



**A STUDY OF PROMOTION OF LIFE SKILL DEVELOPMENT THROUGH
ADOLESCENT EDUCATION ACTIVITIES AMONG STUDENTS OF SECONDARY
STAGE OF PUNJAB**

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“We are guilty of many errors and many faults, but our worst crime is abandoning the children, neglecting the foundation of life. Many of the things we need, can wait. The children cannot. Right now is the time his bones are being formed, his blood is being made and his senses are being developed to him we cannot answer “Tomorrow”. His name is “Today”.

Gabriela Mistral, 1948

Abstract

Life skills for students with special needs are very important and valuable for them to get in education. This skills education program is a part of life skill. It is expected that training in life skills will enable to live independently. This skill training focuses on the various skills to produce a product in the form of real objects that are beneficial to life. By learning the various skills expected, children with special needs can gain a perceptual experience, appreciative experience, and creative experience.

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 practical behavior. Imparting life skill training through inculcating life skill education will help youth to overcome such difficulties in life.



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SRJIS2014

1.1 Introduction

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). ‘Adaptive’ means that a person is flexible in approach and is able to adjust in different circumstances. ‘Positive behaviour’ implies that a person is forward looking and even in difficult situations, can find a ray of hope and opportunities to find solutions. The terms ‘Livelihood skills’ or 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.

According to Albertyn et al. (2004) life skills training enhance 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 life 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 self-esteem 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.

Life skills include psychosocial competencies and interpersonal skills that help people 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. Essentially, there are two kinds of skills - those related to thinking termed as "thinking skills"; and skills related to dealing with others termed as "social skills". While thinking skills relate to reflection at a personal level, social skills include interpersonal skills and do not necessarily depend on logical thinking. It is the combination of these two types of skills that are needed for achieving assertive behavior and negotiating effectively. “Emotional” can be perceived as a skill not only in making rational decisions but also in being able to make others agree to one's point of view. To do that, coming to terms first with oneself is important. Thus, selfmanagement is an important skill including coping with feelings, emotions, stress and resisting peer and family pressure. Young people as advocates need both thinking and social skills for consensus building and advocacy on issues of concern.

1.2 Major Areas of concern among Adolescents with respect to Life Skills:

- 1. Developing an Identity:** Self awareness helps adolescents understand themselves and establish their personal identity. Lack of information and skills prevent them from effectively exploring their potential and establishing a positive image and sound career perspective.
- 2. Managing Emotions:** Adolescents have frequent mood changes reflecting feelings of anger, sadness, happiness, fear, shame, guilt, and love. Very often, they are unable to understand the emotional turmoil. They do not have a supportive environment in order to share their concerns with others. Counseling facilities are not available.
- 3. Building Relationships:** As a part of growing up, adolescents redefine their relationships with parents, peers and members of the opposite sex. Adults have high expectations from them and do not understand their feelings. Adolescents need social skills for building positive and healthy relationships with others including peer of opposite sex. They need to understand the importance of mutual respect and socially defined boundaries of every relationship.
- 4. Resisting Peer Pressure:** Adolescents find it difficult to resist peer pressure. Some of them may yield to these pressures and engage in experimentation.
- 5. Aggressive self conduct:** Irresponsible behavior and substance abuse involve greater risks with regard to physical and mental health. The experiment with smoking and milder drugs can lead to switching over to hard drugs and addiction at a later stage. Acquiring information, education and services on issues of Adolescence is extremely essential.
- 6. Exposure to media:** Increasing exposure to media and mixed messages from the fast changing world have left adolescents with many unanswered questions.
- 7. The widening gap in communication between adolescents and parents:** It is a matter of great concern. Teachers still feel inhibited to discuss issues frankly and sensitively. Adolescents seek information from their peer group who are also ill informed and some may fall prey to quacks. Fear and hesitation prevents them from seeking knowledge on preventive methods and medical help if suffering from RTIs and STIs. Communicating and negotiating safer life situations is required. Sexually active adolescents face greater health risks.
- 8. Girls may also face mental and emotional problems** related to early sexual initiation.

1.3 Core Areas of Life Skill Education

According to UNICEF, Life Skills are a behavior change or behavior development approach designed to address balance of three areas:

- Knowledge
- Attitude
- Skills.

The world bodies such as UNICEF, UNESCO, and WHO list the ten core Life Skills as:

- 1. Self-awareness:** It includes recognition of 'self', our character, our strengths and weaknesses, desires and dislikes. Developing self-awareness can help us to recognize when

we are stressed or feel under pressure. It is often a prerequisite to effective communication and interpersonal relations, as well as for developing empathy with others.

2. Empathy: To have a successful relationship with our loved ones and society at large, we need to understand and care about other peoples' needs, desires and feelings. Empathy is the ability to imagine what life is like for another person. Without empathy, our communication with others will amount to one-way traffic. Worst, we will be acting and behaving according to our self-interest and are bound to run into problems. No man is an island, no woman either. We grow up in relationships with many people – parents, brothers and sisters, cousins, uncles and aunts, classmates, friends and neighbors. When we understand ourselves as well as others, we are better prepared to communicate our needs and desires. We will be more equipped to say what we want people to know, present our thoughts and ideas and tackle delicate issues without offending other people. At the same time, we will be able to elicit support from others, and win their understanding. Empathy can help us to accept others, who may be very different from ourselves. This can improve social interactions, especially, in situations of ethnic or cultural diversity.

3. Critical thinking: It is an ability to analyze information and experiences in an objective manner. Critical thinking can contribute to health by helping us to recognize and assess the factors that influence attitudes and behaviour, such as values, peer pressure and the media.

4. Creative thinking: It is a novel way of seeing or doing things that is characteristic of four components; fluency (generating new ideas), flexibility (shifting perspective easily), originality (conceiving of something new), and elaboration (building on other ideas).

5. Decision making: It helps us to deal constructively with decisions about our lives. This can have consequences for health. It can teach people how to actively make decisions about their actions in relation to healthy assessment of different options and, what effects these different decisions are likely to have.

6. Problem solving:It helps us to deal constructively with problems in our lives. Significant problems that are left unresolved can cause mental stress and give rise to accompanying physical strain.

7. Interpersonal relationship skills: These help us to relate in positive ways with the people we interact with. This may mean being able to make and keep friendly relationships, which can be of great importance to our mental and social well-being. It may mean keeping, good relations with family members, which are an important source of social support. It may also mean being able to end relationships constructively.

8. Effective communication:It means that we are able to express ourselves, both verbally and non-verbally, in ways that are appropriate to our cultures and situations. This means being able to express opinions and desires, and also needs and fears. And it may mean being able to ask for advice and help in a time of need.

9. Coping with Stress: It means recognizing the sources of stress in our lives, recognizing how this affects us, and acting in ways that help us control our levels of stress, by changing our environment or lifestyle and learning how to relax.

10. Coping with emotions: It means involving recognizing emotions within us and others, being aware of how emotions influence behaviour and being able to respond to emotions appropriately. Intense emotions like anger or sadness can have negative effects on our health if we do not respond appropriately.

1.4 Imparting 'Life Skills Education' In Classroom

Imparting Life Skills Education in classroom has been researched meticulously. In the light of the above literature review, it has now been proven that it has positive outcome when taught as a part of curriculum. (Yadav P, Iqbal N., 2009). There are various past research indications, over life skills be implemented as a training program, as an intervention approach and a model contributing to healthy development of adolescents. Thus, the significance of life skills education and in the following section researchers have tried to attempt, how with the help of simple activities it can be implemented in classroom settings. Different activities that can be used to enhance life skills in students which are as follows:

Classroom Discussions: An activity, providing opportunities for students to learn and practice turning to one another in solving problems. Enables students to deepen their understanding of the topic and personalize their connection to it. They help develop skills, in listening, assertiveness, and empathy.

Brainstorming: It allows students to generate ideas quickly and spontaneously. Helps students use their imagination and think out of the box. Good discussion starter because the class can creatively generate ideas. It is essential to evaluate the pros and cons of each idea or rank ideas according to certain criteria.

Role Plays: Along with being a fun activity and involves whole class, to be active and participative, it also provides an excellent strategy for practicing skills; experiencing how one might handle a potential situation in real life; increasing empathy for others and their point of view; and increasing insight into own feelings.

Groups: Groups are helpful when the time is limited as it maximizes student input. Allows students interactions, allows to, know, one another better which in a way enhances team building and team work.

Educational Games and Simulations: It promotes fun, active learning, and rich discussion as participants work hard to prove their points or earn points. They require the combined use of knowledge, attitudes, and skills and allow students to test out assumptions and abilities in a relatively safe environment.

Analysis of Situation and Case Studies: It gives a chance, to analyze, explore, challenges, dilemmas and safely test solutions for; providing opportunities for working together in groups, sharing idea, new learning and gives insight and promotes seeing things differently. Case studies are like powerful catalysts for thought and discussion. Engaging in this thinking process; students improve their own, critical thinking, decision-making skills. It also gives chance to confront with risks or any challenges and find ways to cope with it.

Story-Telling: Can help students think about local problems and develop critical thinking skills, creative skills to write stories, or interact to tell stories. 'Story-Telling' lends itself to

draw analogies or make comparisons, help discover healthy solutions. It also enhances attention, concentration, listening skills and develops patience and endurance.

Debates: Provides opportunity to address a particular issue in depth and creatively. Health issues lend themselves well: students can debate, for instance, whether smoking should be ban in public places in a community. It allows students to defend a position that may mean a lot to them. It offers a chance to practice higher thinking skills.

Objectives:

1. To study the impact of adolescent education program by studying the three important life skills i.e. problem solving, decision making and effective communication.

1.5 Methodology

In the present study a survey was undertaken to measure some of the important life skills among secondary stage students studying in the Government schools of that state of Punjab. The life skill sub scales included in the survey were problem solving, decision making and effective communication.

1.6 Results of the Study Undertaken

The questionnaire aims to measure some of the important life skills one must possess. There are three sub scales with a certain number of items in each sub scale. The responses next to each statement may be given as per the five options given below:

- 1 Very much applies to me
- 2 Applies to me
- 3 Not sure it applies to me
- 4 Does not apply to me
- 5 Does not apply to me at all

Problem Solving

S.N	Statements	1 Very much applies to me	2 Applies to me	3 Not sure it applies to me	4 Does not apply to me	5 Does not apply to me at all	Total
1.	I have lot of problems.	11 (11.1)	42 (42.4)	13 (13.13)	26 (26.2)	7 (7.0)	99
2.	Family problems affect my studies/ me very much.	20 (20.2)	16 (16.1)	14 (14.14)	28 (28.28)	21 (21.21)	99

3.	Generally problems (family, school related) do not bother me much.	13 (13.1)	38 (38.3)	8 (8.08)	29 (29.29)	11 (11.1)	99
4.	I am confident of solving any kind of problems.	33 (33.3)	34 (34.34)	14 (14.14)	16 (16.16)	2 (2.02)	99
5.	I solve my problems in my own methodical manner.	24 (24.2)	52 (52.5)	11 (11.1)	7 (7.07)	5 (5.05)	99
6.	I am sure of finding solution to any kind of problem faced by me.	32 (32.32)	48 (48.48)	9 (9.09)	6 (6.06)	4 (4)	99
7.	When dealing with problems I try to find a permanent solution rather than a temporary remedy.	22 (22.2)	55 (55.5)	17 (17.17)	3 (3.03)	2 (2.02)	99
8.	I always respect the right solutions suggested by anyone in spite of opposition from family.	19 (19.19)	37 (37.37)	18 (18.18)	11 (11.1)	14 (14.14)	99
9.	I keep postponing solving the problems.	7 (7.07)	18 (18.18)	3 (3.0)	31 (31.3)	40 (40.4)	99

10.	I sometimes choose ways/solutions, which hurt feelings of others.	21 (21.2)	23 (23.23)	13 (13.13)	20 (20.20)	22 (22.2)	99
11.	Problems make me nervous and confused.	18 (18.18)	44 (44.4)	18 (18.18)	14 (14.14)	5 (5.0)	99
12.	I do not hesitate to approach elders with my problems for their advice.	35 (35.35)	41 (41.41)	10 (10.10)	6 (6)	7 (7.0)	99
13.	I rely upon others to solve my problems.	11 (11.1)	9 (9.09)	13 (13.13)	40 (40.4)	26 (26.26)	99
14.	On many occasions I have failed to solve my problems effectively.	8 (8.08)	35 (35.35)	16 (16.16)	27 (27.27)	13 (13.13)	99
15.	I try to avoid solving problems by bunking school/staying away from home.	11 (11.1)	11 (11.1)	9 (9.09)	26 (26.26)	42 (42.42)	99
16.	I like to consult my friends in solving my problems before I take my own decision.	33 (33.3)	44 (44.4)	6 (6.06)	13 (13.13)	3 (3.0)	99

17.	I keep on working on problems till I get effective solution for it.	30 (30.3)	50 (50.5)	13 (13.13)	4 (4.04)	2 (2.02)	99
18.	Sometimes I involve in solving my family problems also.	34 (34.34)	49 (49.4)	7 (7.0)	9 (9.09)	0	99
19.	I face problems courageously.	34 (34.34)	47 (47.4)	13 (13.13)	4 (4.04)	1 (1.01)	99
20.	Taking help from others is essential for solving problems in some instances.	39 (39.39)	46 (46.46)	9 (9.0)	3 (3.03)	2 (2.02)	99
21.	I plan ahead to prevent problems.	9 (9.09)	11 (11.1)	26 (26.26)	37 (37.37)	16 (16.16)	99
22.	Problems will go away when I do not pay attention to them.	11 (11.1)	14 (14.14)	12 (12.12)	31 (31.31)	31 (31.31)	99
23.	Without making efforts, praying God/doing religious activities alone will solve the problem.	5 (5.05)	18 (18.18)	7 (7.07)	25 (25.25)	44 (44.4)	99
24.	I believe in "One does not have problems if one behaves well".	28 (28.28)	32 (32.32)	19 (19.1)	11 (11.1)	9 (9.09)	99

25.	I have an effective personality because of my good problem solving abilities.	15 (15.15)	55 (55.5)	22 (22.2)	6 (6.06)	1 (1.01)	99
26.	Learning from previous experience is essential for successful problem solving.	30 (30.3)	52 (55.5)	10 (10.10)	6 (6.06)	1 (1.01)	99
27.	Some problem solutions may not be acceptable for everyone.	14 (14.14)	39 (39.39)	19 (19.19)	19 (19.19)	8 (8.08)	99
28.	There are many good and bad solutions to a single problem.	25 (25.25)	55 (55.55)	13 (13.13)	4 (4.04)	2 (2.02)	99
29.	If one solution is not working, then another solution has to be implemented.	34 (34.34)	47 (47.4)	6 (6.06)	11 (11.1)	1 (1.01)	99
Total of Responses under various categories		626	1062	368	473	342	

The questionnaire on the problem solving dimension of life skill included twenty nine statements in total. As shown in the table above, the maximum responses were given under the option of ‘Applies to me’ followed by ‘Very much applies to me’. A majority of the respondents reported having a lot of problems. However, they also felt confident of solving those problems. A majority of respondents felt that problems need to be solved in a

methodical manner and also that it is important to find a permanent solution. It was also reported by the respondents that at the outset when faced by a problem it made them feel nervous. The students said that that it very much applied to them to approach their elders to solve a problem. It was also reported that on many occasions despite their best efforts they were not able to find a solution, however that did not stop them from finding an effective solution to their problems.

A proactive approach towards problem solving was reported. Majority of the respondents reported that good problem solving led to an effective personality. Similarly, learning from previous experience is very much needed for effective problem solving. A single solution is not applicable and accepted by all on most occasions. A given problem may have a good and bad solution. Also, one has to constantly look out for better solutions.

Decision Making

S.N	Statements	1 Very much applies to me	2 Applies to me	3 Not sure it applies to me	4 Does not apply to me	5 Does not apply to me at all	Total
1.	I take a long time to decide what is right for me.	29 (29.29)	39 (39.39)	6 (6.06)	20 (20.2)	5 (5)	99
2.	Before deciding on something, I imagine the likely consequences of it.	36 (36.36)	45 (45.4)	7 (7.07)	8 (8.08)	3 (3.03)	99
3.	I depend a lot on others to make decisions for me.	13 (13.13)	14 (14.14)	15 (15.15)	37 (37.37)	20 (20.2)	99
4.	I seek elders' advice while making important decisions.	43 (43.4)	42 (42.4)	8 (8.08)	3 (3.03)	2 (2.02)	99
5.	My friends and others have often appreciated the way I dealt with difficult situations.	24 (24.2)	42 (42.4)	18 (18.18)	11 (11.1)	4 (4.04)	99
6.	I think twice before saying or doing something.	30 (30.3)	43 (43.4)	14 (14.14)	9 (9.09)	3 (3.03)	99

7.	My parents have often scolded me for choosing a particular course of action/object because it was not in the best of my interests.	42 (42.4)	40 (40.4)	10 (10.1)	3 (3.0)	4 (4.04)	99
8.	I often choose options that make others happy but make me sad.	22 (22.2)	37 (37.3)	15 (15.1)	15 (15.1)	10 (10.1)	99
9.	I often find that I am not good at making right decisions.	12 (12.1)	36 (36.3)	20 (20.2)	27 (27.2)	4 (4.0)	99
10.	I do not make decision till the last minute.	14 (14.14)	15 (15.1)	23 (23.1)	30 (30.1)	17 (17.1)	99
11.	After making a decision I often doubt its effectiveness.	11 (11.1)	32 (32.3)	16 (16.1)	25 (25.2)	15 (15.1)	99
12.	I often do things/ make decisions like others have done because it has worked for them.	22 (22.2)	38 (38.3)	15 (15.1)	20 (20.2)	4 (4.0)	99
13.	I sometimes make decisions, which I do not like, just to conform to my peer group.	27 (27.2)	26 (26.2)	17 (17.1)	20 (20.2)	9 (9.0)	99
14.	I always make decisions keeping in mind the long – term interests.	25 (25.25)	44 (44.4)	14 (14.1)	10 (10.1)	6 (6.0)	99
15.	I have been successful when I took decision on my own in spite of resistance from others.	30 (30.3)	36 (36.36)	15 (15.15)	13 (13.13)	5 (5.1)	99
16.	Some of my decisions have been made wrongly.	14 (14.14)	43 (43.4)	19 (19.1)	15 (15.1)	8 (8.0)	99
17.	Once I make a decision I stick to it.	27 (27.2)	33 (33.3)	12 (12.1)	22 (22.2)	5 (5.0)	98

18.	I constantly review the decisions I have made.	14 (14.14)	42 (42.4)	25 (25.25)	11 (11.1)	7 (7.0)	99
19.	Decisions need to be changed as and when required.	26 (26.26)	44 (44.4)	13 (13.13)	13 (13.13)	3 (3.0)	99
20.	I make decisions based on sufficient and valid information.	9 (9.0)	47 (47.4)	27 (27.2)	13 (13.1)	3 (3.0)	99
21.	I make decisions out of habit/tradition.	24 (24.2)	38 (38.3)	20 (20.2)	14 (14.14)	3 (3.0)	99
22.	I make decisions because my parents or friends expect me to make such decisions.	29 (29.2)	45 (45.4)	11 (11.1)	12 (12.1)	2 (2.0)	99
23.	I like to rely on self – experience and intuition (6 th sense) while making decisions.	13 (13.1)	46 (46.4)	21 (21.1)	12 (12.1)	5 (5.0)	97
24.	My emotions influence my decisions.	23 (23.2)	38 (38.3)	25 (25.2)	11 (11.1)	2 (2.0)	99
25.	I have failed to imagine the positive and negative outcomes of decisions in the past.	15 (15.1)	24 (24.2)	19 (19.1)	32 (32.3)	9 (9.0)	99
26.	Bad things do not happen to me even though I take risky decisions.	15 (15.15)	23 (23.2)	22 (22.2)	25 (25.2)	14 (14.14)	99
27.	I make decisions only in situations/aspects where I have total control.	29 (29.29)	45 (45.4)	11 (11.1)	11 (11.1)	3 (3.0)	99
28.	Smoking, drinking, speeding or indulging in sexual acts is not dangerous.	13 (13.13)	15 (15.1)	11 (11.1)	18 (18.1)	42 (42.4)	99
29.	I am responsible for my own decisions.	30 (30.3)	49 (49.4)	10 (10.10)	3 (3.0)	7 (7.0)	99

30.	I control myself from making hasty decisions.	23 (23.2)	53 (53.5)	9 (9.0)	10 (10.1)	4 (4.0)	99
31.	I do certain things because my friends are also doing it.	9 (9.0)	32 (32.3)	18 (18.1)	23 (23.2)	17 (17.1)	99
32.	I like to adopt certain behaviours that have been shown on TV or reported in newspapers.	24 (24.2)	40 (40.4)	12 (12.1)	12 (12.1)	11 (11.1)	99
Total of Responses under various categories		717	1186	498	508	256	

The sub scale on decision making had a total of thirty - two items. Again, most of the responses given by the respondents in this category also fell under the option of ‘applies to me’ followed by ‘very much applies to me’. Majority of the respondents agreed to taking a long time to reach a decision. They also agreed to thinking about the consequences of their decision. A large number said that getting scolded from their parents for having having taken a certain decision which was not in their best interests did certainly apply to them. They also reported not feeling good enough to take a decision on certain occasions. A large number of respondents also reported that it applied to them to worry about the effectiveness of a decision taken by them and they also looked onto others for the decisions taken by them as they may have worked well for them. A majority of respondents agreed that it applies to them to take decisions keeping in mind long term interests. A large number of the respondents also agreed to having made wrong decisions and this led to the need of reviewing one’s decisions from time to time. They also very much felt the need of making decisions based on valid information. Intuition or sixth sense was an important guiding factor while making decisions as reported by many respondents. They also reported that one is responsible for the decisions one makes and that one must make decisions only in situations one has total control over. Most of the reported reported applying to them that decisions must not be made in a hurry or haste and also that behaviours reported on television or newspapers influenced one’s decision making process.

Effective Communication S.N	Statements	1 Very much applies to me	2 Applies to me	3 Not sure it applies to me	4 Does not apply to me	5 Does not apply to me at all	T otal
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1.	In some instances people do find it difficult to follow what I am trying to convey.	23 (23.2)	49 (49.4)	12 (12.1)	14 (14.1)	1 (1.0)	9 (9)
2.	I can reach people very well either through writing or speaking.	28 (28.2)	50 (50.5)	12 (12.1)	7 (7.0)	2 (2.0)	9 (9)
3.	I find it difficult to tell others that they have hurt me.	28 (28.2)	41 (41.4)	12 (12.1)	13 (13.1)	5 (5.0)	9 (9)
4.	I use 'please', 'thank you', 'sorry' etc in conversations wherever required.	40 (40.4)	43 (43.4)	13 (13.1)	1 (1.0)	2 (2.0)	9 (9)
5.	I hesitate or do not tell others what I want because I do not know how to put across.	31 (31.1)	31 (31.1)	15 (15.1)	15 (15.1)	7 (7.0)	9 (9)
6.	I can express my ideas and opinions articulately and concisely.	16 (16.1)	56 (56.5)	16 (16.1)	7 (7.0)	4 (4.0)	9 (9)
7.	People often tell me that I talk too much.	20 (20.2)	31 (31.1)	14 (14.1)	21 (21.1)	13 (13.1)	9 (9)
8.	I often find it difficult to start and continue conversations.	18 (18.1)	32 (32.3)	15 (15.1)	20 (20.2)	14 (14.1)	9 (9)

9.	I find it difficult to say 'no' to others and end up doing things, which I do not like.	25 (25.2)	52 (52.5)	10 (10.1)	8 (8.0)	4 (4.0)	9 (9.0)
10.	I can convey clear messages with facial expression and gestures alone.	18 (18.1)	42 (42.4)	19 (19.1)	13 (13.1)	7 (7.0)	9 (9.0)
11.	When I am asked by the teachers to give a talk on any topic, often my peers appreciate me as I have communicated it more effectively.	29 (29.2)	40 (40.4)	23 (23.2)	4 (4.0)	3 (3.0)	9 (9.0)
12.	I am often appreciated by teachers and friends for my ability to tell stories in an effective manner.	27 (27.2)	38 (38.3)	14 (14.1)	17 (17.1)	3 (3.0)	9 (9.0)
13.	At times when I visit doctors I can tell them clearly about my health problems.	39 (39.3)	44 (44.4)	4 (4.0)	7 (7.0)	5 (5.0)	9 (9.0)

14.	I find it difficult to express my fear and anxiety when exams are approaching.	17 (17.1)	33 (33.3)	20 (20.2)	17 (17.1)	12 (12.1)	9 9
15.	I can get the assistance and advice in times of need by expressing it effectively.	36 (36.3)	40 (40.4)	10 (10.1)	10 (10.1)	3 (3.0)	9 9
16.	I can communicate well with only certain people.	15 (15.1)	40 (40.4)	9 (9.0)	24 (24.2)	11 (11.1)	9 9
17.	I find it difficult to express my fear and anxiety.	20 (20.2)	40 (40.4)	9 (9.0)	19 (19.1)	11 (11.1)	9 9
18.	I can get assistance and advice in times of need by expressing it effectively.	29 (29.2)	46 (46.4)	15 (15.1)	7 (7.0)	2 (2.0)	9 9
19.	My friends and others appreciate my story telling abilities.	24 (24.2)	38 (38.3)	21 (21.1)	7 (7.0)	9 (9.0)	9 9
20.	I can talk well on the topic given to me.	28 (28.2)	47 (47.4)	12 (12.1)	9 (9.0)	3 (3.0)	9 9
21.	My friends feel comfortable in discussing their problems with me.	39 (39.3)	37 (37.3)	12 (12.1)	10 (10.1)	1 (1.0)	9 9

22.	I use appropriate tone while conversing.	32 (32.3)	50 (50.5)	9 (9.0)	5 (5.0)	3 (3.0)	9 (9.0)
23.	I answer to the point when someone asks me questions.	28 (28.2)	36 (36.3)	19 (19.1)	10 (10.1)	6 (6.0)	9 (9.0)
24.	I can express my thoughts and feelings in a clear manner.	27 (27.2)	47 (47.4)	15 (15.1)	8 (8.0)	2 (2.0)	9 (9.0)
25.	I can create safe and comfortable atmosphere for others to disclose their thoughts and feelings.	27 (27.2)	49 (49.4)	15 (15.1)	6 (6.0)	2 (2.0)	9 (9.0)
26.	I can understand how others see/perceive/understand the situation.	21 (21.1)	44 (44.4)	19 (19.1)	8 (8.0)	7 (7.0)	9 (9.0)
27.	In a conversation, I repeat what has been understood by me verbally, to make things clear for others and myself.	24 (24.2)	41 (41.4)	26 (26.2)	5 (5.0)	3 (3.0)	9 (9.0)

28.	I use supportive statements to convey the messages that I have understood what has been said or told.	24 (24.2)	41 (41.1)	26 (26.2)	5 (5.0)	3 (3.0)	9 9
29.	I am able to solve my problems due to my good communication abilities.	15 (15.1)	47 (47.4)	25 (25.2)	8 (8.0)	4 (4.0)	9 9
30.	I have fairly good idea about myself and my abilities, inferred from interactions with others.	20 (20.2)	52 (52.5)	13 (13.1)	9 (9.0)	5 (5.0)	9 9
31.	I am able to remove misunderstandings due to my effective communication skills.	14 (14.1)	53 (53.5)	20 (20.2)	7 (7.0)	5 (5.0)	9 9
32.	Because of increased /higher understanding I am able to adjust and adapt to any situation.	20 (20.2)	49 (49.4)	21 (21.2)	4 (4.0)	5 (5.0)	9 9
33.	I am able to understand hidden messages .	17 (17.1)	42 (42.4)	22 (22.2)	15 (15.1)	3 (3.0)	9 9

Total of Responses under various categories	819	1421	468	325	170
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Effective communication is yet another life skill sub scale which consisted to thirty three statements. A large number of the respondents felt that it applied to them that at many instances it is difficult to convey to the other person what one wants to say. ‘Please’, ‘thank you’ and ‘sorry’ were commonly used by many in their regular communication. However, they agreed to expressing their ideas well and clearly. A large number of respondents felt that being assertive and saying ‘no’ was rather difficult for them. This can be due to cultural reasons. Most of them felt that facial expressions and gestures were an important part of effective communication. On being appreciated by their peers for having given a talk in the class, many agreed that it applied to them however communicating with doctors about health issues seemed to be a concern.

A large number of respondents felt that it applied to them that asking for advice or assistance required one to communicate effectively. Almost many said that it very much applied to them that their friends felt comfortable discussing their problems with them. About fifty percent of them felt that tone is very important in good conversation. A safe, comfortable atmosphere is also important for others to disclose their feelings. A large number of respondents said that it applied to them that it is important to see how others perceive and understand a given situation. It was also reported that problem solving and good communication abilities go hand in hand. Most of the respondents had a good idea of themselves and their abilities as inferred through their interaction with others. More than half felt that it applied to them that effective communication was very important to clear and get over misunderstandings. Also, a large number of respondents agreed that it applied to them that adapting to a new situation required increased understanding which would come only through effective communication.

1.7 Discussion and Conclusion

A relevant and proper implementation of life skill education is a need of an hour, for today’s society. Imparting life skills education to the students can be helpful as it specifically addresses the needs of children, helps in motivating, providing practical, cognitive, emotional, social and self-management skills for life adjustments. Yadav P, Iqbal N.(2009) showed positive results of imparting life skills education to students and bringing the change in adolescent’ s attitude, thought and behavior by providing supportive environment to them. According to Errecart et al., (1991) and Caplan et al., (1992) life skills education proves to be an effective approach in primary prevention education, as its more interactive, uses problem solving approach and is activities based. Hence, teacher and the taught both get involved in learning and it makes the activities fun too.

On the whole, life skills education, have found to be an effective psychosocial intervention strategy for promoting positive social, and mental health of adolescents which plays an

important role in all aspects such as strengthening coping strategies and developing self-confidence and emotional intelligence, as well as enhancing critical thinking, problem solving and decision making skills as has been well documented in the aforementioned studies. Thus, there is, significance and importance of life skills education to be integrated into the regular school curriculum and given on a daily basis by a life skills trainer/teacher/counsellor to enhance the mental health of students, equip them with better adapted skills to face the challenges of changing life situations and empower them to become fully functioning contributors to the host society in particular and the world in general.

In the light of above discussion, it could be concluded, that, Life skill education has its importance and significance in overall development of students.

1.8 Future Implications

Although considerable progress has been made in the past decade, and in the present study too, to reflect, life skills education, as an effective mode of education, which does enhance social, emotional and thinking skills, and helps the 21st-century youngsters to achieve their goals, by strengthening their abilities to meet the needs and demands of the present society and be successful in life but still further empirical research is needed from future researchers, academicians and professionals in the related field to demonstrate robust findings.

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