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A study the effect of intervention on the selected life skills levels (Decision-making, problem solving and communication skills) of rural women

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Abstract

Rural women make up over a quarter of the total world population and represent approximately 43% of the agricultural labour force. Rural women are key agents for achieving the transformational economic, environmental and social changes required for sustainable development. They ensure food security for their communities and build climate resilience. However, when it comes to owning land and accessing agricultural inputs, financing and technologies for climate resilience, they lag far behind men. Among the many challenges they face are their limited access to credit, healthcare and education, aggravated by the global food and economic crisis. Rural women and girls, in addition to facing multiple forms of discrimination directed against them as women, often suffer from multiple forms of discrimination in connection with their place of residence, age, disability, displacement, ethnic background or other factors. They are largely excluded from political and public life. Their needs and rights are neglected in the reform, recovery, and peace building processes. They face discrimination in access to decision-making, employment, healthcare, education and other basic services.

The purpose of the present study was to study the life skills of rural women and an intervention model from Rajandranagar rural in Hyderabad in Telangana state. The sample for the study is 60 women. The life skills intervention modules and life skill inventory used for data collection and intervention for the rural women.

Keywords: Life skills, rural women. Intervention, decision-making, problem solving, communication skills

Introduction

A skill is a learned ability to do something well. Life skills are abilities, individuals can learn which help them to live a fruitful life. Life skills have been defined as follows. Life skills are defined in the Targeting Life Skills (TLS) Model (Hendricks, 1996) as “Skills that help an individual be successful in living a productive and satisfying life”.

“Life skills are the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life” (WHO, 1997).

Life skills training education takes into account psychosocial competencies and interpersonal skills that help students to take right decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with managing their lives in a healthy and productive manner.

Arati (2016) ^[1] to find out the influence of personal variables on core affective life skills of women, it was shown that order of birth and family income has significant influence on interpersonal relationship dimension of life skills. Gender, number of siblings and family type has no significant influence on core affective life skills. Good support from the family can equip the children with skills for life.

Singh and Kaur (2015) ^[6] found with a tremendous shift in the structure of society, there is reported rise in teen stress, which can be because of disturbed family dynamics, peer pressure, inability to cope with studies, drug abuse, lack of competence etc. leading to maladaptive behavior. Subashree and Nair (2014) ^[7] noted that with cultures and lifestyles in transition, many young people are not adequately equipped with life skills to help them deal with the augmented demands and stresses they experience.

Rahmati *et al.*, (2010) ^[3] noted there is an emerging consensus among mental health professionals worldwide that LSE (Life skills Education) trainings to adolescents are effective. The life skills program focus on the development of the skills needed for life such as self-awareness, communication, decision-making thinking, managing emotions, assertiveness,

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and relationship skills. Also, the training programme aims at bringing comprehensive behaviour change in the adolescents. M.K.C. Nair (2005) [2] in his article wrote that Adolescence was a period of experiencing, and expanding. Adolescence needed help and guidance in decision making, problem solving, critical thinking, developing interpersonal skills, self-awareness, empathy, coping with stress and managing emotions. Beneath frequent violent outbursts, sudden mood swings and related interpersonal problems of an adolescent, there may be a person crying out for a professional help. Extra care was needed while offering help to adolescents problems because it was not easy for teenagers to accept the fact that they need help. The Family Life and Life Skills Education Programmed is a good support system for adolescents at the community level.

Ramesh and Farshad (2004) [4] in his study proved the effectiveness of life skills training in increasing mental and physical health, pro-social behavior and decreasing in behavioral, social problems & self-destructive behaviors.

Seth (2002) [5]. Planning Life Skills Education for Adolescents in Corporating, Relationship Health and Gender. Researcher concluded in his studies that various components of life skills such as: critical thinking, problem solving, decision making, interpersonal relationships, and stress and anxiety management, effective communications are interrelated. According to the study decision making skills includes creative thinking and critical thinking. Further the study reveals that the bases of sound interpersonal relation skill are empathy and good communication. Language also plays an important role in learning stress management, reducing tension and developing healthy interpersonal.

Methods and Materials

Research design: Experimental research design

Sampling procedure: to conduct intervention selected life skills levels (Decision Making, Problem solving and communication skills) of Rural women.

Size of the sample - 60 women

Criteria for sample selection: Rajandranagar rural in Hyderabad state of telangana were selected for this study. Women between the age group of 25- 45 years were selected.

Tools and techniques used: Life skills intervention modules used for conducting intervention. (Decision Making, Problem solving and communication skills) of Rural women.

Statistical Methods: Mean, Frequency, Percentage

Results and Discussions

Table 1: Profile of the sample N=60

		Age							
Age	Below 25		25-35		35-45		More than 45		
	n	%	N	%	n	%	N	%	
		12	20	20	33	16	26	12	20

The information given the graph indicates that most of the respondents 33% comes under the age range of 25-35 Years followed by 35-45 years 26% almost equal samples that is 20% comes under the age group below 25 years and more than 45 years.

Table 2: Effect of Life skills intervention on decision making of the rural women N=60

Decision making skills						
	Low		Average		High	
	N	%	n	%	n	%
Pre test	36	60	16	26	8	13
Post test	6	10	22	36	32	53

From above the table it is clearly indicated decision-making of rural women. Before intervention, it can be seen that in only women more than 60% having low levels of decision making skills. The Intervention helped the women to intervention their decision making in skills. This can be seen in the table 53% having high levels of decision making skills. improved this decision making skills. Among the rural women had more decision-making in after intervention compared with before intervention. The reason behind improvement of decision making capacity is they understood their problems and goals clearly therefore they consider wide variety of alternative course of action, the creation many possible solutions to the problems through information gathering skills, evaluating future consequences of present actions for self and others determine alternative solutions to problems, analysis skills regarding the influence of values and of attitude about self and other on motivation.

Table 3: Effect of Life skills intervention on effective communication skills of the rural women N=60

Effective communication skills						
	Low		Average		High	
	N	%	n	%	n	%
Pre test	30	50	20	33	10	16
Post test	4	6	26	43	30	50

The above table indicates that effective communication skills in the women. Before intervention it can be seen that in 50% having low levels of effective communication skills. The Intervention helped the women to intervention their effective communication skills. This can be seen in the table 50% having high effective communication skills. The intervention helped the women to increase their effective communication skills women participated various activities such as storytelling, dialogue deliver, game etc. All mentioned activities helped the women in responding thinking, feelings, emotions, thoughts, body language and try to get their own way.

Table 4: Effect of Life skills training on Problem solving skills of the rural women N=60

Problem solving skills						
	Low		Average		High	
	N	%	n	%	n	%
Pre test	32	53	18	30	10	16
Post test	10	16	22	36	28	46

The above table clearly indicated that problem-solving skills in rural women. Before intervention it can be seen that women 53% having low levels of problem solving skills. The intervention helped the women increase their problem solving skills. This can be seen in the table that 46% having high problem solving skills. The intervention sessions women were aware of how to recognize their problems, feelings and search for solutions through imagination, evaluate the pros and cons each solution through consider these activities they able

to make a choice properly it leads to problem solving skills.

Major findings of the study

- Most of the respondents 33% comes under the age range of 25-35 Years followed by 35-45 years 26% almost equal samples that is 20% comes under the age group below 25 years and more than 45 years.
- Decision-making of rural women. Before intervention, it can be seen that in only women more than 60% having low levels of decision making skills. The Intervention helped the women to intervention their decision making in skills. This can be seen in the table 53% having high levels of decision making skills. Improved this decision making skills. Among the rural women had more decision-making in after intervention compared with before intervention.
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