

IMPACT OF LIFE SKILL TRAINING ON ACADEMIC ACHIEVEMENT AMONG ABUSED YOUNG ADOLESCENT BOYS

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ABSTRACT

The present research was conducted to examine the effectiveness of life skill training module on self-esteem and academic achievement among Boys with physical and sexual abuse. It was an experimental method (with 2 groups of experimental and control) research. The participants were 30 students who were randomly selected from orphanage home and divided to experimental and control groups. The experimental participated in a life skills class twice a week for 2 months. The parameters were assessed by State board exam marks. The result showed that life skills training increasing the experimental group academic achievement among Young Adolescents 'Abused boys. But they were no significant difference results found in control group.

Key Words: Life skill training, Academic Achievement.

INTRODUCTION

Adolescent is defined as “a person between the ages of 10-19 years, while adolescence period is a period of transition from childhood to adulthood”, by World Health Organization (WHO).The word “adolescence” is coined from the Latin verb ‘**adolescere**’ that implies “**to grow into maturity**”. Therefore adolescence can be regarded as a process. Rogers (1985) propose that adolescence is a process of achieving the attitude and beliefs needed for effective participation in a society. Berezina (1987) affirmed that adolescence is that period of rapid growth. Adolescence is also one of the crucial periods one must pass through in life. Peterson (1988), described adolescence as a phase of life beginning in biology and ending in society. It is the period of life in between childhood and adulthood accompanied by a rapid increase in the rate of physical growth and changes involving physical development. (Learner &Spanier, 1980). In this period every adolescents going to face some of the problems like abusing, bullying, neglecting. The word “Abuse” is the improper usage or treatment of an entity, often to unfairly or improperly gain benefit. Abuse may consist of a single act or repeated acts. It may be physical, verbal or psychological, it may be an act of neglect or an omission to act or it may occur when a vulnerable person is persuaded to enter into a financial or sexual transaction to which he or she had not consented or cannot consent. Due to many problems faced during adolescence, the boys and girls of the age between 8 and 16 forms a separate category by themselves. Their problems are specific to themselves. Most of the problems faced by them are perceived one.

PHYSICAL ABUSE:

Physical Abuse on adolescent's physical abuse damages adolescents physically, emotionally and socially. The most obvious and immediate result is physical. Physical An abused adolescents may experience hitting, shaking, choking, biting, kicking, punching, burning, poisoning, suffocating, or being held underwater. Physical abuse may lead to bruises, cuts, welts, burns, fractures, internal injuries, or in the most extreme cases death. Initial impact on children will be the immediate pain and suffering and medical problems caused by the physical injury. However, the pain will last long after the bruises and wounds have healed. The longer physical abuse of a child occurs, the more serious the impact. Chronic physical abuse can result in long term physical disabilities, including brain damage, hearing loss, or eye damage.

SEXUAL ABUSE:

Sexual abuse, also referred to as molestation, is usually undesired sexual behavior by one person upon another. When force is immediate, of short duration, or infrequent, it is called sexual assault. Boys and girls who are sexually abused during adolescence can experience long-lasting psychological damage that leads to a variety of problems in adulthood. Although sexual abuse is painful no matter who it happens to, adolescent boys who are abused by other males carry a special burden, experts say. They are much less likely than girls to report the abuse.

IMPORTANCE OF LIFE SKILL TRAINING

Adolescence is a period when the intellectual, physical and all the capabilities are very high but their antisocial activities and behavior are deteriorating all their capabilities and they are becoming a burden to the society. Imparting life skill training through inculcating life skill education will help our adolescents to overcome such difficulties in life. Life skill training can serve as a remedy for the problems as it helps the adolescents to lead a better life. There for life skill training is a need of the society and every education system should impart life skill training as a part of its curriculum as it is capable of producing positive health behavior, positive interpersonal relationships and well being of individuals.

OBJECTIVE

- To find out the Impact of Life Skill Training on Academic Achievement among abused young adolescent boys.

HYPOTHESIS

- There will be a significant difference between the before and after intervention on Academic Achievement among abused young adolescent boys.

METHOD**SAMPLE**

- To obtain sample the (N = 60) boys who are residing in the orphanage were personally interviewed by the researcher in which boys (N = 30) who met the inclusion and exclusion were included for the

present study. The boys selected for the present study are studying in 9 th -12 th standard, doesn't have parents and are staying in this particular home from minimum 1 year to maximum 5 years.

RESULT TOOL

1. Academic Marks (State Board Marks).

RESULT

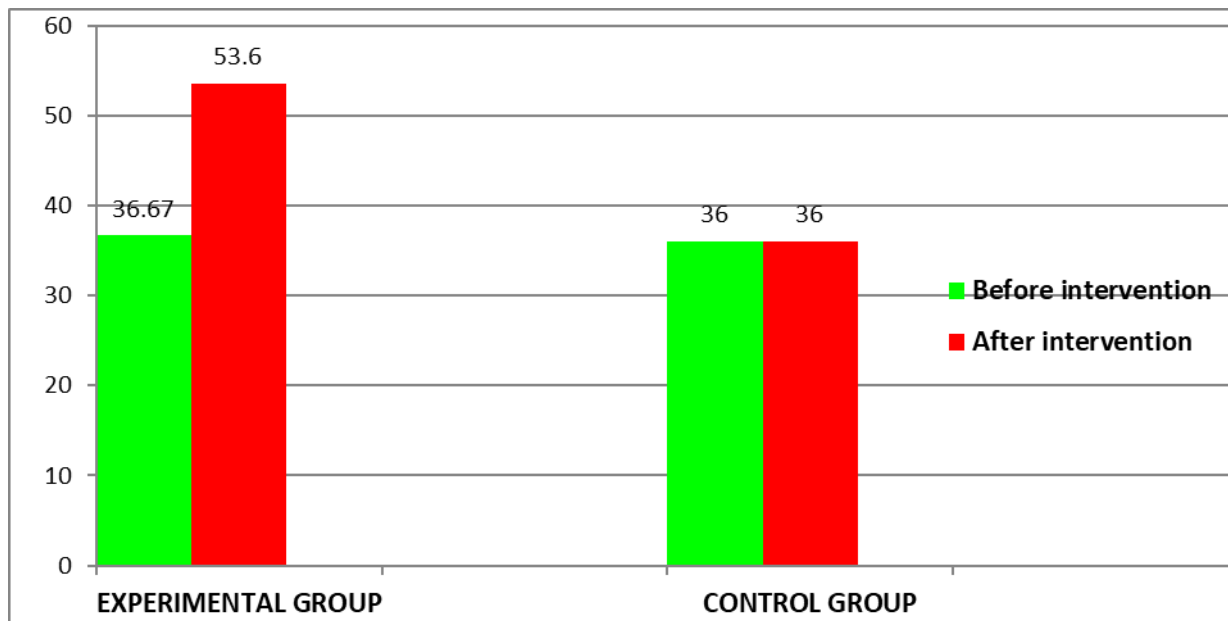
TABLE – 1: THE DIFFERENCE ON ACADEMIC ACHIEVEMENT BETWEEN BEFORE AND AFTER INTERVENTION AMONG BOYS WITH PHYSICAL AND SEXUAL ABUSE IN THE EXPERIMENTAL GROUP.

N=15

ACADEMIC ACHIEVEMENT	MEAN (SD)	MEAN DIFFERENCE	' t ' Value
Before Intervention	36.67 (5.82)	16.83	14.76**
After Intervention	53.60 (10.19)		

**p<0.01

- Table 12 shows the level of Academic Achievement among boys with physical and sexual abuse before ($M = 36.67$; $S.D = 5.82$), and after intervention ($M = 53.60$; $S.D= 10.19$). The mean difference was 14.76 and 't' Value was -14.76 . It reveals that there is a significant difference on Academic Achievement among boys with physical and sexual abuse between before and after intervention. Therefore the alternative hypothesis is accepted. It shows that the intervention has significantly increased the level of Academic Achievement among abused young adolescent boys.

FIGURE: 1**ACADEMIC ACHIVEMENT****DISCUSSION**

The analysis of data revealed that the self esteem is significantly increased after intervention among boys with physical and sexual abuse in the experimental group, but there is no changes found in the control group. Because life skill module consisted Improving Memory techniques like, Method of Loci (visualizations with the use of spatial memory, familiar information about one's environment, to quickly and efficiently recall information), Mnemonics etc, these activities in turn enhanced level of

Academic achievement among the abused boys. The level of academic achievement in the experimental group boys after intervention has significantly increased, which indicates that the life skill module is very effective to improve the level of academic achievement among abuse boys, but there is no changes found in the control group. Because life skill module provided activities like study habits and loci techniques among abused boys in experimental group. When the boys in the experimental group where trained in such kind of activities the felt more strong and confident enough to handle their daily life. There was a remarkable improvement noted the academic achievement.

CONCLUSION.

According to the current findings, it is required that educational activity in high school, life skills training is part of which, be in line with achieving students academic activities.

IMPLICATIONS

- Further research can be done with both genders with the larger sample size.
- The life skill module can be use to see its effectiveness on normal Adolescents population too.

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