

Effectiveness of Life Skills Training for Enhancing Self-Esteem among Tribal Youths

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ABSTRACT

Life skills lay the foundation for learning skills which enhance self-direction of the individual. This study was carried out to see the impact of life skills training on self-esteem of tribal youths. Pre-Post experimental control group design was used. 140 youths (age ranging from 15-24 years) were selected from Govt. Sr. Sec. School, Lakdwas of Udaipur district and were divided randomly into two groups (70 students in each group) namely, experimental group and control group. Training of life skills was given to youths of experimental group. The data was collected by using self-esteem inventory developed by M.S.Prasad and G.P. Thakur (2001). Analysis of co-variance was done for analysis of data. Result showed that there was positive effect of life skills training on self-esteem among tribal youths.

Keywords: Life skills, training, learning skills, self-esteem, tribal youths

INTRODUCTION

The youth is considered to be the best asset of any country and investment in the human resource promises surprising returns (Albal and Koujalagi, 2018). Young people are full of abundant energy, courage, spirit for adventure, imagination, hope and ambition. These can be very well used in constructive and developmental activities. But youths of modern India has its own limitations and problems, etc. More than 30% of Indian youth are unemployed and also not involved in any education or training. Formal education is expected to make a significant influence on how young people relate with others and make informed decision about their lives. This competitive environment makes people simply lock jobs for financial security.

Tribal youths with low self-esteem are less confident in their abilities and skills. They are unable to communicate properly to others. They feel that they are not worth

enough, nobody loves them, they are useless and they cannot become a confident person in life situations (Suresh and Vivek, 2015).

Self-esteem is actually assessment of our own self. It is essentially a measure of self-worth and importance (Stets and Burke, 2014). When this self-assessment is positive, one see herself/himself as valuable and worthwhile and develops a strong self-esteem. When it is negative, one feels worthless, incompetent and unfortunate and our self-esteem remains weak.

If we want to develop the youths for a better nation tomorrow, we are supposed to not only develop their talent but also recognize and counter the challenges the Indian youth is facing in present day. The most direct interventions for the promotion of psychosocial competence in the young people can be done by teaching of life skills in a supportive learning environment (Gadatia and Mohalik, 2016).

Life skill refers to a positive behavior, that encompasses a mix of knowledge, behavior, attitude and values and designates the possession of certain skills and know how to do something positively, or reach a goal. Thus, a relevant life skill education helps in dealing with the above issues in a manner to get desired behavior practical (Prajapatietal, 2017).

To enable these behavioural transformations in the youths, the system needs to enrich the school curriculum with a highly researched and effective life skills training programme. An empowered (empowered with life skills) youths have the competence to cope with the challenges of life using the available resources even amidst such adversities. (Srikala and Kishor, 2010)

Life skills training is a value added programme for young generation to understand self and able to assess their abilities and areas of development. Research done by Khaledian etal. (2014) and Wichroski (2000) also maintained that training of life skills would lead to increased self-esteem and flexibility against changes and promote positive attitudes in the direction of the feeling of self-sufficiency. Studies of Kazemi et al. (2014) also found that there was a significant difference on various dimensions of self-esteem between the experimental and the control group after life skill training.

Therefore, in this research effect of life skills training on self-esteem among tribal youths was studied.

Objective: To see the effect of life skills training on self-esteem among tribal youths.

Hypothesis: There is positive effect of life skills training on self-esteem among tribal youths.

Variables:

Independent Variable: Life skill training

Dependent Variable: Self -esteem

METHODOLOGY

Sample: The sample comprised of 140 tribal youths from Govt. Sr. Sec. School,

Lakdwas of tribal dominating area of Udaipur city. Selected youths were assigned randomly into two groups (70youths in each group) namely experimental group and control group. The respondents belonged to the age group of 15 to 24 years. The education level of youths varied from 10th to 12th class.

Design: The pretest-posttest experimental control group design was used.

Tool: For collection of the required data for both pre and posttest conditions self-esteem Inventory developed by Thakur, G. P. and Prasad, M.S. (2001) was used to measure self-esteem. The inventory contained of 30 items in Hindi language. Test-re-test reliability coefficient for the inventory is 0.66 and 0.69. Out the thirty items seventeen are socially desirable and thirteen are socially undesirable.

Procedure: First of all the prior permission from the principal of the concerning school was taken. On the given prescribed time participants were contacted at school and the purpose of the study was explained to them which helped to establish proper rapport with them. Pretesting was done on 140 youths to measure self-esteem with the help of self-esteem inventory. These youths were randomly assigned to experimental and control group. Training of life skills was provided to the experimental groups weekly for two sessions of 40 minutes to 60 minutes on skills of **knowing and living with oneself:** Self-awareness, Self-esteem, Coping with stress, Coping with emotion, Skills of **knowing and living with others:** Empathy, effective communication, Interpersonal relationship, **Skills of making effective and good decisions:** Critical thinking, Creative thinking, Problem Solving, Decision Making. Training of life skills were given on how to build positive self-esteem and take responsibility for developing the quality of patience, how to make decisions and use effective ways of solving problems and how to solve the problems that are coming in path and know the importance of participating in group conversations. Youths also have taken

training of life skills to make aware of strengths and weakness and to understand the importance of empathy and to think critically. Skills to recognize emotions in different situations and learn positive and safe ways of managing anger and healthy ways of dealing with stress were also explained through some activity, power point presentation, group discussion and role play and video. In the control group no training was given. Mean values, Standard Deviation values were calculated. Analysis of covariance was done to see the significance of the data.

RESULT AND DISCUSSION

The mean and standard deviation scores of self-esteem are shown in Table 1.1

Table 1.1: Mean and S.D. Scores of Different Groups on Self-Esteem

Group	Testing	Mean	S.D.
Experimental Group N = 70	Pre Test	126.32	10.90
	Post test	145.38	6.71
Control Group N = 70	Pre Test	123.57	12.53
	Post Test	119.72	10.82

It is clear from the Table 1.1 that in pre-testing situation the mean scores of self-esteem for experimental group and control group were 126.32 and 123.57 respectively.

Table 1.3: Analysis of Covariance of Self-Esteem Score

Source	Df	SS pre post	SS post pre	MS post pre	SD post pre	F post pre
Among	1	2475.91	22497.15	22497.15	9.08	272.33*
Within	137	911.98	11317.38	82.60		
Total	138	3387.90	33814.53			

*Significant at 0.01 level

Table 1.3 shows that the F post pre ratio (F value= 272.33, df =1/137, P <01) for self-esteem was significant at 0.01 level. It indicates that the two means of self-esteem, which were dependent on training, were

Table 1.4: Adjusted Mean Difference and Significance of Self-Esteem Scores

Groups	Adjusted Mean	Standard Error	Mean Differences Significant at	
			0.05 level	0.01 level
Experimental Group	145.30	1.08	3.04	4.00
Control Group	119.81			

The adjusted mean difference between experimental group and control group was 25.48 which was significant at 0.01 level. It is clear from the Table 1.4 that youths of experimental group had better self-esteem

The standard deviation score in pre- testing was found to be 10.90 and 12.53 respectively. It indicates that self-esteem score were found similar for experimental and control group in pre-testing situation. In post testing situation mean scores of self-esteem 145.38 were 119.72 and for youths of experimental group and control group respectively. It indicates that the mean of post test scores were more than mean of pre test scores in experimental group but not in control group. To see the significance of difference analysis of covariance was done

Table 1.2: ANOVA of Self-Esteem Scores during Pre and Post Testing

Source	Df	SS pre	SS post	MS pre	MS post	F ratio
Among	1	266.06	23040.11	266.06	23040.11	F pre 1.90
Within	138	19320.58	11360.42	140.00	82.32	F post 279.87*
Total	139	19586.65	34400.54			

* Significant at 0.01 level

Table 5.1.2 shows that the value of F pre was insignificant, which shows that experimenter was successful in getting random sample in study groups. It is reflected from the Table that F post was 279.87 significant at 0.01 levels which shows that there were significant differences in self-esteem scores during post testing.

significantly different after adjustment for initial differences in self-esteem scores. T-value was calculated to see which of the two groups differ significantly.

scores in comparison to control group after training. It implies that the training of life skills to youths played an important role in increasing self-esteem of tribal youths. Participants of control group had less self-

esteem scores compared to youths of experimental group in post testing. There was no change in the respondents of control group regarding their self-esteem in pre and post testing. Youths of experimental group had better self-esteem scores after training of life skills.

The reason could be that life skills training helped to change cognition and behavior of the participants. Participants became aware of their potentials, limitations, feelings as well as position in the society. During the session of life skills training participants did activities to understand their personality by identification of their strengths and steps taken to improve their weaknesses. They learnt techniques to build up positive self-esteem by knowing the importance of setting goals. During the sessions of life skills an activity was done in which participants stand up to each other in pair and give compliments. They reminded them to say "Thank You" after they had received the compliment. They started to take responsibility according to age. After seeing video on "Six Pillars of Self Esteem" by Nathaniel Brand enduring training of life skills participants started to use positive statements. It helped them to be motivated to accomplish their goals. Participants were also become able to explore reasons behind success and failure. They tried to accept that "Failure leads to success." After taking sessions of life skills training youths felt better about themselves. They were more resilient as well. Training of life skills prepared tribal youths to accept challenges which were coming in their life and developed the capacity to adjust in any situations.

Youths of experimental group started to have strong desire to become a great man. They did not feel shy in learning something from their juniors. During the training of life skills youths developed rules of behavior to be followed in the group and followed them. They learnt to obey their duties faithfully. The result of this study was supported by the research of Antony (2017).

He found that youth experienced significantly high self-esteem after they had been taught how to manage self-esteem through life skills training. Studies of Maryam et al. (2011) also found in their research that life skills training lead to significant increase of self-esteem in study group in contrast to control group subjects. Similar research conducted by Muafi and Gusaptono (2010) also reported life skills training influenced self-efficacy, self-esteem and life interest and role behaviour for unemployed youths.

This result proves the hypothesis that there is positive effect of life skills training on self-esteem among tribal youths. Therefore, it is recommended that every educational institute should include life skill education as part of its curriculum. A training course for the youths and teachers should be developed for an effective implementation of a life skills programme. It will be especially helpful to tribal youths.

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