



Self-Confidence of Individuals in Adult Skills and the Perceived Student Value of an Adulting Course in Educational Entities: A Mixed Methods Research Design

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Abstract

This research aims to address the questions; Do students' self-confidence in life skills increase from participation in the Adulting 101: Real Skills for Real Life course? How do students describe their self-confidence before and after taking the life skills course? What results emerge from comparing the qualitative data about students' self-confidence with outcome quantitative data measured on the life-skills questionnaire? The study is represented as a Mixed Methods QUAN + qual design using a convergent design with a questionnaire variant. The qualitative data explored self-confidence in students by using their wording on the questionnaire and were combined with the quantitative results to further explain the phenomenon. Quantitative data was evaluated first through t-test findings that showed students significantly increased self-confidence after completing the Adulting 101: Real Skills for Real Life course. The qualitative data were categorized into two major themes: a real sense of self-confidence in adult skills and a false sense of self-confidence in adult skills; however, both themes portrayed an increase in student self-confidence after the Adulting 101 course, further explaining the phenomenon shown in the quantitative data, deepening the understanding of student self-confidence regarding essential life skills.

KEYWORDS: ADULTING, SELF-CONFIDENCE, POST-SECONDARY EDUCATION, PERSONAL DEVELOPMENT

Introduction

Family and Consumer Sciences (FCS) educators teach life skills that can help increase self-confidence and enable individuals to become more productive citizens and perfect the art of Adulthood. Adulthood is the practice of behaving with the characteristics of a responsible adult, especially completing everyday essential tasks (Lea & Bradbery, 2020). The field of FCS is the comprehensive body of skills, research, and knowledge that helps people make decisions about their well-being, relationships, and resources to achieve optimal quality of life (Nickols et al., 2009). The FCS Body of Knowledge (BOK) in Figure 1 is the current framework that serves as the foundation for the field to teach these essential life skills.

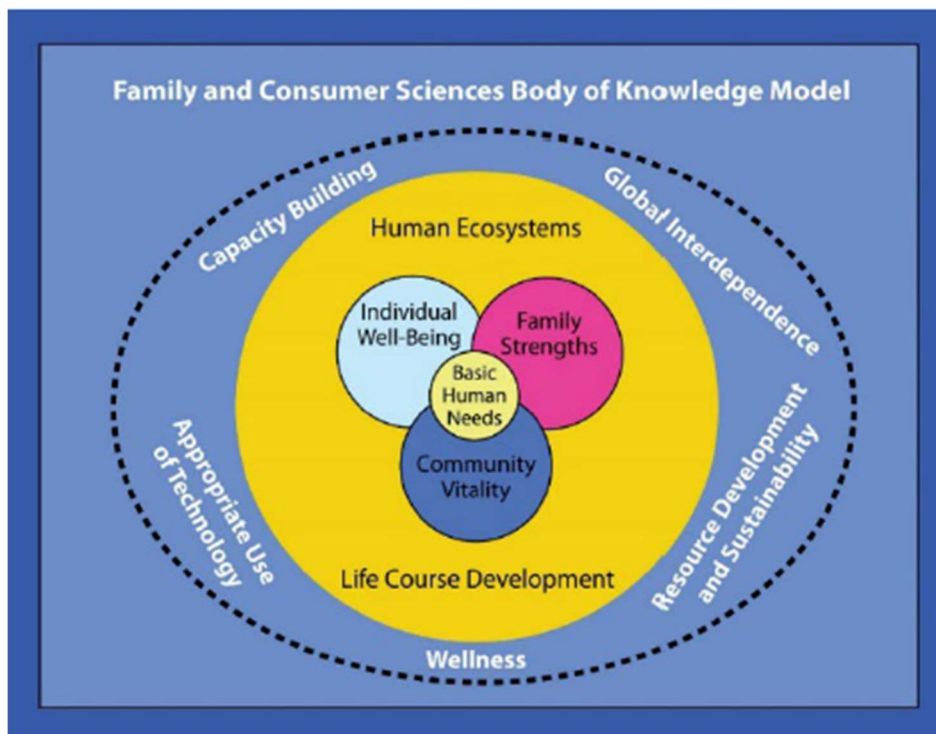


Figure 1 Family and consumer sciences body of knowledge model

Within the body of knowledge, Basic human needs cover an individual's ability to perform essential life skills to meet their basic human needs. Once basic human needs are met, individuals in this study can expand their knowledge of their well-being, their families, and their community. After individuals develop their basic life skills, their life takes on direction and purpose. Within Social Cognitive Theory, information about a person's behavior is transitioned into a symbolic guide through the process of learning (Bandura, 1997). Self-efficacy explains the motivations behind individual achievements (Schunk et al., 2014). For example, the way a person views their ability to complete essential life skills has meaning. If an individual has high self-efficacy in completing a task, they lean towards finishing that task. If they view themselves as incompetent or have low self-efficacy, they will not be motivated to complete the task (Schunk et al., 2014). Self-confidence is trusting yourself with your abilities (Ackerman, 2018). For the purpose of this study, self-efficacy = self-confidence.

Statement of Purpose

The purpose of this study is to compare college-age students' self-confidence before and after taking a life skills course in an educational entity by using the course Adulting 101: Real Skills for Real Life within the Family and Consumer Sciences Education program at Texas Tech University. This course provides students with opportunities to hone the skills needed for personal development, health and wellness, citizenship, communication, consumer choices, employability, parenting and childcare, and balancing work and family (Houy et al., 2020). This course was implemented as a special topics course in August 2020 with a pilot course group of 24 students and continued with more sections of the course taught through December 2022 for a total sample size of 161 students. Texas Tech students' current abilities and future life skills needs were measured. A pre- and post-test Likert scale questionnaire amended from the instrument created by Couch, Felstehausen, & Robinson (1991) was used within the Adulting 101: Real Skills for Real Life course as well as an open-ended question to answer before and after the course (see Appendix C Adulting 101 Pre-Test and Appendix D Adulting 101 Post-Test). The open-ended question instructs students to make a statement about self-confidence regarding adulting skills before and after taking the course. For ease of student understanding, the term *self-confidence* was used instead of the term *self-efficacy*; therefore, the terms self-confidence and self-efficacy are used interchangeably.

Research Questions and Hypothesis

The following research questions and hypotheses guided the quantitative and qualitative portions of the study:

Quantitative

RQ1: Do students' self-confidence in life skills increase from participation in a life skills course in an educational entity?

Hypothesis: Students who participate in a life skills course in an educational entity will have an increase in their life skills self-confidence.

Null Hypothesis: Students who participate in the life skills course in an educational entity will have no increase in their life skills self-confidence.

Qualitative

RQ2: How do students describe their self-confidence before and after taking the life skills course?

Mixed Methods

RQ3: What results emerge from comparing the qualitative data about students' self-confidence with outcome quantitative data measured on the life-skills questionnaire?

Rationale

The study is represented as a QUAN + qual design using a convergent design with a questionnaire variant (Creswell & Clark, 2018). The qualitative and quantitative data collection occurred concurrently and then analyzed separately to later be merged. The QUAN features focus on the importance of life skills in future work and personal lives using a pre and post-test Likert scale questionnaire for students. This is used to allow for a QUAN-focused project. The + qual is used

to further explain and enhance students' self-efficacy of life skills with open-ended questions within the pre- and post-questionnaire. This provides complementarity/triangulation of the QUAN data (Hill & Knox, 2021).

Therefore, the rationale for using mixed methods in this study is:

- 1) mixing the method offsets the weakness of quantitative research that provides an overall explanation of the phenomenon with the open-ended questions of a qualitative study to allow a more in-depth perspective of what is in the students' minds,
- 2) the mixing allows for review of the data to obtain more valid conclusions and
- 3) mixed methods determines a more complete conclusion for overall understanding of the phenomenon (Hill & Knox, 2021).

Reviewing the Literature

Pauley (1996) conducted a survey that was distributed to middle school students. This survey showed that students wanted the life skills of banking, sewing, child care, cooking, communicating, community service, and consumerism included in Family and Consumer Sciences classes. Adults were surveyed and in contrast, their preferences for course content included family, parenting, and communication. Each of these sets of surveys showed adulting skills as important to students and parents alike (Pauley, 1996). The study conducted by Maryam, Davoud, Zahra, and Somayeh (2011) looked into the effectiveness of life skills training in increasing the self-esteem of high school students. This was a quantitative study on the effectiveness of life skills training on adolescent students. The authors found there is a difference in life skills abilities between those who have had life skills training, and those who have not. (Maryam et al., 2011).

Individuals may also show a false sense of self-confidence concerning life skills. False self-confidence is believing that you can accomplish something without ever having to prove you can do it (Jay, 2021). With a false sense of self-confidence, students believe that they do not need to take the time, effort, and risk to succeed because they are confident they already can. Education is important, but education to support and live life better is more important. Life skills bridge the gap between basic functioning and student capabilities (Prajapati et al., 2016). Creating and researching using the *Adulting 101: Real Skills for Real Life* course helps to bridge that gap by teaching life skills.

Methods

The mixed-methods convergent design with a questionnaire variant was used in this study. The quantitative data and qualitative data were collected at the same time through the pre and post-test but analyzed separately. Before beginning the study, IRB permission was approved (see Appendix A, IRB Approval Documentation).

Sampling for the study included students in the *Adulting 101: Real Skills for Real Life* course that enrolled in the August 2020-December 2022 semesters, 161 total students. The demographic characteristics can be found in Table 1. All students were current students of Texas Tech University. The *Adulting* course was promoted at various student fairs throughout Texas Tech University, Tech Announce, and the Honors College.

Table 1 Demographic characteristics

Baseline Characteristics	<i>n</i>	%
Gender		
Male	25	15
Female	136	85
Highest Education Level		
High School	124	77
Bachelor’s	22	13.6
Master’s	1	0.6
PhD or Higher	14	8.6

Note N = 161

Quantitative Phase

The quantitative portion of this study aimed to test the self-confidence of students in essential life skills before and after completing the Adulting 101 course. To answer the quantitative research question, the Paired *T*-Test design was employed because it determines the difference between the pre-test and the post-test for the same individual. Through purposive sampling, all post-secondary students enrolled in the Texas Tech University Adulting 101: Real Skills for Real Life course were the participants in the study. The key variables under investigation are communication skills, consumer skills, cultural awareness skills, employability skills, health and wellness skills, household management skills, relationship skills, and self-responsibility skills taught in the Adulting 101 course. A Likert-scale questionnaire (pre and post-test) was designed to measure the self-confidence in essential life skills of students before and after the Adulting 101 course. The questionnaire contained 51 questions and used the following instructions; “After completing the Adulting 101 Course, please indicate the amount of knowledge you have on completing each “adulting skill” with the scale of “not well at all” meaning, “I have no idea how to do this skill” and “Extremely well” meaning, “I already know how to do this skill extremely well.” Scores were totaled to gain the summed scores. The pre-test survey was taken by students within the first two weeks of the Adulting 101 course, then again during the last two weeks of the course for the post-test. It took participants approximately ten minutes to complete each test.

Content and sampling validity was established for the questionnaire through professional review and sorting of items into categories. Cronbach’s alphas were performed for each of the categories to establish internal consistency and reliability. The results are presented in Table 2. Cronbach’s alpha (α) is a measurement that calculates the internal consistency of an assessment instrument. Typically, the minimal level of acceptability for Cronbach’s alphas is 0.6 (Field, 2018). Appendix E, Cronbach’s Alphas Questions and Adult Skills Categories, shows grouped items.

Table 2 Internal consistency reliability for items in adult skills categories

Adult Skills	# of Items in Factors	Cronbach's alpha Pre	Cronbach's alpha Post	Evaluation
Communication	4	.808	.816	Excellent
Consumer	7	.815	.875	Excellent
Cultural Awareness	3	.691	.801	Minimum/Excellent
Employability	5	.794	.822	Acceptable/Excellent
Health and Wellness	9	.881	.865	Excellent
Household Management	8	.831	.823	Excellent
Relationship	5	.632	.691	Minimum
Self-Responsibility	10	.796	.807	Acceptable/Excellent

Qualitative Phase

The open-ended questions, one question per test, were embedded in this larger design to deepen the understanding of student self-confidence. The qualitative data explored self-confidence in the students by utilizing their wording on the questionnaire. The qualitative results were combined with the quantitative outcome results to further explain the central phenomenon of self-confidence in students. The qualitative data was used to further explain and enhance students' self-confidence in life skills within the pre and post-questionnaire. This explains and complements the QUAN data. The quantitative Likert-scale questionnaire included a qualitative open-ended question and took approximately 10 minutes in total to take. Qualitative data was collected at the same time as the quantitative data and helped to deepen the understanding of the central phenomenon found in the quantitative data. Figure 2 and Table 3 further show the procedural collection of qualitative data and quantitative data.

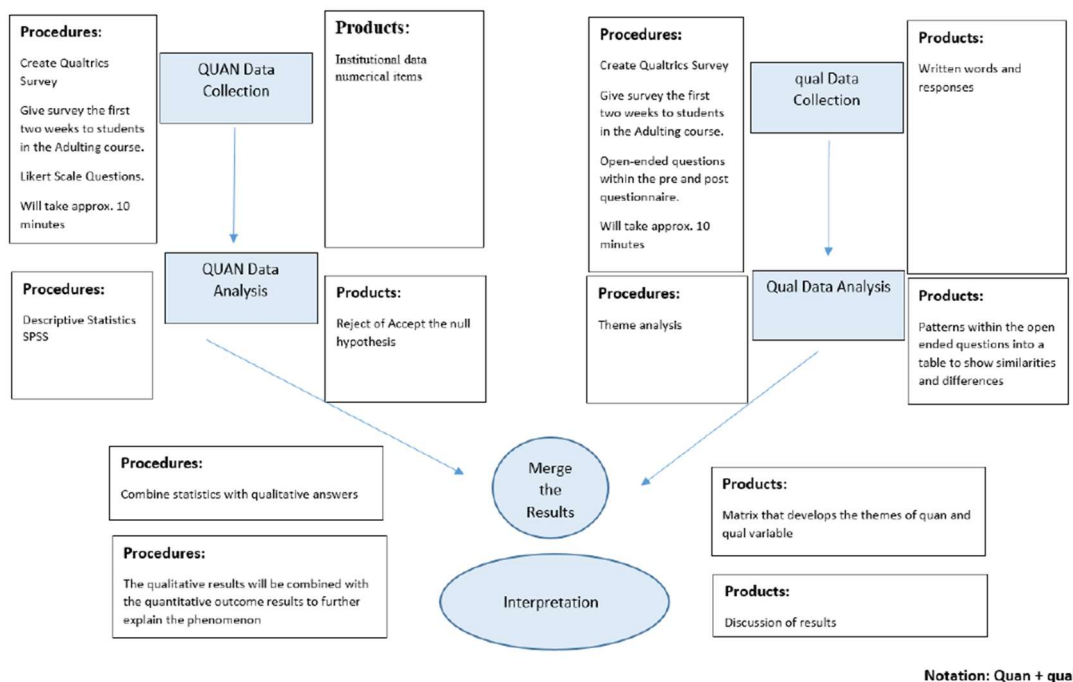


Figure 2 Procedural diagram convergent mixed methods questionnaire variant

Table 3 Mixed-method data analysis

Mixed-Method Research Questions	Core MM Design and Type of Integration	Integration Procedures	Representation of Integrated Results	Interpretation
What results emerge from comparing experimental qualitative data about students' self-efficacy with outcome quantitative data measured on the life-skills questionnaire?	Experimental design, convergent core with a merging integration type.	Obtain results by the analyzing the qual and quan data, look for common concepts, determine in what ways the results expand each other, interpret and resolve differences.	Compare quan and qual results through narrative.	Interpret and consider the insight into the self-efficacy of students' life skills before and after the Adulting 101 course.

Quantitative Analysis

To determine the difference in self-confidence between pre- and post-changes of eight life skills, a paired-samples *t*-test was utilized for the group of 161 students. See Tables 4 and 5.

Table 4 Paired samples *t*-test: study (self-confidence)

Self-Confidence	Study	Mean	N	Std. Deviation	Std. Error Mean
Communication Skills	Post Self Confidence	4.69	161	.484	.038
	Pre Self Confidence	3.22	161	.943	.074
Consumer Skills	Post Self Confidence	4.23	161	.799	.063
	Pre Self Confidence	4.48	161	.605	.048
Cultural Awareness Skills	Post Self Confidence	4.78	161	.415	.033
	Pre Self Confidence	4.20	161	.684	.054
Employability Skills	Post Self Confidence	4.69	161	.446	.035
	Pre Self Confidence	3.88	161	.788	.062
Health and Wellness Skills	Post Self Confidence	4.59	161	.510	.040
	Pre Self Confidence	4.27	161	.652	.051
Household Management Skills	Post Self Confidence	4.70	161	.432	.034
	Pre Self Confidence	4.08	161	.636	.050
Relationship Skills	Post Self Confidence	4.60	161	.442	.035
	Pre Self Confidence	3.69	161	.701	.055
Self-Responsibility Skills	Post Self Confidence	4.35	161	.561	.044
	Pre Self Confidence	3.69	161	.701	.055

Table 5 Paired differences study

Group	Pairing	M	SD	t(161)	p	Cohen's d
Pair 1	Pre & Post Communication Skills	-.550	.842	-8.282	<.001	.842
Pair 2	Pre & Post Consumer Skills	-1.009	1.087	-11.778	<.001	1.087
Pair 3	Pre & Post Cultural Awareness Skills	-.300	.624	-6.106	<.001	.624
Pair 4	Pre & Post Employability Skills	-.487	.736	-8.394	<.001	.736
Pair 5	Pre & Post Health and Wellness Skills	-.712	.854	-10.584	<.001	.854
Pair 6	Pre & Post Household Management Skills	-.426	.663	-8.163	<.001	.663
Pair 7	Pre & Post Relationship Skills	-.528	.666	-10.062	<.001	.667
Pair 8	Pre & Post Responsibility Skills	-.666	.726	-11.632	<.001	.726

Note N = 161

Qualitative Analysis

Assumptions in a phenomenological research design include people use a universal structure to understand their experience. Interpreting participants' feelings, perceptions, and beliefs can help understand the feeling of the phenomenon under investigation within this structure (Ho & Limpaecher, 2022). My colleagues and I have been teaching essential life skills for decades and have conducted hands-on research relating to self-confidence in Family and Consumer Sciences education. I am aware we have a knowledge of and a possible preconceived idea of self-confidence of life skills within individuals, thus creating a possible internal bias when coding the participants for the qualitative analysis. The coding process for the qualitative data was directly derived from the raw data obtained from the students' open-ended questions (Saldaña, 2012). The students' answers were organized by the researcher, then in conjunction with two other colleagues who reviewed students' answers (Hill & Knox, 2021). Student quotes were clustered into "is" statements, then into "means" statements to organize thematic categories (Gibson & Brown, 2009). After theming the data phenomenologically (Auerbach & Silverstein, 2003) for the pre- and post-statements in response to their self-confidence before and after taking the course, two main themes emerged: students who had a *real* sense of self-confidence in adult skills and students who had a *false* sense of self-confidence in adult skills.

Real Sense of Self-Confidence

The first theme was the majority of students wrote about increased self-confidence after completing the course. They admitted that they were not confident in their skills on the pre-test, then on the post-test, they felt more confident. For example, this student admitted they needed help with specific adulting skills:

I know most areas of adulting; however, there are a few things I do not know how to do at all. I do not do well with criticism, I do not know how to change a tire or car battery, and I do not budget my money very well.

After the course, this same student stated:

At the beginning of this course, I did not have much self-confidence in relation to these "adulting" skills. After taking this course, I have so much more self-confidence! I learned things I did not know how to do before, and my self-confidence in these "adulting" skills has improved significantly.

Another student stated before the course:

I am confident in some of these “adulting” skills but some of these tasks, I have not learned yet. I am in the process of trying to learn how to do some of these things with the help of my parents.

At the end of the course, the same student stated:

I am a lot more confident about growing up and going into the real world. I can confidently say that this class has helped me out a lot; some of the advice given to me through this course will follow me for the rest of my life and continue to help me.

This student data showed that individuals were able to admit they lacked essential life skills, possibly why they were taking the course, and at the end of the course, they had a new, higher sense of self-confidence in skills needed for the real world.

Adding to the real sense of self-confidence theme, one student was thankful for a safe place to learn the skills they admitted they could not complete before the class:

It makes me feel confident that I got a refresher on these skills without being embarrassed by it.

Another student stated:

This course has helped me in areas that I was not too sure of, as well as entirely new things like credit cards and filling prescriptions. I feel confident in every area we learned in this course.

Admittedly, students knew there were areas of adult skills they were not aware of before taking the course. After completing the course, another student stated:

I feel more confident in making life decisions because I now have a better understanding of the “how” and “why” instead of just doing a basic simple task just because that’s how you are supposed to do it. Now that I know more I can take the time to make sure that I am making the right choices for my family i.e., healthier food, doing our taxes correctly to make sure we get back the max amount, budgeting better so that we can reduce our debt, etc. I am also more confident knowing I’ll be able to accurately teach and prepare my own children in the future.

Students used words such as struggle, juggle, grow, help, and imposter on the pre-test and used words such as confident, prepared, proud, and self-confident on the post-test. Figure 3 shows the words contributing to the real sense of self-confidence theme written by students on the pre-test. Figure 4 shows the words contributing to the real sense of self-confidence theme written by students on the post-test.

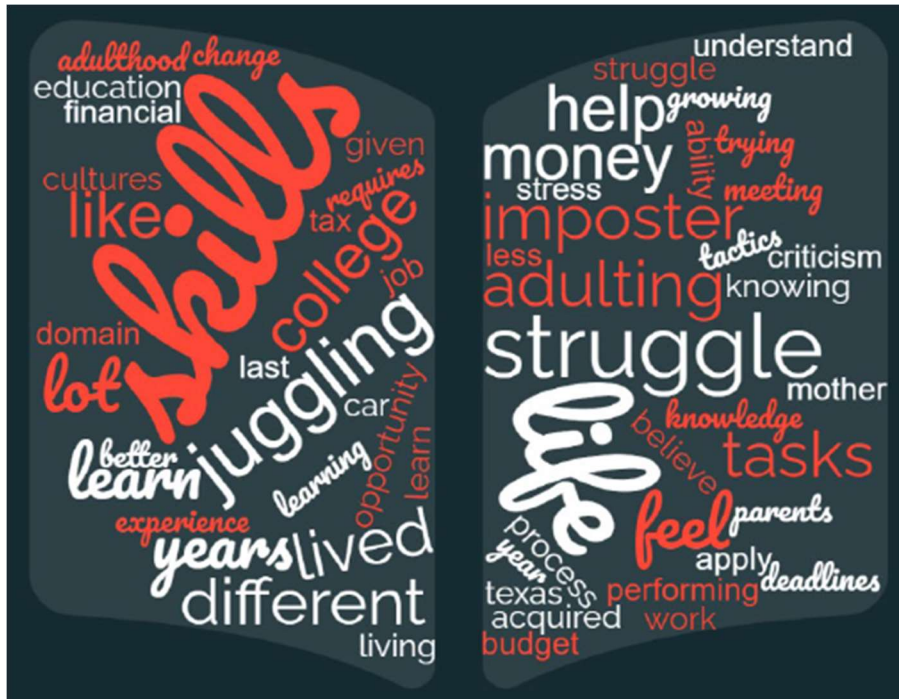


Figure 3 Student sample written data contributing to real sense of self-confidence (pre-test)



Figure 4 Student sample written data contributing to real sense of self-confidence (post-test)

False Sense of Self-Confidence

In the qualitative pre and post-statements collected, students claimed high self-confidence and understanding of adult skills *before* taking the course, then admitted *after* the course that they did not realize or understand the many aspects and skills needed in adulthood. A false sense of self-confidence might have occurred on the survey if the student was embarrassed to admit they do not know the adulting skills on the survey, they genuinely believed they already knew all of the adulting skills, or students might have selected answers based on what they felt the instructor wanted to see (LaMarca, 2011).

Table 6 shows several individuals who had a false sense of self-confidence in completing adult skills. Even with a false sense of self-confidence, an increase in student self-confidence after the Adulting 101 course was portrayed.

Table 6 False sense of self-confidence qualitative data

Pre-Test Statement	Post-Test Statement
I feel confident in my ability to perform adult skills.	After taking this course I believe my self-confidence has gone up and I feel confident going into the real world.
I feel fairly confident in all portions of this survey. I was slightly shocked that I was not able to put <i>extremely well</i> or <i>very well</i> for all of them.	I am a lot more confident in my ability to “adult” now. I had not even realized prior to this course what kind of health insurance I had or what kind of benefits it entailed. I actually looked into what my health insurance provides for me. I am more confident in my ability to keep a nice, clean home and that I am able to do a lot more on my own than I had previously thought. There have also been some financial changes that have been made through this course that allows me to save money for things I truly need as opposed to want. This was a very fun course and I think every college student should be required to take this course at some point.
I am very confident and do not let anyone get under my skin because I have learned it just is not worth it.	I believe that I am capable of each statement listed relating to Adulting skills. This course has made me realize all of the things that there is to know that you wouldn’t necessarily need to do on a daily basis but that truly do make you an adult. I am thankful I took this course because it has made me realize that I am truly ready for the adult world and all of the things life brings to the table.
I feel very confident in most of the things that I have been doing on my own for a while now. I just don’t feel confident in myself in doing some of these adulting skills that I have never done before or even heard of.	I feel that I learned a lot about some skills that you don’t typically think about needing. I feel a lot more confident in my ability to enter the real world after taking this course.
I seem like a very well mature adult. I am very confident in what I do and what I need to get done. I know how to do most of the stuff except change a tire and do my own taxes, but I can learn and see how well I can learn it. I try to push myself to the limit in everything I do.	I have learned a lot more by taking this class.
My self-confidence with these adulting skills is fairly high but there are some “adulting” skills I need to work on.	Before the course, I THOUGHT my self-confidence was pretty solid. However, there were things I learned about in this class that I realized I really didn’t know much about. My self-confidence now has increased and I feel like I have a good understanding of how to be an “adult”.
I think I am pretty good at home adulting with food, clothing, and maintaining the home. On the other side of it with the insurance, I don’t feel as confident.	I feel better prepared as a soon-to-be graduate. This course helped me to see what I didn’t know, and also make me feel better about what I did know.

Pre-Test Statement	Post-Test Statement
I would say I am pretty confident regarding these skills, as I am a (hybrid) graduate student who is financially independent and self-sufficient, so I have had a lot of real-world practice when it comes to completing a lot of these tasks. Additionally, I have held multiple office jobs and internships that have allowed me to learn about communication, time management, and professionalism.	I feel that although I understood how to do many of these things prior to the course, I learned a lot of new things about some of the skills that made them easier to implement and deepened my knowledge. I feel very confident that I will be able to “adult” properly and that I have a skill set and perspective that will aid me in handling any adulting issue.
I am confident with most of these skills and any that I am not, I am excited to learn.	This class has grown my self-confidence in areas that I originally didn't think I needed to know. Example: sewing on a button.
I am relatively confident in my adulting skills. I don't feel the need to rely on my parents for much, and I am confident in my independence.	Although my grade may not reflect what I have learned from this course, it has taught me about myself and my capabilities that I tend to doubt when it comes to being an adult.
I would say I'm overall very confident in most of these categories. My parents prepared me well and it's helped a lot since living on my own and remembering to pay bills. I've also had jobs before and know how to do everything regarding that.	I feel that I learned a lot in this course about adulting. I realized I had never really taken a course like this or was taught material like this before. It was very helpful.

Merged Results and Conclusions

The intent of integrating the mixed methods design and variant is to deepen the understanding of student self-confidence. The qualitative data explored self-confidence in students by using their wording on the questionnaire. The qualitative results were combined with the quantitative outcome results to further explain the phenomenon.

Quantitative data was evaluated first through *t*-test findings that showed students significantly increased self-confidence after completing the *Adulting 101: Real Skills for Real Life* course. The qualitative data were categorized into two major themes: A real sense of self-confidence in adult skills and a false sense of self-confidence in adult skills; however, both themes portrayed an increase in student self-confidence after the *Adulting 101* course, further explaining the phenomenon shown in the quantitative data, deepening the understanding of student self-confidence regarding essential life skills. The design-based ethical considerations and validation strategies included providing an explicit rationale for collecting the qualitative data and its use and ensuring the experiment did not introduce bias that might alter the experimental outcome.

Recognizing that self-confidence increases after students take a life skills course in an educational entity establishes the value of *Adulting* courses in educational entities. Recommendations for future research include honing in and interviewing students focusing on one of the eight life skills categories at a time including communication skills, consumer skills, cultural awareness skills, employability skills, health and wellness skills, household management skills, relationship skills, and self-responsibility skills.

Future use of the life skills questionnaire instrument might include questions on ethnicity data, age by number, or marital/partnering status to further clarify student demographics. A one-way ANOVA can also be performed to determine if there is a significant difference between the entire study groups of students in self-confidence between pre- and post-changes of the eight life skills categories who completed a “Post-Secondary Degree” from those who have “No Post-Secondary Degree.”

Biographies

Dr. Gencie Houy is an Assistant Professor of Practice in Family and Consumer Sciences Education at Texas Tech University, United States, Texas. She has 20 years' experience in home economics education. Dr. Houy holds her Ph.D. in Family and Consumer Sciences Education from Texas Tech university. Her research interests include educational leadership, student self-confidence in "Adulting" skills, A.I., STEM, and teacher education. Gencie is also the author of "Adulting for Dummies" and brings a wealth of expertise to her work at Texas Tech University. **Email:** gencie.houy@ttu.edu

Dr. Karen Alexander has been an educator for 32 years. Four of those years were at the secondary level where she taught family and consumer sciences. Her remaining years in education have been at the postsecondary level as a teacher educator for Family and Consumer Sciences. She currently serves as the Program Chair of the Family and Consumer Sciences Education Program and the Interim Director of The Curriculum Center for Family and Consumer Sciences.

Dr. Alexander has extensive experience teaching instructional methods for use in the career and technical education (CTE) classroom as well as occupational preparation and career development practices. In her undergraduate and graduate courses, she specifically teaches the integration of academics in CTE, especially in the area of content literacy. **Email:** Karen.alexander@ttu.edu

Cynthia (Cindy) Miller is an Assistant Professor of Family and Consumer Sciences Education in the College of Human Sciences at Texas Tech University. Before coming to Texas Tech, she was an Assistant Professor for Career and Technical Education (CTE) and Coordinator of the Bachelor of Applied Arts & Sciences degree program at Eastern New Mexico University for 3 ½ years. She was also a former CTE administrator for two West Texas school districts for 13 years and before then was a secondary business education teacher for 11 years in Lubbock. She received her Bachelor of Science and Master of Education in Secondary Business Education, and her Ph.D. in Family and Consumer Sciences Education from Texas Tech University. She is currently the editor of the Undergraduate Research Journal for Human Sciences published by Kappa Omicron Nu. **Email:** cynthia.l.miller@ttu.edu

Dr. Kyle Roberson was born and raised in Arlington Texas. He joined the Army in 1989 and served over 21 years with active duty and reserve service, retiring in 2010. Dr. Roberson also recently retired from the Federal Bureau of Prisons where he served as the educational administrator for Federal Correctional Institution Oxford in Oxford, Wisconsin. Dr. Roberson earned his undergrad at Bellevue University in 2011, his Masters in FCS Education from South Dakota State University in 2012, and his Ph.D. from Texas Tech University in May 2019. **Email:** kyle.roberson@ttu.edu

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