

Effectiveness Of Life Skill Training On Personality Traits Among Adolescents In Selected Nursing College At Kollam

Subash Indra Kumar C L¹ , Dr.K Raman² , Dr.Riaz K M³

¹Ph.D. Scholar, Saveetha University,

² MD Professor, Department of Psychiatry SIMAT, Chennai,

³Associate Professor, GCON, Ernakulam.

ABSTRACT

Background: Adolescence is a stage in the life span whereby young persons undergo through fundamental biological, cognitive, and social changes. Like adults, children and adolescents can be described in terms of personality traits: characteristic patterns of thinking, feeling, and behaving. Life skills are psychosocial competencies and contribute greatly to achieving psychological, social and mental competencies. UNICEF and WHO listed 10 skills as the most essential, which have been particularly considered for the present study. The study was conducted to assess the Effectiveness of Life Skill Training on Big Five Personality Traits among Adolescents

Methods: A Pre-Experimental (one group pre-test post-test) design was employed with 120 Nursing students in Kollam, Kerala. Effectiveness of Life Skill Training on Big Five Personality Traits were assessed by NEO FFI - 3 before and after the administration of Life Skill Training.

Results:

The Life Skill Training made there is a significant difference ($P < 0.05$) in the personality traits such as Neuroticism ($t = 4.560$, $P = 0.001$), Agreeableness ($t = 2.605$, $P = 0.010$) and Conscientious ($t = 2.697$, $P = 0.008$). Whereas the personality traits such as Extroverted ($t = 1.868$, $P = 0.0640$) and Openness ($t = 1.691$, $P = 0.093$) there is no significant difference ($P > 0.05$) before and after the Life Skill Training.

There is significant association between the personality trait Neuroticism with year of study ($F = 4.164$, $P = 0.044$), area of residence ($F = 8.684$, $P = 0.004$), type of family ($F = 3.845$, $P = 0.052$) and sleep hours ($F = 3.992$, $P = 0.048$). There is significant association between the personality trait Extroversion with year of study ($F = 4.839$, $P = 0.030$) and age ($F = 4.373$, $P = 0.015$). There is significant association between the personality trait Openness with study hours ($F = 2.819$, $P = 0.042$). There is significant association between the personality trait Agreeableness with sleep hours ($F = 7.095$, $P = 0.009$) and there is significant association between the personality trait Conscientious with year of study ($F = 3.937$, $P = 0.050$).

Conclusions:

Life Skill Training is an essential skill which are practiced by all age group of peoples for the personal development. The findings of the study reveal that; in addition to the biological, physical and psychosocial environment of the adolescents, the life skill training has major role in developing the adoptive personality of the adolescents which are supporting in moulding the better citizen of the country. So, this can be an add-on course for the adolescence in parallel to the academic curriculum from the school level education.

INTRODUCTION:

Adolescence is a phase of rapid growth and development during which physical,

physiological and behavioural changes occur. They constitute more than 1.2 billion worldwide, and about 21% of Indian population. It is a transitional stage of physical,

physiological and psychological development from puberty to legal adulthood.

Today, the increasing complexity of life in a time of socio-cultural and economic transition has led to the emergence of various problems, such that literacy and numerical skills alone will not help children to face the growing challenges. Thus, skill-based training has been in much demand to empower children to live successfully. Among the many existing skill-based training programmes, life skills training (LST) has been a buzzword especially in school, college and health care education. Life skill programs are designed to teach a broad set of social and behavioral skills—also referred to as “soft” or “non-cognitive” skills—that enable individuals to deal effectively with the demands of everyday life. As they move through adolescence, life skills can help young people to overcome the challenges of growing up and improve the quality of their young adult lives. UNICEF, WHO and NIMHANS listed 10 skills as the most essential, which are relevant across the life span are decision making, problem solving, creative thinking, critical thinking, effective communication and interpersonal relationship, and empathy, self-awareness, coping with emotions and coping with stress.

Like adults, children and adolescents can be described in terms of personality traits: characteristic patterns of thinking, feeling, and behaving. Personality traits explain the differences in individual behaviors. Five Factor Model has emerged as a widely accepted taxonomy for describing and understanding adult personality. The Five Factors of Agreeableness, Emotional Stability, Extraversion, Openness, and Conscientiousness, or some combinations thereof, are increasingly used as predictors of academic and occupational performance. These differences are appropriate to use when exploring the individual performance in different areas. Among all traits, conscientiousness and neuroticism are considered the best, to predict work-related performance and motivation. The measurement of adolescent personality has potential for predicting academic performance as well. A common personality scale is the NEO Five Factor Inventory – 3 (NEO FFI-3) which measure the personality in five different traits.

Formal education seriously lacked the components of development of a good personality and psychosocial competence, as it focused mainly on academic curriculum teaching and learning. There are various studies conducted to evaluate the effectiveness of Life skill training across the lifespan who are from the educational institution to the occupational environment and have different psychological experiences. The present study the investigator was worked on the effect of Life skill training on Big Five Personality Traits among the adolescents.

STATEMENT OF THE PROBLEM:

Effectiveness of Life Skill Training on Big Five Personality Traits among Adolescents in a selected College of Nursing at Kollam

OBJECTIVES

1. To assess the Big Five Personality Trait among Adolescents
2. To evaluate the effectiveness of Life Skill Training on Big Five Personality Trait among Adolescents.
3. To test the association between the Big Five Personality Trait and selected demographic variables among Adolescents

NULL HYPOTHESIS:

H₀₁ - There is no significant difference in Big Five Personality Trait before and after Life Skill Training among Adolescents.

H₀₂ - There is no significant association between the Big Five Personality Trait and selected demographic variables among Adolescents.

MATERIALS AND METHODS:

Research Approach: Quantitative Approach was adopted in this study.

Research Design: Pre-Experimental (One group pretest posttest) design was adopted

Variables

1. **Independent variable:** Life Skill Training
2. **Dependent variable:** Big Five Personality Traits

Population: First- and Second-year B.Sc. Nursing Students in a selected college of Nursing in Kollam

Setting of The Study: The study was conducted in Vijaya College of Nursing, Kollam

Sample: Sample size for this study was 120 Nursing students.

Sampling Technique: Purposive sampling technique to select the students and criterion sampling technique was used to select the colleges

Sampling Criteria

Inclusion criteria:

The adolescents who,

1. aged between 17 and 19 years
2. were willing to participate
3. both day scholar and hosteller
4. both male and female
5. permission given by the respective parents or legal guardian
6. can able to communicate well in Malayalam or English

Exclusion criteria:

The adolescents who,

1. frequent absent to the college
2. have reported to have co-morbid psychiatric or medical illness
3. are tend to be non-cooperative during sessions
4. attended Life Skill Training within the last 6 months

DEVELOPMENT OF INSTRUMENT

1. **Socio-demographic Proforma:** It is the self-developed demographic questionnaire, which describe about the sample characteristics such as age, order of birth, religion, educational status of mother, educational status of father, occupation of

mother, occupation of father, family income, number of family members, duration of sleep, personal habits and knowledge regarding Life Skill Training.

2. **NEO FFI-3:** This test consists of 60 statements, each statement is rated in 5-point rating scale (Strongly disagree, Disagree, Neutral, Agree and Strongly Disagree). The Five Factor model scores people based on five broad dimensions of personality: Neuroticism, Extraversion, Openness, Agreeableness, Conscientiousness. The score in each dimension is rated and results obtained in percentage. The person scored high in a particular dimension is the dominating personality of the person. Each personality was also be rated as whether the student in average, low, or high in each dimension.
3. **Life Skill Training:** UNICEF, WHO and NIMHANS listed 10 skills as the most essential, which have been particularly considered for the present study. Life Skill Training Module adopted in this study was from the NIMHANS model developed by Dr. Srikala Bharath, et al, in 2014 and widely practicing in schools in national level.

DATA COLLECTION PROCESS:

After completed all ethical formalities, the students were divided into 3 batches each comprising of 40 Students. Students were assed their existing personality traits by using NEO FFI -3 and Life Skill Training was conducted for the 8 sessions over 8 weeks. Post-test assessment of personality was done on 9th week. Data were collected during regular college working hours. Total duration of filling the questionnaire was 30 minutes. Conceptual presentation of Life Skill Training was 1 hour and group session (8 students X 5 Group) was 1 hour, each batch were trained on Monday, Wednesday, Friday with the same procedure.

ETHICAL CONSIDERATION:

This study was approved by Institutional Ethics Committee of Saveetha Medical College and Hospital, Chennai. NEO – FFI -3 adopted from the Department of Psychiatry, Saveetha Medical College and Hospital, Chennai. Permission obtained to utilize Life Skill Training Module from concerned authorities.

Formal written permission obtained from the authorities of college of Nursing by providing detailed information about the relevance, aim and procedure of the study. Permission to administer the questionnaires obtained from parents of the study participants. Assent obtained from students and informed consent from their parents.

DATA ANALYSIS:

Data collected were translated into codes, tabulated and prepared the master sheet. The

data were analyzed by using descriptive and inferential statistics based on the objectives of the study and presented in terms of frequency, percentage, mean, standard deviation and paired t test. Sigma Plot 13 (Systat, USA), SPSS 20.00 and Microsoft Excel were used for the statistical analysis and for plotting the graphs. A probability of $p < 0.05$ was taken as statistically significant.

RESULT:

Table 1: Assessment of sample characteristics among adolescents from College of Nursing. (N = 120)

Sl.No	Demographic Variables	F	%
1	Year of Study		
a.	First Year	68	56.67
b.	Second Year	52	43.33
2	Age in years		
a.	17	7	5.83
b.	18	49	40.83
c.	19	64	53.33
3	Sex		
a.	Male	11	9.17
b.	Female	109	90.83
4	Place of residence		
a.	Hostel	42	35.00
b.	Day Scholar	78	65.00
5	Area of residence		
a.	Urban	22	18.33
b.	Rural	98	81.67
6	Religion		
a.	Hindu	51	42.50
b.	Christian	51	42.50
c.	Muslim	18	15.00
7	Type of Family		
a.	Joint Family	11	9.17
b.	Nuclear Family	109	90.83

Sl.No	Demographic Variables	F	%
8	Number of siblings		
a.	1	94	78.33
b.	2	15	12.50
c.	>2	4	3.33
d.	No siblings	7	5.83
9	Doing exercise		
a.	Yes	56	46.67
b.	No	64	53.33
10	Entertainments		
a.	Reading book	28	23.33
b.	Dancing	27	22.50
c.	Playing	22	18.33
d.	Drawing	18	15.00
e.	Traveling	22	18.33
f.	Others	3	2.50
11	Sleep pattern		
a.	Adequate	108	90.00
b.	Inadequate	12	10.00
12	Previous information regarding Life Skill Training		
a.	Yes	52	43.33
b.	No	68	56.67

Table :1 depicts the Frequency and percentage distribution of demographic data. Among 120 adolescents, 56.67% (68) were studying in first year and 43.33% (52) were studying in second year B.Sc. Nursing. Regarding age, 5.83% (7) of them aged 17 years, 40.83% (49) were aged 18 years and 53.33% (34) were aged 19 years. Based on sex 9.17% (11) were male and 90.83% (109) were female. Regarding place of stay 35% (42) were hosteller and 65% (78) were day scholar. Based on the area of residence 18.33% (22) from urban and 81.67% (98) were from rural. Regarding religion equally 42.50%

(51) of them belongs to Hindu and Christian and 15% (18) were belongs to muslim religion. Regarding type of family 9.17% (11) from Nuclear Family and 90.83% (109) from nuclear family. Considering the number of siblings, 78.33% (94) had 1 sibling, 12.50% (15) had 2 sibling, 3.33% (4) had >2 siblings and 5.83% (7) were not having sibling. On account of doing exercise, 46.67% were doing exercise and 53.33% were not doing any exercise. Regarding type of entertainment, 23.33% (28) had the habit of reading books, 22.50% (27) had dancing as an entertainment, 18.33% (22) were

playing, 15% (18) were drawing, 18.33% (22) were travelling and 2.5% (3) had other type of entertainment. Based on sleeping pattern, 90% (108) were had adequate sleep and 10% (12) were had inadequate sleep. Regarding the

previous information about the Life Skill Training, 43.33% (52) aware about the Life Skill Training and 56.67% (68) were not aware of it.

Table 2: Assessment of personality traits among adolescents from College of Nursing. (N = 120)

Sl. No	Personality Traits	Category	Pre-Test		Post Test	
			F	%	F	%
1	Neuroticism	Very High	00	00.0	00	00.0
		High	03	02.5	03	02.5
		Average	59	49.2	77	64.2
		Low	51	42.5	39	32.5
		Very Low	07	05.7	01	00.8
2	Extroverted	Very High	03	02.5	00	00.0
		High	22	18.3	11	09.2
		Average	64	53.3	78	65.0
		Low	30	25.0	29	24.2
		Very Low	01	00.8	02	01.6
3	Openness	Very High	01	00.8	00	00.0
		High	22	18.3	33	27.5
		Average	80	66.7	73	60.8
		Low	17	14.2	14	11.7
		Very Low	00	00.0	00	00.0
4	Agreeableness	Very High	15	12.5	09	07.5
		High	50	41.7	56	46.7
		Average	45	37.5	52	43.3
		Low	10	08.3	03	02.5
		Very Low	00	00.0	00	00.0
5	Conscientious	Very High	07	05.8	01	00.8
		High	41	34.2	38	31.7
		Average	62	51.7	77	64.2
		Low	10	08.3	04	03.3
		Very Low	00	00.0	00	00.0

Table 2 indicates the frequency and percentage distribution of personality traits among adolescents before and after the Life Skill Training among adolescents from College of Nursing. During pre-test and post-test majority of the adolescents had average level of

personality traits in Neuroticism [49.2% (59) and 64.2% (77)], Extroverted [53.3% (64) and 65% (78)], Openness [66.7% (80) and 60.8% (73)], and Conscientious [51.7% (62) and 64.2% (77)]. Whereas the personality trait Agreeableness majority of the adolescence had scored high level of personality traits in both

pre-test and post-test as 41.7% (50) and 46.7% (56) respectively.

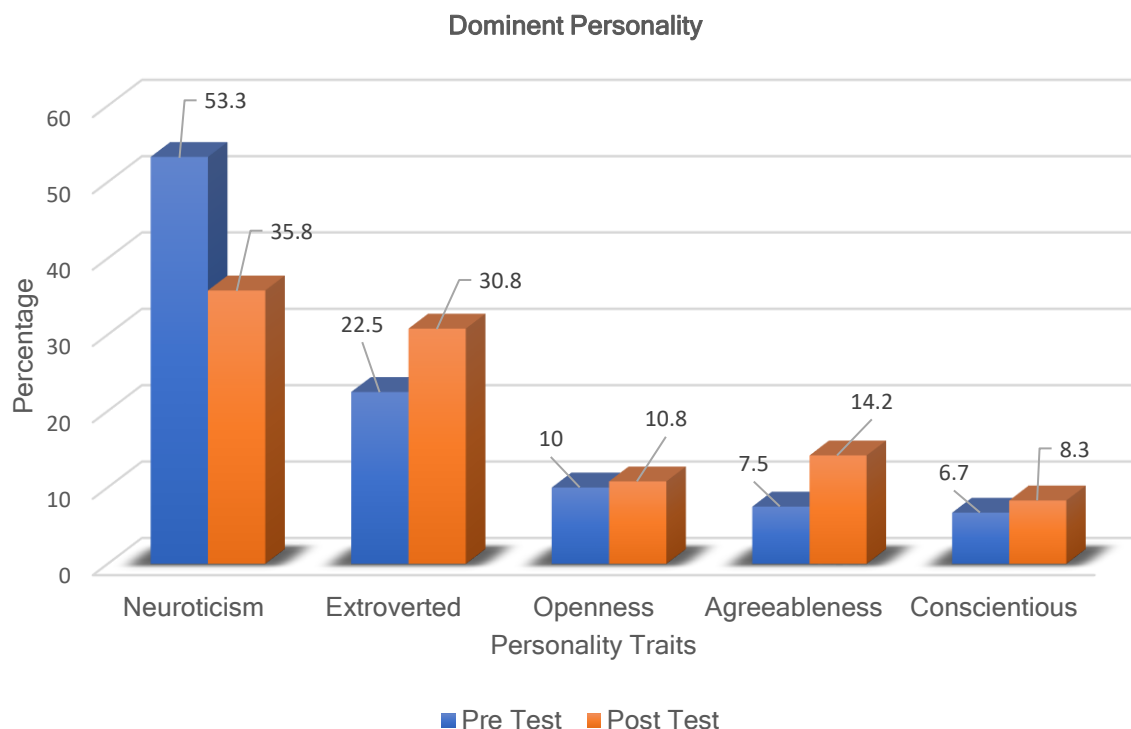


Fig 1. Frequency and percentage comparison between pre and post-test dominant personality traits among adolescents from College of Nursing.

Figure 1 denotes the frequency and percentage comparison of dominant personality traits among adolescents from College of Nursing. During pre-test the personality traits of the

adolescents were 53.3% (64), 22.5% (27), 10% (12), 7.5% (09) and 6.7% (08) for Neuroticism, Extroverted, Openness, Agreeableness and Conscientious respectively. Whereas in post-test the personality traits of the adolescents were changed as 35.8% (43), 30.8% (37), 10.8% (13), 14.2% (17) and 8.3% (10) for Neuroticism, Extroverted, Openness, Agreeableness and Conscientious respectively

Table 3: Effectiveness of life skill training on personality traits (T Score) among adolescents from College of Nursing.

n = 120

S.No.	Personality traits	Test	Mean	SD	't' Statistics
1	Neuroticism	Pre-test	55.26	6.52	t = 4.560 P = 0.001***
		Post-test	52.58	4.97	
2	Extroverted	Pre-test	50.83	7.22	t = 1.868 P = 0.064
		Post-test	51.93	5.18	
3	Openness	Pre-test	48.58	5.83	t = 1.691 P = 0.093
		Post-test	47.71	5.99	
4	Agreeableness	Pre-test	43.06	8.32	t = 2.605 P = 0.010**
		Post-test	45.04	6.94	
5	Conscientious	Pre-test	46.24	6.65	t = 2.697

S.No.	Personality traits	Test	Mean	SD	't' Statistics
		Post-test	47.78	5.00	P =0.008**

**** - Significant at P< 0.01; ** - Significant at P< 0.001**

Table 3 reveals the effectiveness of life skill training on personality traits among adolescents from College of Nursing. The T scores were taken for comparing the pre and post test scores. There is a significant difference (P<0.05) in the personality traits such as Neuroticism (t =

4.560, P = 0.001), Agreeableness (t = 2.605, P =0.010) and Conscientious (t = 2.697, P =0.008). Whereas the personality traits such as Extroverted (t = 1.868, P =0.0640 and Openness (t = 1.691, P =0.093) there is no significant difference (P>0.05) before and after the Life Skill Training.

Table 4: The association and influence of selected independent variables on the effectiveness of life skill training on personality traits (T - Score) among adolescents from College of Nursing.

S.No.	Personality Traits	Year of Study	Age	Area of Residence	Type of Family	Study Hours	Sleep Hours
1	Neuroticism	F =4.164 P = 0.044*	F =2.517 P =0.085	F =8.684 P =0.004**	F =3.845 P = 0.052*	F =1.508 P =0.216	F =3.992 P =0.048*
2	Extroversion	F = 4.839 P = 0.030*	F = 4.373 P = 0.015*	F = 0.390 P = 0.534	F = 0.088 P = 0.768	F =0.613 P =0.608	F =0.038 P =0.846
3	Openness	F =252 P = 0.616	F =0.506 P =0.604	F =0.709 P =0.402	F =0.419 P = 0.519	F =2.819 P =0.042*	F =0.986 P =0.323
4	Agreeableness	F =3.591 P = 0.061	F =0.086 P =0.918	F =0.107 P =0.744	F =0.423 P = 0.517	F =1.954 P =0.125	F =7.095 P =0.009**
5	Conscientious	F =3.937 P = 0.050*	F =2.652 P =0.075	F =1.742 P =0.189	F =1.604 P = 0.208	F =1.564 P =0.202	F =0.046 P =0.831

*** - Significant at P< 0.05; ** - Significant at P< 0.01**

Table 4 depicts the association and influence of independent variables (year of study, Age, area of residence, type of family, study hours and Sleep hours) on the effectiveness of life skill training on personality traits (T - Score) among adolescents from Nursing College. There is significant association between the personality trait Neuroticism with year of study (F =4.164, P = 0.044), area of residence (F =8.684, P =0.004), type of family (F =3.845, P = 0.052 and sleep hours (F =3.992, P =0.048). There is significant association between the personality trait Extroversion with year of study (F = 4.839, P = 0.030) and age (F = 4.373, P = 0.015). There is significant association between the personality trait Openness with study hours (F =2.819, P =0.042). There is significant association between the personality trait Agreeableness with sleep hours (F =7.095, P

=0.009) and there is significant association between the personality trait Conscientious with year of study (F =3.937, P = 0.050).

DISCUSSION:

The results are discussed based on the objectives of the study.

Objective :I - To assess the Big Five Personality Trait among Adolescents

During pre-test and post-test majority of the adolescents had average level of personality traits in Neuroticism [49.2% (59) and 64.2% (77)], Extroverted [53.3% (64) and 65% (78)], Openness [66.7% (80) and 60.8% (73)], and Conscientious [51.7% (62) and 64.2% (77)]. Whereas the personality trait Agreeableness majority of the adolescence had scored high level of personality traits in both pre-test and post-test as 41.7% (50) and 46.7% (56) respectively.

Objective 2: - To evaluate the effectiveness of Life Skill Training on Big Five Personality Trait among Adolescents

During pre-test the dominant personality traits of the adolescents were 53.3% (64), 22.5% (27), 10% (12), 7.5% (09) and 6.7% (08) for Neuroticism, Extroverted, Openness, Agreeableness and Conscientious respectively. Whereas in post-test the dominant personality traits of the adolescents were changed as 35.8% (43), 30.8% (37), 14.2% (17), 10.8% (13) and 8.3% (10) for Neuroticism, Extroverted, Agreeableness, Openness and Conscientious respectively.

There is a significant difference ($P < 0.05$) in the personality traits such as Neuroticism ($t = 4.560$, $P = 0.001$), Agreeableness ($t = 2.605$, $P = 0.010$) and Conscientious ($t = 2.697$, $P = 0.008$). Whereas the personality traits such as Extroverted ($t = 1.868$, $P = 0.0640$) and Openness ($t = 1.691$, $P = 0.093$) there is no significant difference ($P > 0.05$) before and after the Life Skill Training.

Life skill education has its importance and significance in overall development of students. Findings of the study are in common to the findings of Botvin, et al., (1998), Nair. M.K.C, (2005) many more, suggesting life skill education program as a good supportive system for adolescents.

A study was attempted by Fahimeh R N and Hassan R (2013) was to study the effect of life skill training on self -esteem of high school students in Iran. Self-esteem questionnaires (Coppersmith's self-esteem inventory) were administered to screen 150 female students, 60 students having low self-esteem were selected and 30 were given Life skill training for 10 days. It was found that there was a significant difference between pre and post condition on all the dimensions of self-esteem which indicates the life skill training was effective in increasing self-esteem among adolescents.

Objective 3: - To test the association between the Big Five Personality Trait and selected demographic variables among Adolescents

There is a significant association between the personality trait Neuroticism with year of study ($F = 4.164$, $P = 0.044$), area of residence (F

$= 8.684$, $P = 0.004$), type of family ($F = 3.845$, $P = 0.052$) and sleep hours ($F = 3.992$, $P = 0.048$). There is significant association between the personality trait Extroversion with year of study ($F = 4.839$, $P = 0.030$) and age ($F = 4.373$, $P = 0.015$). There is significant association between the personality trait Openness with study hours ($F = 2.819$, $P = 0.042$). There is significant association between the personality trait Agreeableness with sleep hours ($F = 7.095$, $P = 0.009$) and there is significant association between the personality trait Conscientious with year of study ($F = 3.937$, $P = 0.050$).

CONCLUSION:

Adolescents are the fertile group who are flexible, they can be moulded to become a better citizen by modifying the personality pattern. The educational curriculum imparts the general and conceptual knowledge which preparing them for higher level education and practice. Life skill training is the systematic educational training to deal with the various personality pattern of the individuals especially among the adolescents. The current study results evident that the life skill training has significant influence on the personality pattern. So, it suggests that life skill training as a good supportive system for adolescents to be supplemented in addition to the regular curriculum to modify the personality into the favourable personality in leading the life and academic carrier successfully.

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