"A Study to assess Life Skills among B.Sc. Nursing Students of selected Nursing Colleges of Guwahati, Assam."

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Abstract: *Background*: *Life skills are the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. Every one of us learns a number of skills while going through the different stages of life. Skills are the learned capacity which helps us to do a task effectively and these can be acquired through practice and patience.*

Objectives : To assess the life skills among B.Sc. nursing students, find out association between life skills and socio-demographic variables and determine the correlation amongst the areas of life skills in terms of self-awareness, effective communication, interpersonal relationship, decision making, problem solving, coping with stress.

Methodology- : Descriptive correlational study was conducted among 207 B.Sc. nursing students of 4 selected nursing colleges of Guwahati, Assam by using proportionate random sampling technique. A standardised "Life Skills Assessment Scale" was used for the study. Ethical permission was obtained from the Institutional Ethics Committee of Regional College of Nursing, Guwahati-32.

Results: Out of 207 subjects 3(1.4) had very high level of life skills, 28(13.5%) had high, 141(68.1%) had average life skills, 28(13.5%) had low and 7(3.4%) had very low level of life skills. The overall mean life skill score was 203.5 with SD=18.61. Majority of the students had average level of life skills in all the areas of self-awareness, effective communication, interpersonal relationship, decision making, problem solving, coping with stress. The study included numbers of socio-demographic variables like age, gender, place of residence, no. of siblings, type of family, education and occupation of parents and monthly income of the family to examine significant association with life skills. None of the variables were found significantly associated. The study found that effective communication was significantly correlated with interpersonal relationship (r = 0.329, p=0.000); decision making (r = 0.041, p=0.000); problem solving (r = 0.307, p=0.000); coping with stress (r = 0.406, p=0.0491), Interpersonal relationship was significantly correlated with decision making (r = 0.342, p = 0.000); problem solving (r = 0.389, p = 0.000); and coping with stress (r = 0.257, p = 0.000), Decision making was significantly correlated with problem solving (r = 0.381, p = 0.000); and coping with stress (r = 0.304, p = 0.000).

Conclusion: The study concluded that majority of the nursing students had average life skills and so they need life skills education to enhance their skills.

- *Keywords: Life skills, B.Sc. Nursing students, Life skills assessment scale.*

I. INTRODUCTION

Today is the age of materialism and competition. Only a trained and skilled person can achieve material prosperity and will be able to move towards advancement. Every one of us learns a number of skills while going through the different stages of life. Life skill refers to a positive behaviour, that encompasses a mix of knowledge, behaviour, attitudes and values and designates the possession of certain skills and know how to do something positively, or reach a goal. The strength of the positive behaviour depends upon the depth of the skills acquired by the individual. The Ten core areas of Life Skills as laid down by WHO are:

1. Self-awareness

2. Empathy

3. Critical thinking

4. Creative thinking

5. Decision making

6. Problem Solving

7. Effective communication

8. Interpersonal relationship

9. Coping with stress and

10. Coping with emotion.[4]

Life Skills are present in every individual and to get the best out of them we need to sharpen them regularly. Every individual needs Life Skills for healthy and positive ways of living.

Need for the study

Life Skills are those competencies that assist people in functioning well in the environments in which they live. Life skills consist of personal, interpersonal, cognitive, psychosocial and physical skills, which enable people to control and direct their lives, and to develop the capacity to live with and reduce change in their environment.

Nursing as profession is unique because it addresses the responses of the individuals and families to actual or potential health problem in a humanistic and holistic manner. Today's nursing students are tomorrow's nurses and Nursing being a profession which involves lots of skills and responsibility can add to the stress of the student who are in transitional phase from adolescence to adulthood. They typically view their enrolment in college as an opportunity to acquire the knowledge and skills that are necessary to succeed in the workplace and to advance their general knowledge and life skills. University students have to manage their time and also look for sources in order to accomplish their assignments; a challenging job to handle. Nursing being a profession which requires lots of skills and responsibilities while understanding client's/patient's needs, solving problems, interacting with developing rapport with patient and its family members, health team members and other members of the organization.[5]

Life skills will help the students to adapt to every situation, to develop positive thinking and positive behaviour and look at opportunities even in different situations, in order to cope with the situation.

Objectives of the study

- o To assess the level of life skills among B.Sc. nursing students

- o To find out association between life skills and socio-demographic variables.

- o To determine the correlation amongst the areas of life skills in terms of self- awareness, effective communication, interpersonal relationship, decision making, problem solving and coping with stress

Assumptions

- Life skills varies from individual to individual

- Life skills get influenced by socio demographic factors

Delimitation of the study

- The study is delimited to life skills of B.Sc. nursing students only to the areas of self-awareness, effective communication, interpersonal relationship, decision making, problem solving and coping with stress

Hypotheses

- H_1: There is significant association between life skills of B.Sc. nursing students and socio demographic variables at 0.05 levels of significance.

- H_2: There is significant correlation amongst the areas of life skills in terms of self- awareness, effective communication, interpersonal relationship, decision making, problems solving and coping with stress.

REVIEW OF LITERATURE

Borah P, Ahmed N, Kollipara S (2019)[15] conducted a descriptive study to assess life skills among 26 early adolescents studying in a selected school of Sonitpur, Assam by translated version of LSAS. The results showed that majority scored average in self-awareness (46%), empathy (62%), effective communication (65%), interpersonal relationship (58%), creative thinking (73%), critical thinking (65%), decision making (69%), problem solving (62%), coping with emotions (42%) and coping with stress (50%). Hence majority of the participants had average level of life skills as compared with the standard LSAS scores.

Daisy PJ and Nair AR (2018)[16] conducted an exploratory study to assess the effectiveness of life skill training on enhancing study skills among 188 (boys– girls) studying in 8th standard of the urban adolescents in Ghaziabad district of UP by Study Skills Inventory (SSI) developed by researcher. The results showed that the M=266.8042; SD=19.74300 whereas the post-test showed M=345.7143; SD= 22.31884 and the paired t-test score was .000 (df =188). Hence, a proper and relevant intervention in life skills can help these school children to develop their cognitive, social as well as coping skills and to lead a positive and healthy life.

Buvaneswari R and Juliet S (2017)[7] conducted a cross sectional descriptive study to assess life skills among 40 first year B.Sc. nursing students of selected nursing college, Tamilnadu" using convenience sampling technique by LSAS developed by Radhakrishnan Nair A, Subasree R, Sunitha Ranjan in the year 2009. The study revealed that majority 30 (75%) of nursing students were having average life skills scores, 4(10%) were high, 4(10%) were low and 2(5%) of them were having very low life skills score. There was no association between life skills and socio demographic variables of first year nursing students and they need some mode of training to enhance their life skills.

RESEARCH METHODOLOGY

Research approach:

A quantitative research approach was used.

Research design:

The Descriptive correlational research design was used.

Setting:

Selected Colleges of Nursing in Guwahati, Assam.

Population :

Students studying B.Sc. Nursing in selected Nursing Colleges of Guwahati, Assam.

Sample Size:

207 students studying in 4 Nursing Colleges of Guwahati, Assam.

Sampling Technique:

The students were selected accordingly from each class of each college by using simple random sampling.

Data and Sources of Data

The study was carried out in the four selected nursing colleges of Guwahati, Assam among 207 students from 1st year till 4th year by proportionate random sampling technique in 2019. The subjects took 35-40 minutes to complete the questionnaire.

Theoretical framework

Variables under study

Two types of variables are identified in this study.

- **Demographic variables**: Age, gender, place of stay, no. of siblings, type of family of students, education & occupation of parents and monthly income of the family.

- **Research variables**: Life skills of B.Sc. nursing students in the areas of self -awareness, effective communication, interpersonal relationship, decision making, problem solving and coping with stress

Description of the tool

Based on the objectives of the study, the tool was divided into the following sections.

Section I- It contained socio-demographic data for collecting information on participant's background. The elements are age, gender, place of stay, no. of siblings, type of family of students, education and occupation of parents and monthly income of the family.

Section II- A standardized LSAS(Life Skills Assessment Scale developed by Dr A. Radhakrishnan Nair, Dr R. Subasree and Sunitha Ranjan) consisted of 59 items which is multi-dimensional for assessing the level of life skills in the youth population in the form of statements in built with a 5-point scale consisting of both positive and negative items for the respondent to check the appropriate response which is most descriptive of him/her viz., Always true of me - 5, Very true of me - 4, Sometimes true of me - 3, Occasionally true of me -2 and not at all true of me -1 and the score is reverse for negative items. The 59 items had been arranged in such a fashion that the one test item pertaining to each dimension being measured are arranged one after the other to reduce the halo effect and the logical errors and also to relieve the respondent from monotony.

Reliability of the tool

Reliability is the degree of consistency and accuracy with which an instrument measures the attribute for which it is designed to measure. The reliability of the tool was established by administering the tool to 25 B.Sc. Nursing students studying in Regional college of Nursing. The reliability of the tool was computed by using split half and it was found to be r = 0.808. Thus, the tool was reliable to use in the study.

RESULTS AND DISCUSSION

The result showed that the overall life skills of the students i.e. 141(68.1%) had average life skills, 28(13.5%) had high, 28(13.5%) had low 7(3.4%) had very low and 3(1.4%) had very high level of life skills.

The results showed that 73.4% had average level of self-awareness, 59.9% had average level of effective communication, 69.1% had average level of interpersonal relationship, 73.9% had average level of decision making, 69.6% had average level of problem solving and 60.4% had average level of coping with stress. The study included numbers of socio-demographic variables like age, gender, place of residence, no. of siblings, type of family, education and occupation of parents and monthly income of the family to examine significant association with life skills. None of the variables were found significantly associated. The present study revealed that effective communication was significantly correlated with interpersonal relationship (r = 0.329, p=0.000); decision making (r = 0.041, p=0.000); problem solving (r = 0.307, p=0.000); coping with stress (r = 0.406, p=0.0491), Interpersonal relationship was significantly correlated with decision making (r = 0.342, p = 0.000); problem solving (r = 0.389, p = 0.000); and coping with stress (r = 0.257, p = 0.000), Decision making was significantly correlated with problem solving (r = 0.381, p = 0.000); and coping with stress (r = 0.304, p = 0.000).

Analysis of the findings were categorized and presented under the following headings.
1. Description of socio-demographic characteristics of the subject.
2. Level of life skills among B.Sc. nursing students in the areas of self-awareness, effective communication, interpersonal relationship, decision making, problem solving and coping with stress.
3. Association between life skills of B.Sc. nursing students and socio-demographic variables such as age, gender, place of stay, no. of siblings, type of family of students, education and occupation of parents and monthly income
4. Correlation amongst the area of life skills in the areas of self-awareness, effective communication, interpersonal relationship, decision making, problem solving and coping with stress.

1. **Description of socio-demographic characteristics of the subject**

Table 1.1: Distribution of subjects according to age

n=207

Age in years	Frequency (f)	Percentage (%)
17-19	53	25.6
20- 22	128	61.8
Above 22	26	12.6
Total	207	100

Table 1.1 shows that majority of the subjects i.e. 128(61.8%) were in the age group of (20-22) years, followed by 53(25.6%) in the age group of (17-19) years and 26(12.6%) in the age group above 22 years.

Table 1.2: Distribution of subjects according to gender

n=207

Gender	Frequency (f)	Percentage (%)
Male	19	9.2
Female	188	90.8
Total	207	100

Table 1.2 shows that majority of the subjects i.e. 188(90.8%) were female and 19(9.2) were male students.

Table 1.3: Distribution of subjects according to place of residence

n=207

Place of residence	Frequency (f)	Percentage (%)
Urban	120	58
Rural	87	42
Total	207	100

Table 1.3 shows that out of 207 subjects, 120(58%) of the subjects hailed from urban and 87(42%) hailed from rural area.

Table 1.4: Distribution of the subjects according to no of siblings

n=207

No. of siblings	Frequency (f)	Percentage (%)
Nil	34	16.4
1	66	31.9

2	50	24.2
>3	57	27.5
Total	207	100

Table 1.4 shows that 66(31.9%) had 1 sibling, 57(27.5%) had > 3 siblings, 50(24.2%) had 2 siblings, 34(16.4%) have nil sibling.

Table 1.5: Distribution of the subjects according to the type of family

n=207

Type of family	Frequency (f)	Percentage (%)
Nuclear	164	79.2
Joint	38	18.4
Extended	5	2.4
Total	207	100

Table 1.5 shows that 164(79.2%) were from nuclear family, 38(18.4%) were from joint family and 5(2.4) were from extended family.

Table 1.6: Distribution of subjects according to education of their father.

n=207

Education of father	Frequency (f)	Percentage (%)
Illiterate	4	1.9
Primary school	19	9.2
High School	22	10.6
Higher secondary	35	16.9
Graduate or above	127	61.4

Total	207	100

Table 1.6 depicts that 127(61.4%) of the subjects' father studied till graduate or above, 35(16.9%) studied till higher secondary, 22(10.6%) studied till high school, 19(9.2%) of the father studied till primary school, and 4(1.4%) were illiterate.

Table 1.7: Distribution of the subjects according to the mother's education

n=207

Education of mother	Frequency (f)	Percentage (%)
Illiterate	4	1.9
Primary school	12	5.8
High School	45	21.7
Higher secondary	69	33.3
Graduate or above	77	37.2
Total	207	100

Table1.7 shows that 77(37.2%) of the subjects' mother studied till graduate or above, 69(33.3%) studied till higher secondary, 45(21.7%) studied till high school, 12(5.8%) studied till primary school and 4(1.9%) of the mother were illiterate.

Table 1.8: Distribution of subjects according to father's occupation

n=207

Occupation of father	Frequency (f)	Percentage (%)
Cultivation	8	3.9
Business/self employed	51	24.6
Private Job	23	11.1
Govt. Job	124	59.9

Manual/daily wager	1	0.5
Total	207	100

Table 1.8 shows that 124(59.9%) of the subjects' father were in govt. job, 51(24.6%) were business/self-employed, 23(11.1%) were in private job, 8(3.9%) were cultivators, and 1(0.5%) were engaged as manual/daily wager.

Table 1.9: Distribution of subjects according to mother's occupation

n=207

Occupation of mother	Frequency (f)	Percentage (%)
Cultivation	2	1.0
Business/self employed	22	10.6
Private Job	10	4.8
Govt. Job	60	29.0
Manual/daily wager	8	3.9
Homemaker	105	50.7
Total	207	100

Table 1.9 shows that 105(50.7%) of the subjects' mother were home maker, 60(29%) were in govt. job, 22(10.6%) were business/self-employed, 10(4.8%) were in private job, 8(3.9%) were engaged as manual/daily wager and 2(1%) were cultivators.

Table 1.10: Distribution of subjects according to monthly income of the family

n=207

Monthly income	Frequency (f)	Percentage (%)
≤ Rs.6323	7	3.4
Rs.6327 - 18949	28	13.5
Rs.18,953 - 31589	43	20.8
Rs. 47,266 – 63178	103	49.8
Rs. 63,182- 126, 356	20	9.7
Rs. > 126,360	6	2.9
Total	207	100

Table 1.10 shows that majority of the subjects 103(49.8%) had the family income of Rs.47266-63178, 43(20.8%) had the family income of Rs.18,953-31589, 28(13.5%) had the family iicome Rs.6327-18953, 20(9.7%) had Rs.63,182-126,356, 7(3.4%) had ≤Rs.6323 and only 6(2.9%) subjects' family income were Rs.>126,360.

2. Level of life skills among B.Sc. nursing students assessed in the areas of self-awareness, effective communication, interpersonal relationship, decision making, problem solving and coping with stress.

The overall life skills levels were computed in terms of frequency and percentage (Mean= 203.5; SD= 18.61) and were categorized as very low (< 166), low scorer (166-185), average (185-222), high (222-241) and very high (>241). The distribution of subjects according to the levels of their life skills were presented in the table 2.1

Table 2.1: The overall level of life skills among subjects.

n = 207

Level of life skills	Frequency	Percentage (%)
Very Low	7	3.4
Low	28	13.5
Average	141	68.1
High	28	13.5
Very high	3	1.4
Total	207	100

Table 2.1 depicts that 141(68.1%) had average life skills, 28(13.5%) had high, 28(13.5%) had low and 7(3.4%) had very low and 3(1.4) had very high level of life skills.

Area wise life skills were computed based on Mean and SD as follows:

i.   **Self-awareness:** Self-awareness, Mean = 40.59 and SD= 5.44. The level of the self-awareness was categorized as very low (< 30), low (30-35), average (35-46), high (46-51), very high (> 51). Findings are presented in table 2.2

Table 2.2: Levels of self-awareness among subjects.

n=207

Self-awareness	Frequency (f)	Percentage (%)
Very Low	11	5.3
Low	23	11.1

Average	152	73.4
High	21	10.1
Very high	0	0
Total	207	100

Table 2.2 depicts that 152(73.4%) had average, 23(11.1%) had low, 21(10.1%) had high, 11(5.3%) had very low and none of the student had very high level of self- awareness.

ii. **Effective communication:** Effective communication, Mean= 29.9; SD= 4.40 and the level was categorised as very low (< 21), low (21-26), average (26-34), high (34-39) and very high (> 39). The findings are presented in table 2.3

Table 2.3: Levels of effective communication among subjects

n=207

Effective communication	Frequency (f)	Percentage (%)
Very Low	4	1.9
Low	44	21.3
Average	124	59.9
High	32	15.5
Very high	3	1.4
Total	207	100

Table 2.3 shows that 124(59.9%) had average, 44(21.3%) had low, 32(15.5%) had high, 4(1.9%) had very low, 3(1.4%) had very high level of effective communication.

iii. In the area of interpersonal relationship, Mean= 38.15; SD= 4.78 and the level was categorised as very low (< 29), low (29-33), average (33-43), high (43-48), very high (> 48). Findings are presented in table 2.4

Table 2.4: Levels of interpersonal relationship among subjects.

n = 207

Interpersonal relationship	Frequency (f)	Percentage (%)
Very Low	10	4.8
Low	24	11.6
Average	143	69.1
High	28	13.5
Very high	2	1
Total	207	100

Table 2.4 shows that 143(69.1%) had average, 28(13.5%) had high, 24(11.6%) had low, 10(4.8%) had very low, 2(1%) had very high level of interpersonal relationship.

iv. **Decision making:** decision making, Mean = 36.87; SD= 4.92 and the level was categorised as very low (< 27), low (27-32), average (32-42), high (42-47) and very high (> 47). Findings are presented in table 2.5

Table 2.5: Levels of decision making among subjects

n=207

Decision making	Frequency (f)	Percentage (%)
Very Low	8	3.9
Low	28	13.5
Average	153	73.9
High	14	6.8
Very high	4	1.9
Total	207	100

Table 2.5 shows that 153(73.9%) had average, 28(13.5%) had low, 14(6.8%) had high, 8(3.9%) had very low, 4(1.9%) had very high level of decision making.

v. **Problem solving:** Problem solving, Mean = 33.52; SD= 4.42 and the level was categorised as very low (<25), low (25-29), average (29-38), high (38-42), very high (> 42). Findings are presented in table 2.6

Table 2.6: Levels of problem solving among subjects

n=207

Problem solving	Frequency	Percentage (%)
Very Low	10	4.8
Low	26	12.6
Average	144	69.6
High	24	11.6
Very high	3	1.4
Total	207	100

Table 2.6 shows that 144(69.6%) had average, 26(12.6%) had low, 24(11.6%) had high, 10(4.8%) had very low, 3(1.4%) had very

high level of problem solving.

Table 2.7: Levels of coping with stress among subjects.

n=207

Coping with stress	Frequency (f)	Percentage (%)
Very Low	3	1.4
Low	44	21.3
Average	125	60.4
High	34	16.4
Very high	1	0.5
Total	207	100

Table 2.7 depicts that 125(60.4%) had average, 44(21.3%) had low, 34(16.4%) had high, 10(4.8%) had very low, 1(0.5%) had

very high level of coping with stress.

3. **Association between life skills and socio-demographic variables** such as age, gender, place of residence, no. of siblings, type of family, education of father, education of mother, occupation of father, occupation of mother, monthly income of the family.

The null hypothesis for testing significant association between life skills with socio-demographic variables was formulated as:

H_{01}: There is no significant association of life skills with demographic variables like self-awareness, effective communication, interpersonal relationship, decision making, problem solving and coping with stress at 0.05 levels of significance.

Chi – square was computed to examine null hypothesis (H_{01}) and determine the significance of association between Life Skills with socio-demographic variables. The findings are depicted in the table 3.1 to 3.10.

Table 3.1: Association of life skills with age in years.

Socio Demographic variables	Level of Life Skills					Total	χ^2	df	p-value	Remark
	Very Low	Low	Avg	High	Very High					
Age										
17-19	3	6	35	9	0	53				
20- 22	3	21	83	19	2	128	11.788	8	0.161	NS
>22	1	1	23	0	1	26				

S = significant (at 0.05 level)   NS = Not significant

Table 3.1 shows that the obtained chi square value of students with age was calculated as 11.788 which is smaller than the tabulated χ^2 i.e. 15.51 (df =8) and p=0.161 which is statistically not significant. Hence there was no significant association of life skills with their age. Thus the null hypothesis is retained.

Table 3.2: Association of life skills with gender.

n = 207

Socio Demographic variables	Level of Life Skills					Total	χ^2	df	p-value	Remark
	Very Low	Low	Avg	High	Very High					
Gender										
Male	1	4	11	2	1	19				
Female	6	24	130	26	2	188	3.655	4	0.455	NS

S = significant (at 0.05 level)   NS = Not significant

Table 3.2 shows that the obtained chi square value of students with gender was 3.655 which is smaller than the tabulated χ^2 i.e. 9.49 (df =4) and p=0.455 which is statistically not significant. Hence there was no significant association of life skills with their gender. Thus the null hypothesis is retained.

Table 3.3: Association of life skills with place of residence.

n = 207

Socio Demographic variables	Level of Life Skills					Total	χ^2	df	p-value	Remark
	Very Low	Low	Avg	High	Very High					
Place of Residence										
Urban	4	17	77	20	2	120	2.917	4	0.572	NS
Rural	3	11	64	8	1	87				

S = significant (at 0.05 level)   NS = Not significant

Table 3.3 shows that the obtained chi square value of students with place of residence was 2.917 which is smaller than the tabulated χ^2 i.e. 9.49 (df =4) and p=0.572 which is statistically not significant. Hence there was no significant association of life skills with their place of residence. Thus the null hypothesis cannot be rejected.

Table 3.4: Association of life skills with no. of siblings.

n = 207

Socio Demographic variables	Level of Life Skills					Total	χ^2	df	p-value	Remark
	Very Low	Low	Avg	High	Very High					
No. of sibling										
Nil	2	8	16	7	1	34				
1	2	10	45	8	1	66	13.894	12	0.308	NS
2	3	5	35	7	0	50				
>3	0	5	45	6	1	57				

S = significant (at 0.05 level)   NS = Not significant

Table 3.4 shows that the obtained chi square value of students with no. of siblings was 13.894 which is smaller than the tabulated χ^2 i.e. 21.03 (df= 12) and p=0.308 which is statistically not significant. Hence there was no significant association of life skills with no. of siblings. Thus the null hypothesis is retained.

Table 3.5: Association of life skills with type of family.

n = 207

Socio Demographic variables	Level of Life Skills					Total	χ^2	df	p-value	Remark
	Very Low	Low	Avg	High	Very High					
Type of family										
Nuclear	7	24	110	20	3	164	10.010	8	0.264	NS
Joint	0	2	28	8	0	38				

| Extended | 0 | 2 | 3 | 0 | 0 | 5 | | | | |

S = significant (at 0.05 level)   NS = Not significant

Table 3.5 shows that the obtained chi square value of students with type of family was 10.010 which is smaller than the tabulated χ^2 i.e. 15.51 (df= 8) and p=0.264 which is statistically not significant. Hence there was no significant association of life skills with type of family. Thus the null hypothesis is retained.

Table 3.6: Association of life skills with education of father.

n = 207

Socio Demographic variables	Level of Life Skills					Total	χ^2	df	p-value	Remark
	Very Low	Low	Avg	High	Very High					
Education of father										
Illiterate	0	1	2	1	0	4				
Primary school	0	4	11	4	0	19				
High School	0	5	14	3	0	22	12.036	16	0.742	NS
Higher secondary	1	5	22	7	0	35				
Graduate or above	6	13	92	13	3	127				

S = significant (at 0.05 level)   NS = Not significant

Table 3.6 shows that the obtained chi square value of students with education of father was 12.036 which is smaller than the tabulated χ^2 i.e.26.30 (df= 16) and p=0.742 which is statistically not significant. Hence there was no significant association of life skills with their education of father. Thus the null hypothesis is retained.

Table 3.7: Association of life skills with education of mother.

n = 207

Socio Demographic variables	Level of life skills									Remark
Education of mother	Very Low	Low	Avg	High	Very High	Total	χ^2	df	p-value	

Illiterate	0	0	3	1	0	4			
Primary school	0	2	8	1	1	12			
High School	0	7	32	6	0	45	10.955	16	0.812	NS
Higher secondary	3	9	47	10	0	69			
Graduate or above	4	10	51	10	2	77			

S = significant (at 0.05 level)   NS = Not significant

Table 3.7 shows that the obtained chi square value of students with education of mother was 10.955 which is smaller than the tabulated χ^2 i.e.26.30 (df= 16) and p=0.812 which is statistically not significant. Hence there was no significant association of life skills with their education of mother. Thus the null hypothesis is retained.

Table 3.8: Association of life skills with occupation of father.

n = 207

Socio Demographic variables	Level of life skills									Remark
Occupation of father	Very Low	Low	Avg	High	Very High	Total	χ^2	df	p-value	
Cultivation	0	1	5	2	0	8				
Business/self employed	0	7	37	7	0	51				
Private Job	0	5	14	4	0	23	16.237	16	0.437	NS
Govt. Job	7	14	85	15	3	124				
Manual/daily wager	0	1	0	0	0	1				

S = significant (at 0.05 level)   NS = Not significant

Table 3.8 shows that the obtained chi square value of students with occupation of father was 16.237 which is smaller than the tabulated χ^2 i.e.26.30 (df= 16) and p=0.437 which is statistically not significant. Hence there was no significant association of life skills with occupation of father. Thus the null hypothesis is retained.

Table 3.9: Association of life skills with occupation of mother.

n = 207

Socio Demographic variables	Level of life skills						χ^2	df	p-value	Remark
Occupation of mother	Very Low	Low	Avg	High	Very High	Total	χ^2	df	p-value	Remark
Cultivation	0	0	1	1	0	2				
Business/self employed	0	6	12	4	0	22				
Private Job	0	2	4	3	1	10	25.410	20	0.186	NS
Govt. Job	1	8	42	7	2	60				
Manual/daily wager	0	0	6	2	0	8				
Homemaker	6	12	76	11	0	105				

S = significant (at 0.05 level)   NS = Not significant

Table 3.9 shows that the obtained chi square value of students with occupation of mother was 25.410 which is smaller than the tabulated χ^2 i.e.31.41 (df= 20) and p=0.186 which is statistically not significant. Hence there was no significant association of life skills with their occupation of mother. Thus the null hypothesis is retained.

Table 3.10: Association of life skills with family income per month.

n = 207

Socio Demographic variables	Level of life skills						χ^2	df	p-value	Remark
Monthly income of the family	Very Low	Low	Avg	High	Very High	Total	χ^2	df	p-value	Remark
≤ Rs.6323	0	0	5	2	0	7				
Rs.6327 - 18949	2	6	17	3	0	28				
Rs.18,953-31589	1	5	28	9	0	43				
Rs.47,266- 63178	3	11	77	10	2	103	17.932	20	0.592	NS
Rs.63,182- 126,356	1	5	11	2	1	20				
Rs.> 126,360	0	1	3	2	0	6				

S = significant (at 0.05 level)   NS = Not significant

Table 3.10 shows that the obtained chi square value of students with family income per month was 17.932 which is smaller than the tabulated χ^2 i.e.31.41 (df= 20) and p=0.592 which is statistically not significant. Hence there was no significant association of life skills with their family income per month. Thus the null hypothesis is retained.

The findings from the table 4.1 to 4.10 of section III shows that none of the variables included in the study were found to be significant at 0.05 levels of significance.

Hence the null hypothesis H_{01}: There is no significant association of life skills with socio- demographic variables cannot be rejected.

4. **Correlation amongst the area of life skills like self-awareness, effective communication, interpersonal relationship, decision making, problem solving and coping with stress.**

The null hypothesis to find out correlation amongst the area of life skills was formulated as

H_{02} = There is no significant correlation amongst the area of life skills in terms self- awareness, effective communication, interpersonal relationship, decision making, problem solving and coping with stress at 0.05 levels of significance.

Karl Pearson's correlation coefficient (r) was computed to examine null hypothesis (H_{02}) in order to determine the significance relationship between life skills of students. The findings are depicted in the tables 4.1 to 4.5

Table 4.1: Correlation of self- awareness with effective communication, interpersonal relationship, decision making, problems solving and coping with stress.

n = 207

Life skills		Correlation(r)	P value	Remarks
Self-awareness	Effective communication	-0.072	0.734	NS
	Interpersonal relationship	-0.366	0.072	NS
	Decision making	-0.107	0.612	NS
	Problem solving	-0.390	0.054	NS
	Coping with stress	0.250	0.227	NS

S = significant (at 0.05 level)   NS = Not significant

Table 4.1 shows the existence of positive correlation of self-awareness with coping with stress (r = 0.250) but it was not statistically significant (p=0.227), whereas the self-awareness was negatively correlated with effective communication (r= - 0.072, p= 0.734), interpersonal relationship (r = - 0.366, p = 0.072), decision making

(r = - 0.107, p= 0.612), problem solving (r = - 0.390, p = 0.055) but statistically not significant.

Table 4.2 Correlation of effective communication with interpersonal relationship, decision making, problems solving and coping with stress.

n = 207

Life skills		Correlation(r)	P value	Remarks
Effective	Interpersonal relationship	0.329	0.000	S
	Decision Making	0.401	0.000	S

Communication	Problem Solving	0.307	0.000	S
	Coping with stress	0.406	0.000	S

S = significant (at 0.05 level)　　　　　　　　　　NS = Not significant

Table 4.2 shows the existence of positive correlation of effective communication with interpersonal relationship (r = 0.329, p = 0.000), decision making (r = 0.401,

p = 0.000), problem solving (r = 0.307, p = 0.000) and coping with stress (r = 0.406,

p = 0.000) and was statistically significant.

Table 4.3: Correlation of interpersonal relationship with decision making, problem solving and coping with stress.

n = 207

Life skills		Correlation(r)	P value	Remarks
Interpersonal relationship	Decision Making	0.342	0.000	S
	Problem Solving	0.389	0.000	S
	Coping with stress	0.257	0.000	S

S = significant (at 0.05 level)　　　　　　　　　　NS = Not significant

Table 4.3 shows the existence of significant positive correlation of interpersonal relationship with decision making (r = 0.342, p = 0.000), problem solving (r = 0.389, p = 0.000) and coping with stress (r = 0.257, p = 0.000) and were statistically significant.

Table 4.4: Correlation of decision making with problem solving and coping with stress.

n = 207

Life skills		Correlation(r)	P value	Remarks
Decision making	Problem solving	0.381	0.000	S
	Coping with stress	0.304	0.000	S

Table 4.4 shows the existence of significant positive correlation of decision making with problem solving (r = 0.381, p = 0.000) and coping with stress (r = 0.304, p = 0.000) and were statistically significant.

Table 4.5: Correlation of problem solving with coping with stress.

n=207

Life skills		Correlation (r)	P value	Remarks
Problem Solving	Coping with stress	0.046	0.514	NS

Table 4.5 shows the existence of positive correlation of problem solving with coping with stress (r = 0.046, p = 0.514) but was not statistically significant.

Table 4.1 to 4.5 shows that effective communication was significantly correlated with interpersonal relationship; decision making; problem solving; coping with stress, Interpersonal relationship was significantly correlated with decision making; problem solving; and coping with stress, Decision making was significantly correlated with problem solving and coping with stress.

Hence H_{02}: There is no significant correlation amongst the area of life skills in terms self-awareness, effective communication, interpersonal relationship, decision making, problem solving and coping with stress is partially rejected.

Research hypothesis H_2: There is significant correlation amongst the area of life skills like self-awareness, effective communication, interpersonal relationship, decision making, problem solving and coping with stress is accepted only in case of **effective communication** with interpersonal relationship, decision making, problem solving and coping with stress; **interpersonal relationship** with decision making, problem solving and coping with stress; **decision making** with problem solving and coping with stress.

Discussion

The findings of the study have been discussed with reference to the objectives of the study. The major findings of the study have been compared with the result of various studies made by other researchers elsewhere.

Objective 1: To assess the level of life skills among B.Sc. Nursing students

In the present study while assessing life skills it was found that out of 207 students majority 141(68.1%) had average life skills, 28(13.5%) had high, 28(13.5%) had low and 7(3.4%) had very low and 3(1.4) had very high level of life skills.

These findings were supported by a Cross sectional descriptive study by **Buvaneswari R and Juliet S (2017)**[7] to assess life skills among 40 first year B.Sc. nursing students of selected nursing college, Tamil Nadu. The result showed that majority 30 (75%) had average life skills scores, 4(10%) were high, 4(10%) were low and 2(5%) of them had very low and none of them had high score.

These findings were also consistent with a study done by **Prajina PV and Premsingh JG (2015)**[8] to assess life skills in relation to the academic achievements of tribal children among 80 tribal students using proportionate random sampling technique from different schools of Kannur district, Kerala. The study revealed that 60% of the respondents possessed average life skills, 29% of the respondents possessed low life skills, 9% possessed very low, 2% possessed high life skills and none of the students had very high life skills.

Study findings were also supported by a study done by **Sandhu R (2014)**[9] to find out life skills of pupil teachers of Karnal and Kurukshetra district. The study revealed that 176 adolescents (51%) had "high level" of life skills and 171(49%) had "low level" of life skills scores.

Study findings were supported by the study conducted **by Dimitrios EP and Anna K (2009)**[28] to evaluate of life skills of nursing students showed that students have a medium to large need for improvement in a percentage 42.9% (61 students) at the

emotional sector, 32.2% (47 students) in the sector of thought 31% (45 students) in the sector of relations, 41.3% (59 students) in the sector of study, 32.7% (47 students) in the sector of professional settlement/confrontation.

Objective 2: To find out association between life skills and demographic variables

The present study included numbers of socio-demographic variables like age, gender, place of residence, no. of siblings, type of family, education and occupation of parents and monthly income of the family to examine significant association with life skills. None of the variables were found significantly associated.

Study finding corporate with the study finding by **Buvaneswari R and Juliet S (2017)**[7] to assess life skills among 40 first year B.Sc. nursing students of selected nursing college, Tamil Nadu as the result showed that there was no association between life skills and socio demographic variables of first year nursing students.

Different findings were observed in a study by **Kaur M (2014)**[32] to assess the life skills among 200 school going adolescents in relation to gender, locale, parental education and parental occupation in government and private schools of Patiala, Punjab. The results showed females and rural school going adolescents possess significantly more life skills than their counterparts (mean for male was 115.8 with SD =15.85, mean for female was 120.35 with SD=13.73, t-value was 2.1). It may be mentioned that school going adolescents whose fathers and mothers were less educated possessed significantly more life skills than their counterparts. School going adolescents who had business as paternal occupation possess significantly greater life skills than their counterparts whose fathers are in service. School going adolescents whose mothers are non-working possess significantly greater life skills than those with working mothers.

Different findings were observed in a study conducted by **Sharma S (2003)**[29] to develop a scale, to measure life skills and to assess life skills among 347 adolescent in a secondary school, Kathmandu showed that mother's education was significantly associated with increased level of life skills in adolescents (P=.001). Connectedness and family support were other important factors influencing the level of life skills in the adolescents.

Objective 3: To determine the correlation amongst the area of life skills like self- awareness, effective communication, interpersonal relationship, decision making, problem solving and coping with stress

The present study found that effective communication was significantly correlated with interpersonal relationship (r = 0.329, p=0.000); decision making (r = 0.041, p=0.000); problem solving (r = 0.307, p=0.000); coping with stress (r = 0.406, p=0.0491), Interpersonal relationship was significantly correlated with decision making (r = 0.342, p = 0.000); problem solving (r = 0.389, p = 0.000); and coping with stress (r = 0.257, p = 0.000), Decision making was significantly correlated with problem solving (r = 0.381, p = 0.000); and coping with stress (r = 0.304, p = 0.000). But the researcher was unable to locate any study whose objective is based on correlation amongst the areas of life skills as those who have self-awareness, empathy are able to communicate effectively and establish interpersonal relationship better than others and those who have critical thinking and creative thinking

skills are able to make decision and solve the problem without making it worse. Hence all the areas of life skills are correlated to each other.

Implications

The findings of the study may be applicable in the relevant area like nursing practice, nursing administration, nursing education and nursing research.

Implication for nursing practice

Nurses who manage the daily schedule of the patients are the most essential part of the health care system. They are the health care contributors who analyse and help the patient and act as a mediator between the doctor and patient's family. Nurses' special hospital situations such as patients' sigh and their critical condition and death, nurses' insomnia, lack of assurance, and disturbances in their interpersonal communications in all levels enhance nurses' and midwives' stress, and worsen the vicious cycle of anxiety, which leads to their physical problems ultimately influencing the output of health system and the manner and quality of care. Level of communication skills, self-awareness, and stress management among nurses and midwives can be promoted through education of life skills to prevent the problems and/or lower the level of problems.

Implications for nursing administration

Nurse administrators serve in a range of positions as supervisors and first-line managers, middle managers, and top-level directors. They will guide staff members to work together to achieve critical organizational goals such as high-quality care, financial responsibility, and legal compliance. Life skills like self-awareness, effective communication, interpersonal relationship, decision making, problem solving and coping with stress are necessary for a nurse administrator to run and carry out her work smoothly in an effective way.

Implications for nursing education

Nursing is a unique profession which requires lots of skills and responsibilities that can add stress to the students as they have to manage their time, look for the sources in order to accomplish their assignment and also have to understand client/patient's needs, interact and develop rapport with patients, family members, health team and other members of the organisation. So, Life skills education should be introduced in nursing colleges as this will help student nurses to reach their full personal potentials and to prepare them for the challenges of everyday life.

Implications for nursing research

Based on the need and the findings, the professional and student nurses can conduct further studies for better implementation in boarder and generalizable way. Further the study will also motivate the beginning researchers to conduct similar study in large scale.

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