

### Impact of intervention on life skill development among adolescent girls

Adolescence is a vital stage of growth and development. It is a period of transition from childhood to adulthood. It is characterized by rapid physiological changes and psychological maturation. These are also years of risk taking, solving their own problems, taking decisions on crucial issues, peer pressures and coping with stress. Thus it is a turning point in one's life and a period of increased potential. There is a need to focus on physiological, emotional and socio-cultural dimensions of the adolescents. Moreover, the greater need is to equip adolescents with life skills, so that they can cope with the challenges and pressures. Life skill of a person develops over the years continuously in a dynamic manner. There are many skills which are needed to successfully negotiate each and every situation in one's life ever day. According to WHO life skills are 'living skills' or abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life (Anon., 2010). Life skills are used every moment of our lives in various situations-choosing friends/career, developing or breaking habits, making and breaking relationships, following discipline, understanding one's needs, solving problems, interacting with teachers and parents.

Life skill education promotes mental well-being in young people and equips them to face the realities of life. By supporting mental well-being and behavioral preparedness, life skills education equips individual to behave in a pro-social ways and it is additionally healthy living (Nair, 2005). Consequently, life skills education can be seen as empowering adolescent to take more responsibility for their actions (Srikala and Kishore, 2005). With this background the following study was conducted to study the impact of intervention on life skills development among rural adolescent girls from Dharwad taluk of Karnataka state.

The population of the study consisted of adolescent girls studying in 8<sup>th</sup> and 9<sup>th</sup> standards of Uppinbetegeri and Amminbhavi village of Dharwad taluk. The total strength of adolescent girls from both the high school was 328, out of which 120 adolescent girls in the age range of 13-15 years were randomly selected from 8<sup>th</sup> standard (60 numbers) and 9<sup>th</sup> standard (60 numbers) from both the villages. Prior permission from the head master was taken before assessing the students on various life skills. The girls were made to sit in one class room and were assessed for five life skills namely, problem solving, creative thinking, critical thinking, coping with stress and empathy by using self administered checklist as a method of data collection.

Based on the total scores obtained the girls were divided in to three categories as Low, Medium and High.

The intervention was given to rural adolescent girls for a period of 3 months i.e. two days in a week in the form of training through developed training module, guest lectures, brain storming methods, working in small groups and role play to discuss and practice the skills. The different training methods are used for different skills. After training, adolescents are instructed to practice the life skill in real life situations. The main aim of life skill intervention is to make rural adolescent girls to perform better in all walks of life by acquiring psychological competence, finding proper solutions to day to day problems, creating positive attitude, coping with different situations in life and improving ability. After the intervention, a gap of one month later the post test assessment was done to know the impact of intervention on life skill development of girls. Frequency and percentages were computed in order to know the levels of life skills of adolescent girls. Students 't' test was used to know the comparison between pre test and post test results on the various life skill development of adolescent girls.

The frequency distribution by levels of skills at pre test and post test are presented in Table 1. It was observed from the table that at pre test majority of the adolescent girls experienced medium level of creative thinking (55 %) and empathy (76.7%). About 77.5 per cent had high level of critical thinking, coping with stress (70.9%) and problem solving ability (65.8%). None of them were observed in low level of category except for creative thinking (9.2%). Post test conducted after an intervention showed that majority of adolescent girls had high level of critical thinking (94.16 %) followed by coping with stress (79.12 %), problem solving ability (70 %), creative thinking (50 %) and empathy (57.5 %). The findings are supported by Ravindran and Parthasarathy (2012) and Nair (2005) who reported that life skill education as an adolescent intervention is promising to the preventive and promotive functions of social work profession. Life skills programmes are comprehensive and include various areas like thinking, behavior and emotions to achieve a healthy life.

Table 2 shows the mean scores of adolescent girls in life skill development before and after the intervention. There is a significant difference between pre test and post test scores of adolescent girls with regard to problem solving, coping with stress and empathy. Further, the mean scores indicated that life skill development was significantly better at post test than the

Table 1. Distribution of adolescent girls for various life skills during pre test and post test

N=120

Life skills	Low		Medium		High	
	Pre test	Post test	Pre test	Post test	Pre test	Post test
Problem Solving	-	-	41(34.2)	36(30.0)	79(65.8)	84(70.00)
Creative thinking	11(9.2)	6(5.0)	66(55.0)	54(45.0)	43(35.8)	60(50.00)
Critical thinking	1(0.8)	-	26(21.7)	7(5.83)	93(77.5)	113(94.16)
Coping with Stress	-	-	35(29.2)	25(20.88)	85(70.9)	95(79.12)
Empathy	-	-	92(76.7)	69(57.50)	28(23.6)	51(42.5)

Note: Number in the parentheses indicate percentages.

Table 2. Mean scores of adolescent girls in life skill development before and after the intervention N=120

Life skills	Pre test Mean (SD)	Post test Mean (SD)	't' test
Problem Solving	37.16 (2.22)	39.20 (3.77)	5.11**
Creative thinking	18.10 (5.37)	20.00 (5.55)	1.79 <sup>NS</sup>
Critical thinking	38.53 (4.64)	39.23 (3.57)	1.21 <sup>NS</sup>
Coping with Stress	42.94 (5.51)	45.89 (7.32)	3.52**
Empathy	88.55 (8.31)	92.11 (9.27)	3.13*

Note: \* - Significant at 0.05 level

\*\* - Significant at 0.01 level      NS – Non-Significant

pre test. The intervention on life skills such as problem solving, creative thinking, critical thinking, coping with stress and

empathy helped the rural adolescent girls to take positive actions to protect themselves, in solving problems, coping with the stress and to promote positive social relationships. The findings are supported by Cutinha (2012) and Srikala and Kishore (2010) who reported that education of the impact of model on life skill education of school children improves adjustment of the adolescents with teachers, school, increases prosocial behavior, coping with stress and self esteem as there was a significant difference between the groups between experimental and control group.

The study concludes that the intervention on life skill education is helpful for the rural adolescent girls to take positive actions and improving their coping skills of stress and problem solving ability. Life skills are the building blocks of one behavior and need to be learnt well to lead a healthy, meaningful and productive life. Attempts should be made to understand the adolescents problems and guide them in aquisition of life skills. The intervention on life skill development is a good support system for adolescents at the community level.

AICRP on Child Development  
College of Rural Home Science  
University of Agricultural Sciences, Dharwad, Karnataka  
E-mail: latapujar08@yahoo.com

L. L. PUJAR  
S. C. HUNSHAL  
K. B. BAILUR

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