

Effectiveness of Competence Building Interventional Package On Life Skills Among Children Residing in Selected Orphanages of Bagalkot District

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Abstract:

A Quasi-experimental study was conducted to evaluate the effectiveness of Competence building interventional package (CBIP) on life skills among children residing in selected orphanages in Bagalkot. This study adopted a Time series pretest and posttest control group design. Results shown pre test mean scores and SD of life skills in experimental group was 171.09 ± 9.912 and 170.60 ± 9.457 in control group, the post test I mean scores and SD of life skill was 177.15 ± 10.717 where as in control group 171.00 ± 9.487 , Post test II experimental group 183.39 ± 10.121 and control group 171.24 ± 9.491 , Post test III experimental group scores 187.18 ± 9.645 and control group 171.55 ± 9.454 , Post test IV experimental group scores 191.23 ± 9.489 and control group 171.78 ± 9.302 . The present study findings revealed that there is an impact of competency based interventional package on life skills of children under residential care settings.

Keywords: Competence building interventional package (CBIP), Life skills, Orphans and orphanage.

1. Introduction:

India is home to an estimated 31 million orphaned and abandoned children, many of whom remain vulnerable due to gaps in institutional care, adoption processes, foster care systems, and mental health services.¹ with millions living in vulnerable conditions on the streets or in underfunded child care institutions.¹

India has the largest adolescent population in the world, 253 million, and every fifth person is between 10 to 19 years. India stands to benefit socially, politically and economically if this large number of adolescents are safe, healthy, educated and equipped with information and life skills to support the country's continued development.²

Orphan-hood brings a host of various mental health vulnerabilities. A cultural recognition of Mental Health problems and the long term negative consequences of these issues need to be developed and interventions to address these vulnerabilities and risks for mental health problems among institutionalized orphans.³

Need for study:

Institutionalized adolescent orphans in India face significant challenges, including a high prevalence of behavioral and emotional problems like anxiety, depression, and stress due to the lack of family love and care. These institutions often struggle with underfunding, and studies highlight issues such as behavioral problems, hyperactivity, and peer difficulties. More research is needed to understand the specific mental health needs of this vulnerable population and to develop targeted interventions.⁴

Life skills refer to a set of essential capabilities that enable individuals to deal effectively with the challenges of daily life. For children, these skills include emotional management, problem-solving, effective communication, and decision-making. These abilities are not innate but learned through observation, practice, and guidance.⁵

Review of literature:

Orphaned children often lack stable familial support, making it imperative to create alternative support systems through community engagement and peer relationships. Literature search was conducted across multiple electronic databases, including PubMed, PsycINFO, Scopus, and Web of Science. 15 studies were included in the systematic review. The findings of this systematic review have important implications for practitioners and organizations working with orphan children. The evidence suggests that life skills training should be prioritized as a key intervention strategy to enhance self-esteem and promote mental well-being. Future research should aim to address these limitations by employing standardized measures and diverse methodologies.⁶

An evaluative study was conducted to assess effectiveness of life skills education (LSE) and psychoeducation in the reduction of Youth Self Report (YSR) scores on institutionalized children using structured activities supported by trained facilitators. Methods The study included 630 children from three institutions. Of these, 171 were in the Intervention Group 1 (life skills education and psychoeducation), 162 were in the Intervention Group 2 (psychoeducation only), and 297 children were in the control group. A researcher-developed socio-demographic questionnaire and the YSR were used. Baseline assessments were conducted before the interventions and again at 3, 6, and 9 months. Differences between the two intervention groups and the control group were investigated using least squares linear regression. Results There was a statistically significant reduction in scores in internalizing, externalizing, and total problem scores in both intervention arms ($p < .05$) compared with the control arm at 3 months. At 6 months, no significant differences were found between the intervention Group 1 and control group for internalizing score ($p = .594$); however, there were significant differences in both intervention groups for both externalizing and total problem scores ($p < .05$). At 9 months, significant differences were observed between control and both intervention groups for externalizing scores; total problems for Intervention

Group 1. Conclusions A combination of Life Skills Education and psycho education is effective in reducing emotional and behavioral problems in institutionalized children.⁷

STATEMENT OF PROBLEM

“EFFECTIVENESS OF COMPETENCE BUILDING INTERVENTIONAL PACKAGE ON LIFE SKILLS AMONG CHILDREN RESIDING IN SELECTED ORPHANAGES OF BAGALKOT DISTRICT.

OBJECTIVES OF THE STUDY.

- To assess the Level of life skills among orphan children in experimental and control group.
- To determine the effectiveness of competence building interventional package on level of life skills among children in experimental group and control group.
- To find-out the association between the level of life skills with selected socio-demographic variables of orphan children of experimental group and control group.

HYPOTHESIS

H₁: There will be significant difference in mean life skill scores among experimental and control group.

H₂: There will be significant difference between the pre-test & post-test scores of life skills among orphan children in experimental group.

H₃: There will be a significant association between life skills of both experimental and control group of orphan children with selected socio demographic variables.

DELIMITATIONS

The present study is delimited to

- Orphans children residing in selected orphanages of Bagalkot district.
- Orphans children between age group 10 to 18 years.
- Assessment of Life skills.

MATERIALS AND METHODS

SOURCE OF DATA: Data was collected from Orphan children residing in selected orphanages of Bagalkot District.

RESEARCH APPROACH: Quantitative evaluative study

RESEARCH DESIGN: Quasi experimental time series design. Pre-test post-test control group design will be used for the present study.

SETTING

- The present study was conducted at Balaka Bala mandir Navanagar, Bagalkot., Balika Bala mandir, Navanagar, Bagalkot, Kasturiba gandhi Balika Vidyalaya,Kadambpur, Tc Taluk, Bagalkot, Vijay mahantesh Anatasharam Mudhol Bagalkot district.

POPULATION

- **TARGET POPULATION:** Target population for the present study was orphan children aged between 10-18 years.
- **ACCESSIBLE POPULATION:** Accessible population in the present study was orphan children aged between 10-18 years residing at selected orphanages of Bagalkot District
- **Sample size:** 120 children
- **Experimental group:** 62 children
- **Control group:** 58 children

CRITERIA FOR SAMPLE SELECTION

INCLUSION CRITERIA

- Children and adolescents aged between 10 and 18 years who are “orphans”.
- Residing in selected orphanages of Bagalkot district.
- Able to understand kannada and English
- Available at the time of data collection
- willing to participate in the study

EXCLUSION CRITERIA

- Children who are suffering from intellectual disability and severe chronic medical illness.
- Those whose duration of stay in the home was <1 month
- Not able to co-operate during the study.
- Sick and not able to cooperate for study.
- **VARIABLES**

Variables selected for the present study are

1. INDEPENDENT VARIABLES

- Competence building interventional package

2. DEPENDENT VARIABLES

- Life skills of orphan children.

3. SOCIO-DEMOGRAPHIC VARIABLES: Age, Gender, Religion, Native place, Standard of studying, Duration of stay in orphanage, Parental living status (One expired, both expired), Have you attended any life skill training programme.

DATA COLLECTION INSTRUMENT

The investigator used structured interview schedule with the use of standardized structured assessment scales.

Section I: Includes items related to selected socio-demographic characteristics of orphans.

Section II: The multi-dimensional Life Skills Assessment Scale based on the Vranda MN life skill assessment scale based 10 core Life Skills.

RELIABILITY OF THE TOOL: Reliability was assessed between the results of first observation and retest observation by **Karl Pearson's correlation coefficient**. The calculated value '**r =1**'. Suggesting the structured questionnaire to assess demographic data was highly reliable. Self report version of **Modified Vrunda Life Skill Assessment Scale** is positively correlated with the WHO framework of 10 core Life Skills scale with a Pearson r of 0.56, showing good agreement.

PLAN FOR DATA ANALYSIS:

Descriptive statistics and inferential statistics was used for data analysis.

- Frequency, Percentage distribution, mean and standard deviation for analysis of variables.
- Independent “t” test , Paired “t” test ,The chi squared(X^2) test ,Spearman’s correlation, Mann Whitney U will be used for data analysis.

PROJECTED OUTCOME

Competency interventional package is an effective means to enhance life skills among children, to encompass a range of cognitive, social, and practical abilities that are crucial for their personal growth, independence, and future success. These skills, which often overlap, are best taught through daily practice and guidance.

RESULTS

Section – I

Description of Demographic characteristics of children

To test the feasibility of intervention, homogeneity of group was assessed and effectiveness of intervention was assessed.

Table 1: Distribution of samples according to their Age and Homogeneity

N=120 (N₁ Exp group=62 N₂ Control group=58)

Present age of the child in years	Group						Chi square χ^2	
	Experimental group		Control group		Total			
	F	%	F	%	F	%		
10	1	1.6	2	3.44	3	2.5	$\chi^2=2.469$ P<0.246 NS Df=8	
11	3	4.8	3	5.17	6	5		
12	6	9.6	9	15.5	15	12.5		
13	8	12.9	8	13.79	16	13.33		
14	11	17.7	8	13.79	19	15.83		
15	8	12.9	5	8.62	13	10.83		
16	12	19.35	12	20.58	24	20		
17	8	12.9	8	13.79	16	13.3		
18	5	8.06	3	5.17	8	6.66		
Total	62	100	58	100	120	100		

Table 2: Distribution of samples according to their gender and Homogeneity

N₁=62 N₂=58

Gender	Group						Chi square χ^2	
	Experimental group		Control group		Total			
	F	%	F	%	F	%		
Male	18	29.03	13	22.41	31	25.83	$\chi^2=.685$ P<0.246 NS Df=1	
Female	44	70.96	45	77.58	89	74.16		
Total	62	100	58	100	120	100		

Table 3 : Distribution of samples according to duration of stay in orphanage and Homogeneity
N₁=62 N₂=58

Duration of stay in orphanage	Group						Chi square χ^2	
	Experimental group		Control group		Total			
	F	%	F	%	F	%		
Above 10 years	23	37.09	21	36.20	44	33.66	$\chi^2=.468$ P<0.246 NS Df=8	
9 yrs	10	16.12	10	17.24	20	16.66		
8 yrs	13	20.96	11	18.96	24	20		
7 yrs	3	4.83	3	5.172	6	5		
6 yrs	2	3.22	2	3.44	4	3.33		
5 yrs	5	8.064	5	8.62	10	8.33		
4 yrs	3	4.83	4	6.896	7	5.833		
3 yrs	0	0	0	0	0	0		
Below 2 years	3	4.83	2	3.44	5	4.16		
Total	62	100	58	100	120	100		

Table 4: Distribution of samples according to Attending life skill training programme and Homogeneity
N₁=62 N₂=58

Attending life skill training programme	Group						Chi square χ^2	
	Experimental group		Control group		Total			
	F	%	F	%	F	%		
No	51	82.25	44	75.86	95	79.16	$\chi^2=.743$ P<0.246 NS Df=3	
Yes	11	17.74	14	24.13	25	20.83		
Total	62	100	58	100	120	100		

Section – II

Table 5: Pretest and posttest mean scores of Life skills in experimental and control group.
N₁=62 N₂=58

Life skills	Experimental group (N ₁ =62)		Control group(N ₂ =58)	
Assessment	Mean	SD	Mean	SD
Pre-test	171.08	9.912	170.60	9.457
Post I -Test	177.15	10.717	171.00	9.487
Post II - Test	183.39	10.121	171.24	9.491
Post III - Test	187.18	9.645	171.55	9.454
Post IV- Test	191.23	9.489	171.78	9.302
Post V- Test	195.82	9.320	171.53	9.190
Post VI- Test	200.05	11.889	172.16	9.197

Table 5: Depicts the Pretest and posttest mean scores and SD of life skills scores of children in both experimental and control group. The pre test mean scores and SD of life skills in experimental group was 171.09 ± 9.912 and 170.60 ± 9.457 in control group, the post test I mean scores and SD of life skill was 177.15 ± 10.717 where as in control group 171.00 ± 9.487 , Post test II experimental group 183.39 ± 10.121 and control group 171.24 ± 9.491 , Post test III experimental group scores 187.18 ± 9.645 and control group 171.55 ± 9.454 , Post test IV experimental group scores 191.23 ± 9.489 and control group 171.78 ± 9.302 , followed by posttest V experimental group scores 195.82 ± 9.320 and control group 171.53 ± 9.190 , Post test VI mean and SD scores in experimental group was 200.05 ± 11.889 and in control group 172.16 ± 9.197 . The above results depicts the effectiveness of life skills among experimental group.

Table 6: Pretest and Post test mean rank and sum of rank of life skills comparison experimental and control groups.
N₁=62 N₂=58

Life skills	Experimental group (N ₁ =62)		Control group (N ₂ =58)	
	Mean rank	Sum of rank	Mean rank	Sum of rank
Pre-test	61.15	3791.00	59.81	3469.00
Post I -Test	70.22	4353.50	50.11	2906.50
Post II - Test	77.55	4808.00	42.28	2452.00
Post III - Test	81.96	5081.50	37.56	2178.50
Post IV- Test	85.06	5273.50	34.25	1986.50
Post V- Test	87.74	5440.00	31.38	1820.00
Post VI- Test	88.07	5460.50	31.03	1799.50

Table 7: Distribution of subjects according to their Mann-whitney, Wilcoxon w and Z scores during sequential monthly observations.
N₁=62 N₂=58

Life skills	Experimental group (N ₁ =62)						
	Pre test	Post test 1	Post test 2	Post test 3	Post test 4	Post test 5	Post test 6
Mann-Whitney	1758.000	1195.500	741.000	467.500	275.500	109.000	88.500
Wilcoxon w	3469.000	2906.500	2452.000	2178.500	1986.500	1820.000	1799.500
Z scores	-.210	-3.168	-5.557	-6.991	-8.001	-8.882	-8.987

Table 8: Association of sociodemographic factors with life skills of children of experimental group.
N₁=62 N₂=58

Socio Demographic Factors	Category	F	%	Life skills	
				Chi square /Fisher's Exact value	P value
Age in years	10-12	10	16.7	11.23	0.016*
	13-14	19	30.6		
	15-16	33	53.3		
Gender	Male	18	29	3.28	0.32
	Female	44	71		
Religion	Hindu	52	83.9	1.6	0.74
	Muslim	7	11.3		
	Christian	2	3.2		
	Others	1	1.6		
Residence	Urban	41	66.1	4.60	0.16
	Rural	21	33.9		
Standard	5 TH	3	4.8	4.23	0.088
	6 TH	10	16.1		
	7 TH	35	56.5		
	8 TH	14	22.6		
Parental Living status	Both alive	17	27.4	3.86	0.12
	Both Expired	22	35.5		
	Any one parent alive	23	37.1		
Training	Yes	11	17.7	2.6	0.64
	No	51	82.3		

Table8: Findings regarding association between the Life skills of children in experimental group with the selected socio demographic variables illustrates that, a significant association between the life skills of children and Age in years ($\chi^2 = 11.23$; $P<0.05$)(Table21).

No significant association was found between the life skills of children in experimental group with their selected socio demographic variables like Gender, Religion, Residence, Parental living status, Standard of studying and Training Attended (Table 8)

Discussion: Findings of the present study showed that mean and SD life skills assessment among orphans of experimental group depicts that Pre test mean scores and SD of life skills in experimental group was 171.09 ± 9.912 and 170.60 ± 9.457 in control group, the post test I mean scores and SD of life skill was 177.15 ± 10.717 where as in control group 171.00 ± 9.487 , The adolescents have lower life skills in pretest in comparison with Post test .

The results of the present study are supported by similar study conducted by JosephJaganathan, K.Redamma et.al(2022) Tamilnadu. The results depicted the overall score Mean \pm SD was 350.3 ± 41.3 . It was found that adolescent have lower life skills in overall score and domain wise scores, majority 78% of them have lower life skills, 18% have moderate and only 4% have higher life skills.

Summary: Life skill education is considered a vital component for the proper growth and development of children and adolescents as they transition through their formative period to reach adulthood. The present quasi experimental study on effectiveness of competency based interventional package on life skills among children residing in selected orphanages. The researcher adopted Time series designs pretest and posttest control group, study results proved the effectiveness of programme in enriching the life skills.

Conclusion: More attention should be paid to bring about solutions to increase the well-being of adolescents living in orphanages with help of mental health professionals who can help them directly as well as indirectly through people living around them. Life skill education can be provided in schools, youth clubs, sport clubs, religious centers, and any other adolescent congregation by governmental and non-governmental organizations.

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