

Effects of Life Skill Training on the Self Efficacy of Institutionalised Children

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Abstract: This study investigates the effect of life skill training on the self-efficacy of institutionalized children and the post-experimental evaluation of one group only. In this study, 40 institutionalized children in 10th grade were selected. Tools: The self-efficacy tool developed by Mathur & Bhatnagar was used. After 5 weeks of treatment, the group received life skills training consisting of two sessions per week, each lasting 45 minutes. Following treatment, a post-test was administered to determine if life skills training increased the self-confidence of the institutionalized children. Results: Life skills training significantly increased the self-confidence of institutionalized children. Thus, life skills training is significantly effective

Key Words: Life Skills, Self-Efficacy, Institutionalised, Orphan Children

I. BACKGROUND

The importance of children in society cannot be overstated. Significant. Every child deserves to lead a decent and meaningful life. In reality, children's needs are not being met adequately. This is due to multiple children becoming orphaned or partially orphaned for a variety of reasons, including the death of their parents. This results in the child being placed in an institutionalized environment. The child is Children who are under institutional care may find it difficult to adjust to their internal and external environments. They may also face behavioural issues. To overcome this problem, the institutions should concentrate on enhancing the overall well-being of the children. A major responsibility of the institutions is to take care of the mental health of the children. One of the major strategies to bring wellness is life skill training. Every institution should make an effort to facilitate life skills training for orphans. Training in life skills helps to instil a healthy competitive spirit in everyone. This training helps to improve cognitive skills, social skills and decision-making skills. Many studies proved that the effectiveness of life skills training may enhance the self-efficacy of people who are capable of balancing their emotions. The girls' children who underwent the life skills training are having better adjustments in their social relationships. They became very adept at handling situations (Turan 2018). The concept of self-efficacy was introduced by Albert Bandura and refers to an individual's belief in their ability to perform and achieve a goal. It gives them a sense of accomplishment and mastery at their own level. There is a significant difference between self-esteem and self-efficacy. Self-esteem is more focused on 'being' whereas self-efficacy is more on 'doing'. An

individual's self-efficacy builds their resilience capacity and gives them confidence. According to Bandura, self-efficacy drives each individual to develop coping mechanisms when they are stressed and challenged. The concept of life skills education perpetuates psycho-social competence among children. It empowers them to deal with difficult situations and makes them more powerful and successful in every way.

Need for the study

A Lancet article dated February 24, 2022, gives an estimate of how many children have lost their parents and guardians in Karnataka 4512 and these orphans have only one parent. Because of this, they are deprived of their mother's love, emotional support, and social interaction with others.

Kiyiapi (2007) argues that high self-efficacy helps orphaned youth to develop internal resources to confidently cope with stressful events by viewing hassles as challenges rather than difficulties. Researchers have indicated that behavioural and emotional disorders are highly common among orphan children and adolescents (Rahman et al., 2012). There is no guidance for orphans on how to identify and handle psychological and social problems. Certain mental disorders such as traumatic stress disorder and depression are highly prevalent among orphans (Loman et al., 2009). Orphans are at an increased risk of developing a loss of hope and decreased self-efficacy. So, the investigator felt that providing life skill training for institutionalised children would improve their level of self-efficacy.

II. LITERATURE REVIEW

Sagone et al. (2018) found that in their study on well-being and Self-Efficacy, preadolescents who underwent life skills training were perceived as having increased abilities in communicating and solving problems, and as being capable of balancing positive and negative emotions.

Navile, (2018) in his article on Life skills and self-efficacy in Mental Health among School Students stressed that life skills and self-efficacy have a positive relationship, and their combination can improve interpersonal relationships and enhance health.

Gheitarani et al. (2017) published their study on the effectiveness of life skills training on self-efficacy and emotional intelligence of high school students. The results of

the study indicated that life skills training increased self-efficacy and contributed to their academic success.

A study on the role of life skills and self-efficacy in mental health was conducted by students. In. (2016) found that life skills and mental health are closely connected and that life skills improve the level of self-acceptance and enhance the ability to handle shortcomings.

Rezayat&Nayeri (2013) attempted to study self-efficacy after LiSkills Training and reported that those who attended the training had high levels of self-efficacy compared to those untrained. Additionally, the study identified more effective life skills education techniques that should be implemented and substantiated.

III. METHODOLOGY

Statement of the Problem

A study to assess the effectiveness of life skill training on self-efficacy among institutionalized children at a selected orphanage home in Bangalore.

Major objectives of the study

1. To determine the level of achievement among institutionalized children in selected orphanages in Bangalore.
2. To administer life skill training among institutional children at selected orphanage homes in Bangalore
3. To assess the level of self-efficacy among institutional children after the administration of life skill training.
4. To compare the effectiveness of life skill training among women and men based on self-efficacy

Hypothesis

There will be a significant difference between the level of self-efficacy before and after the administration of life skill training.

There will be significant differences between male and female children

Tools used

1. Self-constructed tool was used in understanding the socio-demographic condition
2. The Self-Efficacy Scale (SES-MGBR) (2012) developed by Mathur & Bhatnagar was used to measure the self-efficacy of prospective teachers. The test consists of 8 sections on self-efficacy: Self-regulatory skills, Self-influence, Self-confidence, accomplishment, Self-evaluation, valuation, Self-esteem, and Self-cognition. This self-efficacy scale is highly reliable; reliability ranges from 0.73 to 0.81 in males and from 0.79 to 0.86 in females, and is highly accurate, with concurrent validity coefficients of 0.73 to 0.81 in males and 0.76 to 0.83 in females. The scale was compared with experts' recommendations;

validity ranges from 0.73 to 0.81 in males, and from 0.76 to 0.83 in females.

Research and design.

In pre-experimentation, the group underwent pre- and post-intervention testing. An experimental design was used to analyse pre- and post-interventions.

Sampling

40 children were selected for the study. They provided 10th graders with institutional care.

Data collection

The data were collected from 40 respondents who were in institutional care in Bangalore.

IV. RESULTS

Table No: 01 Socio-Demographic Profile

Characteristics	Frequency	Percentage
Age (in years)	16	50
	17	25
	18	25
Gender	Male	50
	Female	50
Years of stay in the institute	1-5yrs	32.5
	5-10yrs	37.5
	More than 10yrs	30
Orphan groups	Double orphan	30
	Half orphan	70
Half orphan	Maternal orphan	53.6
	Paternal orphan	46.4

Distribution of samples as per the age, that is 50% were falling into the age group of 16years, followed by 25% were 17 years and 25% were 18years. Based on institutionalized children Gender maximum i.e (20) 50% are female and remaining (20) 50% were male. As per years of stay in the institute by the institutionalized adolescents, maximum (15) 37.5% were staying for 5-10 years, followed by (13) 32.5% were staying for 1-5year and minimum (12) 30% of them were staying more than 10years. Orphan groups of institutionalised adolescents, majority of them belongs to half orphan groups that is (28) 70% and others belong to double orphan (12) 30%. Half orphan groups, maximum (15) 53.6% had belongs to maternal orphan, and remaining (13) 46.4 belongs to paternal orphan.

Table 2. Frequencies and percentage distribution of level of self-efficacy of institutionalized children before and after life skill training

s.n	Level of self - efficacy	Pre-test score		Post-test score	
		Frequency	Percentage	Frequency	Percentage
1	Very poor	10	25	0	0
2	Low	7	17.5	0	0
3	Below average	17	42.5	0	0
4	Average	6	15	3	7.5
5	above average	0	0	37	92.5

In pre-test 42.5% of institutionalized children had below average self-efficacy, 25% of institutionalized children had very poor self-efficacy, 17.5% institutionalized children had low self-efficacy, 15% of institutionalized children had average self-efficacy and no one institutionalized children had above average self-efficacy.

In post-test 92.5% of institutionalized children had above average self-efficacy, 7.5% of institutionalized children had average self-efficacy and no one institutionalized children had below average, low, very poor self-efficacy.

Table No: 03 Comparison of male and female institutionalized children in post -test dimension-wise self-efficacy scores (paired t test).

S.NO	DIMENSIONS	MEAN	S.D	STATISTICAL INFERENCE
1	SELF REGULATORY SKILLS			t=5.699 P<0.05
	Male (20) Female (20)	22.42 17.42	8.584 6.464	Significant
2	SELF INFLUENCE			t=5.152 P<0.05
	Male (20) Female (20)	18.17 14.93	6.493 4.143	Significant
3	SELF CONFIDENCE			t=4.636 P<0.05
	Male (20) Female (20)	20.56 16.08	8.970 7.720	Significant
4	SOCIAL ACHIEVEMENT			t=4.575 P<0.05
	Male (20) Female (20)	19.89 16.61	6.906 5.423	Significant
5	SELF EVALUATION			t=1.173 P>0.05
	Male (20) Female (20)	21.06 21.73	5.265 4.660	Not Significant
6	OVERALL			t = 5.245 P<0.05
	Male (20) Female (20)	102.1000 86.7733	27.79304 22.54843	significant

Self Regulatory Skill

Table 02 indicates that male respondents have more Self-Regulatory Skills (Mean = 22.42, S.D = 8.584), when compared to female respondents (Mean = 17.42, S.D = 6.464). As the 'T' value is 5.699, the observed difference is

statistically significant at the 0.05 level. Thus, it is inferred that gender does differ with regard to Self-Regulatory Skill.

Self Influence

Table 02 states that male respondents have more Self Influence (Mean = 18.17, S.D = 6.493), when compared to female respondents (Mean = 14.93, S.D = 4.143). Considering the 'T' value of 5.152, the observed difference is statistically significant at the 0.05 level. As a result, it can be deduced that gender differences exist in self-influence.

Self Confidence

Table 02 reveals that male respondents have more Self Confidence (Mean = 20.56, S.D = 8.970), when compared to female respondents (Mean = 16.08, S.D = 7.720). At 0.05, the observed difference is statistically significant at a 'T' value of 4.636. As a result, there is a difference between genders when it comes to self-confidence.

Social Achievement

The table 02 reflects that male respondents have more Social Achievement (Mean = 19.89, S.D = 6.906), when compared to female respondents (Mean = 16.61, S.D = 5.423) At the 0.0505 level, the observed difference is statistically significant at a 'T' value of 4.575. Thus, it can be concluded that there are differences between genders in terms of social achievement.

Self Evaluation

The table shows that male respondents have more Self Evaluation (Mean = 21.73, S.D = 4.660), when compared to female respondents (Mean = 21.06, S.D = 5.265). The 'T' value is 1.173, thus the observed difference is statistically not significant at the 0.05 level. Thus, it is inferred that respondents of gender do not differ with regard to Self-Evaluation.

Overall

Table 02 reflects that male respondents have the highest level of self-efficacy (Mean = 102.1000, S.D = 27.79304), when compared to female respondents (Mean = 86.7733, S.D = 22.54843). Since the 'T' value is 5.245, the observed difference is statistically significant at 0.05. Thus, we conclude that gender does differ with regard to Overall Self-Efficacy.

V. CONCLUSION & RECOMMENDATIONS

The study found that life skills training increased the self-efficacy of respondents and increased their sense of self-confidence. The development of life skills ensures a positive spirit among all participants and the development of hope. The results of the study suggest that life skills training is more critical for children in difficult circumstances. Through life skills training, we can bring out their hidden feelings and emotions. It is one of the ways to understand themselves in a better way. Role play, discussion and other activities help them to analyse the situation concretely and how decisions are

to be made in an effective way. Every institution should make an effort to offer life skills training to children. Trainers should train caregivers in their sessions so that continuous life skills training can be provided. The ten core skills developed by WHO provide self-sufficiency and enhance the social skills of every trainee. The lessons should include more interactive, appropriate activities so that life skills education becomes fun for children and they are able to learn effectively in the classroom. The ministry of education should come forward and include life skills training in the curriculum. Teachers need to be trained in life skills so that they can teach children these skills. In the future, a study may examine the effectiveness of each skill.

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