



Lifeskills among Adolescent School Students -A Quasi-Experimental Study

Dr. J.O. Jeryda Gnanajane Eljo¹, Dr. B. Sathyabama², Dr. Rohini.R³

¹ Associate Professor, Department of Social Work, Bharathidasan University, Tiruchirappalli, Tamil Nadu, India.

² Assistant Professor, Department of Social Work, Holy Cross College (Autonomous), Tiruchirappalli, Tamil Nadu, India.

³ Assistant Professor, Department of Social Work, The American College, Madurai, Tamil Nadu, India.

Email: ¹ jerydaanand@bdu.ac.in, ² mrssathyaram@gmail.com,
³ rhnbalaji@gmail.com

Abstract

Skills are the learned capacity which helps us to do a task effectively with less energy, time and minimal resources. They are the abilities to use know-how to complete a task. There are different types of skills like Learning skill, Livelihood skill, sports skills, cultural skills, recreational skills and Life skills. Among other skills, life skills are very important for any individual and in particular for adolescents because, Life skills include psycho-social competencies and interpersonal skills.

Adolescence period is said to be the second span of life, and it is a period of transition from childhood to adulthood. During adolescence period, the individual tries to give up old habits of childhood and learn new ideas and habits. Learning Life skills help them to make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with managing their lives in a healthy and productive manner.

Promotion of Life skills among adolescence at Manikandam Block, Tiruchirappalli is a quasi-experimental study which provides an understanding of the concept of Life Skill Education among the adolescent school students. The study could provide a sample data for benchmarking the need for Life skill Education in schools. To collect the data from the respondents, Life Skills Assessment Scale constructed and standardized by A.Radhakrishnan Nair.(2011) was used.

The data was carefully analysed and processed. Karl Pearson's co-efficient of correlation, Paired T-test before and after intervention, inter correlation matrix among the Variable Life skills and its Dimensions (After intervention) and One-Way Analysis of Variance among the Educational Qualification of the respondents with regards to the Life skills (Before and After Intervention) were applied to interpret the data and to draw meaningful inferences by using the Statistical Package for Social Sciences (SPSS).

Vast Majority of the respondents (93.2%) had low level of overall life skill and 6.8% of the respondents had high level of overall life skill before the intervention. While after the intervention, 84.5% of the respondents had low level of overall life skill and 15.5% of the

respondents had high level of overall life skill. The findings of the study would be further useful to the Government to frame objectives and policies to enhance the Life skill Education for students which is the need of the hour.

This study may be beneficial to the school community and school faculties where in the students can be identified and counselled if the students face any difficulties in their academical and social background. This study is also beneficial to the students where they can understand their positives and negatives and can also take necessary steps to develop the skills that they lack. This may result in understanding their parents and peers and live with them harmoniously.

Keywords: Life skill, Adolescent, School Students.

1. Introduction

The study is on, “Life Skills of Adolescents School Students - An Impact analysis” is done in Manikandam Block of Tiruchirapalli district. The review of literature, pertaining to the topic, gave an insight into the study regarding the various dimensions of Life skills. For selecting the sample, the researcher has adopted two phase sampling design of (Kristopher Jennings 2009). In the first phase among the primary schools, high schools and higher secondary schools, only high schools and higher secondary schools were selected by simple random sampling using lottery method. In the second phase census method was adopted and selected all the students who attended the workshop. Pre assessment was done with all the students before attending the workshop. Hence the sample of the study consisted of 103 adolescents. Intervention in the form of workshops had been helpful in promoting Life skill among adolescents in Manikandam Block. The research findings of this study recommend that, this kind of workshops on the concept Life skill should be frequently conducted for Students. These kinds of programs are beneficial to Children, Teachers and the Administration as a whole. Parents can also be given awareness on the concept of Life skills.

2. Adolescence

Adolescence is a word that is derived from the Latin word “Adolescere” which means “to grow”. It is said to be the second span of life, and it is a period of transition from childhood to adulthood which is a natural phenomenon in all human beings. This stage is also said to be the teenage, where the age starts from 13 to 19 years. In this stage, the individual is in the process of transfer from the dependent, irresponsible age of childhood to the self-reliant, responsible age of adulthood; the uncertain period when parents begin to relax their hold and shift responsibility from their own shoulders to those of their offspring and during which the maturing child seeks new freedom and in finding it becomes accountable to society (**Paul 1943**). This period forms the foundation for future life and this stage bridges the gap between childhood and adulthood. This period has often been described, as an exciting transitory phase in the human life cycle. But this phase is the important and most challenging stage in human life. This is a time when adolescents evolve into adults with newly discovered independence and renewed responsibilities. Adolescents are constantly in search of their own new identity. They tend to question and appreciate the values of the adult world and try to assert their identity, develop skills that will help them to grow into caring and responsible adults. When adolescents are supported and encouraged by caring adults, they thrive in

unimaginable ways, becoming resourceful and contributing as members of their families and societies. (Sandhya Khera 2012)

According to UNICEF, “Early adolescence is a stage where physical changes generally commence, usually beginning with a growth spurt and soon followed by the development of the sex organs and secondary sexual characteristics. These physical changes are very obvious and it can be a source of anxiety as well as excitement or pride for the individual whose body is undergoing the transformation”. This is a transition stage where they trend to become independent and their ego state is really high.

According to UN, adolescent is as an individual aged between 10-19 years. In 2009, there was an estimate which says that there were 1.2 billion adolescents in the world, forming around 18 per cent of the global population. The vast majority of the world’s adolescents 88 % live in developing countries. The least developed countries are home to roughly 16 % of all adolescents. This stage of adolescent is very important and powerful. Choices made at this time have the power to influence many aspects of an adolescent's future life. During this stage, the adolescent face lot of problem and they make serious efforts to solve such problems.

3. Adolescent’s Prominent Nature

The significant nature of adolescents is as follows

- ❖ **Learn new habits and behaviour:** During adolescence period, the individual tries to give up old habits of childhood and learn new ideas and habits. They tend to learn new patterns of behaviour. In this stage they are able to realize better what is good and bad for them. New character and personality develop in them. The learning of new habits and behaviour may be desirable or undesirable. If it is desirable, the parents appreciate and recognize the adolescence and on the other hand if it is undesirable, the parents develop conflict with their adolescent child.
- ❖ **Experiential learning:** During this stage, the adolescents learn basically from the experience gained in their childhood and also the experiences gained during adolescence. Childhood experiences need proper and adequate education to bridge the gap between childhood and adulthood. As adolescents undergo various changes during this stage either physically or psychologically or socially, proper channelization is essential in order to make them as ideal citizen.
- ❖ **Basis for all types of development:** Adolescence is the basis for all types of development such as sexual maturity, physical development, emotional and social maturity.
- ❖ **Become more self-conscious:** During adolescence, individuals will become more self – conscious and pay more attention towards their physical appearance and try to learn the reactions of others towards their personality.
- ❖ **Adjustment difficulties:** Adolescence is a stage where the individuals have adjustment difficulties and become more careless in behaviour than before, pay less attention towards others comforts, give rude replies, become short- tempered and express displeasure, interfere in others conversation, conflict with parents and siblings in the family, involve in serious thinking, reject others advice and act against it, show no interest in morals and principles and gets irritated on criticism of others. As adolescents grow, they redefine their relationships with parents, peers

and members of the opposite sex. Parents and elders have high expectations about them and do not understand their feelings.

- ❖ **Resisting Peer Pressure:** Adolescents may find difficulties to resist peer pressure and some may yield to these pressures and engage in experimentation. Sometimes it led to aggressive self-conduct, irresponsible behaviour and substance abuse. This involves greater risks with regard to physical and mental health and this stage is of experiment with smoking and milder drugs can lead to addiction at a later stage.

4. School

Learning takes place within a web of social relationships as teachers and students interact both formally and informally. Schools are institutional spaces for communities of learners, including both students and teachers. Play and scuffle with one's friends on the school grounds, free time to sit on the benches and chat with one's friends during breaks, gathering together for morning assembly and other festive and significant occasions in the school, studies carried out in the classroom, anxious turning of pages before a class test, and trips made with one's classmates and teachers to places outside the school — all these are activities bringing the community together, giving it the character of a learning community. Behind the scenes, but still significant in giving the school its character, are the teachers and the headmaster, planning and carrying out daily routines, examinations and special events that mark the school calendar. How can we organize the environment in the school and classroom so that such interactions support and enhance both teaching and learning? (NCF 2005)

The school is said to be a very important agency of education it's a field of social forces and system of formal and informal education. School learning is systematically planned and scheduled to impart proper education to child for his/her all-round development. School is the main setting where the child spends his maximum time away from home where the child learns to carry out his future work in a systematic manner.

5. Life Skills

Life skills have been defined as “the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life” (WHO 1997). In this definition '**Adaptive**' refers that a person is flexible in approach and is able to adjust in different circumstances. The meaning of '**Positive behaviour**' is that a person is forward looking even in difficult situations and can find a ray of hope and opportunities to find solutions. The terms '**Livelihood skills**' or occupational/vocational skills refer to capabilities, resources and opportunities to pursue individual and household economic goals and relate to income generation. Thus, Life skills are distinct from livelihood skills. Life skills enable people to transform knowledge, approach, attitude and values into actual abilities. 'Life skills education facilitates complete and integrated development of individuals to function effectively as social being' (Sharma 2001). This adolescent stage is the turning point where the applicability of education and literacy is understood to help people develop better life skills. (Nair, 2010).

Wanjama (2006) labels life skills as 'shock absorbers' in which the main focus is on the wholistic development of the person where in the more facilitation is given to help individuals for discovering oneself, investigate emotions, to become skilled in cope up with others and subsequently construct a healthy way of approaches through relationships.

Life skills help children and adolescents to build positive behaviours, attitudes, and healthy relationships. The life skills are decision making, problem solving, creative thinking, critical thinking, effective communication, interpersonal relationships, self-awareness, empathy, coping with emotions, and coping with stress are useful in bringing positive behaviour in children adolescents. (Srikala & Kishore, 2010).

The above definitions explain the importance of life skills in everyday life. It is very essential for school students to choose their careers and to lead his/ her life successfully and happily. Life skills equip them to handle day to day problem and make better decision. 'Life skills education facilitates complete and integrated development of individuals to function effectively as social being' (Sharma 2001). This adolescent stage is the turning point where the applicability of education and literacy is understood to help people develop better life skills. (Nair, 2010).

Components of Life Skills

Vranda, (2011) enlists ten components of life skills, they are:

- Decision making
- Problem solving
- Empathy
- Self- awareness
- Effective Communication
- Interpersonal relationships
- Coping with emotions
- Coping with stress
- Creative Thinking
- Critical Thinking

i) **Decision Making Skill:** Decision making is a thoughts process based on the selection of the best available option in order to proceed with the course of action. It is based on the requirements, preferences and desires of a person. It is a continuous process incorporated in their relationship with the environment. In order to make a vital decision, individuals must have a well-established goal in their life and it has to be classified into various attainable objectives and has to be prioritized as per the hierarchy of their needs. They have to develop a set of alternative actions. Each alternative action must be matched with the goal of the individual. The alternative action which is able to attain all the objective of the individual is a tentative decision. This tentative decision is again evaluated to understand its pros and cons and then decisive action is taken which fulfils the need of the individual. There are various steps involved in decision making such as identify the objective, identify the constraints, create alternatives and short list, select the best, take action and follow up of action.

- **Decide the objective:** The objective has to be clearly spelt out in order to make right decision. The objective is what the individual wants to achieve.
- **Identify the constraints:** Constraints are the hindrances that stand in the way of achieving the goal. They are the factors which restrict the choice of freedom.
- **Generate alternatives:** Alternatives are the next best opportunity involved in the process of execution.

- **Select the best:** Choosing the best alternative for making a right decision based on the need and situation.
- **Take action:** Use the best alternative and make the right decision
- **Follow up:** Closely monitor the alternative action

The decisions taken may be rational or irrational. Rational decisions can be made by individuals only when they are able to apply their knowledge in a given area to make a wise decision. Thus, life skills enable individuals to apply their knowledge in making a rationale decision with regard to their life situation. This skill has to be inculcated by parents at home by enabling the children to think individually and at school by teachers providing them various life situations and enabling them to make logical decision thus nourishing the skill in individuals.

ii) Problem Solving: Every individual in this world face problem at one time or the other in their life time such as in their school or at home or at work place. It is very essential to analyze the problem, split them into manageable units, find different ways to address or resolve the problem and then decide the most suitable way to resolve the problem.

Thus, life skills enable individuals to deal effectively with problems in their day to day lives. Unresolved problems may cause mental stress and physical strain for the individuals (**WHO, 1997**). This skill has to be developed in children by presenting them case studies and real-life situation and enabling them to analyse the problem and clarify the nature of the problem, breaking the problem into manageable units, develop various ways to resolve the problem and then deciding the best option to resolve the problem in a constructive manner.

Problem-solving and decision-making are interlinked. To solve a problem, decision making is vital. With the right decision, any critical problem can be solved. No problem can be solved without making a decision. According to WHO (1997), "Life skills are the abilities for adaptive and positive behaviour that enables individuals to deal effectively with the demands and challenges of everyday life". There are two main types of decision makers. First type of people use a systematic, rational approach, they take adequate time to make decision. Second type of people make spontaneous decisions, they wish to solve the problem as early as possible.

❖ Six Problem-Solving Steps

The most effective method uses both rational and intuitive or creative approaches. There are six steps in the process:

1. Identify the problem
2. Identify the rationale of the problem, including facts.
3. Develop a solution, look for alternative options.
4. Make a decision; select the best course of action
5. Analyse and compare courses of action (alternatives/solutions).
6. Evaluate the results and, if necessary, start the process again.

While closing looking at the steps involved in problem solving, the decision-making plays the major role. The truth is that we are faced with multiple problems and are forced to make numerous decisions daily.

❖ Creative Thinking:

Creativity is defined as the ability to generate novel ideas. Creative thinking is the ability of an individual to think differently from the normal routine way of action. Every one of us is

blessed to think creatively since our right brain comprises creative thinking, intuition, humour and nonlinear way of thinking. The left brain is the seat of reason, logic, structure, formality, linear thought, discipline and power of deduction (**Bukari 2003**). In some individual's creative ability may be latent because of the influence of environment in which they are brought up. This ability in children has to be nourished from their childhood by giving avenues to think and all the queries of the children has to be listened patiently and answered to develop creative ability in them. Sometimes the question of children may look funny which have to be answered with reasons. Some parents threaten their children with punishment for asking such question and even the teachers punish the children for asking such questions. The result is an inadequate development of creative ability in children.

The components of creativity include fluency, flexibility, originality, sensitivity to problem, elaboration and problem redefinition ability. The person with these abilities is called as creative person. There are different approaches to creative thinking which involves relaxation, openness and a playful approach. It makes the individual to think out of box and look for many new ideas rather than sticking with one option.

iii) Critical thinking: Critical thinking is a process of in-depth analysis of one's action and beliefs. It is based on cautious acquisition and understanding of information and making use of it to arrive at a well acceptable decision. Critical thinking skills include observation, interpretation, analysis, inference, evaluation, explanation, and meta-cognition. Critical thinking employs not only logic but broad intellectual criteria such as clarity, credibility, accuracy, precision, relevance, depth, breadth, significance, and fairness. Critical thinking is needed when an individual makes a judgment or takes decision pertaining to life or solves any problem (**Teena 2012**). It makes the individual to analyze, evaluate, explain and restructure their thinking and thereby decreases the risk of making unacceptable decision in relation to their life situation. Thus, life skills make an individual to assess and understand a situation or a problem and the factors contribute towards determining the behaviour and attitude of the individual and also analyze the information without any presumption.

iv) Communication Skill: Communication is a process of conveying or transmitting the information in a clear manner. It involves two people (ie) sender and the receiver. The one who conveys the information is the sender and the one who receives the information is the receiver. The third component is the channel (ie) the way used to convey the information. Communication is fruitful only when the receiver and the sender understand the information in the right manner as it was intended to communicate, if not there will be a communication barrier. It enables an individual to understand what the other person is conveying. It also helps the individual to express their own needs and desires. It also helps to plan their future needs and very essential to have effective communication at the work spot, family members and friends. It can be positive or negative based on the words that are used to communicate.

v) Interpersonal Relationship skill: Interpersonal relationship is an association between two or more people that may range from short too long. This relationship may be based on assumption, love, solidarity, regular interactions or some other type of social commitment. The skill used to understand others nature, their behaviour in terms of

giving and accepting love and affection, interaction with others also the extent to which they control others and allow other to control them is known as interpersonal skill.

- vi) **Self-awareness:** Self-awareness is the ability of an individual to recognize himself as an individual who is different from the environment and unique in nature from other individuals. It enables an individual to understand one's own knowledge, beliefs, attitude, opinion and behaviour. It makes the individuals to understand their own skills and abilities, strengths and weaknesses and makes them to become self- confident. Thus, life skills make individuals to become aware of their own skills, abilities, strengths and weaknesses.
- vii) **Empathy:** Empathy is the capacity of an individual to recognize and understand the emotional state of another person. It is the ability of a person to be sensitive to another person's feelings. It includes caring for the other person, helping others in distress, experiencing the emotions that are similar to that of another person, knowing what the other person is thinking or feeling at times of happiness or distress. Thus life skills enable individuals to put themselves in the position of another person. It helps the individual to accept and understand the person's view with whom the individuals interact.
- viii) **Coping with emotions:** Emotions are the feelings of an individual which may be expressed in various forms such as anger, sadness, happiness, excitement, frustration etc., It is very essential to cope or manage with these emotions to lead a positive life. Hence life skills enable an individual to understand their own emotions and of others and to deal with it in an efficient manner at right time. It makes the individual to control their emotions and makes them to express their emotions in an appropriate manner that will not hinder the interpersonal relationship which they have with others in the family, neighbourhood or in society.
- ix) **Coping with Stress:** It makes an individual to identify the source of stress and to understand the way in which it affects the development of an individual and to manage these stresses in an effective way. Managing stress includes avoiding unnecessary stressful situations and environment, alter the situation by communicating in an assertive manner, try to compromise with others for unwanted arguments, express the feelings appropriately without hurting others feelings and thoughts, adapt to the stressor and accept the things which cannot be changed, set time for fun and relaxation and practice regular exercise and healthy food habits.

The Importance of Life Skills

In this fast-moving technological era, Life skills are an essential part of being able to meet the challenges of day-to-day life. over the past one decade, there had been a dramatic change in global economies and transformation in technology and these are all impacting on education, the workplace and our home life. To cope with the increasing pace and change of modern life, students need new life skills such as the ability to deal with stress and frustration. Today's adolescents will have many new jobs over the course of their lives, with associated pressures and the need for flexibility.

➤ Need for Life skills for Adolescents

In day-to-day life, there are many factors that promote high risk behaviour such as alcoholism, drug abuse and casual relationships are boredom, rebellion, disorientation, peer

pressure and curiosity. There are many psychological push factors such as the inability to tackle emotional pain, conflicts, frustrations and anxieties about the future which are said to be the driving force for high-risk behaviour. Life skills trains an adolescent to act responsibly, take initiative and take control. Life skills help young people to rise above emotional impasses arising from daily conflicts, entangled relationships and peer pressure, they are thus less likely to resort to anti-social or high-risk behaviours.

➤ **Benefits for the individual**

In everyday life, the development of life skills helps students to:

- Find new ways of thinking and problem solving
- Recognize the impact of their actions and teaches them to take responsibility for what they do rather than blame others
- Build confidence both in spoken skills and for group collaboration and cooperation
- Analyse options, make decisions and understand why they make certain choices outside the classroom
- Develop a greater sense of self-awareness and appreciation for others

➤ **Benefits for employment**

While students work hard to get good grades, many still struggle to gain employment. According to research employers are looking not just for academic success but key employability skills including:

- The ability to self-manage, solve problems and understand the business environment
- Working well as part of a team
- Time and people management
- Agility and adaptability to different roles and flexible working environments
- The potential to lead by influence

➤ **Benefits for society**

The more we develop life skills individually, the more these affects and benefit the world in which we live:

- Recognising cultural awareness and citizenship makes international cooperation easier
- Respecting diversity allows creativity and imagination to flourish developing a more tolerant society
- Developing negotiation skills, the ability to network and empathise can help to build resolutions rather than resentments.

6. Methodology

Aim

To know the level of Life skills and Mental Health among adolescent school students at Manikandan Block, Tiruchirappalli.

Objectives:

- To conduct a workshop on Life skills to the adolescent school students.
- To describe the Socio- Demographic Characteristics of the school students.
- To know the level of awareness on Life skills among the adolescent school students.
- To study the Pre- and Post-prevalence of awareness of Life Skill among the adolescent school students after the intervention.

Research Design:

In the present study, the Researcher adopted Quasi-Experimental design, without a control group (Baker, 1999). Quasi-experimental design should be employed in situations where the basic elements of a true experiment, cannot be set up whereby complete random assignments of participants is not possible. The study attempts to experiment the impact of Life Skills among adolescent school students through before and after intervention.

Selection of the respondents

Workshop was conducted in Manikandam Block, Tiruchirappalli district through prior information to the schools. 103 students who attended the workshop on Life skills were taken as the sample. Census method was adopted and data was collected from all the respondents who attended the workshop. Preassessment was done with all the students before attending the workshop. Hence the sample of the study consisted of 103 adolescents.

Tools of Data Collection

The researcher used the questionnaire and standardized scale as the tools of data collection since the respondents were all educated and was able to fill in the questionnaire as per their convenient. Before finalizing the tool, the researcher also discussed with the principal and teachers about the relevant questions and the areas to be explained in the present study.

Researcher used Life Skills Assessment Scale that was constructed and standardized by A.Radhakrishnan Nair, School of Life Skills Education and Social Harmony, RGNIYD, Chennai in the year 2010. The scale consists of 100 statements with 5-point scale such as Always true of me, Very true of me, Sometimes true of me, Occasionally true of me and Not at all true of me. It has both positive and negative statements. The scale includes all the 10 dimensions stated by WHO.

Methodological framework of the study



Process of Data Collection

Data was collected in three stages. A one-day workshop was organized and the adolescent school students who attended the workshop from the Manikandam Block were considered as the sample for the study.

Stage 1: At the time of registration, Pre assessment was done with the students who came for the workshop from the Manikandam Block.

Stage 2: The workshop was organized on the various dimensions of Life skills.

Stage 3: Assessment was done immediately after the intervention to identify the impact of the intervention.

Conceptual framework of the study

As defined by (WHO,1997) Life Skills are “the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life” . One of the most important aspects of Life skill is that it promotes Mental Well Being to face challenges of everyday life. As per the definition, learning life skills will promote the state of wellbeing in the adolescents and it empowers the young ones to make more action and take responsibility. Hence learning life skills directly affects the mental health of adolescents. Learning 10 life skills is seen as an effective tool for the promotion of Mental health. Knowledge from Life skill influences the attitude and values of adolescents which lead to good and positive mental health and prevent them from seeking high risk behaviours. The conceptual framework Figure 1 is a diagrammatic representation of the model of Life skill learning.

Model of Life skill Learning



Figure 1

Relevance of Social Work Intervention

In order to meet out the challenges and psychological problems, the adolescents need to acquire adequate life skills to master Psycho-social Competence. In this study, the researcher aims to know the level of life skills found in adolescent students in school. The researcher would also like to know the impact of Life skill learning among the students and its influence in students after intervention. The intervention is in the form of social work methods such as group work, case work, role play, discussion in groups, making in depth study about cases, quiz, debates etc. Hence Social work plays a vital role in enabling the students to obtain life skills such as decision making, communication skill, building self-esteem, developing interpersonal relationship, coping with stress and emotions, problem solving, empathy, enhancing creativity and critical thinking. This intern will promote the adolescents which makes them productive at home, school, Work and The Nation at large. Social workers can play the role of a counsellor, advisor, mental health consultant, behaviour specialist and multi-disciplinary team member who can introduce and nourish life skills among the adolescent school students and helps in positive development of students.

Findings of the study

1. Majority of the respondents (85.4%) were in the age group of 14-15 years of age. The average age of the respondents was 14.14 years.
2. Majority of the respondents (68%) are male students.32% of the respondents are female students.
3. Majority of the respondents (85.4%) are 8th – 9th standard students.
4. Majority of the respondents (84.5) had low level of decision-making ability before the intervention whereas after the intervention, 63.1% of the respondents had low decision-making ability.

5. Majority of the respondents (73.8%) had low level of problem-solving ability before the intervention whereas 67 % of the respondents had low problem-solving ability after the intervention.
6. Vast majority of the respondents (89.3%) had low level of Creative thinking ability before the intervention whereas after the intervention.80.6% of the respondents had low Creative thinking ability.
7. Vast majority of the respondents (89.3%) had low level of Critical thinking ability before the intervention whereas after the intervention 83.5% of the respondents had low Critical thinking ability.
8. More than half of the respondents (59.2%) had low level of Effective Communication ability before the intervention whereas after the intervention. 55.3% of the respondents had low Effective Communication ability.
9. Vast Majority of the respondents (93.2%) had low level of Interpersonal Relationship before the intervention whereas after the intervention 90.3% of the respondents had low Interpersonal Relationship.
10. Vast Majority of the respondents (93.2%) had low level of Self-awareness before the intervention whereas 90.3% of the respondents had low Self-awareness after the intervention.
11. Vast Majority of the respondents (82.5%) had low level of Empathy before the intervention 79.6% of the respondents had low Empathy whereas after the intervention.
12. Vast Majority of the respondents (69.6%) had low level of ability to cope with emotions before the intervention whereas 54.4% of the respondents had low ability to cope with emotions after the intervention.
13. Majority of the respondents (54.4%) had low level of skill to cope with stress before intervention whereas 39.8% of the respondents had low ability to cope with stress after the intervention.
14. Vast Majority of the respondents (93.2%) had low level of overall life skill before the intervention whereas .5% of the respondents had low level of overall life skill after the intervention.

7. Discussion

Adolescents face many challenges and changes more than ever before like facing day to day life conflicts, learning and updating technology and not becoming addicts, landing up in conflict with parents due to lack of understanding, dealing with academic competition, peer pressure, accepting family accountability, facing many competitive examinations, making a prompt choice of their future carrier and preparing for their roles. All these may create great anxiety and frustration for adolescents thus affecting their psycho social development. In order to meet out the challenges and psychological problems, the adolescents need to acquire adequate life skills to master Psycho-social Competence. In this study, the researcher aims to know the level of life skills found in adolescent students in school. The researcher would also like to know the impact of Life skill learning among the students after intervention. The intervention is in the form of social work methods such as group work, case work, role play, discussion in groups, making in depth study about cases, quiz, debates etc. Hence Social work plays a vital role in enabling the students to obtain life skills such as decision making,

communication skill, building self-esteem, developing interpersonal relationship, coping with stress and emotions, problem solving, empathy, enhancing creativity and critical thinking the awareness about life skills in turn will promote the mental health and Quality of life of adolescents and which make them productive at home, school, work and the nation at large.

8. Conclusion

Adolescents were considered to be the productive members of a society due to their physical and intellectual capacity. But unfortunately, most of the adolescents are unable to utilize their potential to maximum due to inappropriate environment. They are always engaging in antisocial activities and spoiling their life. To make life of adolescents valuable and to convert them to individuals with high potential, educational system should be reformed giving due importance to life skill education. Life skills are those abilities which will help in the promotion of general wellbeing and psychosocial competence of the individual. Life skills empower young people to take positive action to protect them and promote health and positive social relationships. It also entails being able to establish productive interpersonal relationships with others.

Life Skills Education results in bridging up communication barriers with parents, teachers and peers. It enables young people to handle stressful situations effectively without losing one's temper or becoming moody, learning to disagree politely with use of appropriate "I" messages, and assertive skills are important for development of self-esteem, positive attitudes, making a firm stand on values, beliefs and cultural differences. When an individual learns all the basic skills to cope with challenges individuals will feel more confident, motivated, and develop a positive attitude towards life, thus, make more mature and adult like decision, starts taking responsibilities for their actions and in turn refrain from risk taking and risky behaviors' and become more useful people for the next generation. In this quasi-experimental study, the investigator goes through the importance of life skills and provides an understanding of the concept of Life Skill Education and also its benefits among the adolescence school students.

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