



LIFE SKILLS INTERVENTION FOR URBAN MALE AND FEMALE ADOLESCENTS OF SHILLONG, MEGHALAYA

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ABSTRACT

Present Study is an attempt to inculcate Life Skills Intervention for urban male and female adolescents of Shillong, Meghalaya, India. The Objectives of the study were to provide Life Skills Intervention for urban male and female adolescents, to study the impact of Life Skills Intervention before and after the programme. Hypothesis is there will be significant differences between urban male and female adolescents on the basis of life skills intervention. The participants for the present study consisted of 172 urban adolescents, who fall under the age groups of 10 to 19 years. The tools used were demographic profile, Life Skills Assessment Scale (LSAS), (Nair, Subasree & Ranjan, 2010). Purposive Sampling design was applied and selected descriptive research design in phase 1 and in phase 2 pre experimental research design was used. Only single group was included that is experimental group and control was excluded, single group was pretested and then exposed to the intervention programme and later again the experimental group was post tested. The results indicate that intervention given to adolescents indeed brought positive impact among the adolescents showing overall increase in the post-test scores. The result of hypothesis shows that there is no significant difference among male and female adolescents. This shows that the intervention has a considerable impact on both the genders after receiving the intervention. It can, thus, be concluded that both males and females adolescents improved positively in all the ten core life skills.

Keywords: Adolescents, Male, Female, Urban, Life Skills, Intervention Programme

INTRODUCTION

Adolescent population and health is a very special issue and is focused globally for various reasons. Adolescence is a transitional stage from childhood to adulthood, generally referred to as the period between 10-19 years of age. Viewed as extremely stressful and chaotic it is characterized by changes in physical and psychological growth of an individual triggered also by the immediate environment. Adolescents can experience various life stresses ranging from catastrophic or traumatic life events, sources of stress faced during transitional phase by adolescents were problems at school, poor academic performance, school absenteeism, poor self-esteem, problems at home with family members, financial problems, new challenges in education, parents expectations, new roles and responsibilities demanded by society, peer pressure (Lal, 2014). With the rapid growth and changing environment the adolescents are psychologically,

emotionally, mentally and physically stressed (Simuforosa, 2013). An earlier study showed that 56% of the variation in stress symptoms was predicted by high demands, low global self-esteem, sleep disturbances, low social support and negligent eating habits, global self-esteem was found to play a crucial role in the prediction of stress symptoms (Schraml et.al, 2011) Adolescents faces more behavioural problem, residential instability when parents have to move from one place to another due to their job transfer, economic circumstances and when proper care, love, attention is not given children's faces more problem and they feel left out (Nancy & Asir, 2014). Girls had more internalizing problems like anxious/depressed, withdrawn/depressed and somatic complaints whereas on the other hand boys have high externalizing problems in terms of attention problems and aggressive behavior. Adolescence in growing period is at risk if proper guidance is not given and they deserve more attention in prevention and early intervention of problems. Life Skills are skills that enable individuals to adapt any situations and deal positively with the challenges and demands of daily problems (World Health Organization, 1997). Life skills enable actual abilities to adolescent's girls and boys by providing values, knowledge and attitude and to utilise other skills more in practical way. Life skill intervention can serve as a remedy for the problems as it will help the adolescents to lead a better life, cope up with the stress and handle the situation in a positive way. The present paper focuses on providing Life skills programme in the form of intervention to urban male and female adolescents of Shillong, city.

OBJECTIVES

To Provide Life Skills Intervention for Urban Male and Female Adolescents

To Study the impact of Life Skills Intervention before and after the programme

HYPOTHESIS

There will be significant differences between urban male and female adolescents on the basis of life skill intervention.

MATERIALS AND METHODS

Participants

Participants consisted of 172 adolescents, 87(50.6%) male and 85(49.4%) female participants who met the inclusion criteria for the study. The sample for the study was collected from adolescents who are studying in classes 6th, 7th, 8th, 9th, and 10th from Urban and Rural places of Shillong, India, who fall under the age group of 10 to 19 years. The Purposive sampling design was selected and descriptive research design in phase 1 was used and in phases 2 pre experimental research designs. Life skills intervention programme was conducted using structured and standardized questionnaire, in which each session was activity based and participatory in nature, combining both boys and girls who attended the programme and only an experiment group was included which was given intervention programme.

Sampling Criteria

Inclusion Criteria

1. Both male and female adolescents
2. Adolescents within the age group of 10-19 years

Exclusion criteria

1. Adolescents who have any significant physical and psychiatric disorder

Instruments

Demographic data sheet

The demographic data sheet consists of name, age, gender, education qualification, family type, parent's occupation, caste, religion, and name of the school.

Life Skills Assessment Scale (LSAS)

Life Skills Assessment Scale (LSAS), the scale can be administered to a group or to an individual (Nair, Ubasree, & Ranjan, 2010). LSAS consists of 100 items in the form of statements in-built with a 5-point scale for the respondent to check the appropriate response which is most descriptive of him/her. It has both positive and negative items. LSAS measures ten (10) dimensions of Life Skills. Reliabilities for the 100 indicators of LSAS as a whole were found to be .839 in pre-condition and in post- condition were reported to be .750 which was highly reliable and 89% concurrence.

PROCEDURE

The data collection began with the researcher obtaining permission from the De-Addiction centers and five different schools from urban, city, Shillong. When the permission was granted the researcher met each participant individually, explained about the research and gave them the copies of questionnaires. Researcher began with a brief introduction to the whole study prior to the signing of the informed consent form. The researcher has selected a descriptive research design in phase (1) as the design is helpful to identify the demographic characteristics of the participants and in phase (11) pre-experimental research design was used. The only single group were included, that is experimental group whereas the control group was excluded. The Single group was pretested and then exposed to the intervention programme and later again the experimental group was post-tested. Pre- Assessment started after receiving responses from respondents and their positive feedback which started from last week of August and socio-demographic and standardized questionnaires were given. After analysis of the screening data, Phase 2-Post –Assessment the participants were taken as an experimental group and exposed to intervention programme which started from the first week of September until last week of October. From 1st week of November till last week of November, 2016 was Phase 3-Post Assessment, where the same sets of questionnaires were given to the participants and collected after one month. The Head of the Department was requested to return the Questionnaire duly filled in by the students.

Data Analysis and Interpretation

The collected data was coded, classified and analysed using statistical package for social sciences (SPSS) 23 version. The obtained data was analysed using descriptive statistics like frequency and percentage, mean and standard deviation, t-test.

RESULTS**Table: 1****Title: To Study the impact of Life Skills Intervention before and after the programme**

Variables			N	Mean	Std. Deviation	Std. Error Mean	
Pre	Self-Awareness	Urban	172	36.5174	5.88235	.44852	
	Empathy	Urban	172	34.2209	5.20212	.39666	
	Effective Communication	Urban	172	24.7558	3.57357	.27248	
	Interpersonal Relationship	Urban	172	33.4070	4.91656	.37488	
	Creative Thinking	Urban	172	25.5465	4.84655	.36955	
	Critical Thinking	Urban	172	33.4709	5.77596	.44041	
	Decision Making	Urban	172	30.9244	4.05375	.30910	
	Problem Solving	Urban	172	30.9477	4.50894	.34380	
	Coping with Emotions	Urban	172	24.4128	3.62229	.27620	
	Coping with Stress	Urban	172	13.9884	3.04352	.23207	
	Post	Self-Awareness	Urban	172	38.5465	6.57508	.50135
		Empathy	Urban	172	36.2965	4.75965	.36292
		Effective Communication	Urban	172	26.3372	3.71062	.28293
		Interpersonal Relationship	Urban	172	35.5465	4.75150	.36230
Creative Thinking		Urban	172	27.2616	4.66869	.35598	
Critical Thinking		Urban	172	37.1279	5.41775	.41310	
Decision Making		Urban	172	34.5465	4.53358	.34568	
Problem Solving		Urban	172	32.4535	6.11518	.46628	
Coping with Emotions		Urban	172	30.3837	5.35995	.40869	
Coping with Stress		Urban	172	19.4826	5.48840	.41849	

The above table 1 represents the impact of Life Skills Intervention before and after the programme where it is found that all the variables/factors of life skills have undergone a change for most of the participants after the intervention was given. This clearly indicates that intervention given to adolescents indeed brought positive impact among the adolescents showing overall increase in the post-test scores.

Table: 2**Title: There will be no significant differences between urban male and female adolescents on the basis of life skill intervention.**

Pair	Geographical Area	N	t-value	df
Male Pre-test	Urban	172	-7.395	86
Male Post-test				
Female Pre-test	Urban	172	-8.352	84
Female Post-test				

The above table 2 shows Comparison of urban male and female adolescents in terms of life skills intervention. The result of hypothesis shows that there is no significant difference among male and female adolescents. This shows that the intervention has a considerable impact on both the genders after receiving the intervention. It can, thus, be concluded that both males and females adolescents improved positively in all the ten core life skills.

DISCUSSION

It is found that out of 172 participants, 97(56.4%) participants belongs to the age group of 14-15 years, 87(50.6%) participants are male, 84(48.8%) participants are studying in class 9, 88(51.3%) participants belongs to Nuclear family, 42(24.4%) participants parents were working as businessmen, 79(45.9%) participants falls in Scheduled Tribe, 81(47.1%) participants belongs to Christian. The impact of Life Skills Intervention before and after the programme where it is found that all the variables/factors of life skills have undergone a change for most of the participants after the intervention was given. This clearly indicates that intervention given to adolescents indeed brought positive impact among the adolescents showing overall increase in the post-test scores. The present finding are in support with Gopalakrishna (2014) and Khera & Khosla, (2012), studies where the findings shows that those adolescents undergone training possess positive co-relation between core affective life skill and self-concept and are better in all aspects. This indicated that those students who have better life skills tends to have average level of emotional intelligence and also better adjustment level (Damle, 2013).The result of hypothesis shows that there is no significant differences found among male and female adolescents, where in (Gopalakrishna, 2014), study also revealed that there was no gender differences found. This shows that the intervention has a considerable impact on both the genders after receiving the intervention. It can, thus, be concluded that both males and females adolescents improved positively in all the ten core life skills. The present finding is also in support with (Anuradha, 2014), study where the findings shows that adolescents scored reasonably a good score on life skills which showed that adolescents are well equipped with life skills. The present study supports (Aparna & Raakhee , 2011), where they pointed out that life skills intervention and life skill education is a need of the society and every education system should impart life skill intervention and education as a part of its curriculum as it is capable of producing positive health behaviour, positive interpersonal relationships and well-being of individuals.

CONCLUSION

This study presented the obtained results to meet the objectives of the research. The result shows that the intervention was very effective among the adolescents in enhancing their level of awareness and other life skills. This indicates that intervention was effective in making subjects more aware of their major skills. Life Skills prepares the adolescents to face any challenges, problems or situation in life and provides a holistic development for adolescent health and overall social development. It also empowers adolescents to make positive and effective decisions in their life.

RECOMMENDATION

Life skill can be address to risky children like children of alcoholic or other vulnerable age groups where life skill would help them to sharpen their skills, build knowledge, values and attitudes. Therefore by providing the adolescents with the tools for solving problems, decisions making and managing emotions, stress, and by engaging them through participative methodologies, skills development can become a means of empowerment for the young people.

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