

Life skills intervention program: A worth change in level of psychological capital of students

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Abstract:

Basic skills to handle different problems encounter by life are called life skills. That can be communication skills, interpersonal relation, coping with stress, money management, time management and many more. In the given research investigators choose ten basic life skills given by WHO i.e. "Self-Awareness, Empathy, Effective communication, Interpersonal Relationship, Creative thinking, Critical Thinking, Decision Making, Problem Solving, Coping with Emotions and coping with Stress". A person gradually learns life skills from different stake holders like parents, family, peer, society etc. but in current scenario, children living in nuclear families with working parents so they don't have much exposure to wards life skills. An adolescent having ample level of life skills can manage this stage very easily. But lack of life skills makes this stage more difficult. So, there is a need to provide education regarding life skills during their progressive years. Psychological capital helps in deciding level of hope, efficacy, resiliency and optimism in an individual. These levels can be increases by appropriate use of life skills. In the present research, investigators took a sample of 9th class from one govt. school of Haryana. Life skills intervention program and psychological capital scale had been used (developed by investigator). The result of the study showed Life Skills Intervention Program positively significantly affect the Psychological Capital of students.

Keywords: *Life Skills, Life Skills Intervention Program, Psychological Capital, 9th Grade Students.*

Introduction

Life skills are the skills which provide strength to an individual to cope with different and difficult situations in a better way. It also provides efficiency to everyone in all aspects like communications, interaction, presentation, and specially behaviour to the utmost. A person gradually learns life skills from different stake holders like parents, family, peer, society etc. but in current scenario, children living in nuclear families with working parents so they don't have much exposure towards life skills. Technology also provides hindrance in this, because no one wants to solve any problem by own. Everyone want to take a readymade solution which is available on internet. During the childhood stage, parents always took decision on behalf of their wards. But as the child grow it is time to take decision by their own. A child with lack of life skills is not able to take decision or can take wrong decision. So, to make a child capable, there is a need of Life Skills Intervention Program.

Skills Intervention Program Life is a framework approach that is pedagogically sound. The Intervention Program used in the given research include ten life skills i.e. "Self-Awareness, Empathy, Effective communication, Interpersonal Relationship, Creative thinking, Critical Thinking, Decision Making, Problem Solving, Coping with Emotions and coping with Stress". Several activities based on each skill was use for inculcating life skills in students like role play, passing the pillow, feeling the empathetic situation, interpersonal dependency, filling the blanks, story-telling, making interpersonal tree, Sailing to new land and relaxation activities. Some reusable Web resources also used.

Psychological Capital is a term coined by luthens in 2006. It is combination of Hope, Efficacy, Resiliency and Optimism. A person having high Psychological Capital is more stable in behaviour. It works as predictor element for a person success. Life skills are significantly related to psychological capital. During adolescence, there is much type of changes happen in someone life. Some of them are not capable to handle all the challenges because they did not have strong life skills. Psychological capital is HERO feeling in a person. HERO means Hope, Efficacy, Resiliency and Optimism. A person having self-awareness, creative thinking, problem solving, critical thinking, decision making capabilities, is very confident to do anything and efficacy is level of confidence in a person. So, efficacy is directly related to these life skills. When a person learnt to cope with stress and emotions, he will become very hopeful towards life. He will also become very optimist. Resiliency means bounce back to normal, when encounter with any problem. Different life skills like problem

solving, decision making etc., helps a person to cope with difficult situations and put him normal stream. A person having good interpersonal relationship and healthy communication with other will be resilient to difficult situation. Various researches evident that life skills are directly related to psychological capital of a person.

Objective

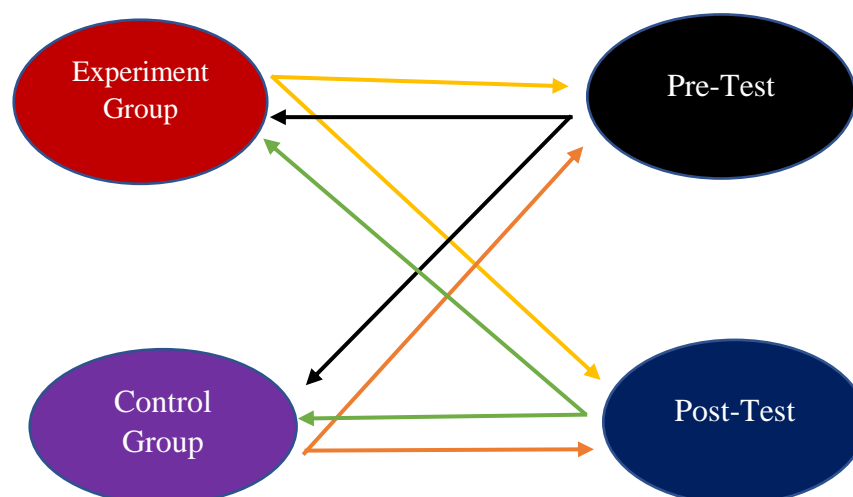
- To develop Life Skills Intervention Program.
- To study and compare effect of Life Skills intervention program on psychological capital.

Hypothesis

- The result will be revealed no significant difference of mean on both levels (Pre-Test & Post-Test) of psychological capital of both groups (Experimental & Control).

Research Methodology and Sample:

Every research is based on any methodology. In the given research, investigators want to see the effect of life skills intervention program on psychological capital so, they have to control some variable which can hinder appropriate result. Therefore, quasi experimental research design had been used. All the 9th class students residing in Haryana was work as population for this study. Sample had been drawn by using random sampling with the help lottery method.



Tool and Technique:

Data works as heart for any research. Appropriation of data depends upon tool used in the research. For the given research, Intervention program was design and develop by the investigators. Further, psychological capital was assessed by using Psychological Capital Assessment Scale developed and standardised by investigators. After collection of data descriptive and inferential technique has been used.

Result and Interpretation:**A. To assess the psychological capital of 9th grade students****1. Psychological Capital of Experiment and Control group**

Level of psychological capital	Experiment group students		Control group students	
	(Pre-Test)	(Post-Test)	(Pre-Test)	(Post-Test)
Extremely high	0	5	0	3
High	0	9	3	3
Above average	1	13	16	15
average	49	27	27	25
Below average	3	1	6	6
Low	2	0	0	0
Extremely low	0	0	0	0

Table 1 Psychological Capital of Experiment and control group

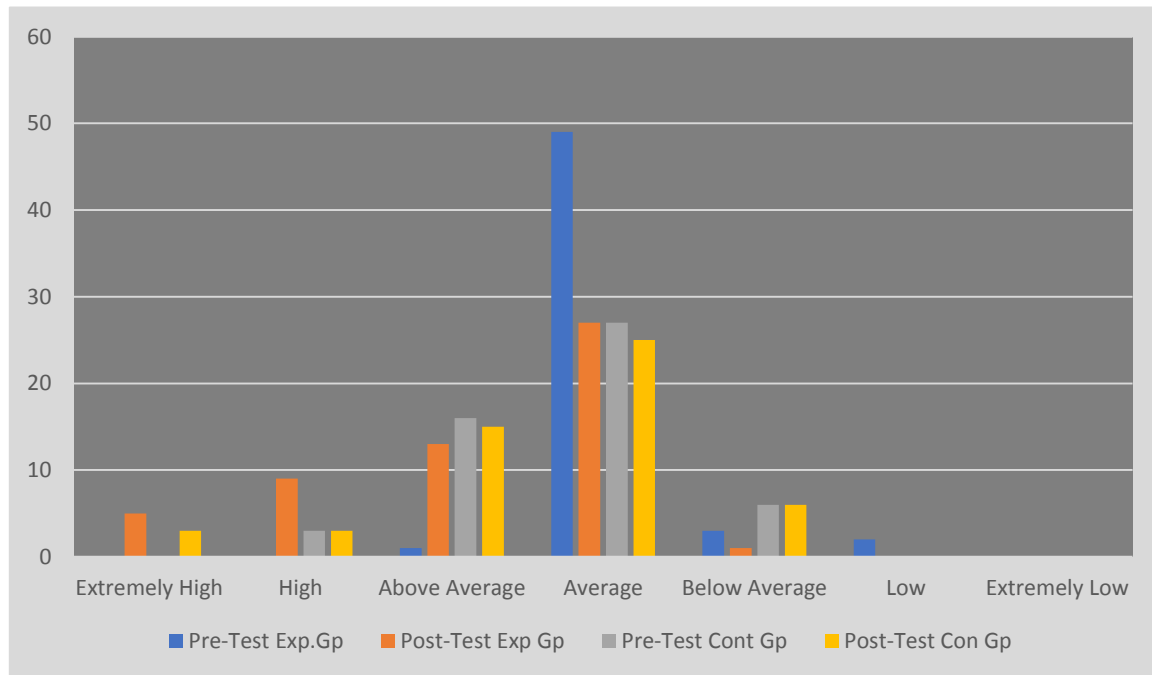


Figure 1 Psychological Capital of Experiment and control Group

Interpretation: The table 1 and figure 1 reveal that during **pre-testing** of experiment group, **1** student lies at **above average level**, **49** students having **average** level of psychological capital, **3** students at **below average level**, and **2** students having psychological capital at **low** level. **No** one have **extremely high**, **high** and psychological capital at **low level**. Furthermore, during **post testing** maximum students' i.e. **27** having **average** level of psychological capital, **13** students have **above average** level, **9** students have psychological capital at **high** level and **5** students are having psychological capital at **extremely high** level. **No** one is having psychological capital at **low** and **extremely low** level. The study also exposed that there must be some difference between pre testing and post testing results. Furthermore, the above table 1 and figure 1 also depict that according to **pre** testing result of control group **not** any student has **extremely high**, **low** and **extremely low** level. According to above table **3** students have **high** level, **16** students are at **above average** level, **27** students having **average** level and **6** are having **below average** level. On the other hand, **post** testing shows that **3** students have **extremely high** level, **3** students have **high** level, **15** of them are at **above average level**, **25** are at **average level**, and **6** are at **below average** level of psychological capital. **No** one is

having **low** and **extremely low** level of psychological capital. This result is not showing such a difference between pre testing and post testing scores.

Interpretation:

B. To compare the psychological capital of 9th grade students according to experiment.

Hypothesis: The result will be revealed no significant difference between mean at both levels for both groups.

	Group	N	Mean	SD	T value	Significance
Pre-Test	Experiment	55	108.92	16.93	2.31	Significant at 0.05 level
	Control	52	113.94	12.96		
Post-Test	Experiment	55	121.8	18.11	1.47	Not significant
	Control	52	116.84	17.33		
Experiment Group	Pre-Test	55	108.92	8.73	4.77	Significant at 0.01 level
	Post-Test	55	121.8	18.11		
Control Group	Pre-Test	52	113.94	12.96	0.98	Not significant
	Post-Test	52	116.84	17.33		

Table 2 Difference between psychological capital of both groups at both levels.

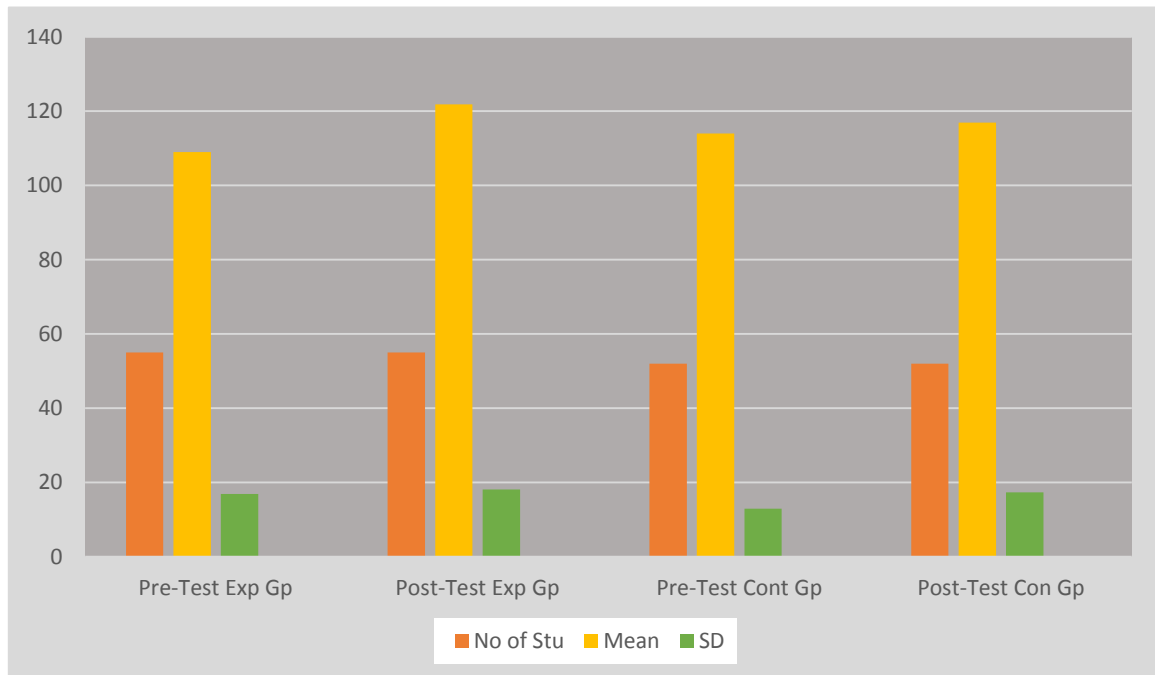


Figure 2 Difference between Mean & SD at both level for both groups

Interpretation: The table 2 & figure 2 are clearly evident that “T-value” for pre-test scores of psychological capital for both groups is 2.31 (significant at 0.05 level of significance) with df 105, which shows, the null hypothesis, “*There will be no significant difference of mean scores between pre-tests of psychological capital of experiment group and control group.*” is *rejected*. It means control group’s mean scores is significantly different from mean score of experiment group. So, the level of psychological capital is higher in control group as compared to experiment group during pre-testing. Furthermore, it is clearly evident that T-value for the post test score of life skills related to both groups is 1.47, which is not significant at both levels of significance with df 105, which shows, the null hypothesis, “*There will be no significant difference of mean scores between post-tests of psychological capital of experiment group and control group*” is *retained*. It means both groups are having same level of psychological capital at the time of post testing. The previous result of pre testing related to both groups revealed that psychological capital of control group is higher than experiment group, but post testing shows no significant difference. It means there is some improvement in psychological capital of experiment group. This strengthens the idea that life skills intervention significantly affects the psychological capital of 9th grade

students. As the table 2 and figure 2 also depict that “T-value” related to both levels (pre-test and post-test) the score of Psychological capital of experiment group is 4.77, which is significant at 0.01 levels of significance with df 108. So, the null hypothesis, “*There will be no significant difference of mean scores between pre-test and post-test of psychological capital of experiment group.*” is *rejected*. It shows that mean scores difference is trustworthy and mean score of post-test is significantly high from mean score of pre-test. It concludes that intervention program affects significantly psychological capital of experimental group. This result is consonance with **Kaur (2017)** findings which revealed that life skills intervention training positively affects the psychological capital of teacher trainees. Furthermore, it also reveals that “T-value” related to pre-test and post test score of Psychological capital for control group is 0.98, which is not significant at both levels of significance with df 102. It depicts that null hypothesis, “*There will be no significant difference of mean scores between pre-test and post-test of psychological capital of control group*” is *retained*. It means the mean score of psychological capital received from pre testing as well as post testing of control group is not differed significantly. So, there is not much improvement in level of psychological capital of control group.

Conclusion:

The investigator assessed the psychological capital of both groups before encountering with intervention. The result revealed that most of the students of experimental group were at average level. Furthermore, control group having some students with above average level of psychological capital. When the psychological capital was being compared at pre-testing level, the result directed that mean scores of control group was significantly differ from mean scores of experimental group. So, during pre-testing, the level of psychological capital was higher in control group as compare to experimental group. After the exposure of life skills intervention program, the result of experimental group revealed that mean scores of post-test was significantly high than mean scores of pre-test. It concluded that intervention program affects significantly psychological capital of experimental group. The result was in agreement with findings of **Mirdrikvand (2016)** where life skills training lead increase in psychological capital of adolescent girls with irresponsible parents. Similarly, this result was consonance with **Kaur (2017)** findings which revealed that life skills intervention training affects positively the psychological capital of teacher trainees. On the other hand, as the control

group did not get any intervention so the result concluded that there was no any difference between the mean scores of psychological capital received from pre-testing as well as post-testing. So, there was not much improvement in level of psychological capital of control group. After the intervention, when both groups were being compared during post-testing phase then the result observed that both groups had same level of psychological capital. The previous result of pre-testing of both groups revealed that psychological capital of control group was higher than experimental group, but post-testing result showed no significant difference. It means that there was some improvement in psychological capital of experimental group. This strengthens the idea that life skills intervention significantly affects the psychological capital of 9th grade students. The finding of **Kaur & Singh (2018)** was in agreement of the result which revealed that life skill training affects positively and significantly all the dimension of psychological capital among Punjabi youth.

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