Effectiveness of Life Skill Training on Academic Performance among Adolescents in selected College of Nursing at Kollam

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ABSTRACT
Background: Adolescence is a stage in the life span whereby young people undergo through fundamental biological, cognitive, and social changes.Academic performance is an indicator of the success of the teaching and learning process. The class room education alone does not contribute completelyto improve the academic performance; it needs comprehensive and multi-strategicapproaches to empower the individuals in curricular and extracurricular activities.Life skills play a key role in the academic achievement of students and the development of a society and nation. UNICEF and WHOlisted 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 Academic Performance among Adolescents.
Methods:A Pre- Experimental (one group pre-test post-test) design was employed with 120 Nursing students (68 First year and 52 Second year B.Sc. Nursing) in Kollam, Kerala. Effectiveness of Life Skill Training on Academic Performance were assessed by the academic report of each subject before and after the administration of Life Skill Training.
Results:
Among 68 First year B.Sc. Nursing students, there is a significant difference (P<0.05) in the academic performance in Anatomy (t = 5.002, P = 0.001), Physiology (t = 3.409, P =0.001), Microbiology (t = 6.424, P =0.001), Psychology (t = 6.943, P =0.001) and Nursing Foundation (t = 5.630, P =0.001). While assessing the overall academic performance before and after Life Skill Training (t = 11.245, P =0.001) there is a significant difference (P<0.05) in the academic performance, which indicates the Life Skill Training is effective in improving the academic performance among the first year B.Sc. Nursing Students. Whereas among 52 second year B.Sc. Nursing students, there is a significant difference (P<0.05) in the academic performance in Medical Nursing (t = 3.573, P = 0.001), Surgical Nursing (t = 3.049, P =0.004), Community Health Nursing (t = 4.411, P =0.001), and Pharmacology (t = 4.297, P =0.001). Whereas in Sociology (t = 0.000, P =1.000), there is no significant difference (P>0.05) in academic performance before and after the Life Skill Training. While assessing the overall academic performance before and after Life Skill Training (t = 6.921, P =0.001) there is a significant difference (P<0.05) in the academic performance, which indicates the Life Skill Training is effective in improving the academic performance among the second year B.Sc. Nursing Students.
Conclusions:
Academic performance is an achievement of every student in their educational career. Life Skills are the essential skills which are possessed by all age group of peoples developed during their life cycle,for adolescents which especially supporting in their academic development. The findings of the study reveal that; among first- and second-year B.Sc. Nursing students, the Life Skill Training have major role in improving their academic performance in relation to their academic curriculum planned by the prescribing and examining authority. So, life skills should be integrated into the educational policies in order to improve the academic performance of students in parallel to the academic curriculum starting from the school level education.

INTRODUCTION:
Adolescence is a phase of rapid growth and development during which physical, physiological and behavioural changes occur.During adolescence, young people undergo numerous emotional changes that contribute to developing and shaping their personality; in this crucial period of their lives, adolescents may need support in order to act competently and responsibly. Acting in a competent and responsible way is important, as it may affect their personal life as well as their academic performance. 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 skills 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 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. An educational approach which is based onlife skills provides a strong theoreticalbase for the design and implementation of intervention programs to improve adolescents'ability to face life challenges

Academic performance is an indicator of the success of the teaching and learning process. According to Solano, academic performance is concerned with the assessment of students' knowledge on a particular subject. It is a complex construct that is influenced by numerous components, including personal (cognitive capacity and personality) and educational factors. In addition, academic performance is associated with social and psychological wellbeing. One way to address these factors is through life skills. The educational context offers students the opportunity to learning not only theoretical knowledge but also attitudes, habits, and social skills. Creating and maintaining a positive learning environment supports student learning and offers opportunities for social and emotional development. There are limited studies conducted to evaluate the effectiveness of Life skill training oneducational institution to the occupational environment and have different psychological and academic experiences. In present study the investigator was worked on the effect of Life skill training on academic performance among (first year and second year B.Sc. Nursing students) the adolescents.

STATEMENT OF THE PROBLEM:
Effectiveness of Life Skill Training on Academic Performance among adolescents in selected College of Nursing at Kollam

OBJECTIVES
1. To assess the Academic Performance among Adolescents
2. To evaluate the effectiveness of Life Skill Training on Academic Performance among Adolescents.
3. To test the association between the Academic Performance and selected demographic variables among Adolescents

NULL HYPOTHESIS:
H_{01} - There is no significant difference in Academic Performance before and after Life Skill Training among Adolescents.
H_{02} - There is no significant association between the Academic Performance 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:**Academic Performance
Population: First- and Second-year B.Sc. Nursing Students in 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: Purposivesampling 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. children 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 last6 months

DEVELOPMENT OF INSTRUMENT

1. **Socio-demographic Performa:**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. **Academic Report:**The students' academic performance was assessed by the marks secured by the Nursing Students on each subject which is recorded in the academic register.The students' performance was categorised subject wise and overall, as Distinction, First Class, Pass and Fail based on the criteria given by the examining authority.

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 the ethical formalities, the students were divided into 3 batches each comprising of 40 Students. Students' marks secured in each subject were recorded and Life Skill Training was conducted for the 8 sessions over 8 weeks. Post-test assessment of academic performance on the 5 major subjects from I and II Year B.Sc. Nursing were done after8[th] week. 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 andHospital, Chennai.Permission obtained to utilise 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 utilise the individual academic performance in each subject were obtained from concerned college authorities and 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 paired t test and RM ANOVA. Sigma Plot 13 (Systat, USA), and SPSS 20.00were used for the statistical analysis. 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 = 68+52)

Sl.No		Demographic Variables	First Year		Second Year	
			Frequency	Percentage	Frequency	Percentage
1		Age in years				
	a.	17	7	10.29	0	0.00
	b.	18	44	64.71	5	9.62
	c.	19	17	25.00	47	90.38
2		Sex				
	a.	Male	7	10.29	4	7.69
	b.	Female	61	89.71	48	92.31
3		Place of stay				
	a.	Hostel	26	38.24	16	30.77
	b.	Day Scholar	42	61.76	36	69.23
4		Area of residence				
	a.	Urban	15	22.06	7	13.46
	b.	Rural	53	77.94	45	86.54

Sl.No		Demographic Variables	First Year		Second Year	
			Frequency	Percentage	Frequency	Percentage
5		Religion				
	a.	Hindu	27	39.71	24	46.15
	b.	Christian	30	44.12	21	40.38
	c.	Muslim	11	16.18	7	13.46
6		Type of Family				
	a.	Joint Family	6	8.82	5	9.62
	b.	Nuclear Family	62	91.18	47	90.38
7		Education of Father				
	a.	Primary school	1	1.47	2	3.85
	b.	High school education	26	38.24	23	44.23
	c.	Higher secondary education	28	41.18	17	32.69
	d.	Graduate and above	13	19.12	10	19.23
8		Education of Mother				
	a.	Primary school	1	1.47	3	5.77
	b.	High school education	13	19.12	16	30.77
	c.	Higher secondary education	22	32.35	13	25.00
	d.	Graduate and above	32	47.06	20	38.46
9		Occupation of Father				
	a.	Government employee	7	10.29	4	7.69
	b.	Private employee	25	36.76	21	40.38
	c.	Self employed	31	45.59	24	46.15
	d.	Unemployed	5	7.35	3	5.77
10		Occupation of Mother				
	a.	Government employee	9	13.24	3	5.77
	b.	Private employee	8	11.76	9	17.31
	c.	Self employed	5	7.35	10	19.23
	d.	Unemployed	46	67.65	30	57.69
11		Number of siblings				
	a.	1	56	82.35	38	73.08
	b.	2	9	13.24	6	11.54
	c.	>2	0	0.00	4	7.69
	d.	No siblings	3	4.41	4	7.69
12		Parental support in academic activities				
	a.	Yes	40	58.82	37	71.15
	b.	No	28	41.18	15	28.85
13		Hours spent for academics per day				
	a.	<4 hrs	19	27.94	12	23.08
	b.	4hrs-6hrs	24	35.29	26	50.00
	c.	6hrs-8hrs	22	32.35	12	23.08
	d.	>8hrs	3	4.41	2	3.85
14		Habit of doing exercise				
	a.	Yes	36	52.94	20	38.46
	b.	No	32	47.06	32	61.54
15		Type of entertainments				

Sl.No		Demographic Variables	First Year		Second Year	
			Frequency	Percentage	Frequency	Percentage
	a.	Reading book	14	20.59	14	26.92
	b.	Dancing	12	17.65	15	28.85
	c.	Playing	12	17.65	10	19.23
	d.	Drawing	12	17.65	6	11.54
	e.	Traveling	16	23.53	6	11.54
	f.	Others	2	2.94	1	1.92
16		Sleep pattern				
	a.	Adequate	61	89.71	47	90.38
	b.	Inadequate	7	10.29	5	9.62
17		Previous information regarding Life Skill Training				
	a.	Yes	29	42.65	23	44.23
	b.	No	39	57.35	29	55.77

Table :1 depicts the Frequency and percentage distribution of demographic data. Among 68 adolescents studying in first year B.Sc. Nursing, majority of them64.71% (44) were aged 18 years, 89.71% (61) were female, 61.76% (42) were day scholar, 77.94% (53) were from rural, 44.12% (30) of them belongs to Christian, 91.18% (62) from nuclear family, 41.18% (28)of their father studied up to Higher secondary education, 47.06% (32)of their mothercompleted Graduate and above level of education, 45.59% (31) of their fathers were self-employed, 67.65%(46) of their mothers were Unemployed.82.35% (56) had 1 sibling, 58.82% (40) were getting support from parents for academics, 35.29% (24) spent 4hrs-6hrs for academic activities, 52.94% (36) were doing exercise,23.53% (16) were travelling as their entertainment, 89.71% (61) were had adequate sleep and 57.35% (39) were not aware aboutLife Skill Training.

Among 52 adolescents studying in second year B.Sc. Nursing, majority of them90.38% (47) were aged 19 years, 92.31% (48) were female, 69.23% (36) were day scholar, 86.54% (45) were from rural, 46.15% (24) of them belongs to Hindu religion, 90.38% (47) from nuclear family, 44.23% (23) of their father did High school education, 38.46% (20)of their mother completed Graduate and above level of education, 46.15% (24) of their father were Self-employed, 57.69% (30) of their mother were Unemployed, 73.08% (38) had 1 sibling,71.15% (37) were getting support from parents for academics, 50% (26) spent 4hrs-6hrs for academic activities,61.54% (32) were not doing any exercise, 28.85% (15) had the habit of dancing as entertainment, 90.38% (47) were had adequate sleep and 55.77% (29) were not aware aboutLife Skill Training.

Table 2: Assessment of Academic Performance among adolescents (First Year B.Sc. Nursing) from College of Nursing.

(N = 68)

Sl. No	Subjects	Performance	Pre-Test		Post Test	
			Freq	%	Freq	%
1	Anatomy	Distinction	02	02.9	01	01.5
		First Class	05	07.4	18	26.5
		Pass	24	35.3	39	57.4
		Fail	37	54.4	10	14.7
2	Physiology	Distinction	12	17.6	17	25.0
		First Class	26	38.2	37	54.4
		Pass	21	30.9	09	13.2
		Fail	09	13.2	05	07.4
3	Microbiology	Distinction	03	04.4	14	20.6
		First Class	23	33.8	24	35.3
		Pass	14	20.6	19	27.9

Sl. No	Subjects	Performance	Pre-Test		Post Test	
			Freq	%	Freq	%
		Fail	28	41.2	11	16.2
4	Psychology	Distinction	00	00.0	02	02.9
		First Class	18	26.5	34	50.0
		Pass	31	45.6	26	38.2
		Fail	19	27.9	06	08.8
5	Nursing Foundation	Distinction	03	04.4	02	02.9
		First Class	14	20.6	36	52.9
		Pass	32	47.1	23	33.8
		Fail	19	27.9	07	10.3
6	First Year Academic	Distinction	01	01.5	01	01.5
		First Class	15	22.1	37	54.4
		Pass	31	45.6	26	38.2
		Fail	21	30.9	04	05.9

Table 2 indicates the frequency and percentage distribution of academic performancebefore and after the Life Skill Training among adolescents (First year B.Sc. Nursing students') from College of Nursing.During pre-test in Anatomy, majority of the adolescents 54.4% (37) were failed and during post-test majority of the adolescents 57.4% (39) were passed in their internal examination. Whereas in Physiology during pre-test 38.2% (26) and post-test 54.4% (37), majority of them passed in their internal examination. In Microbiology, during pre-test, majority of the adolescents 41.2% (28) were failed and during post-test majority of them 35.3% (24) were secured first class in their internal examination. The subjects, Psychology and Nursing foundation, during pre-test majority of them [45.6% (31) and 47.1% (32)] were passed whereas in posttest majority of them [50% (34) and 52.9% (36)] were secured first class respectively. Overall performance of the students in first year B.Sc. Nursing, majority of them 45.6% (31) were passed in all subjects before Life Skill Training and 54.4% (37) were secured first class after Life Skill Training.

Table 3: Assessment of Academic Performance among adolescents (Second Year B.Sc. Nursing) from College of Nursing.

(N = 52)

Sl. No	Subjects	Performance	Pre-Test		Post Test	
			Freq	%	Freq	%
1	Medical Nursing	Distinction	00	00.0	02	03.8
		First Class	23	44.2	34	65.4
		Pass	26	50.0	16	30.8
		Fail	03	05.8	00	00.0
2	Surgical Nursing	Distinction	00	00.0	00	00.0
		First Class	01	01.9	13	25.0
		Pass	39	75.0	27	51.9
		Fail	12	23.1	12	23.1
3	Community Health Nursing	Distinction	01	01.9	04	07.7
		First Class	20	38.5	22	42.3
		Pass	18	34.6	22	42.3
		Fail	13	25.0	04	07.7

Sl. No	Subjects	Performance	Pre-Test		Post Test	
			Freq	%	Freq	%
4	Sociology	Distinction	27	51.9	33	63.5
		First Class	24	46.2	16	3.8
		Pass	01	01.9	03	05.8
		Fail	00	00.0	00	00.0
5	Pharmacology	Distinction	00	00.0	00	00.0
		First Class	00	00.0	01	01.9
		Pass	30	57.7	38	73.1
		Fail	22	42.3	13	25.0
6	Second Year Academic Average	Distinction	00	00.0	00	0.00
		First Class	13	25.0	30	57.7
		Pass	38	73.1	22	42.3
		Fail	01	01.9	00	0.00

Table 3 shows the frequency and percentage distribution of academic performance before and after the Life Skill Training among adolescents (Second year B.Sc. Nursing students) from College of Nursing. During pre-test in Medical Nursing, majority of the adolescents 50% (26) were passed and during post-test majority of them65.4% (34) were secured first class in their internal examination. Whereas in Surgical Nursing during pre-test 75% (39) and post-test 51.9% (27), majority of them passed in their internal examination. In Community Health Nursing, during pre-test38.5% (20) and post-test 42.3% (22) majority of the adolescents were secured first class in their internal examination. In Sociology during pre-test 51.9% (27) and post-test 63.5% (33) majority of the adolescents were secured distinction in their internal examination. Whereas inPharmacology, during pre-test and posttest majority of them 57.7% (30)and 73.1% (38) were passed in their internal examination respectively. Overall performance of the students in second year B.Sc. Nursing, majority of them 73.1% (38) were passed in all subjects before Life Skill Training and 57.7% (30) were secured first class after Life Skill Training.

Table 4: Effectiveness of life skill training on academic performance (First Year B.Sc. Nursing) among adolescents from College of Nursing.

n = 68

S.No.	Subjects	Test	Mean	SD	't' Statistics
1	Anatomy	Pre-test	36.25	8.10	t = 5.002 $P < 0.001$***
		Post-test	41.60	6.18	
2	Physiology	Pre-test	46.70	8.72	t = 3.409 $P = 0.001$***
		Post-test	49.56	7.89	
3	Microbiology	Pre-test	39.96	9.52	t = 6.424 $P < 0.001$***
		Post-test	46.66	10.09	
4	Psychology	Pre-test	40.01	8.57	t = 6.943 $P < 0.001$***
		Post-test	45.25	7.60	
5	Nursing Foundation	Pre-test	40.52	7.30	t = 5.630 $P < 0.001$***
		Post-test	44.93	7.57	
6	First Year Academic Average	Pre-test	203.44	32.56	t = 11.245 $P < 0.001$***
		Post-test	228.24	30.12	

** - Significant at $P < 0.001$

Table 4 reveals the effectiveness of life skill training on academic performance among adolescents (First year B.Sc. Nursing) from College of Nursing. The marks secured in each subject were taken for comparing the pre and post-test. There is a significant difference (P<0.05) in the academic performancein Anatomy (t = 5.002, P = 0.001), Physiology (t = 3.409, P =0.001),Microbiology (t = 6.424, P =0.001), Psychology (t = 6.943, P =0.001) andNursing Foundation (t = 5.630, P =0.001). While assessing the overall academic performance before and after Life Skill Training (t = 11.245, P =0.001) there is a significant difference (P<0.05) in the academic performance, which indicates the Life Skill Training is effective in improving the academic performance among the first year B.Sc. Nursing Students.

Table 5: Table 2: Effectiveness of life skill training on academic performance (Second Year B.Sc. Nursing) among adolescents from Nursing College.

n = 52

S.No.	Subjects	Test	Mean	SD	't' Statistics
1	Medical Nursing	Pre-test	44.06	5.31	t = 3.573 P = 0.001***
		Post-test	46.62	4.86	
2	Surgical Nursing	Pre-test	38.60	2.41	t = 3.049 P = 0.004**
		Post-test	41.02	5.00	
3	Community Health Nursing	Pre-test	41.50	6.63	t = 4.411 P < 0.001***
		Post-test	45.88	6.75	
4	Sociology	Pre-test	55.06	3.23	t = 0.000 P = 1.000
		Post-test	55.06	4.23	
5	Pharmacology	Pre-test	36.88	2.54	t = 4.297 P < 0.001***
		Post-test	38.33	2.04	
6	Second Year Academic Average	Pre-test	216.10	11.80	t = 6.921 P < 0.001***
		Post-test	227.10	13.27	

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

Table 5 reveals the effectiveness of life skill training on academic performance among (Second year B.Sc. Nursing) adolescents from College of Nursing. The marks secured in each subject were taken for comparing the pre and post-test. There is a significant difference (P<0.05) in the academic performance in Medical Nursing (t = 3.573, P = 0.001), Surgical Nursing (t = 3.049, P =0.004), Community Health Nursing (t = 4.411, P =0.001), and Pharmacology (t = 4.297, P =0.001). Whereas in Sociology (t = 0.000, P =1.000), there is no significant difference (P>0.05) in academic performance before and after the Life Skill Training. While assessing the overall academic performance before and after Life Skill Training (t = 6.921, P =0.001) there is a significant difference (P<0.05) in the academic performance, which indicates the Life Skill Training is effective in improving the academic performance among the second year B.Sc. Nursing Students.

Table 6: The association and influence of selected independent variableson the effectiveness of life skill training on Academic Performance among adolescents from College of Nursing.

(N = 68+52)

Sl. No	Demographic Variables	I Year B.Sc. Nursing		II Year B.Sc. Nursing	
		"F" Statistics	p - Value	"F" Statistics	p - Value
1	Education of Mother	3.760	0.015*	3.317	0.028*
2	Occupation of Mother	0.497	0.686	3.720	0.017*
3	Hours spent for academics per day	0.782	0.508	2.733	0.054*

* - Significant at P< 0.05

Table 6 depicts the association and influence of independent variables (education of mother, occupation of mother and hours spent for academics per day) on the effectiveness of life skill training on academic performance (first- and second-year B.Sc. Nursing Students) among adolescents from Nursing College. Among first year B.Sc. Nursing Students, there is significant association between the academic performance and Education of mother (F =3.760, P = 0.015). Whereas among second year B.Sc. Nursing Students, there is significant association between the academic performance and Education of mother (F =3.317, P = 0.028), Occupation of Mother (F =3.720, P = 0.017) and Hours spent for academics per day (F =2.733, P = 0.054). The

findings evident that Life Skill Training is effective in improving the academic performance of the adolescentswhen supported with the, education andoccupation of mother and hours spent for academics per day.

DISCUSSION:

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

Objective :1 - To assess the Academic Performanceamong Adolescents

Among the first year B.Sc. Nursing students, during pre-test in Anatomy, majority of the adolescents 54.4% (37) were failed and during post-test majority of the adolescents 57.4% (39) were passed in their internal examination. Whereas in Physiology during pre-test 38.2% (26) and post-test 54.4% (37), majority of them passed in their internal examination. In Microbiology, during pre-test, majority of the adolescents 41.2% (28) were failed and during post-test majority of them 35.3% (24) were secured first class in their internal examination. The subjects, Psychology and Nursing foundation, during pre-test majority of them [45.6% (31) and 47.1% (32)] were passed whereas in posttest majority of them [50% (34) and 52.9% (36)] were secured first class respectively. Overall performance of the students in first year B.Sc. Nursing, majority of them 45.6% (31) were passed in all subjects before Life Skill Training and 54.4% (37) were secured first class after Life Skill Training. So, the Life Skill Training is effective in improving the academic performance among first year B.Sc. Nursing students.

Among the second year B.Sc. Nursing students, during pre-test in Medical Nursing, majority of the adolescents 50% (26) were passed and during post-test majority of them 65.4% (34) were secured first class in their internal examination. Whereas in Surgical Nursing during pre-test 75% (39) and post-test 51.9% (27), majority of them passed in their internal examination. In Community Health Nursing, during pre-test 38.5% (20) and post-test 42.3% (22) majority of the adolescents were secured first class in their internal examination. In Sociology during pre-test 51.9% (27) and post-test 63.5% (33) majority of the adolescents were secured distinction in their internal examination. Whereas in Pharmacology, during pre-test and posttest majority of them 57.7% (30) and 73.1% (38) were passed in their internal examination respectively. Overall performance of the students in second year B.Sc. Nursing, majority of them 73.1% (38) were passed in all subjects before Life Skill Training and 57.7% (30) were secured first class after Life Skill Training. So, the Life Skill Training is effective in improving the academic performance among second year B.Sc. Nursing students.

Objective 2: - To evaluate the effectiveness of Life Skill Training on Academic Performanceamong Adolescents

The marks secured in each subject were taken for comparing the pre and post-test. There is a significant difference ($P<0.05$) in the academic performance in Anatomy (t = 5.002, P = 0.001), Physiology (t = 3.409, P =0.001), Microbiology (t = 6.424, P =0.001), Psychology (t = 6.943, P =0.001) and Nursing Foundation (t = 5.630, P =0.001). While assessing the overall academic performance before and after Life Skill Training (t = 11.245, P =0.001) there is a significant difference ($P<0.05$) in the academic performance, which indicates the Life Skill Training is effective in improving the academic performance among the first year B.Sc. Nursing Students.

The marks secured in each subject were taken for comparing the pre and post-test. There is a significant difference ($P<0.05$) in the academic performance in Medical Nursing (t = 3.573, P = 0.001), Surgical Nursing (t = 3.049, P =0.004), Community Health Nursing (t = 4.411, P =0.001), and Pharmacology (t = 4.297, P =0.001). Whereas in Sociology (t = 0.000, P =1.000), there is no significant difference ($P>0.05$) in academic performance before and after the Life Skill Training. While assessing the overall academic performance before and after Life Skill Training (t = 6.921, P =0.001) there is a significant difference ($P<0.05$) in the academic performance, which indicates the Life Skill Training is effective in improving the academic performance among the second year B.Sc. Nursing Students.

This study is supported by a pilot study conducted by David M. Ndetei, et al,(2021)at Kenya was aimed to determine the effect of life skills training on mental health and academic performance. 1848 primary school children was administered with a researcher designed socio-demographic questionnaire,the Youth Self Report (YSR) and Child Behavior Checklist (CBCL) to their parents, followed by eight sessions of life skills training. There was significant (p < 0.05) improvement in overall academic performance (aggregate marks and all individual subjects) for both lower primary and upper primary classes after the life-skills training intervention.

An experimental study conducted by K. Amirian (2012), effect of life skills education on academic achievement of 105 first-grade first year high school male students of secondary school were selected randomly and they were allocated in four experimental groups and one control group. At the end the life skills education, the level of academic achievement, was measured and one-way analysis of variance and Turkey pursuit test were used. Results of the study indicate that teaching the problem-solving, self-awareness, coping with stress skills separately and these three factors together have an impact on students' academic achievement and there are significant differences between the effectiveness of the experimental groups.

Objective 3: - To test the association between the Academic Performanceand selected demographic variables among Adolescents

Among first year B.Sc. Nursing Students, there is significant association between the academic performance and Education of mother (F =3.760, P = 0.015). Whereas among second year B.Sc. Nursing Students, there is significant association between the academic performance and Education of mother (F =3.317, P = 0.028), Occupation of Mother (F =3.720, P = 0.017) and Hours spent for academics per day (F =2.733, P = 0.054). The findings evident that Life Skill Training is effective in improving the academic performance of the adolescents when supported with the, education and occupation of mother and hours spent for academics per day.

This study is supported by a pilot study conducted by David M. Ndetei, et al,(2021) at Kenya was aimed to determine the effect of life skills training on mental health and academic performance. 1848 primary school children were administered with a researcher designed socio-demographic questionnaire, the Youth Self Report (YSR) and Child Behavior Checklist (CBCL) to their parents, followed by eight sessions of life skills training. For lower classes (2-4 grades) increase in academic performance was significantly associated with fathers and mothers' education levels, region and class. For upper classes, (5-7 grades) increase in academic performance was associated with region, class and age.

A cross-sectional study was conducted on 1745 students in the Autonomous Community of Aragon (Spain) to find the Association between Life Skills and Academic Performance among 7th and 8th grade middle school students during the academic year 2018–2019. Data were collected through previously validated Questionnaire consist of sociodemographic variables, social skills, self-efficacy, affective balance, and academic performance.It is found a statistically significant association between life skills and academic performance (p < 0.001)

CONCLUSION:

Academic performance is an achievement of every student in their educational career. The educational curriculum imparts the general and conceptual knowledge which preparing them for higher level education and practice. Life Skills are the essential skills which are possessed by all age group of peoples developed during their life cycle, for adolescents which especially supporting in their academic development. The findings of the study reveal that; among first- and second-year B.Sc. Nursing students, the Life Skill Training have major role in improving their academic performance in relation to their academic curriculum planned by the prescribing and examining authority. So, life skills should be integrated into the educational policies in order to improve the academic performance of students in parallel to the academic curriculum starting from the school level education based on their development.

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