



A STUDY TO ASSESS SELF-CONCEPT AND EFFECT OF LIFE SKILLS EDUCATION PROGRAMME ON KNOWLEDGE AMONG ADOLESCENTS OF A SELECTED SCHOOL IN KOLKATA

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ABSTRACT

A pre-experimental research study was conducted to assess the self-concept and effect of life skills education programme on knowledge among adolescents of a selected school in Kolkata. The study objectives were to assess self-concept and existing knowledge on life skills among selected adolescents and develop, validate a structured education programme on life skills and evaluate effect of that programme in terms of knowledge gain. The conceptual framework was based on Stufflebeam's CIPP evaluation model.

METHODOLOGY: Non probability purposive sampling technique was used to select 350 adolescents. Data were collected through self-concept questionnaire and structured knowledge questionnaire on life skills.

RESULT: The major findings of the study showed that most of the adolescents had above average self-concept level (78%). The mean, median of the post test knowledge score (14) were found to be higher than that of mean, median of pre-test knowledge score on life skills (7.33, 7) and the computed 't' value (44.399) was found statistically significant at 0.001 level of significance, [df (349) = 3.29]. The chi square test showed that there is statistically significant association with the Self-concept with the demographic variable Age, Gender, Type of Family, Religion, Fathers' Occupation and Area of Living, Birth order but no association was found between self-concept and educational status of father and occupation of mother. The findings also showed that pre-test life skills knowledge was strongly associated with age, gender, type of family, area of living and birth order but no association with religion, parental educational status, and parental occupation. The self-concept and pre-test life skills knowledge was found strongly associated.

CONCLUSION: The study was concluded with few recommendations to replicate on different settings, population and can be implicated in the field of nursing education, nursing practice, nursing administration and nursing research.

KEYWORDS : Self-concept, Life Skills, Adolescents

INTRODUCTION

Adolescence is an important phase of transition, characterized by dramatic changes in physiological, social, emotional and cognitive aspects; which lays for future success in directions including not only academics but also different skills. Self-concept is the nature and organization of beliefs about one's self. Adolescence is a period of life during which self-concept takes its shape. Self-concept is theorized to be multi-dimensional, such as physical, emotional, social and many other aspects of themselves. During this period adolescents develop some skills that will help them to grow into a caring and responsible citizen. World Health Organization (WHO) has defined life skills as, "the abilities for adoptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life".¹ So, life skills are those essential abilities that help to grow competencies and mental power to face everyday challenges in realities. Life-skills education is an educational motivation that has spread in several countries since it was introduced in mid-1980, thus showing its effectiveness. Comprehensive life skills programmes developed in England, Canada, Australia and the United States have spread to over 30 countries. In our country, most of the initiatives have come from NGO's sector.² Life skills based programmes are not yet adopted in policy level as government initiative though it is coming up as simple initiatives from the part of Central Board of Secondary Education.⁴ So, this study was planned to be conducted in the school under West Bengal Council of Higher Secondary Education where such interventions are not so far observed in published form.

OBJECTIVES

1. To assess the self-concept among the adolescents.
2. To measure the existing knowledge on Life Skills of the

adolescents.

3. To evaluate the effect of Life skills education Programme in terms of gain in post-test knowledge score.
4. To find out the association between self concept of adolescents and the demographic variables: age, gender, religion, type of family, standard of education of parents, occupation of parents, area of living and order of birth.
5. To find out the association between pre-test life skills knowledge of adolescents and the demographic variables: age, gender, religion, type of family, standard of education of parents, occupation of parents, area of living and order of birth.
6. To find out the association between self concept and pre-test life skills knowledge of adolescents.

METHODOLOGY

A pre-experimental Single group pre-test post-test research study was conducted at selected school of Kolkata among 350 adolescents, studying class IX, X and XI, by using non-probability purposive sampling technique. The inclusion criteria were to include the willing participants, adolescents present with parental written informed consent forms and both boys and girls. Study duration was one month (7th January, 2019-7th February, 2019). The study synopsis was approved by the Institutional Ethics Committee of Apollo Gleneagles Hospital, Kolkata. Permission from selected school authority (Ramkumar Kamala Vidyalaya, Kolkata) was received. Demographic data were collected from participants by Background information, Self-concept assessed by standardised tool-Self-concept Questionnaire by Dr. Saraswat, 84, on first day; Knowledge on Life skills assessed before on first day and after conducting Education programme on Life skills on ninth day by Structured Knowledge questionnaire and. The content validity was 100%

and as per suggestions of five experts, some items were modified with structured knowledge questionnaire on Life skills. Reliability of Self-concept questionnaire was done by test-retest method and it was found 0.89. Reliability coefficient of Structured questionnaire on life skills was 0.87, calculated by test-retest method. A planned and structured Life skills education programme among adolescents was implied separately among 9th, 10th & 11th standards by using Lecture method, group discussion method, multiple role play sessions and brain storming sessions with the help of Power point presentation and Chart in Bengali Language throughout 45 minutes teaching-learning session on second day.

RESULT

In this research study, participants were different classes; from class IX, class X, class XI respectively.

Table 1: Frequency percentage distribution of the sample characteristics

n=350

Variables	Frequency(f)	Percentage (%)
1. Age		
a. 13 years to 15 years	182	52
b. 16 years to 18 years	168	48
2. Gender		
a. Boy	191	54.6
b. Girl	159	45.4
3. Type of Family		
a. Nuclear	151	43.1
b. Joint	175	50
c. Extended	24	6.9
4. Religion		
a. Hindu	213	60.9
b. Muslim	137	39.1
c. Others	0	0
5. Educational Status of Father		
a. Illiterate	14	4
b. Primary	95	27.1
c. Secondary	71	20.3
d. Higher Secondary	137	39.1
e. Graduate	33	9.4
6. Educational status of Mother		
a. Illiterate	24	6.9
b. Primary	139	39.7
c. Secondary	153	43.7
d. Higher Secondary	34	9.7
e. Graduate	0	0
7. Occupation of Father		
a. Service	96	27.4
b. Business	150	42.9
c. Homemaker	24	6.9
d. Labour	64	18.3
e. Any other	16	4.6
8. Occupation of Mother		
a. Service	38	10.9
b. Business	44	12.6
c. Housewife	196	56
d. Labour	42	12
e. Any other	30	8.6
9. Area of living		
a. Urban	120	34.3
b. Semi-urban	124	35.4
c. Rural	106	30.3
10. Birth order		
a. First born	194	55.4
b. Second born	120	34.3
c. More	36	10.3

Data presented in the Table 1 revealed that most of the adolescents (52%) were aged 13years to 15 years. The data also revealed that most (54.6%) of the adolescents were male. Data also showed that majority of the adolescent school going children (50.9%) were from joint family. Data further showed that majority (60.9%) of the adolescent school going children were from Hindu family. Data showed that most of the fathers (39%) had completed higher secondary level of education whereas most of the mothers (44%) had completed secondary level of education. Most of the fathers' occupation were Business (42.9%) whereas most of the mothers were housewife (56%). Majority of adolescents were from Semi-urban area (35.40%) and most (55.4%) of the adolescents were first born by birth.

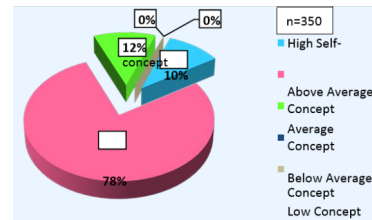


Figure 1: Distribution of raw Self-concept scores

From the Figure 1, it is revealed that most of the adolescents had Above Average Self-concept (78%) followed by Average Self-concept 12% and High Self-concept 10%, whereas no adolescent scored in below average self concept (0%) and low self-concept (0%).

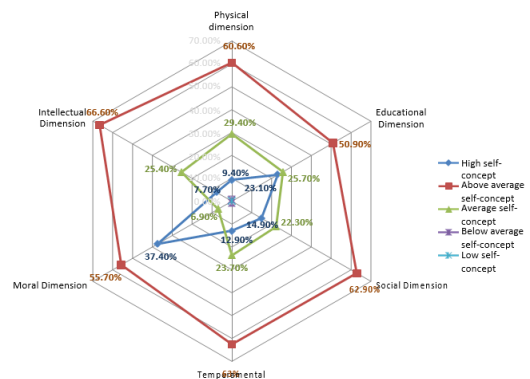


Figure 2: Rader diagram showing frequency percentage distribution of Self-concept scores according to domain

Data presented in Figure 2 showed that most of the adolescents scored Above average self-concept level 60.60%, followed by Average self-concept 29.40% and High self-concept 9.40%. 0.60% adolescents scored Below average self-concept and no adolescent scored Low self-concept in the Physical dimension; most of the adolescents scored Above average self-concept level 62.90%, followed by Average self-concept 22.20% and High self-concept 14.90%. No adolescents scored Below average and Low self-concept in the Social dimension; most of the adolescents scored Above average self-concept level (63%), followed by Average self-concept 23.60% and High self-concept 12.50%. Few adolescents scored Below average self-concept level (0.90%). No adolescents scored Low self-concept in the Temperamental dimension; most of the adolescents scored Above average self-concept level 50.90%, followed by Average self-concept 25.90% and High self-concept 23.20%. No adolescents scored Below average and Low self-concept in the Educational dimension. Most of the adolescents scored Above average self-concept level 55.70%, followed by Average self-concept 37.40% and High self-concept 6.90%. No adolescents scored Below average and Low self-concept in the Moral dimension. Frequency percentage of adolescents in

high self-concept were 7.70%, in average self-concept were 25.40%, in above average self-concept were 66.60%, in Below average self-concept were 0.30%, whereas no adolescents scored in low average self-concept (0%).

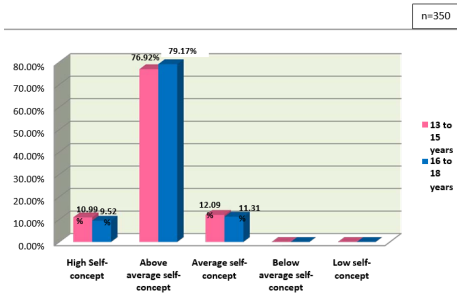


Figure 3: Frequency percentage distribution of self-concept scores according to Age

Data presented in Figure 3 showed that, most of the adolescents of age group of 13 to 15 years (76.92%) and 16 to 18 years (79.17%) had Above average self-concept. 12.09% adolescents of age group of 13 to 15 years had Average self-concept, whereas 11.31% adolescents of age group of 16 to 18 years had the Average self-concept. In High self-concept, frequency percentage of adolescents of age group of 13 to 15 years was 10.99%, whereas frequency percentage of adolescents of age group of 16 to 18 years was 9.52%. Data also showed that no adolescents of both age groups had Below average self-concept and Low self-concept.

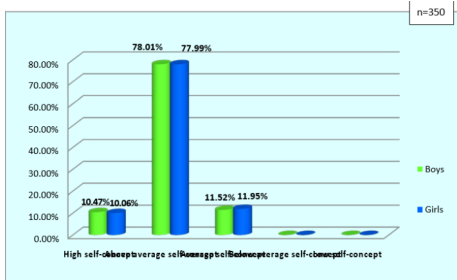


Figure 4: Frequency percentage distribution of Self-concept according to Gender

Data presented in Figure 4 showed that, most of the Boys (78.01%) and Girls (77.99%) was scored in Above average self-concept. 10.47% Boys and 10.06% Girls had High self-concept and 11.52% Boys and 11.95% Girls had Average self-concept. Data also showed that no Boys and Girls had Below average self-concept and Low self-concept.

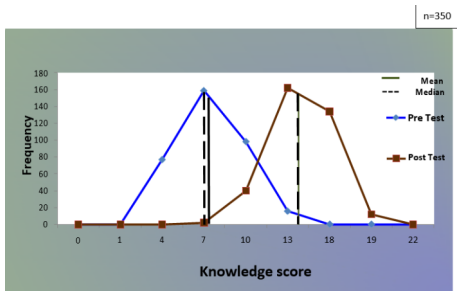


Figure 5: Frequency polygon showing mean pre-test and mean post-test knowledge cores on Life skills Figure 5 depicted the frequency polygon of the pre-test and mean post-test knowledge scores of 350 adolescents. In the frequency curve the pre-test mean and median lies close to each other and the post-test mean and median lies at the same position. It further showed that the post-test frequency polygon lies to the right side of the pre-test frequency polygon, indicating a

higher score range. In the frequency polygon of pre-test knowledge scores the mean (7.33) and median (7) lie close to each other and the mean lie at the right side of the median, indicated that the scores were positively skewed (+0.33). In the (%)frequency polygon of post-test knowledge scores are not skewed (0). The figure also shows that in the pre-test 159 adolescents' score was within the range of 6-8 and 99 adolescents' score was within range of 9-11 whereas in post-test out of 350 adolescents, 164 scored in the range of 12-14 and 136 scored within the range of 15-17 respectively. So, it is evident that the post-test scores of most of the participants fall beyond the pre-test scores, which indicate that there was a considerable gain in knowledge scores after the administration of Life skills education programme.

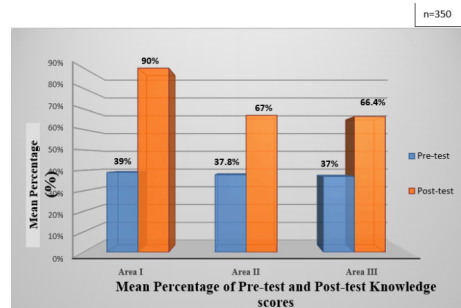


Figure 6: Bar diagram showing the mean percentage of pre-test and post-test knowledge scores on Life skills

KEY:

Area I is Concept of Life Skills, Area II is Core Elements of Life Skills and Area III is Importance of Life skills education.

The data presented in the figure 20 , showed that the mean percentage of pre-test knowledge scores ranged from 37 %- 39 % between the Area III and I, whereas mean percentage of post-test scores ranged from 66.4 %- 90% between the Area III and I. In Area I, mean percentage of pre-test knowledge scores was 39% whereas mean percentage of pre-test knowledge scores was 90%. In the Area II, mean percentage of pre-test knowledge scores was 37.8% and mean percentage of pre-test knowledge score was 67%. In the Area III, pre-test mean percentage score was 37% and post-test mean percentage score was 66.4%. So, the revealed data showed that the adolescents' knowledge gain was highest in the Area I, i.e. Concept of Life skills.

Table 2: Mean, Mean difference, SD_D, 't' value of pre-test and post-test knowledge scores on Life skills of adolescents

Knowledge score on life skills	Mean	Mean difference	Standard deviation	SDD	't' value
Pre-test knowledge scores	7.33	6.637	±2.322	0.235	44.399*
Post-test knowledge scores	14		±2.087		

't' value with df (349) = 3.29, p<0.001 level of significance, * significant

Data presented in the table 2 revealed that the post-tests mean (14) is higher than the pre-test mean (7.33) with the mean difference of 6.637. The standard deviation of pre-test life skills knowledge score and post-test knowledge score are respectively ±2.32 and ±2.087 with standard difference of 0.235. Paired 't' test was calculated to find out the effect of Life skills education programme. The computed 't' value (44.399) is significantly greater than the critical region 't' value (3.29) at 0.001 level of significance. So the mean difference is true and

not by chance. Hence, the null hypothesis is rejected and research hypothesis is retained indicating there was significant gain of knowledge score among the adolescents after administering Life Skills education Programme.

Table 3: Association of Self-concept scores with Demographic variables n=350

Variables	Self concept score		Calculated χ^2	df	χ^2 (table value)
	≤ median (169)	>median (169)			
1. Age (in Years)					
a. 13 To 15	71	91	4.60*	1	3.84
b. 16 To 18	104	84			
2. Gender					
a. Boys	77	99	5.53*	1	3.84
b. Girls	98	76			
3. Type of Family					
a. Nuclear	82	69	8.70*	2	5.99
b. Joint	84	81			
c. Extended	9	25			
4. Religion					
a. Hindu	96	117	5.289*	1	3.84
b. Muslim	79	58			
5. Educational Status of Father					
a. Illiterate	4	10	2.776	4	9.49
b. Primary	49	46			
c. Secondary	36	35			
d. Higher Secondary	70	67			
e. Graduate & more	16	17			
6. Educational Status of Mother					
a. Illiterate	12	12	1.021	4	9.49
b. Primary	74	65			
c. Secondary	73	80			
d. Higher Secondary	16	18			
e. Graduate & more	0	0			
7. Occupation of Father					
a. Service	49	47	35.182*	4	9.49
b. Business	57	93			
c. Home Maker	21	3			
d. Labour	44	20			
e. Any Other	4	12			
8. Occupation of Mother					
a. Service	25	13	8.122	4	9.49
b. Business	19	25			
c. House Wife	91	105			
d. Labour	26	16			
e. Any Other	14	16			
9. Area of Living					
a. Urban	57	63	19.784*	2	5.99
b. semi Urban	47	77			
c. Rural	71	35			
10. Birth Order					
a. First born	92	102	11.5*	2	5.99
b. Second Born	66	40			
c. More	17	32			

P<0.05, * significant

From the table 3 it is observed that the obtained chi square

value is less than the table value for the variable educational status of father, occupation of mother respectively. So, it can be inferred that adolescents' self-concept is not associated with educational status of father and occupation of mother. There is statistically significant association with the Self-concept score with each of the demographic variable Age, Gender, Type of Family, Religion, Occupation of Father and Area of Living, Birth order, as the calculated chi square is greater than table value of chi square at 5% level of significance.

Table 4: Association of pre-test knowledge scores on life skills with demographic variables n=350

Variables	Pre-test knowledge scores on Life skills		Calculated χ^2	df	χ^2 (table value)
	≤ median (7)	>median (7)			
1.Age (in years)					
a. 13 To 15	103	79	5.230*	1	3.84
b. 16 To 18	115	53			
2.Gender					
a. Boys	110	81	3.944*	1	3.84
b. Girls	108	51			
3.Type of Family					
a. Nuclear	87	64	6.84*	2	5.99
b. Joint	114	51			
c. Extended	17	17			
4.Religion					
a. Hindu	126	87	2.271	1	3.84
b. Muslim	92	45			
5.Educational Status of Father					
a. Illiterate	7	7	7.499	4	9.49
b. Primary	53	42			
c. Secondary	41	30			
d. Higher Secondary	97	40			
e. Graduate & more	20	13			
6.Educational Status of Mother					
a. Illiterate	12	12	5.490	3	7.81
b. Primary	80	59			
c. Secondary	105	48			
d. Higher	21	13			
7. Occupation of Father					
a. Service	54	42	4.660	4	9.49
b. Business	96	54			
c. Home Maker	18	6			
d. Labour	38	26			
e. Any Other	12	4			
8. Occupation of Mother					
a. Service	21	17	3.678	4	9.49
b. Business	24	20			
c. House Wife	129	67			
d. Labour	24	18			
e. Any Other	20	10			

9. Area of Living			7.03*	2	5.99
a. Urban	67	53			
b. semi Urban	82	32			
c. Rural	69	47			
10. Birth Order			8.68*	2	5.99
a. 1 st born	112	82			
b. 2 nd Born	84	37			
c. More	22	13			

From the table 4 it is observed that the obtained chi square value is less than the table value for the variable religion, educational status of father, educational status of mother, occupation of father, occupation of mother respectively. So, it can be inferred that pre-test knowledge scores on life skills of adolescents is not associated with religion, educational status of father, educational status of mother, occupation of father and occupation of mother. There is statistically significant association with the pre-test knowledge scores on Life skills with each of the demographic variable-Age, gender, Type of Family, Area of Living and Birth order, as the calculated chi square is greater than table value of chi square at 5% level of significance.

Table 5: Chi square test of association between Self-concept score and pre-test knowledge score on Life skills of adolescents.

SL No.	Self-concept	Life Skills Knowledge Score		Total	df	Calculated χ^2 Value	Table value of χ^2
		≤Median (7)	(7)Median >				
1.	≤Median (169)	120	61	181	1	30.703*	10.83
2.	(169) Median >	62	107	169			
Total	182	168	350				

P < 0.001, * significant

Data presented in Table 5 showed that there was association between pre-test knowledge scores on Life skills before administering Life skills education programme and Self-concept scores of the adolescents as evident from calculated chi square value (30.703) which was more than the table value(10.83) at 0.001 level of significance. Hence the null hypothesis was rejected, research hypothesis retained. Thus it can be concluded that adolescents who had higher life skills knowledge, also had higher self-concept. Hence, Life Skills knowledge certainly helps to improve their self-concept.

DISCUSSION:

This study showed that most of the adolescents had Above average self-concept(78%) followed by Average Concept (14%) and High Self-concept (10%). Most of the adolescents had Above average Self- concept on Physical domain (60.6 %), Social domain (62.9%), Temperamental domain (63%),Educational domain (50.9%), Moral domain (55.7 %) and Intellectual domain (66.6%).The findings of the present study was supported by another study conducted by Bharathi T A, Sreedevi P. to assess the self-concept by using Self-concept scale of Saraswat (1984) among 40 adolescents of twin cities of Hyderabad, Telengana state. The findings of the study revealed that higher percentage of adolescents had above average levels of self-concept in dimension of temperamental (85), intellectual (77.5), physical (60) and social (52.5). About 47.5% of adolescents equally had high and above average self-concept in education and 57.5 % of adolescents had high moral self-concept. Adolescents overall self-concept was found as 27.5 % in high and 72.5% had above average.³

In this study, Mean post test knowledge score (14) was higher than the mean pre-test score (7.33) on Life skills. The mean and median of knowledge score was same in the post test (14). Standard deviation of pre-test and post-test was ±2.322 and ±2.087 respectively which indicates that the post-test knowledge score was less dispersed than the pre-test knowledge score. Mean percentage of pre-test knowledge score ranged from 37%- 39% where as post-test knowledge score ranged from 66.4%-90%. Modified gain in the area of Concept of Life skills, core elements of life skills and Importance of Life skills were 83.60%, 46.95% and 46.67% respectively. So the adolescent's life skills knowledge was gained more than 40% in all area. In this study, mean difference of pre and post test knowledge score on Life skills was 6.67. It was found to be statistically significant as evident from the calculated 't' value 44.399 at 0.001 level of significance. So it was concluded that life skills education programme was effective in gaining knowledge on life skills among adolescents. These findings of the present study was supported by a study conducted by Parvathy V., Renjith R P. on impact of life skills education on adolescents in rural school, Kerala among 57 students (Control group 30, experimental group 27) to assess existing knowledge on Life skills and impact of Life skills education programme among them. There was significant knowledge gain through Life skills education programme.⁷

This study showed that there was statistically significant association with the Self-concept score with the demographic variable Age, Gender, Type of Family, Religion, Occupation of Father and Area of Living, Birth order, as the calculated chi square was greater than table value of chi square at 5% level of significance whereas the obtained chi square value was less than the table value for the variable educational status of father, occupation of mother respectively. So, it can be inferred that adolescents' self-concept was not associated with educational status of father and occupation of mother. This findings were supported by a study conducted by Anuradha K. Among 100 students (50 boys and 50 girls) studying in 9th standard high schools in Tirupati town to assess the life skills and self-concept along with to find out the association of self-concept and life skills. Significant association was observed between the self-concept scores and family income whereas there was no significant association between self-concept and gender, type of family, parental educational status.⁶

In this study there was statistically significant association with the Self-concept score with the demographic variable Age, Gender, Type of Family, Area of Living and Birth order, as the calculated chi square was greater than table value of chi square at 5% level of significance whereas the obtained chi square value was less than the table value for the variable religion, educational status of father, educational status of mother, occupation of father, occupation of mother respectively. So, it can be inferred that pre-test life skills knowledge of adolescents was not associated with religion, educational status of father, educational status of mother, occupation of father and occupation of mother. This result was supported by a study conducted by Arati C. with the objective to find out the influence of personal variables on core affective life skills of adolescents among 292 adolescents in KVR Govt. College. In this study, order of birth, family income had significant influence on interpersonalrelationship dimension of life skills of adolescents.⁸

In this study there was association between Life skills knowledge scores before administering Life skills education programme and Self-concept scores of the adolescents as evident from calculated chi square value (30.703) which was more than the table value(10.83) at 0.001 level of significance. This result was supported by a study conducted by Anuradha K. on life skills and self concept of adolescents to assess the

life skills and self-concept along with to find out the association of self-concept and life skills among 100 students(50 boys and 50 girls) studying in 9th standard high schools in Tirupati town. Significant strong association was found between the life skills scores and self-concept scores of sample. 6

CONCLUSION:

By the findings of the present study, it can be concluded that most of the students had above average level of self-concept. This study also indicated that Life skills education programme was effective in term of knowledge gain of the adolescents. This study also concluded that Self-concept and life skills were strongly associated with each other. Thus, The Life skills education programme will help the adolescents to enhance their psychosocial competencies for a successful adulthood.

CONFLICT OF INTEREST: None

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