

A Pilot Study on Effectiveness of Competence Building Interventional Package on Life Skills and Assertive Behaviour Among Children Residing in Selected Orphanages of Bagalkot District

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ABSTRACT

Children residing in orphanages are going through different challenges in the current scenario. It will affect their socialization and failures in scholastic behavior. A Quasi experimental time series design using Pre-test post-test control group design was used for the present study. Stratified proportional sampling technique, using computer generated random sequence numbers was used to select samples. Out of 20 samples 10 allotted in experimental and 10 in control group. Orphan children aged between 10 to 18 years were selected as samples. The data was analyzed by using descriptive and inferential statistics. The study results depicted mean pre post test score of children in experimental group was 183.4 ± 19.66 which increased to 209.5 ± 15 in posttest whereas the mean pre-test score of control group was 193.45 ± 13.52 which increased to 196.7 ± 18.03 in post-test. The calculated t value was 10.207 with P value < 0.000 , The mean Assertive behavior post test score (87.70 ± 13.08) of children in experimental group is significantly higher than post test (73.5 ± 6.55) scores of control group ($U=10.500$, $P<0.01$) which shows that the competence building interventional package was effective in improving the Life skills and Assertive behavior among orphan children in experimental group as compared to control group. The study concluded that. Interventional programmes on life skills

and assertive training are effective improving the Psychological and mental wellbeing of orphans.

Keywords: Competence Building Interventional Package, Life Skills, Assertive Behaviour, Children, Orphanages of Bagalkot District

INTRODUCTION

Children are the most precious resource for the future. It is therefore Imperative that appropriate infrastructure and conditions for their growth and all-round development are in place. Children who are in foster homes and orphans are one of the most vulnerable, helpless and needy groups of children all over the world.¹ These children are suffering from one or the other trauma of losing one or both parents followed by lack of basic needs, schooling and adequate care and nutrition. They suffer from all kind of physical, social, psychological and economical development.²

Need for study

Children living in orphanages not only have to face challenges such as malnutrition, crowded living spaces, and lack of parental care which have been shown having a deleterious effect on development but they

may also have psychological difficulties such as loneliness, sense of abandonment, and difficulties in identity formation. Parental loss and orphanage placement can be stressful and can negatively affect the psychological well-being of children.³

UNICEF and global partners define an “Orphan as a child less than 18 years of age who has lost one or both parents to any cause of death”.⁴

According WHO report 2021: 153 million children worldwide are orphans. 31 million orphans are found in India. There are serious consequences for the rights and development of such children.⁵

According to Hindustan times report 2017: India has 29.6 million orphaned and abandoned children (more than the population of Sri Lanka! In 2017, of these 30 million children, there were only 370,000 children in over 9500 child care institution.⁶

REVIEW OF LITERATURE

According to UNICEF and global partner’s report 2015:

Globally 140 million orphans are present. This large figure represents not only children who have lost both parents, but also those who have lost a father but have a surviving mother or have lost their mother but have a surviving father. Nearly 140 million children classified as orphans, 15.1 million have lost both parents.⁷

A descriptive survey study was conducted to assess the hyperactive disorder and Prosocial behavior among orphans adolescents in Mangalore, 7.5% were at risk for hyperactivity disorder, 37.5% were at risk for peer problems, and 12.5% had severe peer problems. Abnormal prosocial behavior was found in 5%, while 22.5% were at risk for prosocial behaviour.⁸

STATEMENT OF PROBLEM

Effectiveness Of Competence Building Interventional Package On Life Skills And Assertive Behaviour Among Children

Residing In Selected Orphanages Of Bagalkot District.

OBJECTIVES OF THE STUDY.

- To assess the Level of life skills and Assertive behavior among orphan children in experimental and control group.
- To determine the effectiveness of competence building interventional package on level of life skills and assertive behavior of 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.
- To find-out the association between the levels of assertive behavior with selected socio-demographic variables of orphan children in both experimental and control group.
- To determine the correlation between life skills and assertive behavior of orphan children in both experimental and control group.
- **HYPOTHESIS**
- **H₁:** There will be significant difference in mean life skill scores among experimental and control group before and after the intervention.
- **H₂:** There will be a significant difference in assertive behavior scores between experimental and control group of orphan children.
- **H₄:** There will be significant difference between the pre-test & post-test scores of life skills and assertive behavior among orphan children in experimental group.
- **H₅:** There will be a significant positive correlation between life skills and assertive behavior of both experimental and control group of orphan children.

Delimitations

The present study is delimited to

- Orphan children residing in selected orphanages of Bagalkot district.

- Orphans children between age group 10 to 18 years.
- Assessment of Life skills and assertive behavior.

MATERIALS AND METHODS

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

RESEARCH APPROACH: Quasi experimental time series design.

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

SETTING

- The present study will be conducted at selected orphanages of Bagalkot District.

POPULATION

- **TARGET POPULATION:** Target population for the present study is orphan children aged between 10-18 years.
- **ACCESSIBLE POPULATION:** Accessible population in the present study is orphan children aged between 10-18 years residing at selected orphanages of Bagalkot District
- **Sample size:** 20 children
- **Experimental group:** 10 children
- **Control group:** 10 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 and assertive behavior 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.

Section III: Rath's assertiveness scale - will be used to assess assertive behavior among orphan children.

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.

Assertiveness Scale with a Pearson r of 0.58, showing good agreement.

PLAN FOR DATA ANALYSIS:

Descriptive statistics and inferential statistics were used for data analysis.

- Frequency, Percentage distribution, mean and standard deviation for analysis of variables.
- Independent “t” test, Paired “t” test, The chi squared(X²) test, Spearman’s correlation, Mann Whitney U will be used for data analysis.

PROJECTED OUTCOME

- Competency interventional package is an effective means to build up

competency, Life skills and Assertive behavior and develop positive behavior among the orphan children. This will enable the orphan children to develop ability to face the challenges of life.

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 No 1: Distribution of cases and controls according to their baseline factors data N=20 (Exp group=10 Control group=10)

Baseline Factors	Categories	Experimental group N ₁ =10		Control N ₂ =10		P Value
		F	%	F	%	
1. Age	a.10 – 12 Yrs	0	0%	3	3%	0.12
	b.13 – 14 Yrs	5	5%	2	2%	
	c.15 – 16 Yrs	3	3%	5	5%	
	d.17 - 18Yrs	2	2%	0	0%	
2. Gender	a. Male	6	6%	7	7%	0.23
	b.Female	4	4%	3	3%	
3. Religion	a. Hindu	9	9%	8	8%	
	b.Muslim	1	1%	1	1%	
	c. Christian	0	0%	1	1%	
	d. Others Specify	0	0%	0	0%	
4. Native Place	a. Urban	4	4%	4	4%	0.16
	b.Female	5	5%	3	3%	
	c. Semi urban	1	1%	3	3%	
5. Standard of studying	a. Primary Education	0	0%	0	0%	0.21
	b.Secondary Education	5	5%	6	6%	
	c.PUC	4	4%	4	4%	
	d. No Formal Education	0	0%	0	0%	
6. Duration of stay in orphanage	a. 0-5 Yrs	2	2%	4	4%	0.081
	b.6-10 Yrs	4	4%	3	3%	
	c.11-15 Yrs	4	4%	3	3%	
	d.16 Yrs above	0	0%	0	0%	
7. Parental living status	a. Both alive	0	0%	0	0%	0.19
	b.Both expired	8	8%	8	8%	
	c. One expired	2	2%	2	2%	
8. Have you attended any life skill training programme	a. Yes	0	0%	0	0%	
	b. No	10	10%	10	10%	

P < 0.05, Fisher’s exact probability test

Section – II

Table 2: Pre-Interventional comparison of life skills, Assertive behavior, Self esteemscores of orphan children. N=20 (Exp group=10 Control group=10)

Variables	Experimental group Mean+SD	Control group Mean+SD	Mann-Whitney U/t	P Value
Life skills	185.60± 19.75	192.30±13.66	t= -0.882	0.389
Assertive behavior	76.10± 18.24	73.50± 6.55	U= 43.50	0.63

Data displayed in Table 2 reveals that there is no significant differences were found in

any of the outcome variables between life skills, Assertive behavior and self esteem

between experimental and control group. Hence both the groups were equal in terms of all the outcome variables at pre interventional level

Section – III

Table 3: Pretest and Post test comparison of mean and SD between experimental and control groups. N=20 (Exp group=10 Control group=10)

SL NO	Life skills domains	Experimental Group				Control Group			
		Pre test Mean	Pre-test SD	Post test Mean	Post test SD	Pre-test Mean	Pre-test SD	Post test Mean	Post test SD
1	Decision-making	18.4	2.79	20.8	2.39	18.55	1.97	18.6	1.78
2	Problem solving	20.3	1.73	22.8	1.03	19.18	3.31	19.4	3.89
3	Empathy	16.7	3.50	20.3	2.41	17.82	3.71	17.3	3.47
4	Self-awareness	20.1	2.85	22.7	1.70	19.55	2.07	19.8	2.74
5	Communication skills	20.2	2.64	22.3	1.64	19.91	2.74	19.6	2.67
6	Interpersonal Relationship skills	18.3	3.08	20.8	2.20	19.09	2.17	19.3	2.16
7	Coping with Emotions	15.1	4.23	18.9	2.85	18.18	1.94	18	1.94
8	Coping with stress	17.4	3.84	20.1	2.77	20.09	1.92	19.9	1.91
9	Creative thinking skills	19.0	2.74	20.8	2.35	21.64	2.11	22	2.62
10	Critical Thinking Skills	17.8	2.99	20	2.40	19.45	1.75	19.8	1.40

Section – IV

❖ Effectiveness of competence building interventional package on life skills among children

Table No 4: Effectiveness of competence building interventional package on life skills. N₁ = 10, N₂=10

Group	Pre test mean & SD	Post test mean & SD	Mean Difference	Standard error	t value	P Value
Experimental group	185.60 ± 19.75	209.5 ± 15	22.5	2.20	10.207	.000
Control group	192.30 ± 13.66	196.7 ± 18.03				

* Sig, $\alpha=0.05$, $df=18$, t table value = 2.10

The data regarding life skill was tested normalcy and the histogram was found normally distributed with Shapiro Wilk P Value = 0.55. Hence independent t test was used to assess the effectiveness of competence building interventional package on life skills among children residing in orphanage. The mean pre post test score of children in experimental group was 183.4 ± 19.66 which increased to 209.5 ± 15 in

posttest whereas the mean pre-test score of control group was 193.45 ± 13.52 which increased to 196.7 ± 18.03 in post-test. The calculated t value was 10.207 with P value < 0.000, suggesting the Interventional package was effective in improving the life skill scores among children of experimental group as compared to children of control group.

Section – V

❖ Effectiveness of competence building interventional package on Assertive behavior among children

Table No 5: Effectiveness of competence building interventional package on Assertive behavior among children. N₁ = 10, N₂=10

Group	Post test mean ± SD	Mean rank	Sum of ranks	Mann Whitney U	P Value
Experimental group	87.70 ± 13.08	15.50	14.45	10,500	0.003**
Control group	73.5 ± 6.55	5.50	6.55		

**P<0.01

The mean Assertive behavior post test score (87.70 ± 13.08) of children in experimental group is significantly higher than post test (73.5 ± 6.55) scores of control group ($U=10.500$, $P<0.01$) which shows that the competence building interventional package

was effective in improving the Assertive behaviour among orphan children in experimental group as compared to control group.

DISCUSSION

Majority of samples were belonging to 13-14 years age group in experimental group and 15-16 years were in control group, Majority of samples 6 orphans were male in experimental group and 7 in control group, Majority of samples duration of stay in orphanage was 6-14 years. Majority of samples were not attended any life skill training programme. pre post test score of children in experimental group was 183.4 ± 19.66 which increased to 209.5 ± 15 in posttest whereas the mean pre-test score of control group was 193.45 ± 13.52 which increased to 196.7 ± 18.03 in post-test. The calculated t value was 10.207 with P value < 0.000, The mean Assertive behavior post test score (87.70 ± 13.08) of children in experimental group is significantly higher than post test (73.5 ± 6.55) scores of control group (U=10.500, P<0.01) which shows that the competence building interventional package was effective in improving the Life skills and Assertive behavior among orphan children in experimental group as compared to control group.

Summary

Data analysis of pilot study data shows that there was no significant difference between experimental group children and control group children in forms of socio demographic variables and outcome variables at base line. Hence both the groups were homogeneous at preinterventional level.

Independent “t” test was applied to test the effectiveness of competence building interventional package on life skill scores of orphan children by comparing post test life skill scores between experimental and control group found that competence building interventional package was highly effective in improving the life skill scores of experimental group children compared to control group.

Mann Whitney U test was applied to test the effectiveness of competence building

interventional package on Assertive behavior scores of orphan children by comparing posttest Assertive behavior scores of experimental group children compared to control group.

CONCLUSION

In the current scenario orphan children and youths are striving and facing many difficulties and challenges due to anxiety, depression, emotional imbalance and even mental health issues in day to day life. So the researcher intended to assess the life skills, assertive and self esteem of orphans and implemented competency based interventional packages. The study results depicted that competency based interventional package was effective in enhancing the life skills, Self esteem and assertiveness skills among orphans. Further the study results recommend to conduct counseling, life skill training sessions and various Health programmes to promote mental well being of orphan children.

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