



Impact of Life Skills Training Program on Self Esteem of Adolescents

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ABSTRACT

Present study was conducted with the purpose of investigating the role of life skills training of adolescent's self-esteem. The present study is single group experimental type with pre-test and post-test design. The statistical population of the study was 50 boys and 50 girls students in Chavara Public school, Dhule. Both the group was trained in life skills for about 30 sessions, one session per day for 2 hours. The tools used in the present research were Self-esteem inventory by Stanley Coopersmith. Finding shows that life skill training has positive effects on self-esteem. Life skill training programs definitely improve student's self-esteem skills. Girls have better general and school self-esteem than boys. The results are applicable for educational experts.

Keywords: Life Skill Training, Self-Esteem, Adolescents.

INTRODUCTION

The term life skills spread an expansive scope of capacities, abilities, and approaches. The life skills are worried about the instruction, wellbeing, and social segments and for the most part speak to a lot of skills for engaging cognitive, emotional, individual and relational skills. These skills are basically the capacities that advance mental and social prosperity in circumstances experienced over the span of life (Wiedemann N., 2013).

Impact of Life Skills Training Program on Self Esteem of Adolescents

Life skills are the individual and social skills required for all individuals to act with certainty and capability with themselves and inside the network and society. As indicated by UNICEF and WHO, life skills are valuable in a few everyday issues and an expansive scope of issues, similar to aversion of medication and substance misuse, anticipation of HIV and AIDS, avoidance of sexual brutality, decrease of adolescent pregnancy, counteractive action of suicides, harmony training, ecological instruction, vocation and salary age.

World Health Organization has characterized life skills as – The living skills or capacities for versatile and positive conduct that empower people to manage the requests and difficulties of regular day to day existence (W.H.O. 1997). These fundamental life skills set up a person to manage various parts of life.

The United Nations International Children's Education Fund (UNICEF) characterizes life skills-based training as essentially being conduct change or conduct advancement. For the most part, the term life skills allude to a gathering of psycho-social and relational skills that can assist individuals with settling on educated choices, impart viably, and think basically (James O., 2010).

Life skills are engaging skills that empower individuals to adapt to the progressions and difficulties of life. Reinforcing life skills causes understudies to address the difficulties and dangers, amplify openings and tackle problems in co-employable, peaceful ways. Life skills help to improve an individual's feeling of self as an individual and individual from a family, network, and society. (Wiedemann N., 2013).

World Health Organization in 1994 in their program on emotional well-being expressed the significance of life skills training for kids and adolescents in schools. Rules were referenced in their program about the advancement and execution of life skills. The ten center life skills as set somewhere around WHO seem to be: - Self-mindfulness skill, Empathy, Interpersonal relationship, Effective communication, Critical thinking, Creative thinking, Decision Making, Problem-solving, Coping with feelings and Coping with stress skills. These skills are ordered into three classifications which are-Cognitive skills, Social skills, and Emotional skills or Coping skills.

Impact of Life Skills Training Program on Self Esteem of Adolescents

A) Cognitive Skills - Cognitive Skills are thinking skills that spread the thinking procedure to take care of the problems by settling on choices through basic thinking and creative thinking.

- 1) Creative Thinking Skills - Creative Thinking Skills is a capacity to achieve something new and important more than splitting endlessly from the old examples.
- 2) Critical Thinking Skills - Critical Thinking is a capacity to make sound inferences on realities and perceptions, dissect cautiously and assess the data.
- 3) Decision-Making Skills - Decision-Making Skill is the capacity to pursue the way toward picking proper elective game-plans.
- 4) Problem Solving Skill - Problem Solving Skill is a capacity to utilize problem-solving methods for resolving a problem wasteful way.

B) Social Skills - Social skills are identified with the public activity of the person. An individual needs to have these skills to turn into a productive member of society in the general public. These social skills are a relational connections, successful communication, self-mindfulness and empathy skill.

- 1) Effective Communication Skills - Effective Communication Skills is a capacity to make a trade of data between at least two people so that it makes understanding between and among them.
- 2) Interpersonal Relationship Skill - Interpersonal Relationship Skills is a capacity to keep up great relations with different individuals from the general public.
- 3) Self Awareness Skill - Self Awareness Skill is simply the capacity to comprehend.
- 4) Empathy Skill - Empathy Skill implies a capacity to comprehend someone else's (their) feelings and emotions.

C) Emotional Skills - Negotiating Skills are identified with a change of the person according to the necessities of the general public. On the off chance that the individual can't modify himself with others, at that point it will influence him/her. Along these lines, one needs to secure arranging skills which incorporate, adapting to feelings, adapting to stress and alteration skills.

- 1) Coping with Stress Skill - Coping with Stress Skill is a capacity to perceive a wellspring of stress in possess life and adapt up to proper act in the circumstance.

C) Design: - Single group Pre-test and post test design was used for present research.

Experimental Group
Phase- I -- Pre testing Administration of adjustment inventory, emotional competence scale and self-esteem test for school students
Phase- II -- Intervention
Treatment Regular teaching with 3 Months life skill training program (2hrs. 30 secession will be conducted= total 60 hrs. training)
Phase- III -- Post testing Administration of adjustment inventory, emotional competence scale and self-esteem test for school students
N=100(50 Boys+ 50 Girls)

TREATMENT

The life skills training program was 60 hours distributed in 30 days. The major techniques were used in the life skill training program include as follows-

1. Classroom Discussions: Discussions offer opportunities for learning and practicing for solving problems and enable learners to make their understanding deep of the topic and Develops skills, in listening, assertiveness, and empathy.
2. Group tasks: Group tasks are important exercise and maximize student engagement and allow interactions, allow knowing others better which in turn enhances team forming and teamwork.
3. Educational Games: Educational Games are helpful in promoting fun-based active learning, enriching discussion and motivate participants to work hard. Students learn combined use of knowledge, attitudes, and skills and test their assumptions and abilities.
4. Role Plays: Role Play is a fun based activity involving all members of the class, to be active and take part. Role Play provides an excellent method for practicing and experiencing skills and increase empathy for others.

Impact of Life Skills Training Program on Self Esteem of Adolescents

5. Brainstorming: Brainstorming students generate ideas quickly which helps them to use their imagination and think differently. It is essential to evaluate the bright and dark sides of ideas.
6. Story-Telling: Storey telling is helpful for students to develop critical thinking skills, creative thinking skills for writing or telling stories. It helps to draw conclusions and make comparisons. Storytelling also enhances concentration, listening skills and develops patience and endurance in students.

Homework assignments were also given to the subjects. These strategies in an appropriate way with the planned curriculum, Life skills education program can be very effective for students at schools.

CRITERIA FOR THE SELECTION OF SAMPLE:-

1. All the participants are regular students of Chavara Public School.
2. The socio-economic class was not considered in the selection of the sample.
3. Only those participants who respond neatly in the pre-test will be select.
4. Those participants who attend near about ninety percent life skill training program sessions will be considered for analysis.

MEASUREMENT TOOLS:

Aspect Measured	Name Of The Test	Author	Reliability	Validity
Self-esteem	Coopersmith Self-esteem Scale	Stanley Coopersmith	.72 to .85	.68 to .74

STATISTICAL ANALYSIS:

Hypothesis No. 1 - There would be a significant difference between student's self-esteem in pre-test post-test conditions of the experimental group due to life skills training.

Table No. 1 – Table showing the mean, S.D and 't' value of both condition of experimental group and its level of significance about their self-esteem skills.

Area of Self Esteem	Condition	N	Mean	SD	t
GENERAL	Pre-test	100	19.01	3.90	2.43
	Post-test	100	20.04	2.90	
HOME	Pre-test	100	6.01	1.87	1.99
	Post-test	100	6.40	1.26	
SCHOOL	Pre-test	100	5.84	1.80	1.2
	Post-test	100	6.08	1.52	
SOCIAL	Pre-test	100	4.37	1.50	3.36
	Post-test	100	4.93	1.21	

df = 99; 0.05=1.98 ; 0.01=2.63

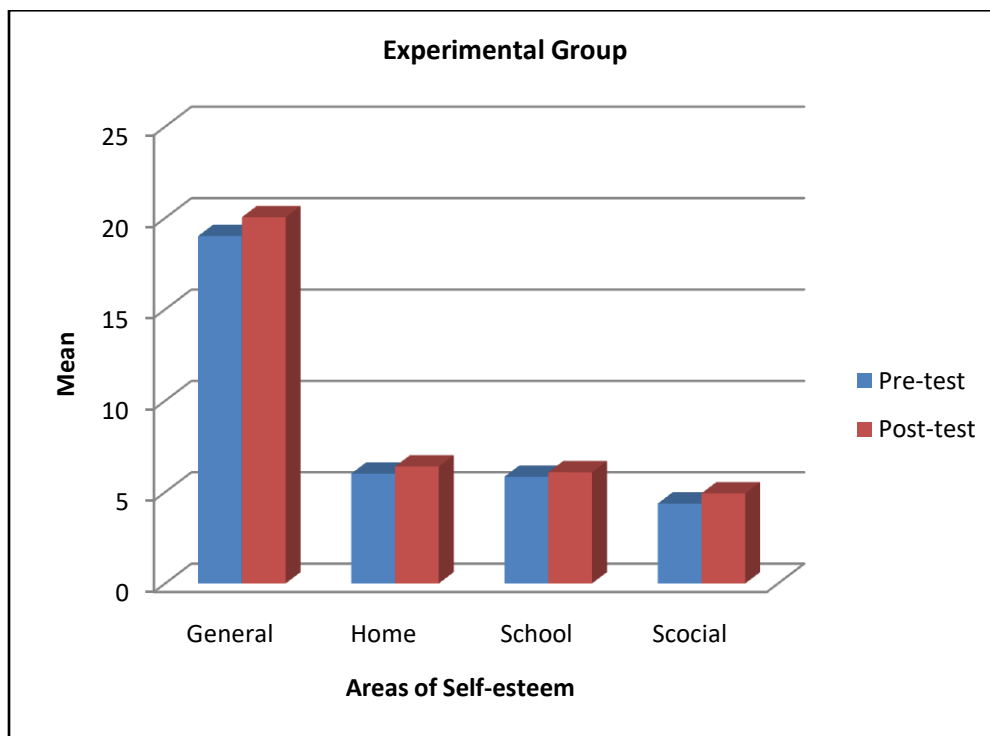
The above table shows the difference between the group of pre-test and post-test conditions of the various areas of self-esteem. Only three areas i.e. general, home and social are showing significant differences between the two groups at the 0.05 and 0.01 levels respectively.

It is observed that the mean of the general area of self- esteem the pre-test condition of an experimental group is 19.01 and S.D. is 3.90 while the mean of the post-test condition is 20.04 and S.D. is 2.90. The obtained value of 't' is 2.43. ($t(df\ 99) = 2.43, p < 0.05$). It is observed that the mean of home and social areas of self- esteem the pre-test condition of an experimental group is 6.01 and S.D. is 1.87 while the mean of the post-test condition is 6.40 and S.D. is 1.26. The obtained value of 't' is 1.99. ($t(df\ 99) = 1.99, p < 0.05$). It is observed that the mean of the social area of self- esteem the pre-test condition of an experimental group is 4.37 and S.D. is 1.50 while the mean of the post-test condition is 4.93 and S.D. is 1.21. The obtained value of 't' is 3.36. ($t(df\ 99) = 3.36, p < 0.01$).

Impact of Life Skills Training Program on Self Esteem of Adolescents

In order to be significant at 0.01 level the minimum required value of 't' is 2.63; since the computed value of 't' is larger than what is need to be significant at 0.01 level. It is concluded on post-test conditions is definitely improve their self-esteem skills due to the life skill training program than the pre-test condition. So, our hypothesis, there would be a significant difference between student's self-esteem in pre-test post-test conditions of the experimental group due to life skills training is accepted. The same is explained through the following graph.

Graph No. 1 - Graph showing the comparative mean of the pre test and the post test condition of experimental group.



Hypothesis No. 2- There is no significant difference between boys' and girls', self-esteem in the pre-test condition of the experimental group.

Table No. 2 – Table showing the mean, S.D and 't' value of both gender of experimental group and its level of significance about their self-esteem skills.

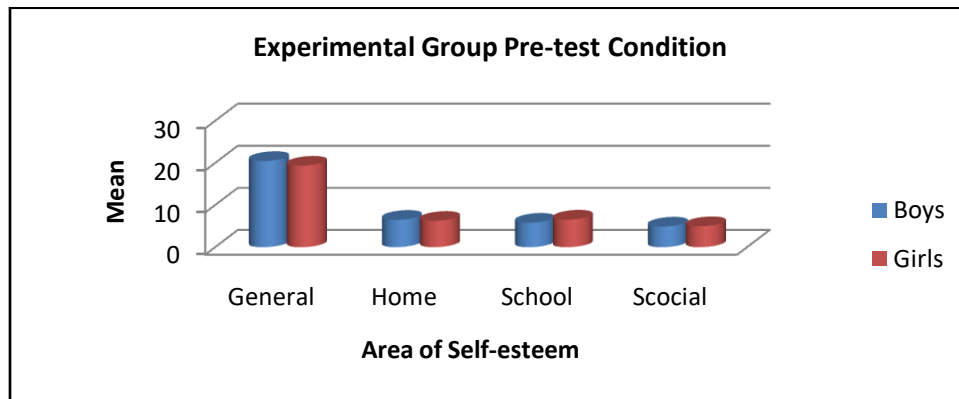
Areas of Self-esteem	GENDER	N	Mean	Std. D	t
GENERAL	Boys	50	19.25	4.11	0.89
	Girls	50	18.63	3.53	
HOME	Boys	50	6.13	1.85	0.92
	Girls	50	5.82	1.89	
SCHOOL	Boys	50	5.49	1.90	2.85
	Girls	50	6.39	1.50	
SOCAL	Boys	50	4.34	1.54	0.27
	Girls	50	4.41	1.46	

df = 48; 0.05=2.01; 0.01=2.68

The above table shows the difference between the experimental group of boys and girls in the pre-test condition of the various areas of self-esteem. The school area was showing a significant difference between the two groups at the 0.01 level. It is observed that the school area means of boys group is 5.49 and S.D. is 1.89 while the mean of the girl's group is 6.39 and S.D. is 1.50. The obtained value of 't' is 2.85. ($t(df 48) = 2.85, p > 0.01$) In order to be significant at 0.01 level the minimum required value of 't' is 2.68; since the computed value of 't' is greater than what is need to be significant at 0.01 level. It is concluded girls are more perceived as their school self-esteem than boys. Rest of the three areas of self-esteem significant differences are not found. So, our hypothesis, there is no significant difference between boys' and girls', self-esteem in the pre-test condition of the experimental group is partially accepted. The same is explained through the following graph.

Impact of Life Skills Training Program on Self Esteem of Adolescents

Graph No. 2- Graph showing the comparative mean of the boys and girls group pre test condition.



Hypothesis No. 3- There is no significant difference between boys and girls, self-esteem in the post-test condition of experimental group due to life skills training.

Areas of Self-esteem	GENDER	N	Mean	Std. D	t
GENERAL	Boys	83	20.46	2.91	2.17
	Girls	51	19.35	2.76	
HOME	Boys	83	6.49	1.30	1.06
	Girls	51	6.25	1.20	
SCHOOL	Boys	83	5.80	1.60	2.89
	Girls	51	6.55	1.27	
SOCAL	Boys	83	4.89	1.19	0.41
	Girls	51	4.98	1.24	

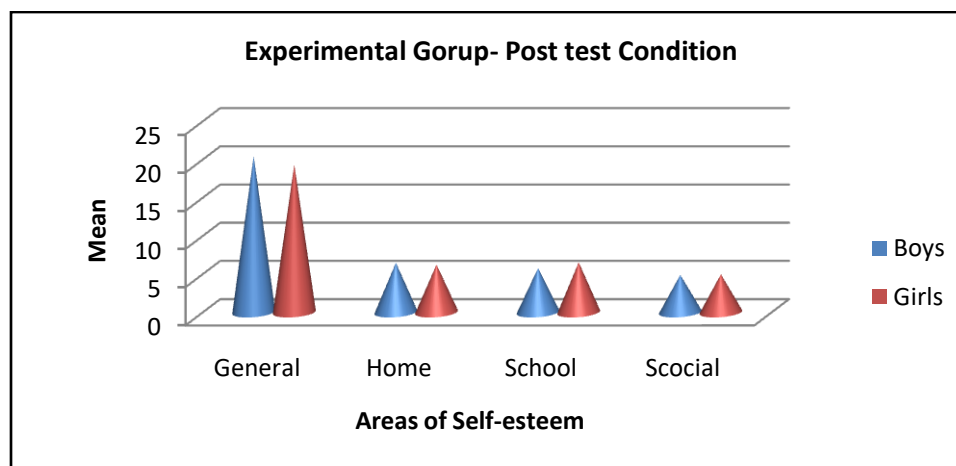
df = 48; 0.05=2.01; 0.01=2.68

The above table shows the difference between the experimental group of boys and girls in the post-test condition of the various areas of self-esteem. General and school areas were showing a significant difference between the two groups at the 0.05 and 0.01 levels respectively. It is observed that the general area means of boys group is 20.46 and S.D. is 2.91 while the mean of the girl's group is 19.35 and S.D. is 2.76. The obtained value of 't' is 2.17. (t (df 48) =2.17, p >

Impact of Life Skills Training Program on Self Esteem of Adolescents

0.05) .Rest of the three areas of self-esteem significant differences are not found. It is concluded on post-test condition is definitely improves their self-esteem skills due to the life skill training program. So, our hypothesis, there is no significant difference between boys and girls, self-esteem in the post-test condition of the experimental group due to life skills training is partially accepted. The same is explained through the following graph.

Graph No. 6- Graph showing the comparative mean of the boys and girls group post test condition.

**CONCLUSIONS:**

1. Life skill training programs definitely improve student's self-esteem skills.
2. Girls have better general and school self-esteem than boys.

LIMITATIONS:

The present problem researcher acquired some limitations. The researcher is mainly focused on 9th std. and CBSE English medium school children of one school from Dhule city. The sample size is very small.

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Impact of Life Skills Training Program on Self Esteem of Adolescents

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