



## A Study on Significance of Life Skill Among Adolescents

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### ABSTRACT

Life skills are a vast group of psycho-social and interpersonal skills that is needed for every individual to lead a healthy and productive life. These are the skills that help in promoting mental wellbeing and competence in young people. Adolescence is considered as a period of stress and storm in which teenagers go through different physical, emotional, social and cognitive changes. In this period teaching life skills is very much important for the adolescents which assist to effectively communicate, think critically and creatively, taking rational decisions in their life. Life skills education help in empowering the youths to act responsibly in the society. These life skills are important because these will help teenagers in coping with problems they faced in their everyday life. Thus, the present study intends to analyze the significance of Life skills education among adolescents and concluded that it can be imparted through different strategies like brain storming, role play, group discussions etc. Life skills education should be provided to every young people so that they can live a happy and successful life

**Keywords:** Skills, Life Skills, Education, Adolescents, Needs, Strategies

### Introduction

Life skills is a term used to describe a set of basic skills acquired through learning and/or direct life experience that enable individuals and groups to effectively handle issues and problems commonly encountered in daily life. They include creativity, critical thinking, problem-solving, decision-making, the ability to communicate and collaborate, along with personal and social responsibility that contribute to good citizenship – all essential skills for success in the 21st century, both for healthy societies and for successful and employable individuals.

Adolescence is a period when the intellectual, physical, social, emotional and all the capabilities are very high, but, unfortunately, most of the adolescents are unable to utilize their potential to maximum due to various reasons. They face many emerging issues such as global warming, famines, poverty, suicide, population explosion as well as other issues like alcoholism, drug abuse, sexual abuse, smoking, juvenile delinquency, anti-social acts, etc. that have an adverse effect on them and others too, to a large extent. The cut-throat competition, unemployment, lack of job security, etc. are some of the major concerns for the educated and as a result, they are caught in the mad race. This new challenge requires immediate and effective responses from a socially responsible system of education. 'Education' is important, but education to support and live life better is more important. It has been felt that life skills education bridges the gap between basic functioning and capabilities. It strengthens the ability of an individual to meet the needs and demands of the present society and helps in dealing with the above issues in a manner to get desired behavior practical. Imparting life skill training through inculcating life skill education will help youth to overcome such difficulties in life. The present paper focuses on the importance of life skills education and the benefits of imparting life skill education in our curriculum i.e., developing social, emotional & thinking skills in students, as they are the important building blocks for a dynamic citizen, who can cope up with future challenges, and survive well. The core life skills: There are ten core life skills that are suggested by the World Health Organization (WHO,1997). These are:

**Self- Awareness:** Self-awareness means the ability to understand ourselves. It involves about awareness of our own emotions, behavior, strength, weakness etc. People who have great sense of self- awareness may know their strong and weak points.

**Empathy:** Empathy is another important life skill which helps us understand others in a better way. It is the ability of an individual to understand and accept others whose thinking and behavior may be different from us and this lead to develop interpersonal relationships in the society.

**Critical Thinking:** Critical thinking is the ability to think critically or to make intentional and intelligent judgement about the people, object, events etc. It helps us to decide the importance or significance of what is observed or communicated and to find out the justification before accepting any conclusions.

**Creative Thinking:** Creative thinking is a process through which people may develop something new; it may be new or unique things, ideas etc. This creative process involves evaluating the existing situations and develop new ideas or solutions. Individual having strong creativity can find out solutions to very problems of their life.

**Decision making:** Decision making is another important life skill that help us to take right decisions. It is the ability of an individual to choose the right choice among the available options or alternatives.

**Problem Solving:** Problem solving is the ability of an individual to find out every possible solution to the problems of life. Human life is problematic and every individual face problem in their life. Therefore, this problem-solving skill helps an individual to face problem confidently and find out effective solutions.

**Effective Communication:** Effective communication refers both verbal and non-verbal communication ability of an individual. It helps us to develop our communication skills and improve our ability to express not only feelings and wishes but also needs and anxiety, stress and seeking guidance from others.

**Interpersonal Relationship:** Interpersonal relationship is the ability which enables us to collaborate positively with others. It helps us to maintain friendly relationships in the family or in the society.

**Coping with stress:** Stress is inevitable part of human life. Every individual feels stress in their life; may it be academic stress, work stress or any other personal stress. Therefore, coping with stress skill helps us to identify the source of stress in our lives and to manage it effectively which ultimately lead to live a happy life.

**Coping with emotions:** Coping with emotions is the ability to understand emotions of ourselves as well as others. It helps us understand how emotions influence behavior of an individual and respond appropriately to different emotions.

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## REVIEW OF LITERATURE

Albertyn et al. (2004) life skills training enhances critical thinking abilities, which further impacts were living life actively, being responsible in the job and in future planning too.

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

Smith & et al., (2004) noted significant improvement in interpersonal relationship and reduction in aggression and behavioral problems. Tuttle et al., (2006), during their investigation, add the life skills to students' curriculum. The results of this study suggested the extraordinary capability of teens to positive promotion and flexibility.

Vranda and Rao (2011) proved that life skills training enhanced their psychosocial Competencies. Puspakumarag (2013) in his study showed that life skills training was effective in preventing a wide range of problems such as substance abuse, teenage pregnancies, violence Bullying & to promote self-confidence and selfesteem among the adolescents.

Roodbari, Sahdipoor, and Ghale (2013) in their research showed that life skills training has a positive effect and improves social development, emotional and social adjustment, suggesting an increase in compatibility of children and public health.

### *Objectives of the study*

- To examine the significance of life skills among adolescents as per their gender and place of residence

### *Hypothesis of The Study*

H1: There is no significant difference in the level of life skills, of adolescent's boy and girl and they do not differ in their life skills depending on the place of residence.

### *Research Methodology*

Sample – The Sample of the study consisted of 80 Intermediate studying adolescent boys and girls selected randomly from Sonipat district. The present investigator aims to study the variables like life skills. Though there are many life skills, in this study, life skills mean the ten core life skills as suggested by WHO, i.e., Self-awareness, Empathy, Interpersonal Relationship, communication, Critical Thinking, Creative thinking, Decision making, Problem solving, Coping with Stress, Coping with emotions. Adapted version of 'Life Skills Scales for teacher Trainees' developed and standardized by Sarika Chauhan (2016). The scale consisted of 125 statements that cover all the ten core life skills suggested by WHO.

Statistical Analysis– Mean, S. D. And t' test were used to assess the significant differences

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## DATA ANALYSIS

**Table 1: Level of Life Skills of Adolescents**

Sr.No.	Variables	N	Mean	Median	S.D
1	Life skills	80	171.4	178.4	4.55

table 1, shows that the mean score of life skills of the sample group is 171.4 with standard deviation of 4.55, which indicates average level of life skills of the adolescents. The reasons for average level of life skills among the adolescents may be because of limited scope of learning about life skills in curricular aspect and non-incorporation of proper emphasis in this respect. **Table 2: Life Skills of Adolescents as per Gender and place of residence**

Sr. No.	Life skills	Gender		Place of residence	
		Boys Mean	Girls Mean	Rural Mean	Urban Mean
1	Decision Making	5.61	6.60	5.01	6.90
2	Creative Thinking	7.81	8.51	7.12	8.41
3	Effective Communication	3.44	4.98	3.10	4.22
4	Self – Awareness	5.88	5.99	5.00	5.16
5	Coping With Emotions	6.22	7.21	6.11	7.05
6	Problem – Solving	4.55	6.88	4.82	6.77
7	Critical Thinking	5.90	7.55	5.00	7.04
8	Inter-Personal relationship skill	7.55	9.31	7.12	9.85
9	Empathy	5.55	6.44	5.22	6.36
10	Coping with stress	4.33	5.22	4.06	5.78

Table 2 it is interesting to note that boys and girls differed significantly in the presence of life skills as reported by themselves. A diligent view of table shows that in skills such as decision making, coping with emotions and problems solving, boys scored more than girls and place of residence also has impact on adolescents` life skills. Significant difference was observed in skills such as creative thinking, effective communication, problem solving, interpersonal skills, empathy and coping with stress, when place of residence (rural and urban) was considered.

**Table 3 Life Skills of Adolescents/Significance of differences between, their gender and place of residence**

Dimension	variables	Mean	N	Mean	S.D.	t	Level of significance
Life skills	Gender	Boys	25	0.312	4.21	1.33	Not sig.
		Girls	55	0.687	4.66		
	Place of residence	Rural	35	1.36	5.67	1.91	Not sig.
		Urban	45	1.88	5.41		

Table 3 depicts the t value of mean life skill score of boy and girls` adolescents was found to be 1.33 which is not found to be statistically significant. Therefore, the null hypothesis of no significant difference in the mean values of boy and girls` adolescents is accepted. It is also evident that though the concerned t` value of mean life score of boys and girls is not found to be statistically significant, girl students have higher mean life skill score than the boy adolescents. Regarding the mean score difference of life skills scores of adolescents from rural and urban area, the calculated t` value of 1.91 is not found significant at any level of significance. Therefore, the hypothesis of no significant difference in mean life skills scores of places of residence is accepted.

## CONCLUSION

Life skills enables the adolescents to live a happy and successful life. Providing life skills education helps to build the foundation for learning skills of individuals. A proper and relevant life skills education is needed for every youth to effectively adjust and participate in society. It helps an individual in proper social, emotional, cognitive development. Life skills education helps adolescents in promoting mental wellbeing which help them in the development of emotional intelligence, self- confidence as well as enhancing decision making ability, critical thinking, creative thinking skills. It is expected that the future teachers would develop essential constructs of life skills which not only help them to face challenges in life confidently but also to enable them to train their students, to utilize the skills in their personal and professional life.

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