A study to evaluate the effect of life skills training program on selected life skills among first year B.Sc. Nursing students of selected nursing colleges at Tamilnadu.

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ABSTRACT

Background: Life skills are abilities helping to behave appropriately and wisely in different situations and assist in solving problems. Complexity and rapid changes of today put many challenges in human life and especially for adolescents. Hence life skills training received more attention from all educational systems around the world. Learning these abilities yields mental health promotion, human relations enrichment, and increased healthy behaviors. Nursing being a demanding career, the present nursing generation needs to be equipped with life skills as suggested by the WHO.

Aim: The aim of the study was to find out the effect of life skills training program on selected life skills of first year B.Sc. Nursing students of selected nursing colleges at Tamilnadu.

Methodology: The present study adopted a true experimental pre test post test design. The study was based on general system theory by Ludwig von Bertalanffy (1940) and Basic need theory by Riyan & Deci, (2001). A Multi-stage cluster sampling technique was used to select the sample of first year B.Sc. Nursing students studying in six selected nursing colleges of Trichy. The sample consisted of 257 first year nursing students i.e 126 in the experimental group and 131 in the control group. Ethical clearance was obtained. A standardized Life Skills Assessment Scale developed by Radhakrishnan Nair A, Subasree R, Sunitha Ranjan, (2010) was used to collect the data from the participants after getting informed consent. The life skills training program was
implemented for the experimental group in eight sessions with a duration of 02 hours by using different teaching strategies. Descriptive and inferential statistics were used to analyze the data.

**Results:** The majority of the students (55.55 % in the experimental and 61.9% in the control group) were having near average level of global life skills at pre test. None of them were having a high or very high level of global life skills. Among the dimension of life skills the mean scores of creative thinking, critical thinking, interpersonal relationship, and problem-solving were found to be low for both the groups. After the training 39 (30.95%) of the experimental group were having a high level of global life skills compared to 8(6.1%) of the control group. The mean global life skills scores at pre test, post test I and, post test II was found to be 326.2, 370.8 & 365.4 for the experimental group and 324.4, 344.7 & 344.4 for the control group respectively. ANOVA 2X3 repeated measures showed that there was a significant difference in each of the life skills between the experimental and control group at p<0.05, p<0.001 which shows that the life skills training program was effective. In both the groups most of the life skills were significantly related to each other at p<0.01, p<0.05. Interest in the course was having a significant association with most of the life skills at p<0.05.

**Conclusion:** The study showed that the life skills training program had a significant impact on each of the life skills of first year B.Sc. Nursing students. The study offers insights into the importance of assessing the life skills of students in their first year of study and incorporating life skills training in health care curricula.

**Keywords:** Life skills; life skills training program; B.Sc. Nursing students; nursing colleges; self-awareness; empathy; critical thinking.