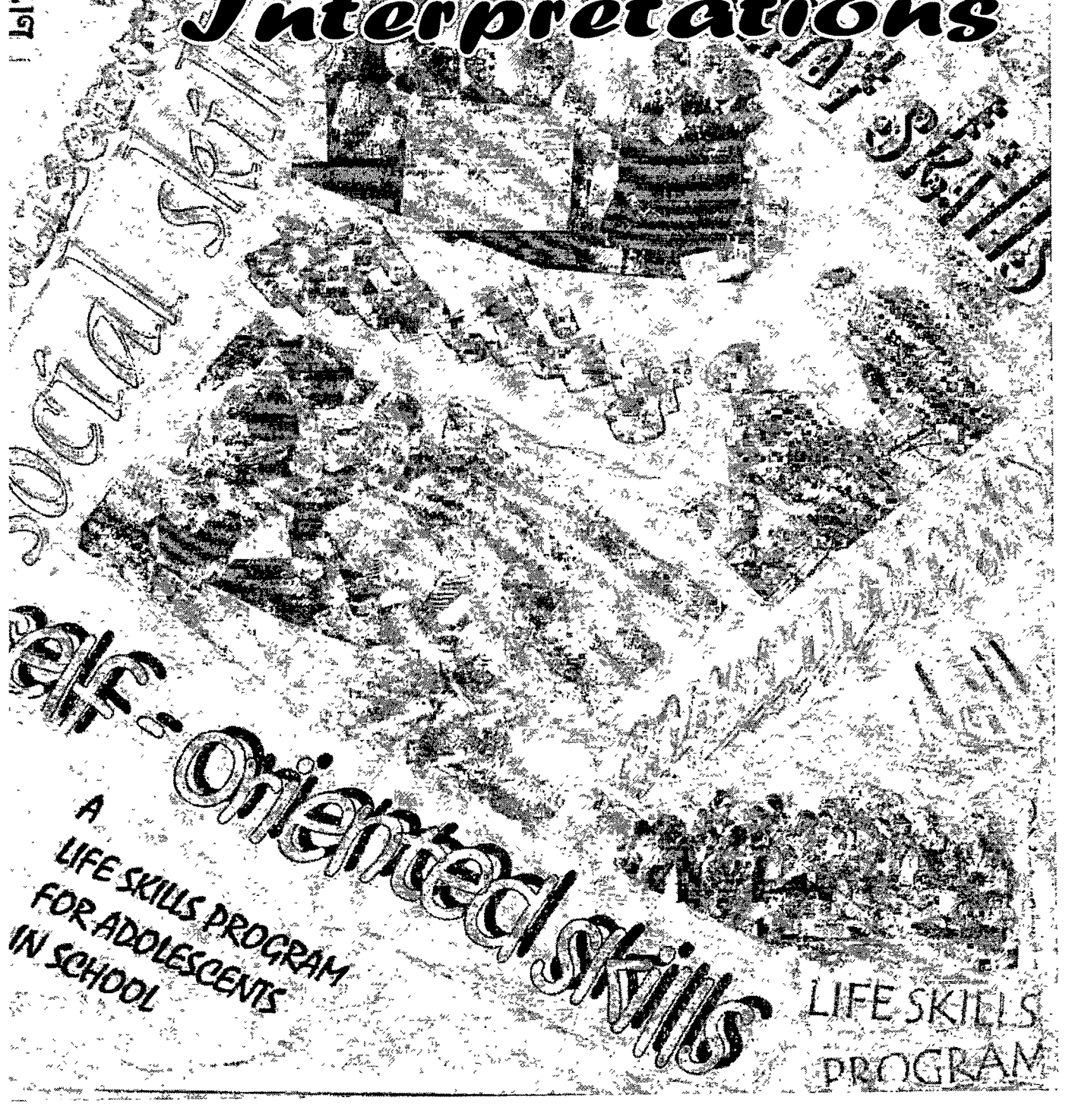


FOR ADOLESCENTS  
IN SCHOOL

Adolescent Health

# Chapter 3 Results and Interpretations



Self-Oriented Skills

A  
LIFE SKILLS PROGRAM  
FOR ADOLESCENTS  
IN SCHOOL

LIFE SKILLS  
PROGRAM

This chapter presents the results and interpretations related to the needs assessment, the responses obtained on the life skills assessment tool, development of the life skills assessment tool, development and implementation of the life skills program, and evaluation of the life skills program

The results are presented in the following sections:

**Section A: Needs Assessment Study**

**Section B: Development of the Life Skills Assessment Tool**

**Section C: Development and Implementation of the Life Skills Program**

**Section D: Analysis of the responses obtained on the Life Skills Assessment Tool**

- Statistical Analysis using ANCOVA
- Description of Qualitative Responses

**Section E: Development of Life Skills Manual for Educators**

**Section F: Evaluation of the Life Skills Program**

**Section A: Needs Assessment Study**

In the development phase of the study, a needs assessment was conducted, wherein the sample group comprising experts, adolescents and their parents were interviewed. A brief summary of the needs assessment discusses the overall views of the group about adolescents and the ongoing changes during the period of adolescence. The highlights of the needs assessment are as follows:

- **Definition / Characteristics of adolescents:** The group perceives adolescence as a period of ongoing changes. Fathers stress on increasing demands of their children, while mothers are more worried about their changing personal nature.

and habits. Adolescents themselves are aware of their increased interaction with peers and changes in their habits such as shouting at friends, bullying younger ones and becoming moody.

- **Needs during adolescence:** Surprisingly, the group affirms that adolescents need parental support, guidance and understanding, monetary assistance to fulfill demands, and development of social skills. Experts and adolescents feel that in order for adolescents to become more autonomous and to develop a positive attitude, an 'open' environment at home is needed, whereas mothers feel that they should learn to listen to and obey parents.
- **Problems faced in daily life:** Experts feel that self-confidence lacks among adolescents, there is a dearth of role models to identify with, and state that there are several physical, social and psychological problems. Fathers think that adolescents act on impulse, are unable to express and "...always demand for more!" as expressed during the FGD. Mothers believe that adolescents have problems in following restrictions imposed by them; they fight with siblings, and get angry quickly. Adolescents feel that they are being treated "improperly" by parents. Some parents have higher standards for studies and expect a lot from adolescents on academic performance. They do not like being "forced". They fight with friends and siblings, lack decision making abilities, have lesser attention span, and yet yearn to be independent.
- **Disagreements with parents, teachers, and peers:** The group universally feels that adolescents spend more time with peers. Experts and adolescents agree on

the “over expectations” and “Hitlorship” of parents and disagreements with parents on petty issues such as dressing style, music, and food choices. Fathers worry more about adolescents spending less time on studies, and making demands, whereas mothers are more worried about their behavior such as leaving things disorganized, paying less attention, and not liking to take responsibility and make their own decisions. However, adolescents feel that parents do not fulfill their demands, parents scold them to study, and in school teachers are partial.

- **Three most importantly needed skills:** The three most important skills can be categorized into three skills namely, self-oriented skills (self-confidence, self-discipline, self-study, inculcate values, learn limitations and boundaries, knowledge on bodily changes, and positive attitude towards life), social and communication skills (learn to behave socially and communicate effectively, obey elders, tolerate differences among people, relationship with opposite sex, adjust with family members and peers) and thinking or decision making skills (able to make decisions, choose a career, take interest in work and studies, think on their own, able to memorize and concentrate).

### **Section B: Development of the Life Skills Assessment Tool**

This section presents the details of the procedure followed for the development and finalization of the life skills assessment tool.

The tool developed by UNFPA - WOHTRAC (2003) for the assessment of life skills of peer educators for the UNFPA project on “Peer education strategy to build life skills of

adolescents for healthy living” was adapted for the assessment of life skills emphasizing on social skills, thinking skills and negotiation skills. The tool is self-administered. There is no specific time limit for completing the tool however, it usually takes 1 ½ - 2 hours to complete. Discussion among students is not allowed, but, the researcher may clarify any doubts that the participants may have during the administration of the tool. The original tool was developed in English, Hindi and Gujarati languages.

### ***Development of the Tool***

The focal steps concerning the development of the tool consisted of the development of the domains and the sub-domains followed by the indicators, structuring the methodology of implementation, and finalizing the items.

### ***Tool Validation***

The tool was given for content validation to four experts from the fields of Human Development and Family Studies, Psychology and Education . It was revised on the basis of the feedback and the ‘final’ version of the tool, which was used for the present study, was constructed (see Appendix F).

### ***Tool Administration***

The students were given instructions prior to the distribution of the tool. The adapted version of the tool is in the English language as per the medium of instruction in the selected schools. For the convenience of students, the instructions were also written on the first page of the tool. The investigator was present to clarify any doubts or confusions of the students. Each form was checked for completeness of responses; the

items with no response were explained and the students were requested to complete the entire tool. It took approximately 1 hour for the students to complete the tool. Feedback and experience of responding to the life skills tool was obtained in a focus group discussion after the completion of tool administration.

### **Section C: Development and Implementation of the Life Skills Program**

The life skills program views adolescents as potential resources. The sessions of the program were based on the emerging domains, sub-domains and indicators as a result of the needs assessment study. The program incorporates a need-based approach, utilizing the abilities and skills of adolescents and enhancing them further.

#### ***Program Content***

The life skills program is comprehensive and well-balanced addressing various domains of life skills such as self, communication skills, and thinking skills for building skills for healthy living. These domains are further divided into sub-domains and the sessions are planned accordingly. For example, the domain of 'self' is divided into self - awareness, self - concept, and self - esteem. The sessions and activities planned for the self-awareness sub-domain cater to one's awareness of self in terms of likes/dislikes, strengths and weaknesses, physical concept of self, attitude, and values. The sample activity for one session is described below:

### **Sample Session**

**Life skills domain – SELF**

**Sub-domain – Self-awareness**

**Activity – “The way I feel today...”**

Brainstorm the students by asking them to write/ draw how are they feeling today. They may also be asked the variety of feelings they often experience.

After the feelings are listed, ask the group to discuss the list and classify different feelings as mild or strong, and positive or negative.

**Activity Outcome** - The students will be aware of the variety of feelings/emotions experienced, can relate to them and will be able to express/articulate the negative emotions in a positive and subtle way.

### ***Program Structure***

The life skills program was planned to suit the interests of the adolescents. It offered continuity and sequence. Each domain consisted of one or two sessions as per the requirement. Future sessions built upon the past sessions. A combination of flexible and structured activities was used. The program utilized ‘adolescent friendly’ participatory strategies for sessions/activities such as games, draw and dialogue, focus group discussions, role-plays, self-reflective techniques, group sessions for sustaining their interest and for seeking active participation. The program can be either integrated with the school curriculum or it can be offered as an extra-curricular activity, depending on the perspective and readiness of the school.

### ***Program Implementation***

The program was implemented over one month. Three or four sessions were conducted each week for students from two sections of standard VIII. The sessions related to reproductive and sexual health was conducted separately for girls and boys. Each session lasted for 40-50 minutes approximately.

### ***Teachers' Training Workshop***

A one day training workshop was conducted for the teachers. Initially the workshop was planned for two days; however, it was reduced to one day due to unavailability of time with the school administration. The objective of the workshop was to orient the teachers with the basic concept of life skills and impart training on the life skills program implementation. The following topics were covered giving a background on adolescents and the necessity of the development of life skills among them:

- Adolescence: definition, needs, changes in adolescence, changing global context
- Life skills for adolescents: definition, components, the life skills intervention programs in India and abroad: An overview
- Modules and sessions of the life skills program
- Evaluation of the workshop and modules



#### **Section D: Analysis of Responses Obtained on the Life Skills Assessment Tool**

This section presents an overview of the responses obtained on the life skills assessment tool, which includes the statistical analysis using ANCOVA and the description of the qualitative responses.

##### ***Socio-demographic Profile of the Sample***

The sample group comprised a total of 130 students, 65 students each in the experimental and control groups. There were 42 boys and 23 girls in each group. The socio-demographic characteristics of the sample group are presented in Table 3.

Table 3

*Socio-demographic Characteristics of the Sample*

	<u>Experimental Group</u> (n = 130)	<u>Control Group</u> (n = 130)
<u>Demographic Characteristics</u>		
Religion		
Hindu	91.0	78.0
Muslim	7.1	15.3
Christian	0.0	3.4
Sikh	1.4	3.4
Caste		
Brahmin	27.1	22.0
Bania	2.9	5.1
Kshatriya	7.1	3.4
Others ( <i>Rajasthani, Gujarati</i> )	55.7	37.3
Not Mentioned	7.1	32.2
Mother Tongue		
Hindi	73.3	79.7
Others ( <i>mewadi, gujarati</i> )	18.4	11.9
English	2.7	3.4
Family Income		
Below 20,000	15.7	13.6
20,000 – 40,000	15.7	8.5
Above 40,000	7.1	1.7
Not mentioned	61.4	76.3
Type of Family		
Nuclear	61.4	40.7
Joint	38.6	35.6
Extended	0.0	23.7
Ordinal Position		
Eldest	47.1	30.5
Middle	17.1	39.0
Youngest	32.9	30.5

Note. Figures are in percentages.

The additional background information is presented below:

- *Co-curricular activities* - Both boys and girls are equally interested in co curricular activities like sports (49.23%), debate (10.77%), music (24.62%), art (24.62%) and literature (11.54%).

- *Education* - The minimum education level of parents is higher secondary level with majority of the fathers having a post graduate degree (75%) and is employed in professions such as engineers, managers or executives (44%) and business (46%). Seventy five percent of mothers' are housewives and businesswomen (9%).
- *Media Habits* - All adolescents except three watch television for 1-2 hours and they read the newspaper for about ½ -1 hours daily. The purpose of watching television is entertainment, whereas newspaper is a source of knowledge on current affairs and general awareness. About 72 % of adolescents also read magazines, books and comics for ½-1 hour daily for entertainment, information and knowledge. Only 15% adolescents listen to the radio for songs and music. The internet usage of adolescents (34%) is for 1 hour once or twice a week, mainly for entertainment.
- *Friendship Patterns* – Majority of the adolescents have friends of sexes, girls as well as boys. Only 7% of adolescents share same sex friendships among boys. The number of friends ranges from 2 to 20 per group in / outside school, neighborhood or tuition whereas the number of close friends remains one or two.

#### ***Statistical Analysis using ANCOVA***

Statistical analyses were carried out for the groups using SPSS 11.0 version. The descriptive statistics for the experimental group and the control group are presented in Table 4.

Table 4  
Means and Standard Deviations for the Groups

Group	Mean	SD
Experimental	78.18	8.73
Control	69.32	12.99

ANCOVA on the post test scores with the pretest scores as a covariate indicated significant differences between the groups at .05 alpha levels as shown in Table 5.

Table 5  
ANCOVA for Pretest and Posttest Groups

Dependent Variable: Posttest

Source	Type III Sum of Squares	Df	Mean Square	F	p
Corrected Model	5107.79 <sup>a</sup>	2	2553.89	24.75	.00
Pretest	2555.67	1	2555.67	24.77	.00
Group	2166.63	1	2166.63	20.99	.00**
Error	13104.33	127	103.18		
Corrected Total	18212.12	129			

a. R Squared = .280 (Adjusted R = 269)

\*\*p<.05

### ***Description of the Qualitative Responses on the Life Skills Assessment Tool***

The qualitative results are presented activity wise according to the life skills tool developed in accordance with the life skills program development framework which included six domains, namely, self-oriented skills (self-awareness, self-concept, self-esteem), thinking skills (critical, creative, problem solving, decision making), social skills (emotions and relationships, empathy, sympathy), communication skills (inter, intra-group and self), management skills (life, stress, time, conflict management and negotiation with self and others), and adolescent health and awareness (legal rights, nutrition, gender and reproductive health).

### ***Strengths Mentioned by the Adolescents***

Figures 4 and 5 show the strengths identified by the adolescents in the control and experimental groups. This activity accounts for self, thinking, social and communication skills domains. The figures indicate that more boys than girls have mentioned their qualities in terms of activity based characteristics. There is a considerable increase in the number of responses of the experimental group, that are specific or personal in nature, indicating that after the implementation of the program more number of adolescents were able to identify their strengths. Also, there is a significant increase in the number of responses in the activity-based category (being a good actor, painter or sportsman, help in household chores) in the experimental group. Overall, adolescents mention their good qualities in terms of specific personal characteristics. The category 'not applicable' consists of no response and vague answers such as do not know or have not thought about it.

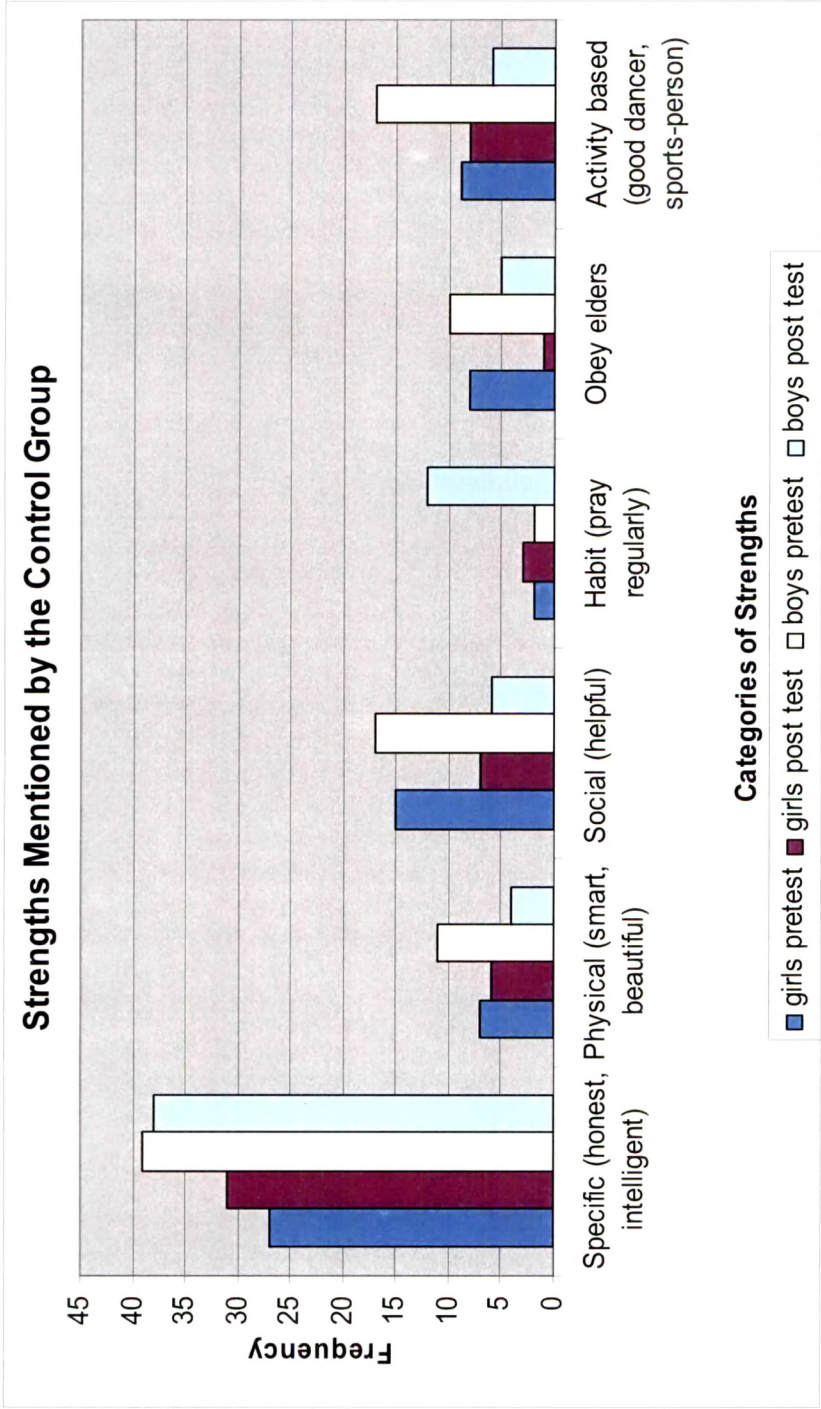


Figure 4. Strengths Mentioned by Adolescents of the Control Group

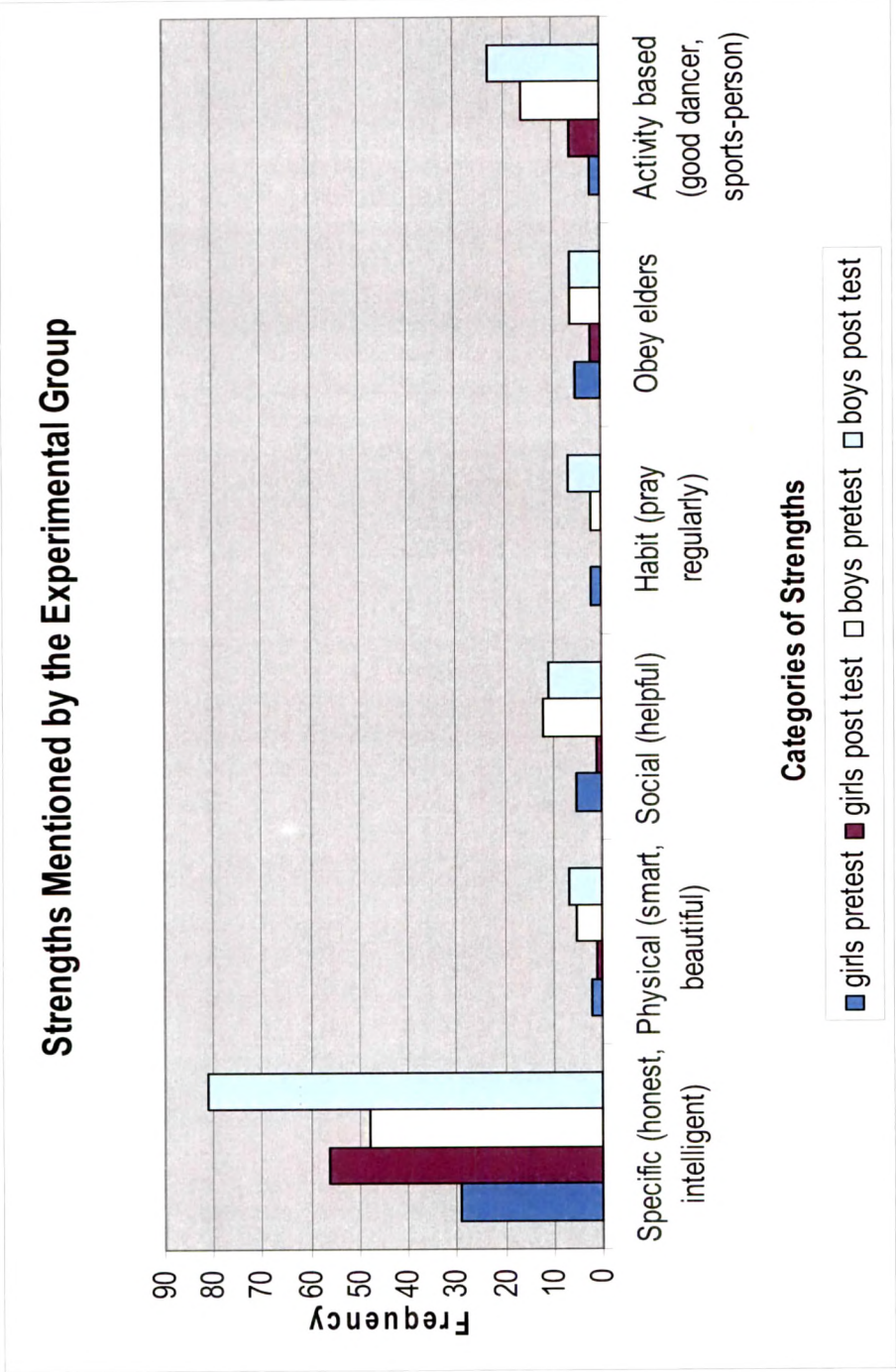


Figure 5. Strengths Mentioned by Adolescents of the Experimental Group

### ***Weaknesses Mentioned by the Adolescents***

Figures 6 and 7 present the weaknesses identified by adolescents in them. The result clearly shows that more adolescent boys (30%) in the posttest experimental group are able to recognize their weaknesses as compared to the pretest experimental group; also weaknesses are mentioned more in terms of specific categories such as being introvert, short-tempered, naughty or mischievous.



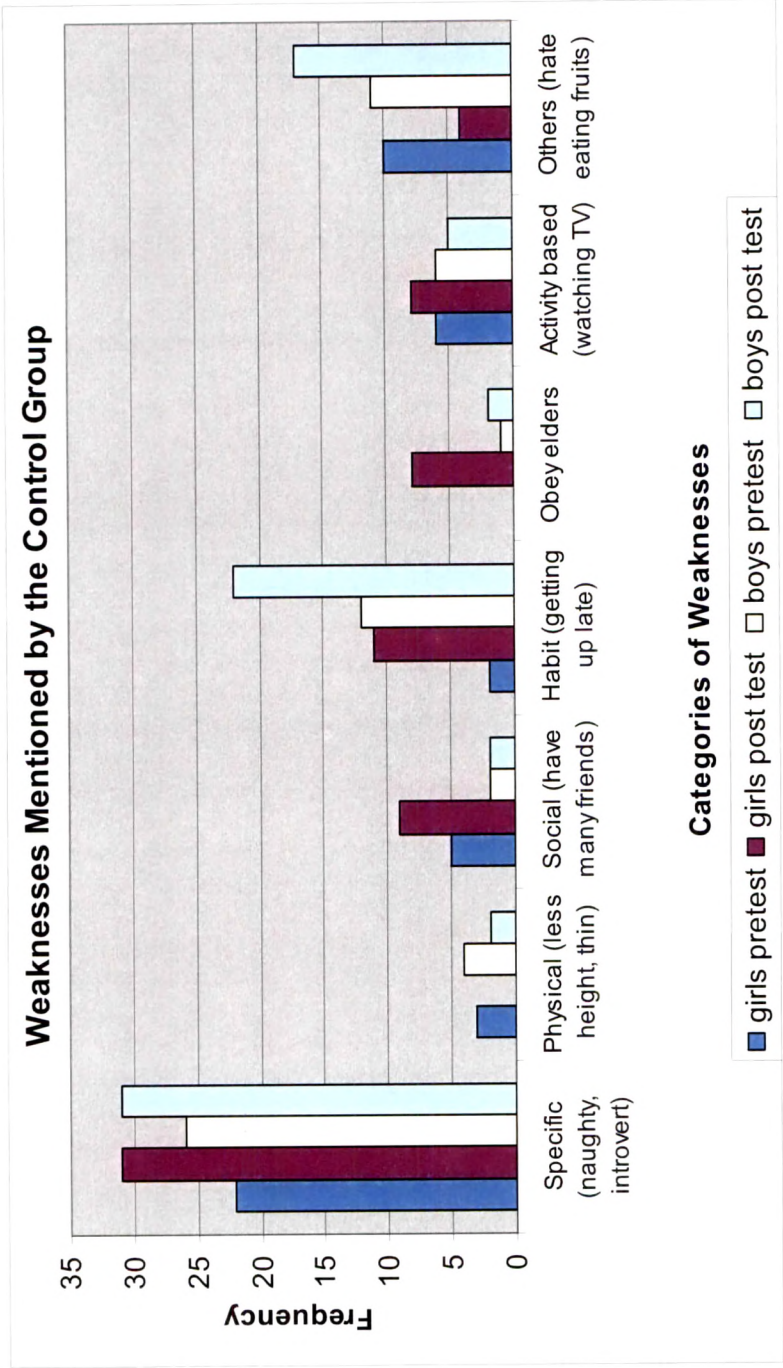


Figure 6. Weaknesses Mentioned by Adolescents of the Control Group

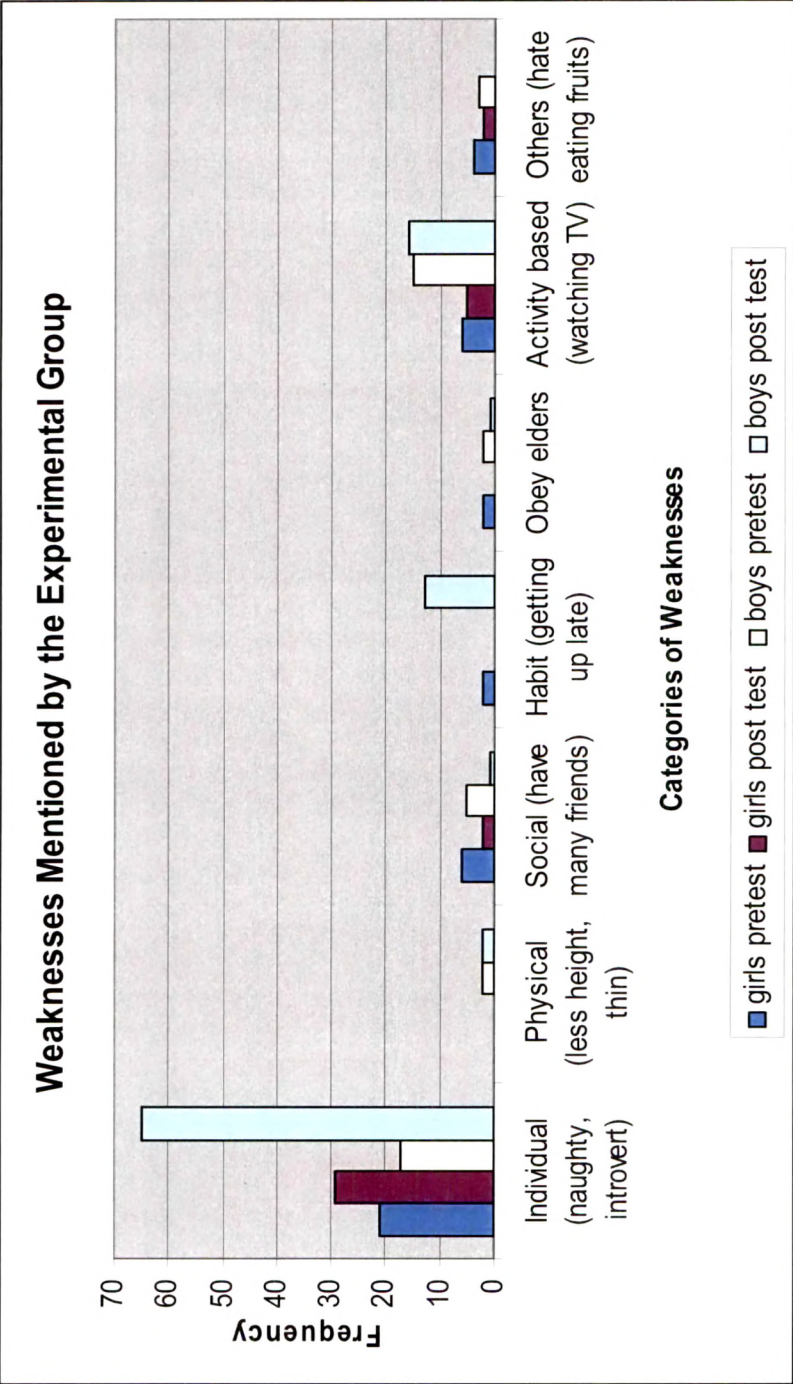


Figure 7. Weaknesses Mentioned by Adolescents of the Experimental Group

### *Sources Initiating Anxiety among Adolescents*

Figures 8 and 9 present the situations or sources that make adolescents feel nervous or anxious. The responses obtained were related to situations (e.g., going on stage), family (e.g., scolding from parents, mother stops talking), school (e.g., exams, teachers), and others (e.g., ghosts, animals, horror movies). The nervousness due to situational incidents like performing on stage or giving an interview has shown a decrease of 40% in the experimental posttest boys and 20% decrease in the experimental posttest girls, whereas the control group shows increasing levels. School and family related fears show slight increase in both experimental as well as control groups. This may be attributed to the anxiety associated with the developmental changes that occur during this stage which may not be easily overcome. Adolescents have their peculiar inhibitions and fears which they often feel shy or embarrassed to disclose as they are afraid that they will be laughed at. Thus they end up in harboring some fears. Only one boy and one girl mentioned that they did not feel nervous / anxious in any situation, as they are very confident of themselves.

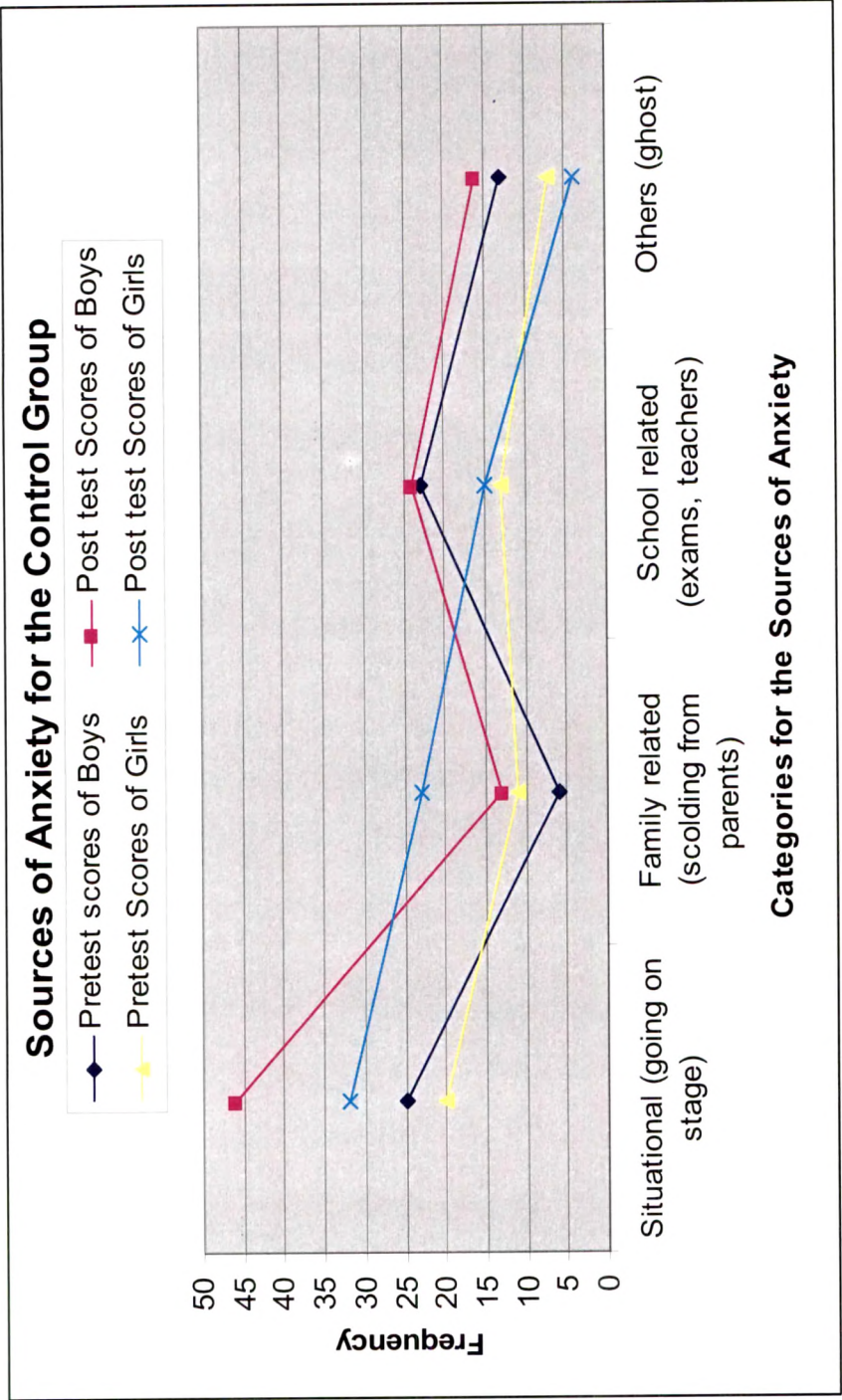


Figure 8. Sources of Anxiety Mentioned by Adolescents of the Control Group



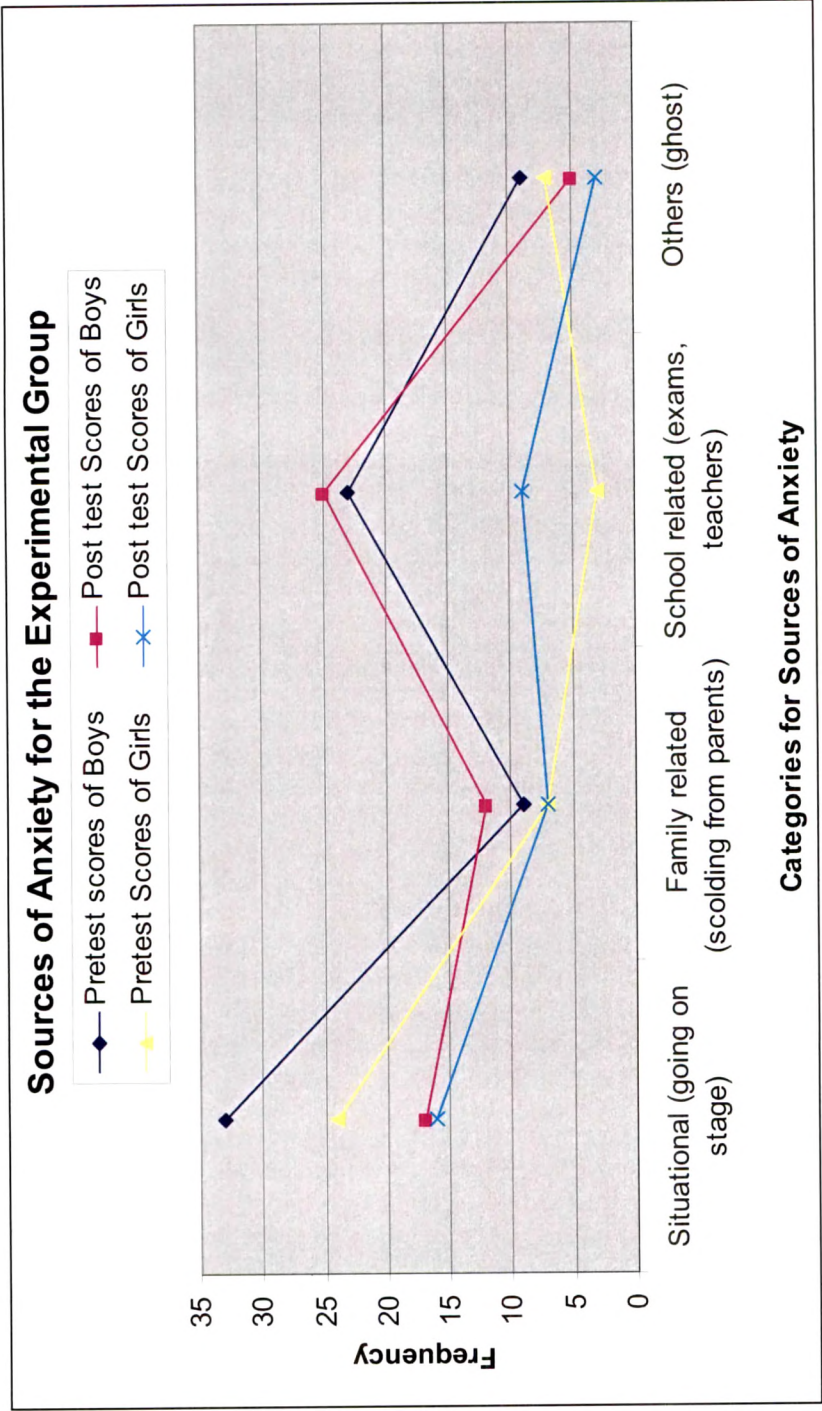


Figure 7. Sources of Anxiety Mentioned by Adolescents of the Experimental Group

### ***Identification of Role Model***

Figures 10 and 11 show the emerging categories of role models that adolescents aspire to become. Most adolescents either want to be like their grand parents or parents followed by film actors, engineers or managers.

The reason behind their wish to become like their role model is largely because of their individual qualities (65%) of being successful, good natured, intelligent and “best at whatever they do”. Adolescents want to take up specific professions such as engineer, doctor, film actor due to their interest in these fields (30 %). The main reasons for becoming a film actor (22%) is that it brings with it fame, success, glamour, popularity and physical beauty. More boys than girls expressed interest in becoming film actors. Experimental group girls have shown less interest in professions as compared to control group girls; also control group girls show 50% increase in family orientation.

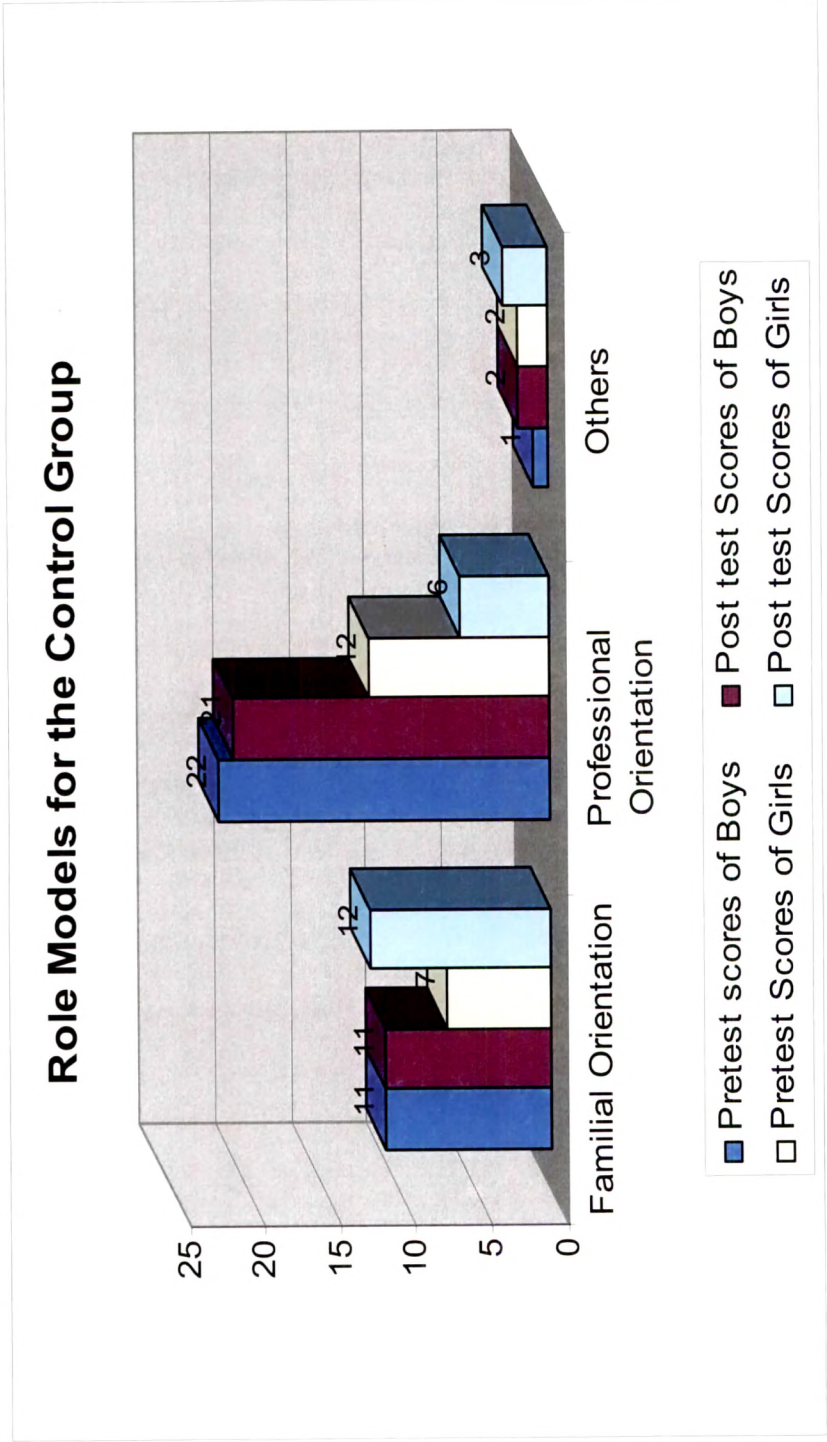


Figure 10. Identification with Role Models for the Control Group of Adolescents

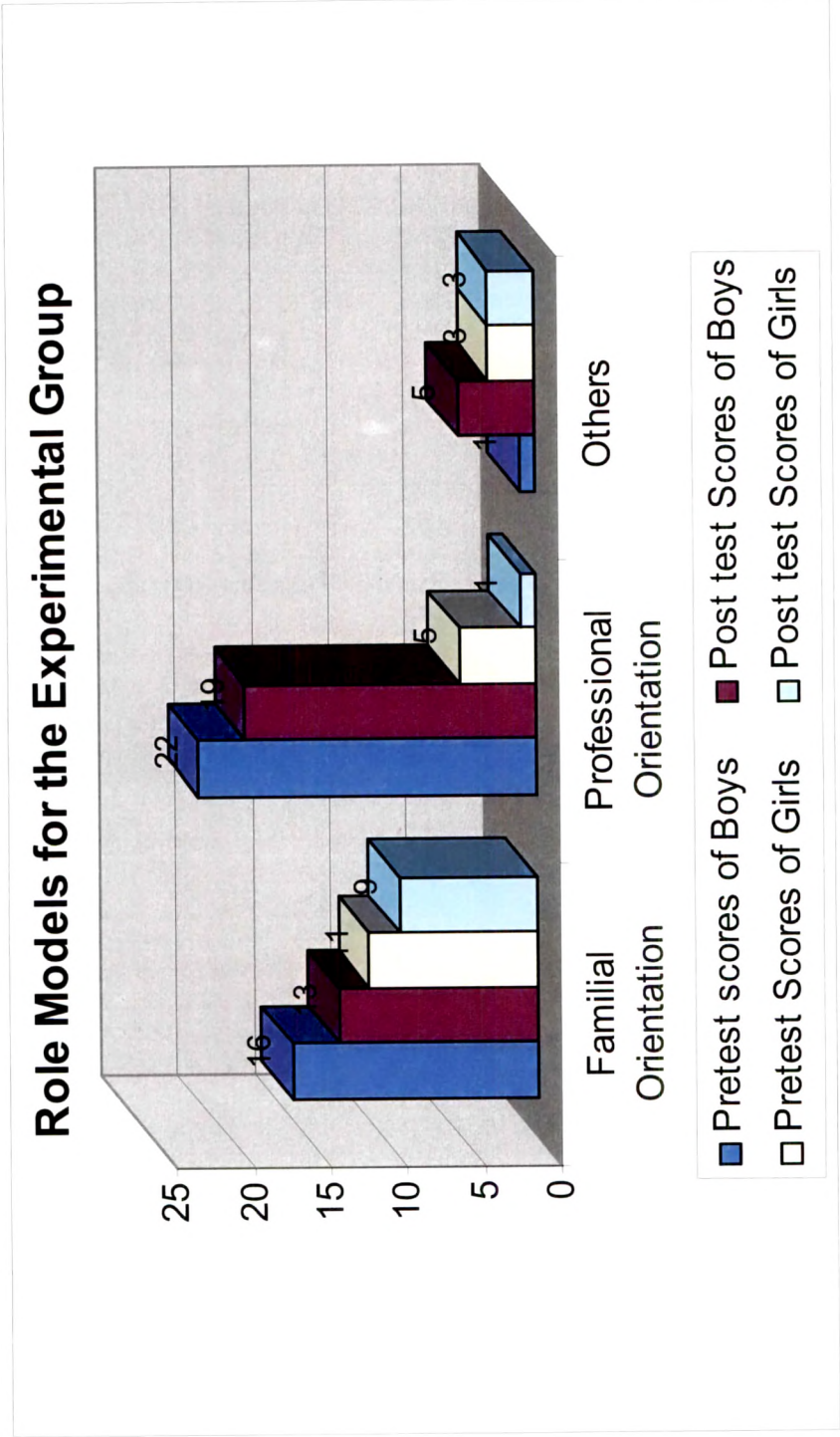


Figure 11. Identification with Role Models for the Experimental Group of Adolescents



### ***Meaning of Success***

Figures 12 and 13 describe the meaning of success for the adolescents in terms of achieving the set goals. The meanings have emerged in relation to self, for the family, and for both, the self and the family. The indicators of success are stated in terms of getting good marks, rank or percentage in class, improving their handwriting, and being punctual. Figure 12 indicates a 15% increase in the score of the experimental group for defining success. With reference to gender, 25% more boys mentioned their goals in terms of the achievement of set goals as well as qualities for themselves. A marked decline is observed in the goal setting behavior of the adolescents in the Not Applicable (NA) category.

Figure 13 shows the distribution for self-oriented success according to the categories achieving goals, achieving qualities and both, achieving goals as well as qualities (for example, “I want to study hard and score more marks in exams”). The post test trend clearly reveals that the experimental group has mentioned more qualities and goals to be achieved.

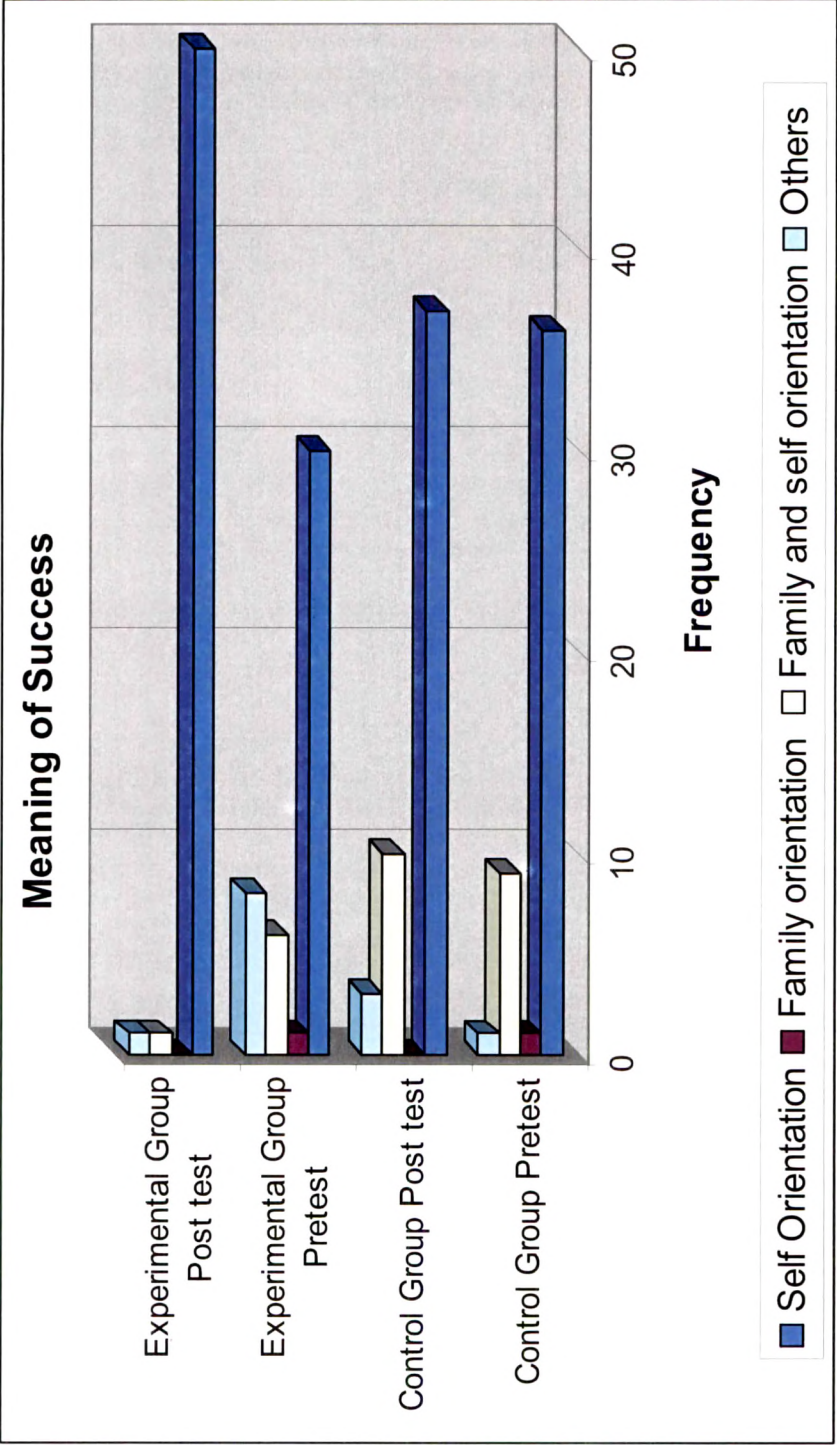


Figure 12. Meaning of Success for the Adolescents

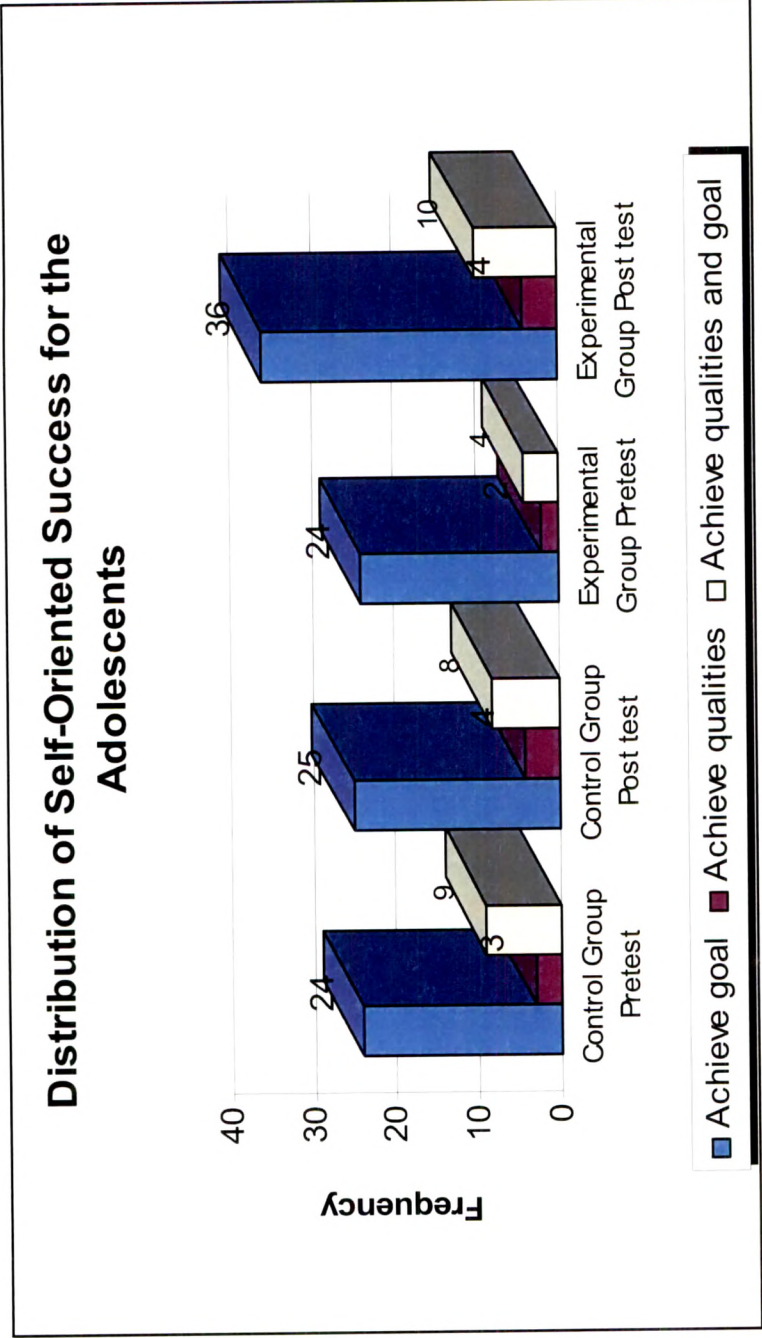


Figure 13. Distribution of Self-Oriented Success for the Adolescents

### ***Values Prioritized by Adolescents***

Adolescents were asked to rank three values in order of priority from a predetermined list of values which are important for living a healthy daily life. The values list included patience, bravery, honesty and truthfulness, politeness, responsibility and commitment, respectful, hardworking, and helpful in need. These values were evolved through individual listing and intercoder comparison process carried out in the prior study by UNFPA-WOHTRAC (2003). Considering their desirability in the adolescent's daily life in the context of Udaipur, the investigator in consensus with the experts, assigned scores to the values on the scoring framework in order to obtain a total score for this activity. The scores allocated to all the values were 1 and 2. Four values were scored 1 and the other four were scored 2 according to their desirability in this group of adolescents. The boys in the experimental group showed a 26 % increase in total scores for values, whereas the scores remain the same for the girls in both the groups.

### ***Differential Perceptions of Adolescents Identified by the Adolescents***

The knowledge of perceptions of some of the most important persons in an adolescent's life (mother, father, brother, sister, teacher and best friend) are critical as their opinion is valuable in forming the self-esteem of an adolescent. According to the adolescents, these important persons largely perceive them in terms of their specific individual characteristics such as being naughty or sincere, lovable or having a good nature, and activity based characteristics such as good in sports, doing household chores, being a good painter or an actor or writer. A higher score in the post test experimental group may be associated with a higher sense of self - esteem in boys.

### ***Identifying Emotions Experienced by Self***

Figures 14 and 15 represent the capability of identifying emotions as negative or positive by the adolescents. Most adolescents list positive emotions as happy, joy, cheer, and laugh while negative ones are sad, unhappy, cry, angry, tensed, or depressed. Out of ten emotions that were required to be stated; only 12% of adolescents were able to identify up to five emotions, and categorize them as positive and negative. Only 3 adolescents were able to identify up to 10 emotions. The figure also suggests that 50% more negative emotion responses are obtained as compared to positive. A pretest-posttest difference in either of the groups is not observed. Due to the dynamics of hormonal changes coupled with emotional needs, adolescents are likely to be confused and hence unable to recognize and label the range of emotions experienced by them. Moreover, due to the limited time available for the life skills program, it was not possible to assign exclusive emphasis on the session on emotions, which could be one reason why the adolescents did not show much change in this particular domain.

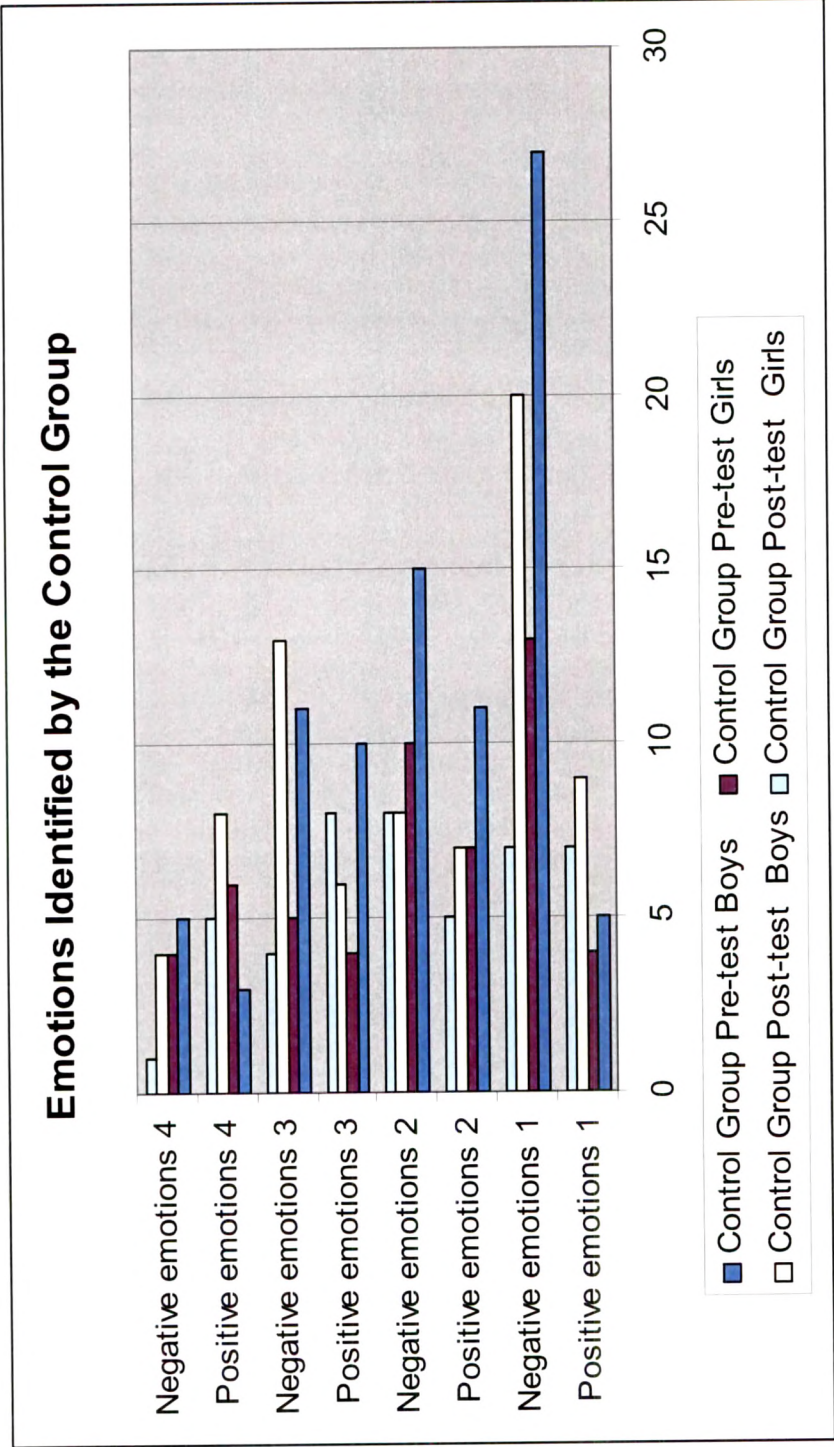


Figure 14. Identification of Emotions by the Control Group of Adolescents



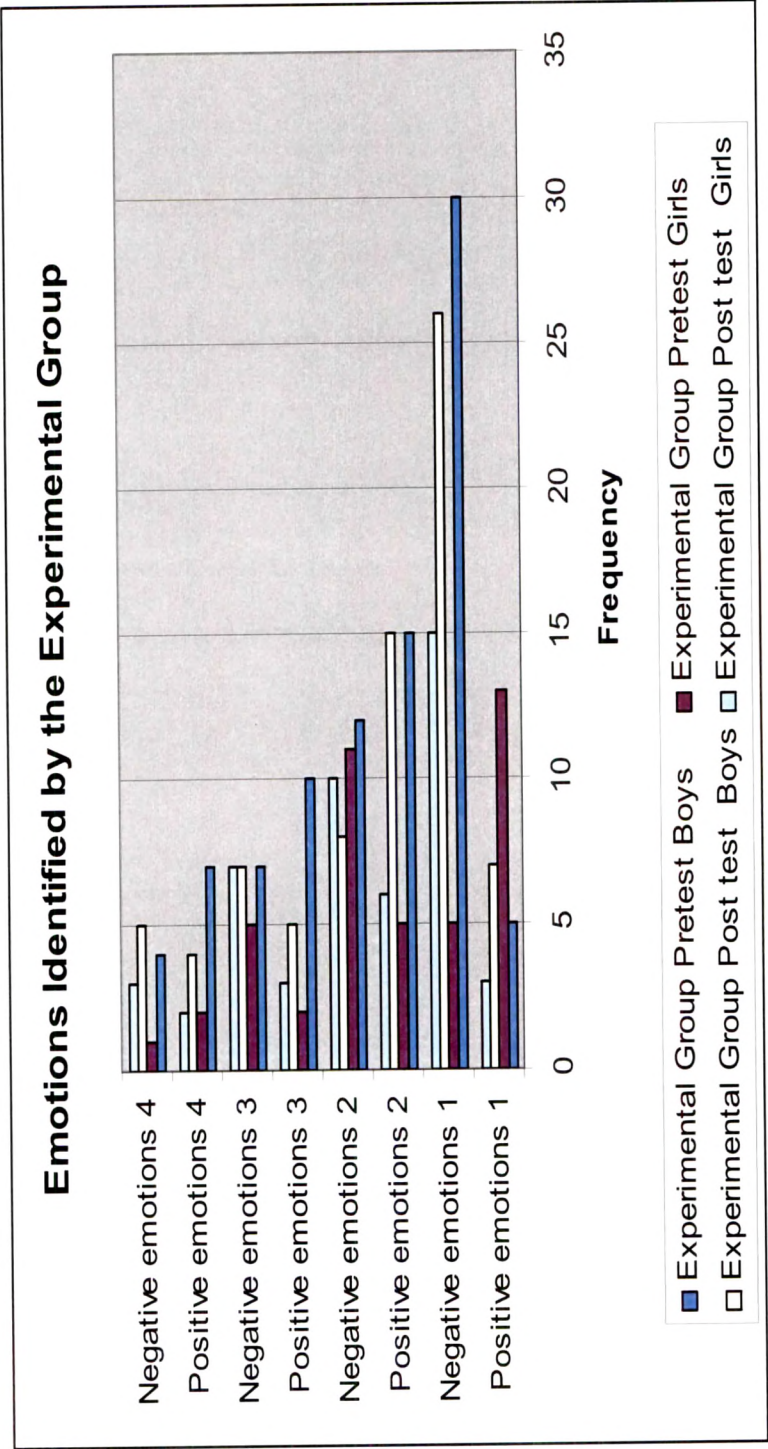


Figure 15. Identification of Emotions by the Experimental Group of Adolescents

### ***Goal-setting Behavior among Adolescents***

Figures 16 and 17 indicate goal setting behavior of adolescents for the immediate year.

Almost 84% adolescents defined their immediate one-year goal in terms of education such as getting first rank, good percentage or marks. Nearly 5% stated that they would like to improve their nature or improve relations with their parents. Others category includes responses which are vague such as “I have not thought” or “I want my mother to stop scolding me,” and other responses like “I want to be Superman!” or “I don’t want to come to school”. The boys in the posttest experimental group showed a notable difference in defining goals in terms of education in the posttest.

According to the adolescents, the steps taken to achieve goals included studying hard, being regular and concentrating. The problems expected in the process are disturbances, lack of concentration and stress. The solution to the problems faced could be strengthening concentration on work, working hard, not being lazy and meditating.



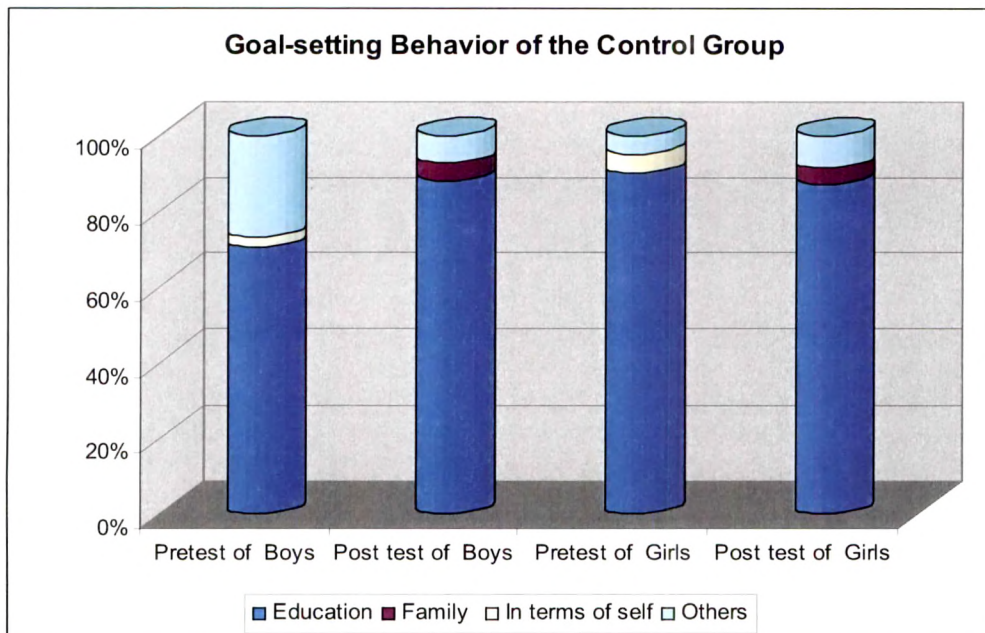


Figure 16. Goal-setting Behavior of the Control Group of Adolescents

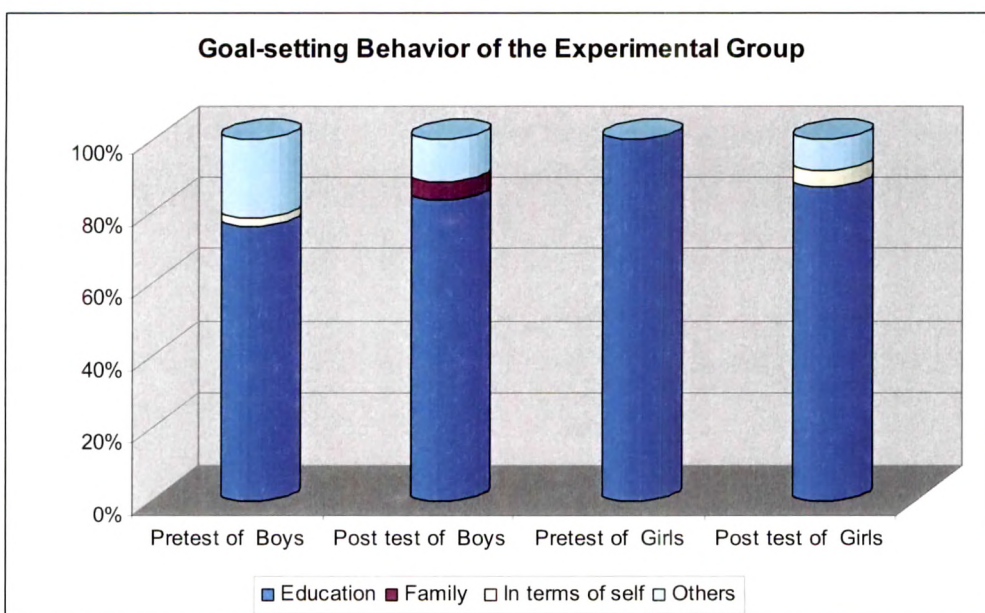


Figure 17. Goal-setting Behavior of the Experimental Group of Adolescents

### ***Facing the Tension and Stress***

Figures 18 and 19 present the situations in which adolescents feel tensed and problematic. Majority of the adolescents ( 85 %) felt tensed due to academic or education related performance (e.g., exams, getting less marks, loosing rank), followed by specific situations (e.g., going on stage, darkness, water, animals), family related matters (e.g., in front of parents/elders, shouting at siblings) and lastly, accidents (e.g., road, fire, injury while playing) and other aspects (e.g., ghosts, horror movies).

They cope with the situations by concentrating on the outcome (e.g., studying more, working hard, practicing) or taking help of others. Adolescents mention specific (e.g., concentrate, study hard, be optimistic) and general (e.g., be more brave, not to do mischief) learning from such experiences.

The results show that there is a decrease in family related fear in the adolescents from the experimental group whereas a steep increase is observed in the control group, particularly for boys. Education related fear of the girls in the experimental group is shown to decrease as compared to the control group. Yet more inputs are needed to deal with the tension and stress among adolescents as the dynamics of emotions vary depending on individuals, situations and the coping skills.

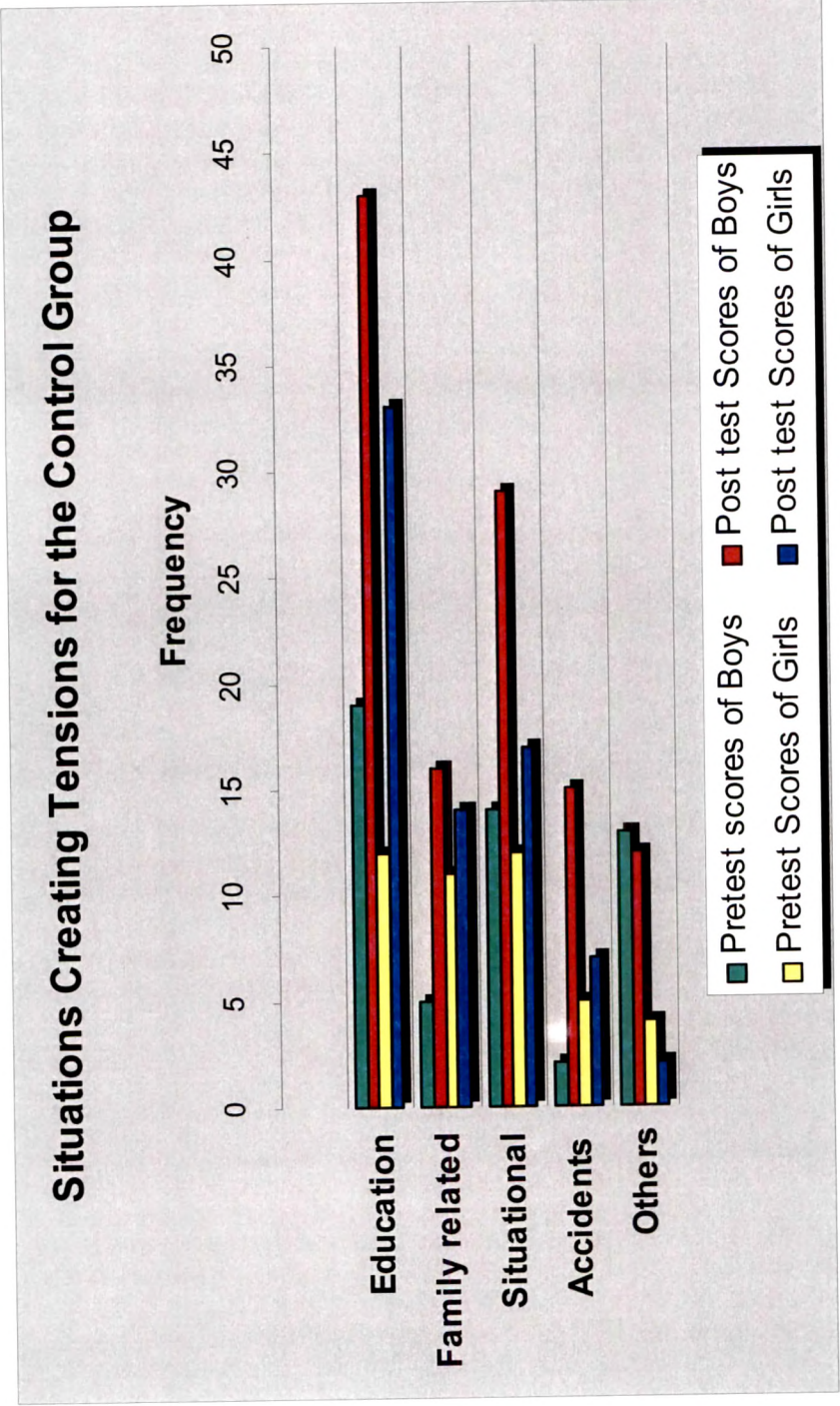


Figure 18. Situations Creating Tensions for the Control Group of Adolescents



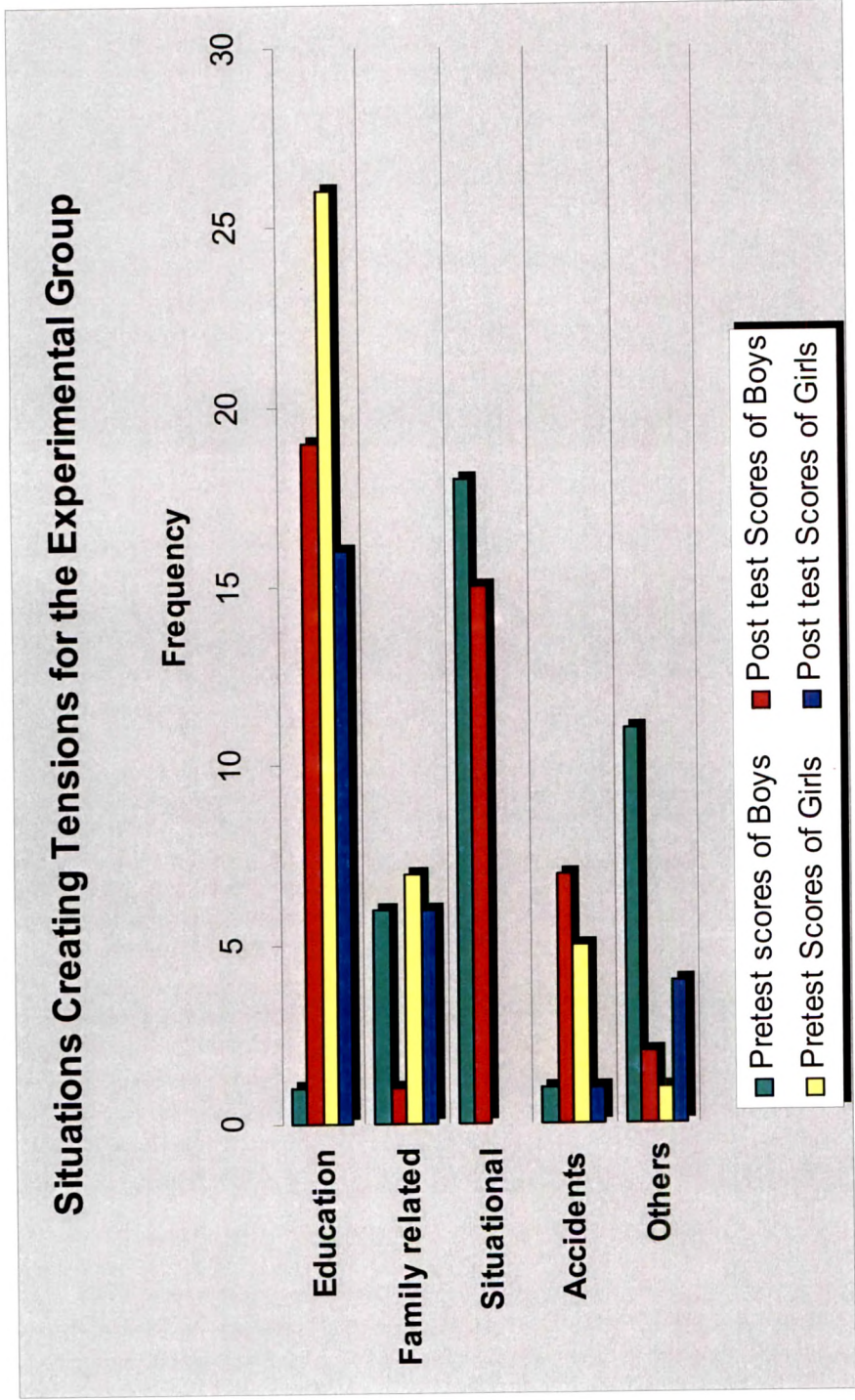


Figure 19. Situations Creating Tensions for the Experimental Group of Adolescents

### ***Ability of Adolescents to Empathize***

The emotional responses of the adolescents were obtained on a hypothetical empathy scenario in which X, adolescents' classmate is scolded by the teacher for giving a wrong answer. Adolescents were asked what would they feel if they were X, would they like to help and how. Majority of the adolescents felt sad and guilty and a few felt angry or felt like crying. Ninety percent adolescents showed appropriate empathetic behavior towards X. Ninety five percent adolescents agreed to help X by helping him/her with the studies or teaching him/her the answer. Pretest - posttest differences were not evident.

### ***Feelings at Present***

A wide variety of responses were obtained for the Draw and Dialogue activity which posed the question, "How are you feeling today?" Some of the adolescents pictured and expressed their feelings in a very creative manner, some explained symbolically whereas others chose to remain silent. Majority of the adolescents derive their moods from academic or school related performance such as getting good marks, giving a good presentation or receiving positive remarks from teachers. Other sources of changes in their mood are the family or relatives, self-achievements or friends. The not applicable category is used for an empty sheet of drawing or a drawing without any explanation.

### ***Self-Esteem***

Table 6 shows the self-esteem scores of adolescents on ten statements (five positive and five negative). Ten statements were given scores of 1, 2 and 3. Five negative and

five positive statements were scored accordingly. There was reverse coding for the positive and negative items. Three categories of low, medium and high self-esteem were obtained.

Most of the adolescents have scored in the medium to high range An increase of 15% in the self-esteem level of adolescents of the posttest experimental group sample is observed (girls 35 % and boys 8 %), whereas little change in the scores of the control group is evident.

Table 6  
*Scores for Set of Ten Statements on Self-esteem* (n=260)

Statement scores (n)	<u>Control group</u> (130)				<u>Experimental group</u> (130)			
	Pre-test		Post-test		Pre-test		Post-test	
	(65)		(65)		(65)		(65)	
	Boys (n=42)	Girls (n=23)	Boys (n=42)	Girls (n=23)	Boys (n=42)	Girls (n=23)	Boys (n=42)	Girls (n=23)
Low (0-10)	1	1	0	0	0	0	0	0
Medium (11-20)	25	10	23	13	28	14	25	7
High (21-30)	17	13	19	10	14	9	17	16

### ***Initiative for Leadership***

Figures 20 and 21 indicate the degree of leadership initiative among adolescents and the reasons for the same. Majority of the adolescents want to lead their class. They justify this initiative on the basis of qualities such as being intelligent, smart, honest, hard working, and a good orator which would enable them to be good leaders. A few of them mentioned activity based qualities such as being a good singer or actor or a player. Some adolescents did not want to be a leader as they did not want to waste their time in the activities and additional responsibilities that come with leadership.

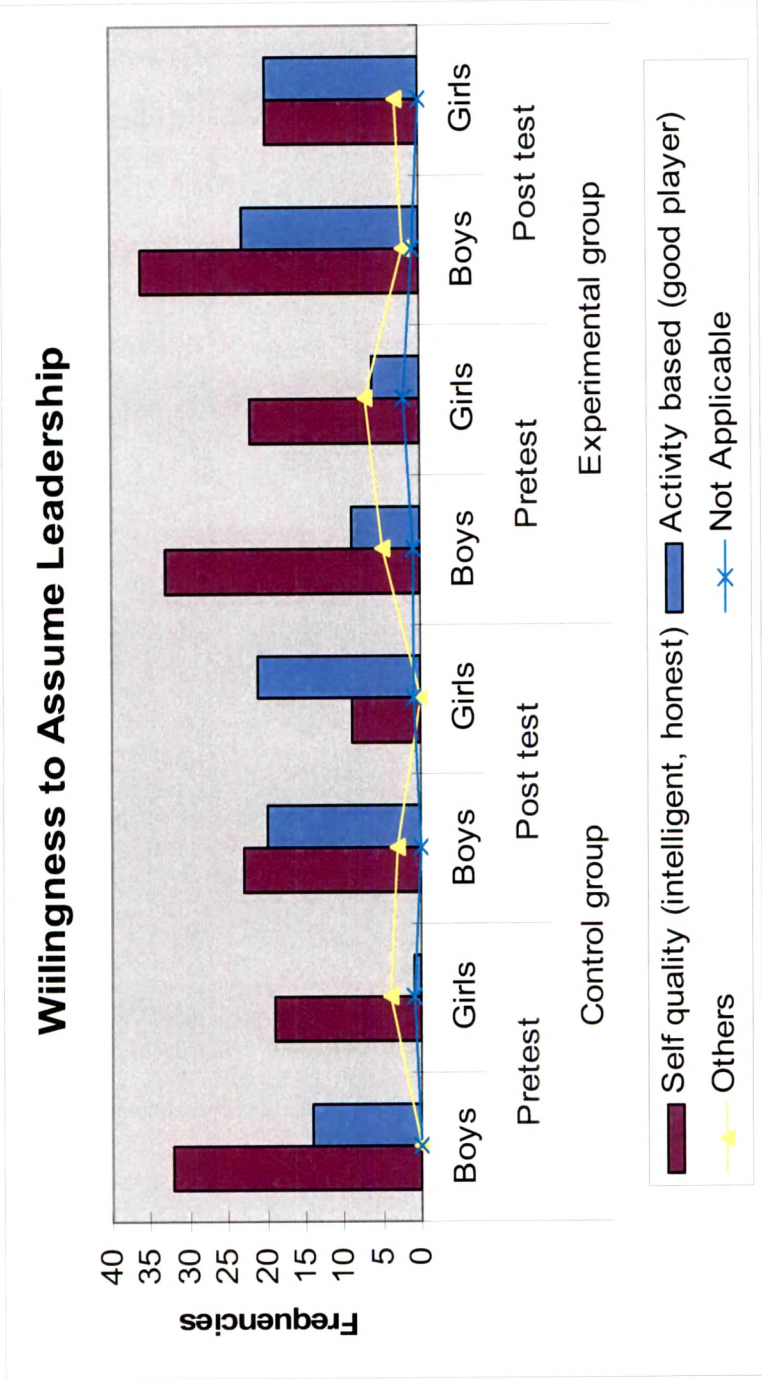


Figure 20. Willingness to Assume Leadership by Adolescents



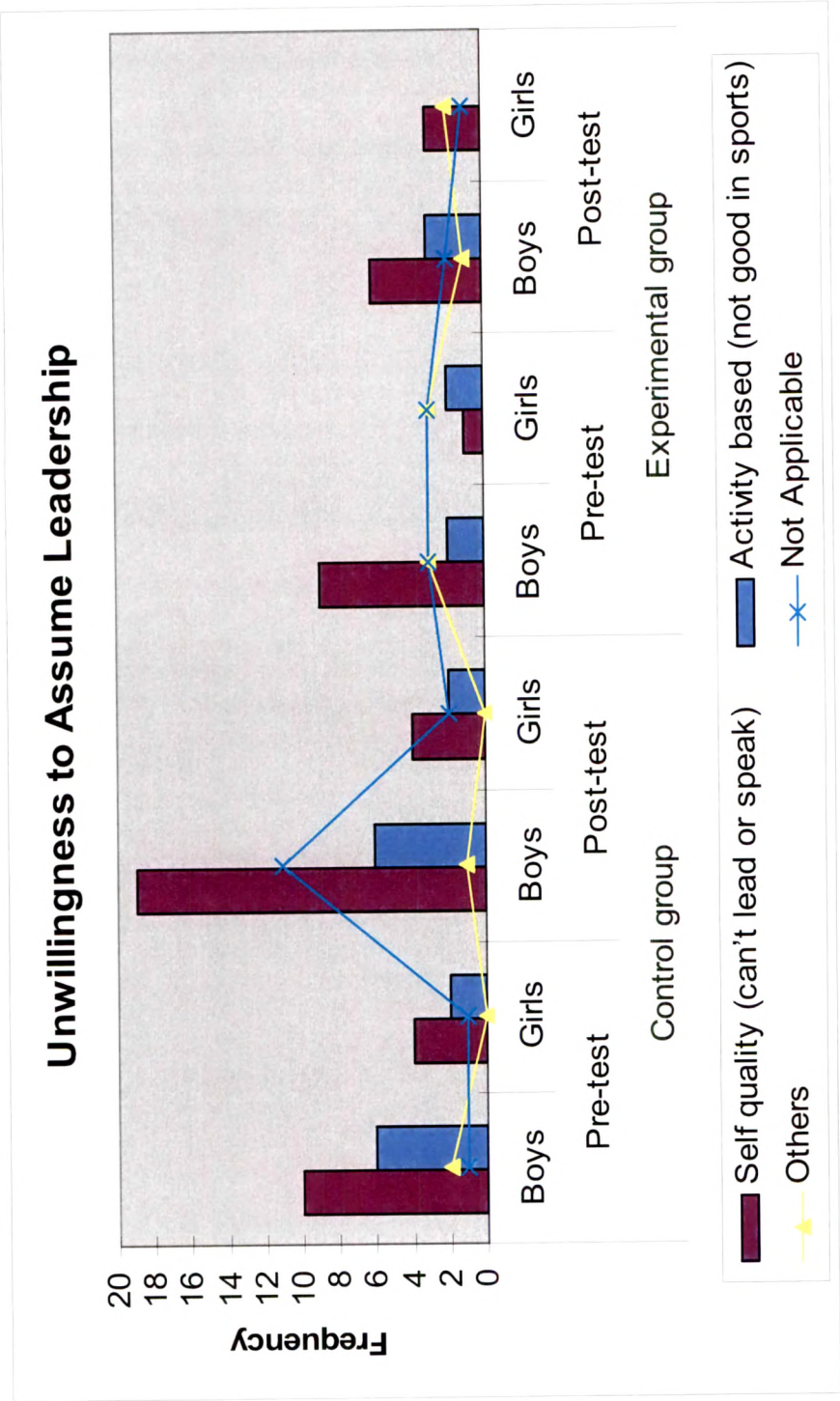


Figure 21. Unwillingness to Assume Leadership by Adolescents

*Decision Making and Negotiation with Authorities*

Figure 22 presents the score range of scores on three problem solving or decision making situations based on gender, teasing, and negotiation with the school authorities. The situations required adolescents to take a decision for going to a late night mixed group (including boys and girls) party; to deal with a group of boys who were teasing girls, and to negotiate with the class teacher about a compulsory prescription by the school authorities for buying photographs of a school event.

There was remarkable increase in the scores of the post experimental group for both boys and girls, whereas the scores remained largely the same for the control group. The increased scores show that the program was effective in gender sensitization, and the ability to negotiate and decision making.

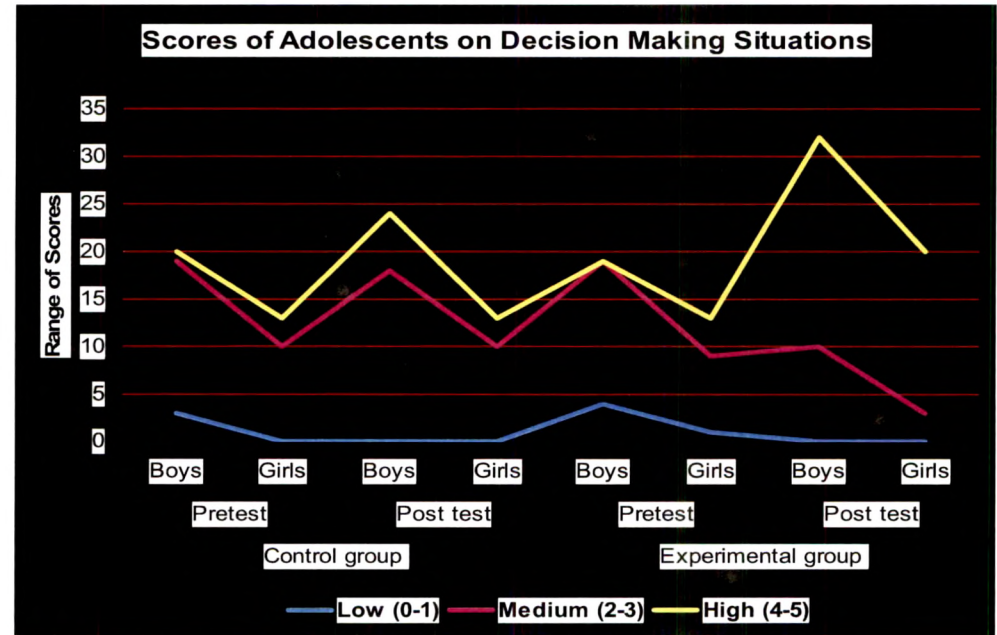


Figure 22. Scores on Decision Making Situations

### **Awareness Regarding Reproductive Health, Legal Aspects, and Gender**

Table 7 presents the range of scores on awareness regarding reproductive health, basic nutrition and hygiene, legal rights and civic laws, and gender. Majority of the adolescents scored in the average and good categories, whereas only a few scored in either poor or excellent category. There is slight increase in the posttest scores in the experimental group.

Table 7

Awareness Scores on Reproductive Health, Legal Knowledge and Gender Attitude (n=260)									
Awareness score (n)	<u>Control group</u> (130)				<u>Experimental group</u> (130)				
	Pre-test (65)		Post-test (65)		Pre-test (65)		Post-test (65)		
(n)	Boys (n=42)	Girls (n=23)	Boys (n=42)	Girls (n=23)	Boys (n=42)	Girls (n=23)	Boys (n=42)	Girls (n=23)	Girls
Poor (1-5)	3	3	1	0	8	2	4	0	0
Average (6-10)	16	14	14	9	22	6	13	2	2
Good (11-15)	19	7	24	17	10	10	23	14	14
Excellent (16-20)	4	4	3	2	1	1	3	1	1

### **Highlights of the Differences between the Control and the Experimental Groups**

Based on the qualitative analysis, a summary of the differences between the control and the experimental groups is presented in Table 8.

Table 8

*Differences between the Changes Observed in the Experimental Group and the Control Group at a Glance*

Items	<u>Control Group</u>	<u>Experimental Group</u>
Realizing strengths	-	↑ 20%
Realizing weaknesses	-	↑ 30%
Sources initiating Anxiety/Fear	↑ 35% (boys) ↑ 25% (girls)	↓ 40% - (boys) ↓ 20% - girls
Gender Differences in role model	-	15% more boys
Goal Setting	-	15% more boys
Tension/Fears	↑30%	↓ 20% (boys); ↓ 18% (girls)
Self-esteem	-	↑ 40%
Leadership	↓50%	-
Decision making situations	-	↑ 50%
Awareness regarding Reproductive Health, legal knowledge and gender attitude scores	-	↑ 30%

Note ' - 'denotes negligible change

## Case Profiles

This section present case profiles of an adolescent girl and a boy. The profiles enable a glimpse into their daily lives – their thinking, actions and living.

### *The Story of Raj: “Success is name, fame and moolah!”*

Raj is a 13 year old boy studying in standard VIII of a reputed English medium public school. He describes his strengths as his good nature, smartness and his looks. He gets angry very easily, even shouts in anger and considers this as his weakness. He has fear of doing something wrong in front of others. Also, he is afraid to loose his friends due to his “improper” behavior. He is a big fan of Shah Rukh Khan and aspires to be a film actor. Success according to him is “name, fame and *moolah!*” He prioritizes his values are hardwork, punctuality and helping someone in need.

Raj has a high self - esteem. He perceives that sometimes his parents, teachers and friends misunderstand him and his intentions. He has a positive attitude towards life but recognizes negative emotions too. His academic goal is to get good marks in school. He feels getting good marks is a problem and creates tension for him. In order to resolve this problem, he tries to study and work hard. He can empathize with his friends.

He wants to be the leader of the class as he feels he is intelligent, very cooperative, has good looks and a friendly nature, which are his best qualities. He would like to work for the students as well as school and bring some changes if given the power. He empathizes with others, but feel that one has to burn midnight oil to excel in any field, whether education or sports or career.

### ***The Tale of Saloni: A Silent Beauty with Talents!***

Thirteen year old Saloni, describes her strengths as being good in studies and painting, and being very obedient. Though she is fair, tall, and very beautiful, she does not describes them as her strengths as other children of this age group would do.

On further enquiring about her physical attributes, she feels nervous and starts fiddling with her skirt. Later, she opens up to say that she does not like undue attention that her body gets from the opposite sex so she does not think of this as her strength. On the contrary, she would like to have a 'girl next door' look.

She feels her weaknesses are her quiet nature, difficulty in mixing with people, feeling very shy in front of strangers and having no friends in the school. Her role model is Scientist Late *Kalpana Chawla* whom she adores for her hard work and dedication, and reaching the pinnacle in her field of expertise. Success for her means being the best in one's own field. She prioritizes hard work, honesty and punctuality as her values.

She holds a low level of self - esteem. She feels that her physical attributes make everybody think that she is very figure conscious and wants to be beautiful. They often make comments on her figure assuming that she is only concerned about her beauty, whereas the opposite is true. This makes her life all the more difficult as she is not very good in studies. Though she works hard, she performs at an average level.

She has a positive attitude towards life but most of the times she is plagued by negative feelings about what other people might be thinking of her. She can empathize with others very well and expects others to understand her too.



### **Section E: Development of the Life Skills Manual for Educators**

A significant outcome of this research is the teaching manual for imparting life skills.

The manual describes the life skills activities and provides detailed information on each session. The design of the manual is clear and concise for easy understanding and it follows a self-explanatory approach. The contents of the life skills teaching manual are structured as follows:

- Introduction to life skill education describing its theory, rationale, values and methodology
- Sessions or lessons with activities
- Activities that facilitate development of life skills in extra time
- Structure of the session / lesson:
  - Domain of the activity, relation with other domains, if any
  - Objective
  - Prior preparation including equipments or materials needed
  - Process of conducting session / activities
  - Additional resources / activities
  - Hints or tips for the teacher

### **Section F: Evaluation of the Life Skills Program**

Evaluation is a quintessential component of any life skills program. Context plays an important role in development of skills as it determines the needs and validates the type and level of skills. Thus, evaluation helps in incorporating any changes that may be necessary with a change in the context including addition of new components to the life skills program.

### *Evaluation of the Tool*

Experts in the field (two from Human Development and Family Studies, one from Education and one from Psychology), teachers and participants in the program evaluated the life skills assessment tool, individually. Their feedback is presented below:

- *Positive aspects:* The tool is simple, comprehensive and clear in language; length is sufficient; tool has interesting problem sequences; it helps to express oneself, and evaluation by students in itself is a good feature.
- *Aspects that need to be strengthened:* The tool is somewhat lengthy and time consuming; it contains more open ended items which require a lot of thinking and recollection of past experiences and expression power; and more situational questions should be added in worksheet 5 which has questions on general nutrition, reproductive health, and personal hygiene.

### *Program Evaluation*

Both, process and outcome evaluations were carried out for the present research.

*Process evaluation* documents in detail, the “how” of the research; it describes what processes have the program undergone and with whom, when and of what quality (UNICEF, 2006). The process evaluation was done simultaneously which fed into the program as it happens in action research designs. The questionnaires were completed by the teachers and participants themselves, and a focus group discussion was conducted to get feedback on different sessions. The following suggestions were provided to sustain the program in the school:

- Program should be needs based, gender sensitive, and well-balanced.

- School principal, parents, and teachers should be involved throughout the program.
- Teacher training and infrastructure support from school administration is a key aspect.
- Informed consent from participants, parents and school administration is mandatory.
- Participatory teaching and learning approach is at the core of the program.
- Positive feedback obtained by participants after completion of each session on evaluation forms.

An *outcome evaluation* documents whether the program has made a difference. It is conducted to determine any changes that have occurred and to demonstrate that the changes identified are the result of the intervention itself, and not some other factors (UNICEF, 2006). The outcome evaluation using an evaluation form was conducted after the implementation of the life skills program.

The outcome evaluation of the program is summarized below:

- Participants found the warm-up exercises to be interesting and “*full of fun*”.
- Participants found the contents of sessions on Myself, Self – study, Gender, Self - Discipline, Values, Nutrition and Hygiene, and Emotions, most informative and fascinating.
- Some participants had difficulty in understanding the lessons on Emotions and Responsibilities. They felt that more role plays based on daily life scenarios could have been added.

- For each session, participants wanted more time, that is, they wanted 2 hours instead of 1 hour.
- Involvement of teachers and parents made the sessions more fun and lively, and helped them to shed their inhibitions.

The overall outcome evaluation of *the life skills program* is summarized below:

- Most of the participants wanted the program to be continued for them and suggested that it be introduced in other classes.
- The participants wanted the involvement of parents in a more active manner with joint activities planned together; and also inclusion of more games and fun exercises.

### **Life Skills Program: Gauging the Success**

Evaluation and assessment go hand in hand. The students, teachers and panel of experts participating in the program assessed the level of skills and helped in outlining the indicators for the success of the present program.

Program level indicators can be extracted in two ways, namely, process and outcome level indicators. Process level indicators are defined separately for the adolescents and the teachers (UNICEF, 2006), whereas the outcome level indicators are presented in an integrated form.

#### ***For participants***

- The program was acceptable, well conceived and became popular among participants, teachers as well as parents.

- Special efforts were required to involve a few non-participating adolescents in the activities and discussions conducted. However, due to the large size of the group (65 students), this was not always possible.
- The program was implemented as planned; however, some minor changes to accommodate the adolescents' needs and the convenience of the school administration were included.
- Unforeseen situations were dealt with during the program implementation. For example, an activity *Agony Aunt* had most queries on career choices, so a practicing career counselor was invited to orient participants about different careers and making choices according to their interest and abilities.

#### ***For Teachers***

- Exclusive training on participatory teaching and learning methods.
- Orientation to the concepts of life skills and theoretical information about dynamics of changes in adolescents proved useful.
- Increase in self-confidence, knowledge, abilities and skills during sessions.

#### ***Outcome Indicators***

- ✓ Participants showed a significant increase in scores on the life skills assessment tool after implementation of the program.
- ✓ An increase in knowledge (health, nutrition), skills (to manage stress, relationships and emotions, making decisions) and abilities (for leadership, assertiveness, communication) was evident.

- ✓ Popularity of the program among participants, teachers and parents was revealed in their enthusiasm and active involvement, and their request to arrange such programs for all classes every year.