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Life Skills Assessments of Adolescents (11-14 years)

Young Lives India

8 February 2021

In partnership with:

unicef ✪
for every child

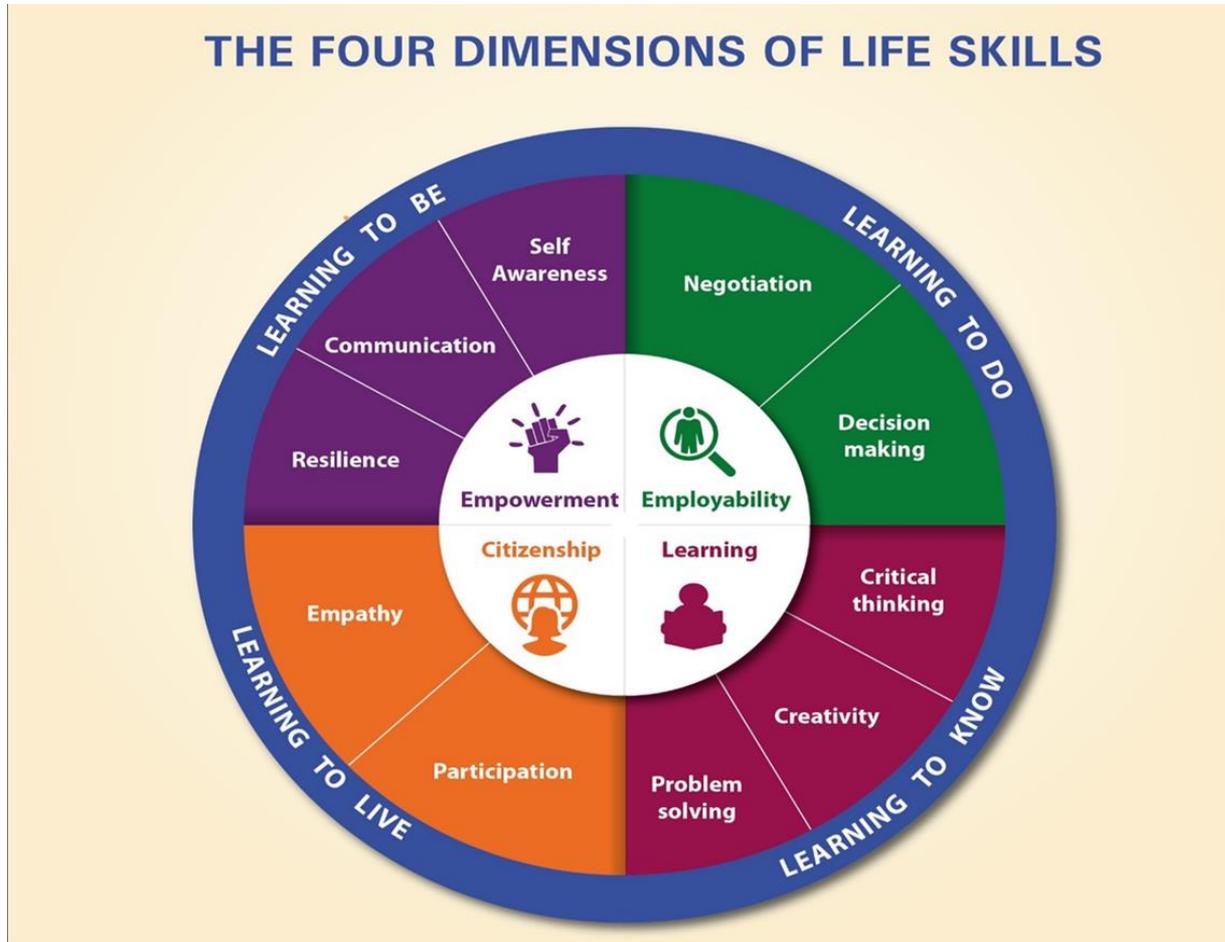# Situational Analysis of Life Skills Education

❑ **Situational analysis** in five states (Rajasthan, Assam, Madhya Pradesh, Jharkhand and Uttar Pradesh). Analysis included:

- Review of LSE curriculum and teacher handbooks.
- Observation of LSE sessions.
- Key informant interviews with key government officials at state and district levels, select school principals and teachers.
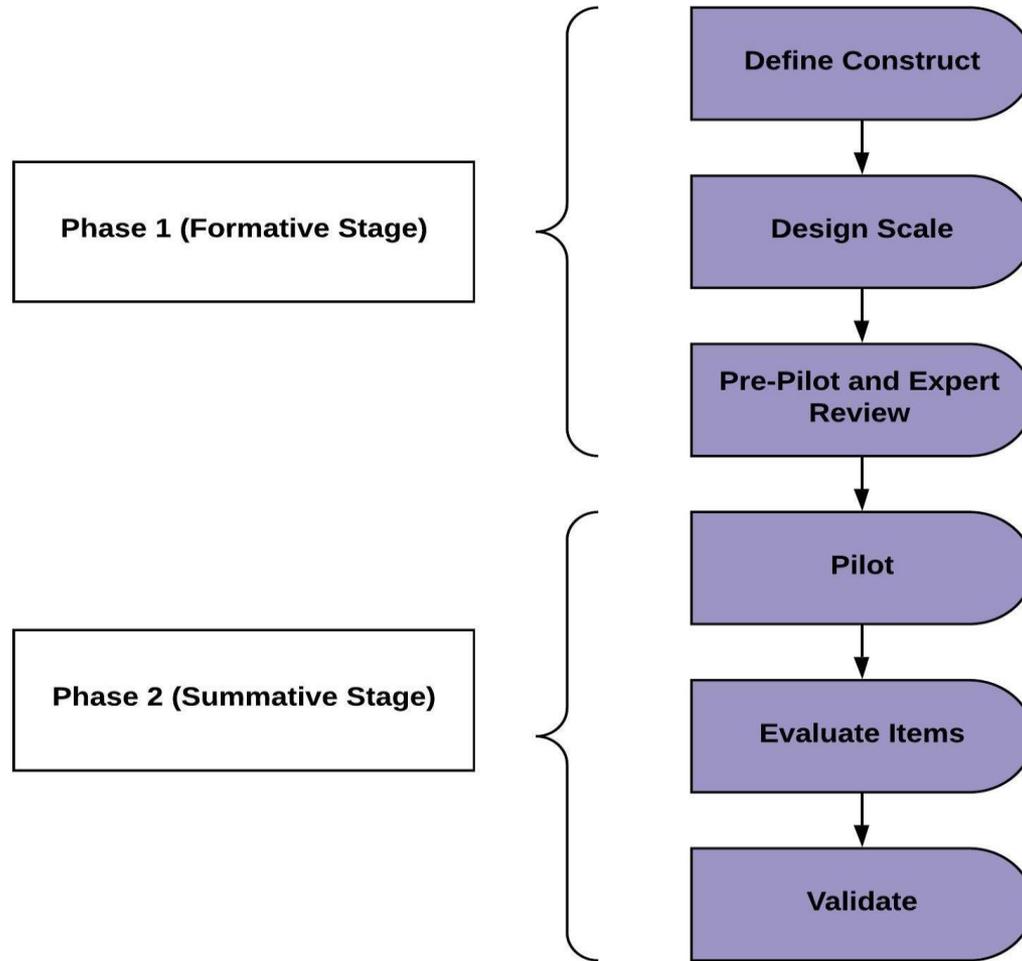- Interviews and FGDs with children.

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Key Findings from Situational Analysis

- **Limited understanding of Life Skills**
  - Only a limited number of education personnel and officials possessed a nuanced understanding of 'life skills'.
  - Life skills were often confused with information related to value education or livelihood skills.
- **Limited conceptualization of Life skills**
  - Life skills is being "taught". Young adolescents are not acquiring life skills by exploring their knowledge (about a particular life skill) through organised activities, which would allow them to rehearse and practice the skill in different simulated and real-life situations, thereby leading to behavioral change.
  - None of the States have a clearly defined policy statement, including defined learning outcomes for life skills and assessment processes.
- **Life skills education not currently integrated in the curriculum**
  - Life skills education is being implemented as separate session(s) in most States.
  - There is a need to reconceptualize the current curriculum and provide opportunities for experiential learning.
- **Need for teacher training**
  - While teachers showed enthusiasm, they did not demonstrate the requisite pedagogical skills necessary to undertake life skills education using a learner-centered approach.
  - Teachers interviewed highlighted the need for (i) follow up training, (ii) enhanced training on facilitation skills, (iii) on-going mentoring, and (iv) access to material (including activity banks) to support better engagement with young adolescents.

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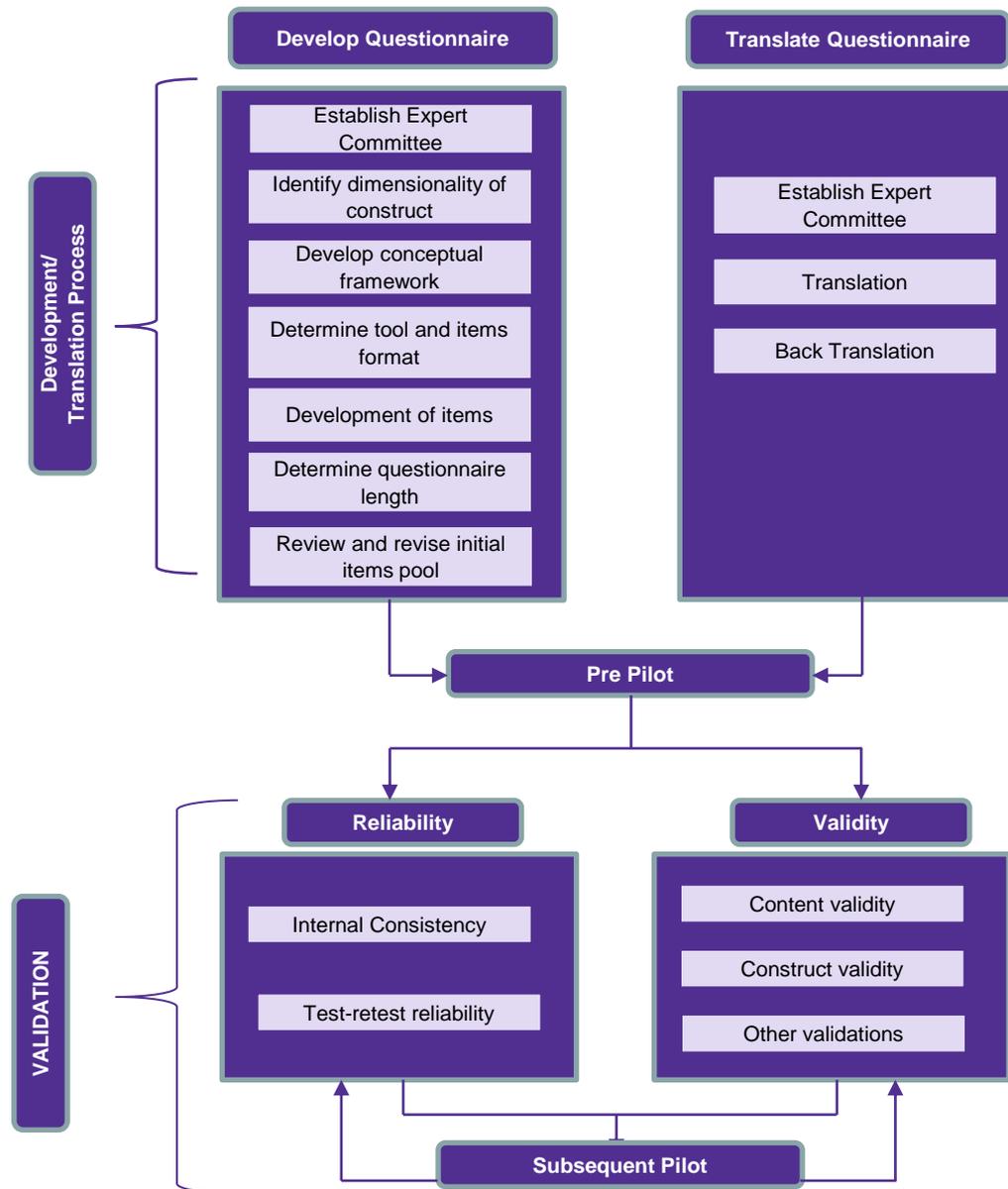# Process of LSMT-E Development Across Formative and Summative Stages

Phase 1 (Formative Stage)

Define Construct

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Design Scale

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Pre-Pilot and Expert Review

Phase 2 (Summative Stage)

Pilot

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Evaluate Items

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Validate

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Formative Stage

Develop Questionnaire

Translate Questionnaire

Development/ Translation Process

- Establish Expert Committee
- Identify dimensionality of construct
- Develop conceptual framework
- Determine tool and items format
- Development of items
- Determine questionnaire length
- Review and revise initial items pool

- Establish Expert Committee
- Translation
- Back Translation

Pre Pilot

Reliability

Validity

VALIDATION

- Internal Consistency
- Test-retest reliability

- Content validity
- Construct validity
- Other validations

Subsequent Pilot

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Format of the LSMT-E

- An innovative format of a storyline with character/s that children could relate to. Items developed in the form of vignettes that are reflective of real life situations of adolescents in the Indian context.

- A minimum of four representative items per domain were selected in order to capture the components of a given life skills domain and at the same time limit burden for participants.

- Face validity was ensured by taking feedback from teachers, students and expert committee on the appearance and language of each item.

- Content validity was established through reviewing whether the measure truly captured sub-domains and multiple facets of each domain.
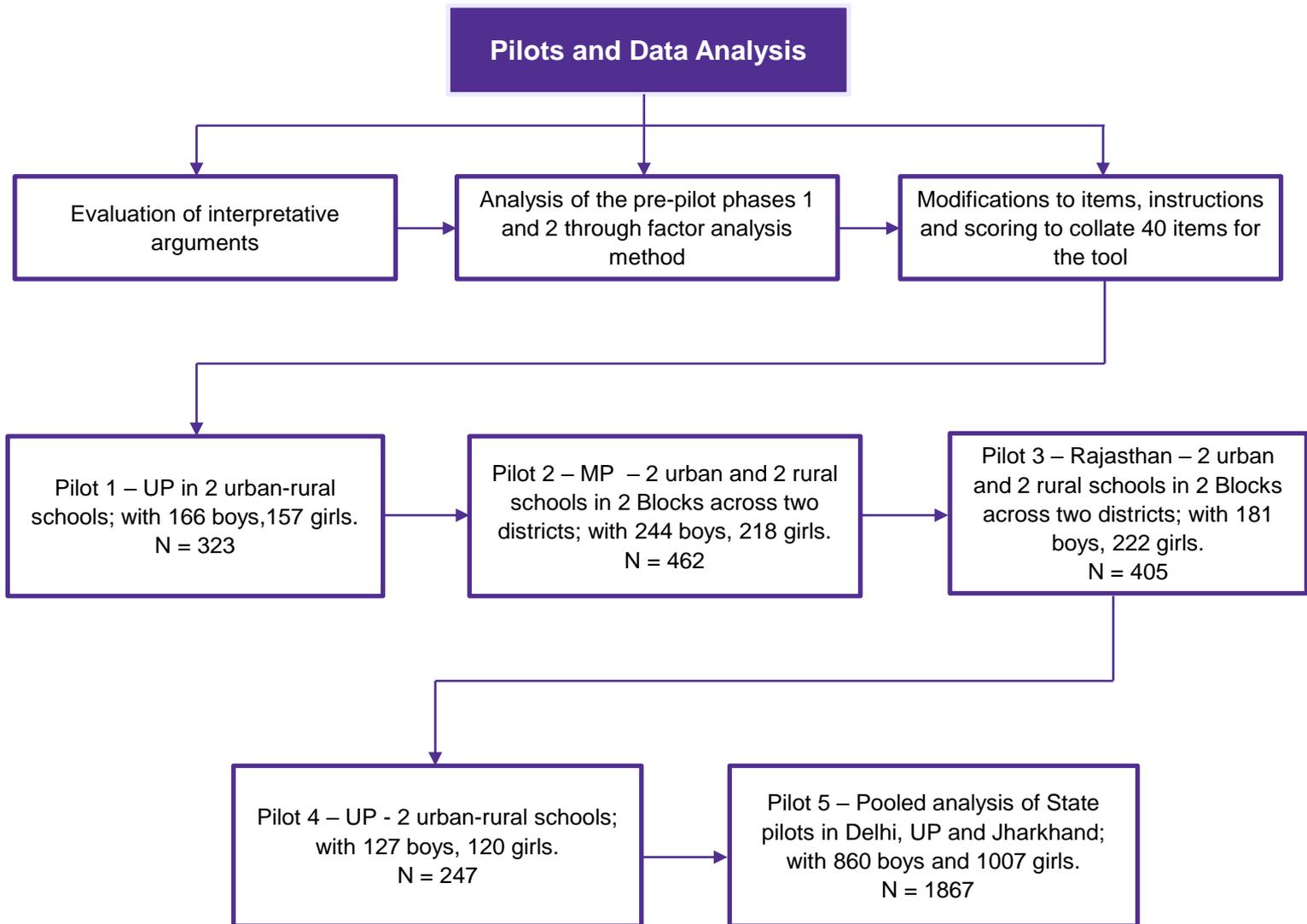
. कमला के जन्मदिन के अवसर पर उसकी माँ उसे एक निश्चित राशि में अपनी पसंद का उपहार ख़रीदने को कहती है। खिलौने की दुकान पर उसे पता चलता है कि उसके प्रिय खिलौने की कीमत उस राशि से अधिक है। यदि आप कमला की जगह होते तो आप :

निपुणता से मोलभाव करके दुकानदार को कीमत कम करने के लिए मना लेते।	दुकानदार पर कीमत कम करने के लिए ज़ोर डालते।	बिना मोल–भाव करे और बिना कुछ खरीदे वापस आ जाते।	अपनी बात दृढ़ता से कहकर दुकानदार को कीमत कम करने के लिए राज़ी कर लेते।

Payal's mathematics notebook gets misplaced by Babita. There is an exam the next day and Babita has to find a solution to this problem. If you were Babita, you would:

Think of giving your notebook to Payal after you have prepared for the exam	Think of immediately giving your notebook to Payal	Keep worrying about the lost notebook	Think of going to Payal's house and preparing for the exam

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Summative Stage

Pilots and Data Analysis

Evaluation of interpretative arguments	Analysis of the pre-pilot phases 1 and 2 through factor analysis method	Modifications to items, instructions and scoring to collate 40 items for the tool

Pilot 1 – UP in 2 urban-rural schools; with 166 boys,157 girls. N = 323

Pilot 2 – MP – 2 urban and 2 rural schools in 2 Blocks across two districts; with 244 boys, 218 girls. N = 462

Pilot 3 – Rajasthan – 2 urban and 2 rural schools in 2 Blocks across two districts; with 181 boys, 222 girls. N = 405

Pilot 4 – UP - 2 urban-rural schools; with 127 boys, 120 girls. N = 247

Pilot 5 – Pooled analysis of State pilots in Delhi, UP and Jharkhand; with 860 boys and 1007 girls. N = 1867

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LIFE SKILLS FRAMEWORK

Cognitive

Critical thinking

Decision making

Problem solving

Personal

Creativity

Participation

Resilience

Inter- personal

Negotiation

Empathy

Communication

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Summative Stage

Data Analysis

- Items were examined for normality using kurtosis and skewness statistics.

- The following types of analysis were conducted:

  o Descriptive statistics

  o Internal validity

  o Item validity- Exploratory Factor Analysis (EFA), Principal Component Analysis (PCA) and Confirmatory Factor Analysis (CFA)

  o Item reliability- Item-test correlation, Internal consistency (Cronbach Alpha) and split- half reliability across tool items

  o Discriminant and convergent validity

Final Format of LSMT-E

- The culmination of the summative stage analysis led to 36 items being finalised across nine life skills, with a four-response option created on each item.

- Items were structured on an ordinal scale from 1 – 4, with each response being graded sequentially in relation to the other.

Reliability & Validity of LSMT - E

- **Reliability**
  - **The reliability of the tool was evaluated by Cronbach's alpha coefficient in the summative phase and stands at 0.87** for the combined analysis of data.
  - This indicates that the tool is consistently reliable and has a good internal consistency.

- **Discriminant and Convergent Validity**
  - Discriminant and convergent validity were conducted using confirmatory factor analysis.
  - The nine life skills are summed into three domains namely cognitive, personal and inter-personal domains consisting of 3 life-skills each.
  - Both discriminant and convergent validity was attained with average variance extracted 0.68 in case of 3 domains.

Convergent and Discriminant Validity Assessment		
Average variance extracted (AVE) by latent variables		
AVE_Life_skills	0.68	No problem with discriminant validity
		No problem with convergent validity

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