a.Hindu	29	96.7	16	94.1	13	100	0.701,df=2,NS	p>0.05
		b.Muslim	1	3.3	1	5.9	0	0		
		c.Christian	0	0	0	0	0	0		
		d.Others	0	0	0	0	0	0		
4	Educational grade/class	a.8 th standard	15	50.0	9	52.9	6	46.2	0.138, df=1, NS	p>0.05
		b.9 th standard	15	50.0	8	47.1	7	53.8		
5	Residence	a.Urban	28	93.3	15	88.2	13	100	1.630, df=1, NS	p>0.05
		b.Rural	2	6.7	2	11.8	0	0		
6	Family type	a.Nuclear family	21	70.0	10	53.8	11	84.8	2.334, df=1, NS	p>0.05
		b.Joint family	9	30.0	7	41.2	2	15.4		
		c.Extended family	0	0	0	0	0	0		
7	Education of mother	a. No education	4	13.3	2	11.8	2	15.1	2.802, df=4, NS	p>0.05
		b.Primary education	12	40.0	9	52.0	3	23.1		
		c.Secondary education	7	23.3	3	17.6	4	30.8		
		d.PUC	7	23.3	3	17.6	4	30.8		
		e.Graduate	0	0	0	0	0	0		
		f.Post graduate	0	0	0	0	0	0		
8	Education of father	a.No formal education	5	16.7	3	17.6	2	15.4	1.096, df=4, NS	p>0.05
		b.Primary education	3	10.0	1	5.9	2	15.4		
		c.Secondary education	13	43.3	7	41.2	6	46.2		
		d.PUC	9	30.0	6	35.8	3	23.1		
		e.Graduate	0	0	0	0	0	0		
		f.Post graduate	0	0	0	0	0	0		
9	Occupation of mother	a.Agriculture	3	10.0	0	0	3	23.1	5.853, df=2, NS	p>0.05
		b.Govt. employee	5	16.7	3	17.6	2	15.4		
		c.Pvt. employee	5	16.7	2	11.8	3	23.1		
		d.Own business	17	50.0	12	70.6	5	38.1		
		e.Home maker	0	0	0	0	0	0		
10	Occupation of father	a.Agriculture	1	3.3	0	0	1	7.07	2.425, df=3,NS	p>0.05
		b.Govt. employee	3	10.0	1	5.9	2	15.4		
		c.Pvt. employee	9	30.0	5	29.4	4	30.4		
		d.Own business	17	56.7	11	64.7	6	46.2		
		e.Unemployed	0	0	0	0	0	0		
11	Family income(Rs/month)	a.<5000	0	0	0	35.3	9	69.2	3.774, df=4,NS	p>0.05
		b.5001-10000	15	50.0	10	53.3	4	30.8		
		c.10001-20000	14	46.7	1	5.9	0	0		
		d.20001-30000	0	0	0	0	0	0		
		e.30001 and above	1	3.3	1	5.9	0	0		
12	Mode of travel	a.By walk	21	70.0	12	70.0	9	69.2	3.236. df=2,NS	p>0.05
		b.By public transport	2	6.7	0	0	2	15.4		
		c.By own vehicle	7	23.3	5	29.4	2	15.4		
13	Participation in sports activity	a.Yes	26	86.7	13	76.5	13	100	3.922,df=1,NS	p>0.05
		b.No	4	13.3	4	23.5	0	0		
14	Participation in extra activity	a.Yes	28	93.3	16	94.1	12	92.3	0.039, df=1,NS	p>0.05
		b.No	2	6.7	1	5.9	1	7.7		
15	Leisure time activity	a.Watching movie	15	50.0	10	58.8	5	38.5	2.664, df=1,NS	p>0.05
		b.Meeting relatives	3	10.0	2	11.8	1	7.7		
		c.Meeting friends	11	36.7	5	29.4	6	46.2		
		d.Any other	1	3.3	0	0	1	7.7		
16	Habits	a. Listening music	11	36.7	7	41.2	4	30.8	5.616, df=4,NS	p>0.05
		b.Reading novels	1	3.3	1	5.9	0	0		
		c.Reading news paper	5	16.7	4	23.5	1	7.7		
		d.Playing sports/game	12	40.0	4	23.5	8	61.5		
		e.Any other	1	3.3	1	5.9	0	0		

Note: S-Significant(p<0.05), NS-not significant(p>0.05)

IV. DISCUSSION

In experimental group among the 30 students, 17 (56.7%) had a moderate level of life skills, 13(43.3%) had an adequate level of life skills, in pre-test but post-test after intervention 25(83.3%) had an adequate level of life skills and 5(16.7%) had Moderate level of life skills. In the control group (n=30), 26(86.7%) had a moderate level of life skills, 4 (13.3%) had adequate level of life skills in both pre-test & post-test. There were no changes in pre-test & post-test in the control group. Pujar, Hunshal and Bailu [13] reported that in the pre-test, majority of adolescent girls had a high level of critical thinking (77.5%), coping with stress (70.9%), problem-solving ability (65.8%) followed by a medium level of empathy (76.7%) and creative thinking (55%) respectively. Very few adolescent girls had a low level of creative thinking (9.2%) and critical thinking (0.8%). After the intervention, in the post-test majority of adolescent girls had a high level of critical thinking (94.16%), coping with stress (79.12%), problem-solving (70%), creative thinking (50%) and empathy (42.5%). None of the respondents had a low level of life skills.

In the experimental group, the mean difference was 31.86 with an SD difference of 4.86 and a mean percentage of 12.7 with 5.714 of t-value at the level of significance $p < 0.05$, which shows the statistically significant (i.e. $p < 0.05$) difference between the pre and posttest scores. The pre and posttest score in the control group remains the same. This proved that SIM about life skills education was effective in improving the level of life skills among adolescent students in the experimental group. The post-test mean score was 193.34 with SD and 18.95 in the experimental group and the control group mean was 152.93 with SD of 13.062. The obtained t-value was 9.606 which was significant at $p < 0.05$ level. There was a significant difference in the level of life skills between the posttest score of subjects between the experimental and control group. There was a significant increase in the level of life skills in the posttest of the experimental group. The difference in the scores was due to the intervention of SIM about life skills education, which was given to the experimental group. This proved that SIM about life skills education was effective in increasing the level of life skills among adolescents students. Parvathy and Renjith [14] study reported that decision making is found to be almost same in the experimental and control group in pre-study with no significant difference ($t = 0.483$, $p > .05$) whereas in the post-study experimental group is found to increase and is more than that of the control group significantly ($t = 6.176$, $p < .05$).

The calculated chi-square values showed the association between levels of life skills with only one demographic variable of adolescent students in the experimental group. To find out the association between pretest scores of life skills and demographic variables, there was a significant association between pretest life skills score with gender (4474, $df = 1$, $p < 0.05$). The calculated chi-square values showed the association between level of life skills with only one demographic variable of adolescent students in the control group. There was a significant association between pretest life skills score with gender (3.980, $df = 1$, S). The finding was contraindication with findings of Manikappa & Sekhar [15] reported that there was no significant association between the level of life skills & selected demographic variables among the experimental group & control group.

The findings of the study have the following implications in the areas of nursing practice, nursing education, nursing administration, and nursing research.

A. Nursing practice

Nurses play a vital role in the health care system. Measures to prevent psychological problems including coping with stress, coping with emotion to be strengthened by emphasizing health education and awareness programs. The findings would certainly contribute to the field of psychiatric nursing and enhance the base of knowledge, practice, and service activities of nurses, working in the field of child and adolescent mental health.

B. Nursing education

[1] The present study enables the preparation of future nurses for understanding life skills for better quality practice. This study implies that knowledge and skills are needed to understand the extent or level of life skills of the schools of adolescent children.

[2] Nurse must provide adequate teaching strategies such as social skills to promote healthy living and to help people improve their social skills so that they can become socially competent.

C. Nursing administration

[1] Nursing administration should take the initiative to organize, life skills education programme through the existing nursing services to the children and adolescents in the schools and the plan for appropriate services.

[2] The plan for such teaching and development programs in the nursing profession will ensure student's satisfaction.

D. Nursing research

The present study has been largely concerned with children and adolescents in schools. This study also motivates further nursing research investigators to conduct an intervention study regarding life skills-related issues.

V. CONCLUSIONS

The findings revealed that there was a significant difference in the mean scores of the level of life skills between the pre-test and post-test adolescent students in the experimental group. This difference in the score was due to the intervention of the self-instructional module about life skill education which was given to adolescent students in the experimental group. This proved that the SIM about life skill education was effective in improving the level of life skills among students.

Based on the findings of this study it can recommend that a similar study can be conducted by using in one group using a large sample size using students or in other adults working in other departments and a survey study can be conducted by using a large population including all other course students

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