



## EFFECTIVENESS OF LIFE SKILL TRAINING (EDUCATION) PROGRAM: A STUDY WITH REFERENCE TO MANAGEMENT STUDENTS AT BANGALORE

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**Abstract:** Life skill is considered as one of the psychological competence and it is the reflection of effective skill of an individual. Those life skills are essential to promote mental well-being and competence in young people to face the realities of life in the society. The main purpose of this study is to know the various factors that emphasize the effectiveness of life skill training program for the students in the colleges. This study can provide a suggestion for management to find the weaker areas in the implementation of Life Skills training (education) program and also helps in converting those weaker areas into stronger by providing optimum solutions. The researcher used descriptive research and involves survey and fact-finding inquiries of different kinds and the data are collected from respondents through a structured questionnaire. LST program has helped the students to understand about themselves and enhanced their skills and competencies. It should be integrated into every school and colleges in order to know the significance and importance of life skill and to enhance the mental health of students, equip them with the adapted skill to face the challenges in the society.

**Keywords:** Life Skill Education, Training, Life Skills, Character development, High school students and WHO.

### INTRODUCTION:

The World Health Organization (WHO) views Life Skills as abilities for adaptive and positive behaviour that equip people to deal with the demands and challenges of daily life. Life skill is considered as one of the psychological competence and it is the reflection of effective skill of an individual. The cognitive skill based on assimilated information and knowledge, socio-cultural environment, value system and beliefs plays a vital role in the development of life skills among adolescents. Most of the life skills are innumerable and some specific to certain risk situations. Most of the life skills training include psychic, social and interpersonal

skills which help the students to have effective communication, cognitive and affective skills. The most of the study examined that the effectiveness of life skills training program for high school students.

Nowadays, adolescents with low levels of life skills are facing high-risk behaviours which lead to long-lasting health and social consequences. Many countries across the world have introduced life skills education in the school and college curriculum in special situations. In recent years, certain behaviours like anxiety, aggressive, feeling of absurdity and suicide increased considerably in adolescents due to lack of some psychological components.

According to UNICEF (2012), Life Skills refer to a large group of psychosocial and interpersonal skills that can help people make informed decisions, communicate effectively and develop coping and self-management skills that may help them lead a healthy and productive life.

According to WHO, “Life skills are abilities for adaptive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life”.

Generally, life skills training focus on students to acquire the capability to live their life effectively in the society. With this view, every schools and college have an important role to elaborate life skills in order to guide the student’s life. Those life skills are essential to promote mental wellbeing and competence in young people to face the realities of life in the society.

## **STATEMENT OF THE PROBLEM:**

In the present study, the researcher explored the perception of students in college towards learning a life skill. Life skill education is one of the solutions for various emerging problems in life. There hasn’t been any formal evaluation to determine the effectiveness of Life Skills Education in developing the desired competencies of the students. Only a few studies are conducted to address these concerns and justify the need for a research study to assess program outcomes. This study is motivated to redress the problem of decline in the quality of life skill education curriculum in the college. There are several factors that influence the success of effective teaching-learning situation and implementation of life skill training program in an effective way. The main purpose of this study is to know the various factors that emphasize the effectiveness of life skill training program for the students in the colleges.

## **OBJECTIVES OF THE STUDY:**

### **Primary Objective:**

- To study the effectiveness of Life Skill training (Education) program among management students with special reference to Kristu Jayanti College, Bangalore.

### **Secondary Objective:**

- To know about the satisfaction level of a life skill training program for students in the college.
- To analyze how it is implemented in the college and its challenges.
- To what extent the life skill training program develop the competencies of the students.

### **SCOPE OF THE STUDY:**

The scope of this study is confined to Management Students of Kristu Jayanti College located in Bangalore only. This study can provide a suggestion for management to find the weaker areas in the implementation of Life Skills training (education) program and also helps in converting those weaker areas into stronger by providing optimum solutions. This study can help the management to know the difficulties and various problems/challenges faced by the student employees towards Life Skill training (education) program through various dissatisfaction factors faced in the program and to recover with proper solutions.

### **LIMITATIONS OF THE STUDY:**

- The time factor is one of the limits on scope and extensiveness of the study.
- Some of the respondents don't give accurate response due to unavoidable biases.
- Area of the study is confined to the management student at Kristu Jayanti College only.

### **LITERATURE REVIEW:**

**Pujjar L.L. (2014)** concludes in his study that the intervention on life skill education is helpful for rural adolescent girls in order to take positive actions and improving their coping skills of stress and problem-solving ability. The study focused that life skills are essential for adolescents to face critical situations in their life. Through various investigations, it was found that there is a relation between core affective life skill and self-concept of adolescents in order to possess essential skills for better confidence in all situation. (**Sandhya Khera & Shivani Khosla, 2012**).

Life skills help in the promotion of general well being and psychological competence, empower young people, promote health and positive relationships in society and build interpersonal relationships. By imparting life skill education through curriculum will help the adolescents to overcome difficulties in their life which plays

a remedial role in solving problems to lead a better life. Therefore, it should be integrated and impart life skill education as a part of a curriculum to develop positive behaviour and interpersonal relationships in their life. **(Aparna.N & Raakhee, 2011).**

Students from a different community in educational institutions may suffer different problems due to the absence of life skills especially self-esteem and it is the necessary item in psychological aspects to playing several roles in social educational functioning activities of an individual. Due to this reason, the governments should pay the attention to the psychological status of every student. Therefore, potential educational policies should be framed to organize an active program to elaborate self-esteem through the life skills training program. **(Muafi and Gusaptono, 2010).**

Most of the study emphasizes life skill education imparted to the students to teach them the way of living the life, managing emotions, taking the right decision and how to behave in a critical situation in order to improve their career. **(Jayant Arrawatia, 2009).** Life skills enrich every individual to translate their knowledge, attitudes and values into actual abilities, (i.e.) what to do and how to do it **(Millia, 2009).**

Almost 30% of children and adolescents are having a psychological disorder in their life and in that 70% of them don't have a suitable intervention. This brings changes in their performance either in school or home and it influences them as educational drop out and delinquent behaviours. **(Evans, Mullet, Weist, Frans, 2005).**

Some of the specific skills like decision making, self-motivation, self-esteem, self-discipline develop the ability to relate to others, develop and maintain records, develop organizational skills, ability to solve problems and work in teams are examining in the study. **(Boleman et al, 2004).** It was found that there is a significant relationship between social competence, sociable behaviours, suitable behaviour in the classroom and better adaption in school. **(McClelland & Morrison, 2003).**

**Sawi & Smith (1997)** specified that life skills such as leadership, decision making, problem-solving, personal qualities like responsibility, self-esteem and integrity can be found in every content and extension youth program. In olden days, most of the students are at risk of depression and suicide and they have low interpersonal relations by neglecting peers. **(Huntingten, 1993).** Students have a lot of defects in social problem-solving skills and interpersonal relations due to a learning disorder. **(Toro, Weisberg, Guar & Liebenstein, 1990).**

### **Significance of Life Skill Education:**

According to UNICEF, Life Skills are a behaviour change or behaviour development approach designed to address the balance of three areas:

- Knowledge.

- Attitude.
- Skills.

Life Skill has been classified into three board categories:

**a) Thinking skills** – that enhances the logical faculty of the brain using an analytical ability, thinking creatively and critically and developing problem-solving skills and decision-making abilities.

**b) Social skills** – it includes interpersonal skills, communication skills, leadership skills, management skills, co-operation and team building skills, etc.

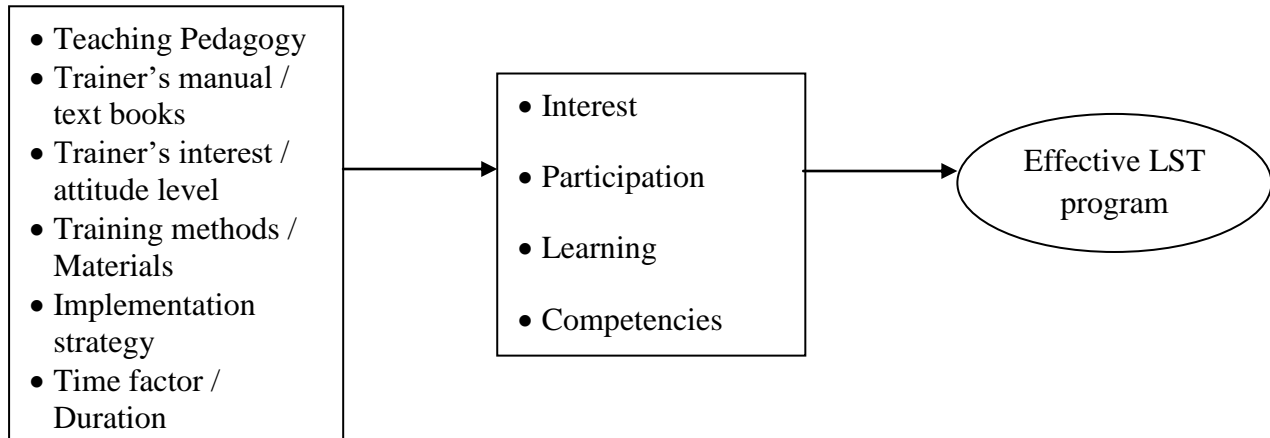
**c) Emotional skills** – it involves, being comfortable with oneself and it includes self-management, coping with feelings, emotions, stress and family pressure.

The World bodies such as UNICEF, UNESCO and WHO list the ten core life skills with their description are:

Life Skills Dimension	Description
Self Awareness	To make the ability to aware of self-characteristics, weakness and strengths recognizing demands of circumstance and fears. It helps the individual to understand that whether one is under stress and usually this is a prerequisite of empathetic social relationship.
Empathy	To make a better understanding of others even once we are not in place of them. This skill makes the individual pay attention to others and creates a feeling of belongingness.
Interpersonal relationship	It teaches the subjects to reinforce cooperation, trust and working closely with each other.
Effective Communication	The skill educates the subjects to understand others, conditions, active listening and how to express demands.
Coping with stress	It teaches the subjects how to aware of stress and how to control.
Emotional management	This means how to identify affectionate states, discriminate emotions and finally how to respond them.
Problem Solving	In this skill, subjects learn how to make and find better solutions for their problems.
Decision making	The skill teaches the subjects to make appropriate decisions in conflictual situations.
Creative thought	This item teaches the subjects how to build and discover new ideas, in this skill problems assume as an opportunity instead of a problem in which one should find fresh ways to solve problems.
Critical thinking	This skill teaches the students to think about accepting or rejecting others idea especially in stressful conditions. It focuses mostly on reasoning.

**Source:** Maryam et al, Social and Behavioural Sciences, 2011.

### Factors Influencing Life Skills Training (Education) Program:



### RESEARCH METHODOLOGY:

#### Research Design:

The research design indicates the type of research methodology undertaken to collect the information for the study. The researcher used descriptive research and involves survey and fact - finding enquiries of different kinds. The data was collected from students of the different year in Kristu Jayanti Colleges.

#### Area of Study:

The area of study is confined to management students of Kristu Jayanti College located in Bangalore only.

#### Questionnaire Design:

The questionnaire framed for the research study is a structured questionnaire in which the questions are predetermined before conducting the survey. The form is a question with both closed and open type.

The scales used to evaluate questions are:

- Dichotomous scale (Yes or No)
- 5 point scales

#### Data Collection method:

Data is collected from the respondents through a structured questionnaire.

#### Sample Method and Sample Size:

The total sample size taken for the present study is 116 and sample method used is convenient sample method.

**Data Analysis and Interpretation:**

**Table No: 1 Demographic Factor**

Gender				Total
Male	60			116
Female	56			
Year				Total
	I Year	II Year	III Year	
Male	13	34	13	116
Female	10	28	18	
Location				Total
	Rural	Urban	Other / NRI	
Male	3	51	6	116
Female	1	52	3	

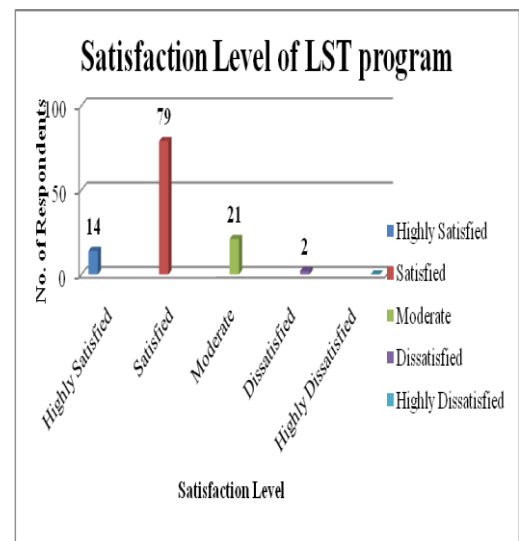
Source: Primary Data

**Table No: 2 Satisfaction level of LST program in the college**

Satisfaction level of LST program	No. of Respondents	Percentage
Highly Satisfied	14	13
Satisfied	79	68
Moderate	21	18
Dissatisfied	02	1
Highly Dissatisfied	00	00
<b>Total</b>	<b>116</b>	<b>100</b>

Source: Primary Data

**Chart No: 1 Satisfaction level of LST program in the college**

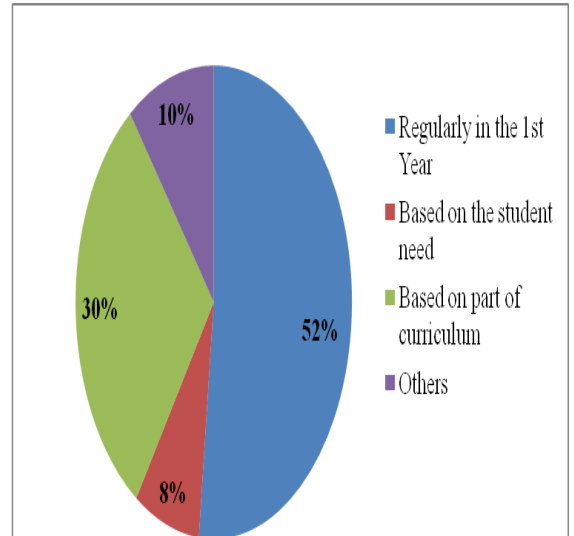


**Table No: 3 Implementation of LST program in the college**

Implementation of LST program	No. of Respondents	Percentage
Regularly in the first year	60	52
Based on the students need	09	8
Based on part of curriculum	35	30
Others	12	10
<b>Total</b>	<b>116</b>	<b>100</b>

Source: Primary Data

**Chart No: 2 Implementation of LST program in the college**

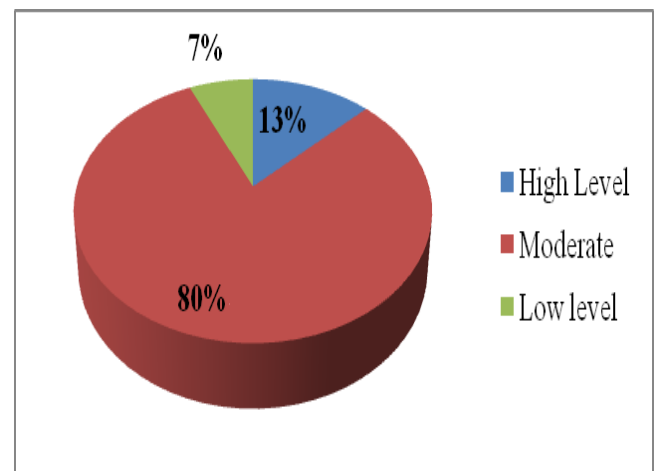


**Table No: 4 Level of impact in developing competencies**

Impact level of LSP program in competencies	No. of Respondents	Percentage
High Level	15	13
Moderate	93	80
Low level	08	7
<b>Total</b>	<b>116</b>	<b>100</b>

Source: Primary Data

**Chart No: 3 Level of impact in developing competencies**



### Regression:

#### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
1	.834 <sup>a</sup>	.695	.693	.335	260.287	.000

a. Predictors: (Constant), Satisfaction Level of materials or text books or handouts for LST program

**Inference:**

From the output table, it was observed that satisfaction level of LST program is a dependent variable and Availability / Satisfaction level of materials or textbooks or handouts for LST program is an independent variable. The overall model explains about 69% (R value – 0.695) by predicting independent variable. F Statistics shows higher value which means the model is fit for further interpretation. The significance value is 0.000 which is less than 0.05 at 5% significance level and it indicates the independent variable has a positive and significant impact on dependent variable.

**Chi square (Two tailed) Analysis:****Association between pursuing year and competency development**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	91.677 <sup>a</sup>	4	.000

**H<sub>0</sub>:** There is no association between pursuing year and impact of LST program in competency development.

**H<sub>1</sub>:** There is association between pursuing year and impact of LST program in competency development.

**Inference:**

It is found from the above table that the alternative hypothesis H<sub>1</sub> is accepted since the significance value is less than 0.05. This means that the impact of LST program in student's competency development vary with their pursuing year. First year students will have an immediate impact in their competencies after participation in the LST program whereas second and third year students will have only moderate impact due to gap in their follow up activities after participating in the LST program.

**FINDINGS:**

- Most of the students are satisfied with the LST program organized in the college.
- Majority of the students agree that the LST program was implemented in the college during the first year and some part of the students considered as a part of a curriculum in their respective courses.
- LST program has helped the students to understand about themselves and enhanced their skills and competencies.
- Most of the students feel happy that LST program has good impact in developing their competencies in different ways.
- Majority of the students ensure that the LST program was conducted with different methods like activities (87%), Group work (82%), Classroom discussion & Games (77%), lecture (75%), videos (71%), Role-play (48%),

Worksheets (27%) and others like case study (2%), etc. and has impact in developing various skills in their life.

- Some of the challenges faced during implementation are time limit, language variance, organizing every student and managing them, lack of materials, lack of resource person, etc.
- Most of the problems faced by the students in learning important skills through LST are too many sessions on a single day, the long duration for certain skills, time factor, some boring session, stage fear, individual attention denied, few session are like rules by book, etc.
- Based on the LST program, few benefits acquired by students are knowing their strengths and weakness, awareness about various life skills needed in their life, communication skills, time management, confidence & exposure, to a handle difficult situation, decision making & problem - solving skills, etc.

### **SUGGESTION:**

The following suggestions are given to consider for further improvement in the effectiveness of LST program in the institution.

- Most of the students are interested in getting some LST instructional manuals or materials for continuous learning to enhance their skills and competencies.
- Since life skills are very important for every student, so they are expecting to organize the program in different periods to get more experienced in every skill.
- An Institution has to take necessary steps to encourage the students to be more attentive in every session with the help of effective resource person or trainers.
- It is suggested that initiating the follow - up and monitoring activities after completion of every LST program, both the institution and student can be benefited.

### **CONCLUSION:**

Implementing the LST program or education to the students will be helpful for them to fulfill their needs in motivating themselves, developing cognitive, emotional, social and self - management skills for any adjustments in their life. Life skills education will bring changes in the attitude and behaviour of the students with supportive environment needed for them. It should be integrated into every school and colleges in order to know the significance and importance of life skill and to enhance the mental health of students, equip them with an adapted skill to face the challenges in the society.

Every institution should have adequate resources and materials to teach that how this life skill education is a vital component for students to develop their skills and attitude. The foundation and pedagogy of LST education should be adequately prepared and utilized to deliver the exact content of life skill education to make more effective. Finally, the program outcome needs to be well documented. It needs to

conduct continuous monitoring and evaluation of program outcomes to provide knowledge to the students for their development in their career.

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### QUESTIONNAIRE

#### **EFFECTIVENESS OF LIFE SKILL TRAINING (EDUCATION) PROGRAM: STUDY REFERENCE TO MANAGEMENT STUDENTS**

##### **Personal Details:**

Name of the Student :

Gender : a) Male b) Female  
Age : .....  
Year : a) I Year b) II Year c)  
III Year  
Location : a) Rural b) Urban c)  
Other / NRI

**Give your opinion to the following questions (✓)**

1. Has Life skills training program been taught in your college?  
a) Yes b) No
2. How was LST program taught in your college?  
a) Taught as its own class (stand-alone) b) Taught during 1<sup>st</sup> year (Joining time)  
c) Topics taught as part of other classes
3. How often is this program taught?  
a) One month program b) One Week Program c) Daily program
4. How long was each class?  
a) 30 – 45 minutes b) 1 hour – 1 ½ hour c) More than 1 ½ hour
5. Do you think that the duration of each class is good enough?  
a) Enough b) Somewhat enough c) Not enough
6. Was LST is a mandatory (required / compulsory) class for the students?  
a) Yes b) No
7. Do you have a trainer's guide or instructional manual for your LST program?  
a) Yes b) No
8. Are you satisfied with the materials or text books for LST program?  
a) Highly Satisfied b) Satisfied c) Moderate  
d) Dissatisfied e) Highly Dissatisfied
9. Did you shown interest in attending the LST program organized in the college?  
a) Yes b) No c) Partly
10. How far your participation in the LST program in the college?  
a) High Level b) Moderate c) Low Level
11. Are you satisfied with the LST program organized in the college?  
a) Highly Satisfied b) Satisfied c) Moderate  
d) Dissatisfied e) Highly Dissatisfied
12. How LST program was implemented in the college?  
a) Regularly in the first year b) Based on the students need  
c) Based on part of curriculum c) Others
13. What methods / materials are used in LST program? (More than one option is allowed)  
a) Lecturer b) Class discussion c) Group work

- d) Video Presentation      e) Games      f) Activities  
g) Worksheets      h) Role Play      i) Others (specify)

14. What are the challenges faced by the college in implementing the LST program?

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15. Do you think that you are taught every life skill you need to be taught?

- a) Yes      b) No      c) Partly

16. LST program in the college helped you to understand yourself?

- a) Yes      b) No

17. Whether the LST program had impact in developing your competencies?

- a) Yes      b) No      c) Partly

18. At what extent, the LST program has developed your competencies?

- a) High level      b) Moderate      c) Low level

19. Name some of the problems that you may be experiencing in learning through LST program.

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20. Give two benefits you get from learning life skill.

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